



# ORANGE HIGH SCHOOL

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## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Science
<b>Topic</b>	Living World: Science Research Task
<b>Class Teacher</b>	Ms Mansur, Miss Loud, Mrs Boardman, Miss Williams, Mrs Gander, Mrs Norris, Ms Arnold
<b>Head Teacher</b>	Ms Huggett
<b>Year</b>	9
<b>Date Given</b>	Week 10, Term 3
<b>Date Due</b>	Week 2, Term 4 (Specific date given by teacher)
<b>Weighting</b>	25%

### **Assessment Outline**

You must produce a feature article on an infectious disease and its impact on society.

A feature article is a detailed, well-researched explanation about one particular topic. For your article, you must:

1. Research ONE infectious disease that affects humans, this can be from the list included or any other disease approved by your classroom teacher.
2. Write a MINIMUM six (6) paragraph feature article on the topic of “ (Disease name) and its impact on society.”

### **Non-completion of Task:**

**If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your classroom teacher.**

**Failure to follow the above procedures may result in a zero award.**

### **Outcomes Assessed**

- **SC5 - 8WS** Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
- **SC5 - 7WS** Process and analyse data and information from secondary sources
- **SC5 - 15LW** Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

## **Task Instructions**

You are a **science journalist** tasked with writing an informative and persuasive **feature article** about an infectious disease. Your article should educate readers about the disease, explain its impacts on individuals and communities over time, and motivate readers to take specific action to help reduce the number of cases.

## **STEP 1 Choose an infectious disease**

If you wish to choose a disease not on the list below, please discuss this with your classroom teacher.

Ross River Fever	Meningococcal	Measles
COVID19	Chicken Pox	HIV
Ebola	Swine Flu	Hepatitis B
Malaria	Polio	Whooping Cough

Infectious disease: \_\_\_\_\_

## **STEP 2 Conduct background research**

Use the table below to record evidence of your background research. This will help to write your feature article and bibliography.

Your background research should include:

**Disease Overview:** A brief description of the disease, including its cause (bacteria, virus, etc.), symptoms, and how it spreads.

**Impact:** What is the impact of the disease on individuals (e.g., health consequences, symptoms) and communities (e.g., healthcare burden, economic costs)? What has been the impact over time, what has changed?

**Current Statistics:** Find recent statistics on the number of cases and any trends over time (e.g., rising, declining number of cases).

**Preventative Measures:** Identify methods and recommendations for preventing the disease (e.g., vaccines, hygiene practices, medications).

**Challenges:** Look for any challenges in combating the disease, such as vaccine hesitancy, lack of access to healthcare, or misinformation.

Comment on the accuracy and reliability of your sources of information.

## **STEP 3 Write your feature article**

A feature article expresses an opinion or viewpoint on a topic, educates and explains the topic using research. Your feature article will be a minimum of **6 paragraphs**, but be no more than 2 pages long.

Your article will include:

**Headline:** A headline of 5-10 words. Make it catchy and informative so that it grabs the reader's attention.

**Introduction:** A paragraph to introduce your topic and key messages. Start with a compelling opening sentence that draws readers in.

**Body:**

Compose 4-5 paragraphs which include:

- A description of the disease, its symptoms, and how it spreads.
- A discussion of the impact on individuals, communities and society over time, using relevant statistics and real-life examples.
- An explanation of the current state of the disease, including any challenges in combating the disease.
- Detail about effective prevention strategies and what individuals can do to protect themselves and others.
- A call to action. A persuasive argument as to why readers should care about this issue and what specific actions they can take to help reduce the number of cases.

**Conclusion:** A paragraph that summarises the key points and reinforces the call to action.

**STEP 4 Edit and Revise**

- Review your article for clarity, accuracy, and persuasiveness.
- Ensure that your information is well-organized and your arguments are convincing.
- Check for grammar, spelling, and punctuation errors.
- Revise the marking criteria.

**STEP 5 Submit your assignment**

Include evidence of your background research and your feature article.

Marking Rubric: Scientific Article (Due: Term 4 Week 2) Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

		A	B	C	D	E	0	Total
		Has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. <b>(EXTENSIVE)</b>	A high level of competence in the processes and skills and able to apply these skills to most situations. <b>(THOROUGH)</b>	An adequate level of competence in the processes and skills. <b>(SOUND)</b>	A limited level of competence in the processes and skills. <b>(BASIC)</b>	Very limited competence in some of the processes and skills. <b>(ELEMENTARY)</b>	Not attempted	
<b>SC5-7WS</b> Process and analyse data and information from secondary sources	<b>Background research</b>	The research is extensive, summarised and referred to in the article.  5	The research is extensive, summarised the information is mentioned within the article.  4	The research is sufficient, summarised, but little of the information is included within the article.  3	The research is attempted, summary attempted, little information is included within the article.  2	The research is attempted, sources may be listed but summaries not provided.  1	0	/10
	<b>Sources</b>	Uses a wide range of reliable and valid secondary sources (5 or more).  Comment evaluates both reliability and accuracy  5	Uses a range of reliable secondary sources (4 or more).  Comment explains both reliability and accuracy  4	Uses a range of relevant secondary sources (at least 3).  Comment describes reliability AND /OR accuracy  3	Uses some relevant secondary sources (at least 2).  Comment states either reliability OR accuracy  2	Uses a limited number of secondary sources (1 source).  Comment on accuracy/reliability not included  1	0	
<b>SC5-15LW</b> Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society	<b>Feature article</b>	Examines the impact of the disease on society, including changes over time.  5	Explains impacts of the disease on society and changes over time.  4	States impacts of the disease on society and changes over time.  3	Identifies at least one impact of the disease and a change over time.  2	Identifies one impact of the disease on society.  1	0	/10
		Evaluates the treatment, prevention and challenges in combatting the disease.  5	Explains the treatment, prevention and challenges in combatting the disease.  4	States the treatment, prevention and challenges in combatting the disease.  3	Identifies 2 of the 3: treatment, prevention OR challenges combatting the disease.  2	Identifies 1 of the 3: treatment, prevention OR challenges combatting the disease.  1	0	
<b>SC5-8WS</b> selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems	<b>Feature article</b>	Composes an informative feature article which aims to reduce the number of cases of the disease.  Provides an opinion or viewpoint based on evidence collected.  5	Composes a feature article which aims to reduce the number of cases of the disease.  Provides an opinion or viewpoint.  4	Writes a feature article.  Provides an opinion or viewpoint.  3	Simple feature article structure adhered to.  States information or facts that suggest an opinion or viewpoint.  2	States information, adds no opinion or viewpoint.  1	0	/5

Outcome	7WS	15LW	8WS	Total
Mark				/25

Comments: