Wee Waa High School

Assessment Task Notification

FACULTY: SCIENCE

Student Name:		**Class:**
Title: Finding the Ideal Lunch Spot		
Assessment Task Number: 1	**Course: Science Stage 4**	**Weighting: 25%**
Teacher/s:	Mrs Wilson, Mr Catt, Ms Taylor, Ms Gibson	**Issue Date: 02-03-2026**
Type:	Practical Investigation	**Due Date: 13-03-2026**
Allocated Lessons:		**Time: 3:10**

Syllabus outcomes being assessed:

- explains how observations are used by scientists to increase knowledge and understanding of the Universe **SC4-OTU-01**
- uses scientific tools and instruments for observations **SC4-WS-01 (Observing)**
- follows a planned procedure to undertake safe and valid investigations **SC4-WS-04 (Conducting investigations)**
- uses data to identify trends, patterns and relationships, and draw conclusions **SC4-WS-06 (Analysing data and information)**
- communicates scientific concepts and ideas using a range of communication forms **SC-WS-08 (Communicating)**

Assessment Presentation Guidelines:

- **This notification must be attached to the task when submitted**
- **Students need to submit the task by handing the completed workbook in person and a PowerPoint report via teams.**

Task Description:

Where is the ideal place in the school to relax and eat lunch? What makes that place a good lunch spot? In this assessment task, we will explore these questions.

First, we will look at different locations in the school and see what makes them different. We want to identify measurable features (variables) like temperature and proximity to the classrooms. Then, we'll predict which spots might be ideal for lunch.

When you have made your predictions, you will work in small groups to collect data to test your predictions. Lastly, you will communicate your research findings to the class, outlining the ideal lunch spot.

Detailed instructions on completing the task are contained in the accompanying student workbook.

Additional Information:

This task will be completed entirely in class time.

Declaration of Authenticity

I certify that:

- **The planning, development, content and presentation of this assessment task is my own work in every respect**
- **This assessment task has not been copied from another person's work or from books or the internet or any other source**
- **I have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in this assessment task or in its development**
- **By submitting my assessment task electronically, I acknowledge this declaration of authenticity of my work**

_____ _____

Student Signature **Date**

Feedback

Type how feedback will be given to students here.

Marking Criteria:					
Grade	**A**	**B**	**C**	**D**	**E**
Measurable qualitative or quantitative data **SC4-OTU-01**	Quantitative **and** qualitative characteristics of ideal lunch spot features have been identified	Most Quantitative **and** qualitative characteristics of ideal lunch spot features have been identified	Quantitative **or** qualitative characteristics of ideal lunch spot features have been identified	Some Quantitative **or** qualitative characteristics of ideal school lunch spot features have been identified.	No relevant information.
Labelled, annotated diagrams **SC4-WS-08**	Presents a neat, fully labelled diagram of the ideal school lunch spot. Provides detailed annotations describing key features of the locations.	Presents a fully labelled diagram of the ideal school lunch spot. Provides some annotations describing some features of the locations.	Presents a partially labelled diagram of the ideal school lunch spot. No annotations were provided.	Presents a simple diagram (sketch) of the ideal school lunch spot. No labels and annotations were provided.	No relevant information was provided.
Explanation for students' selection of their ideal lunch spot Use of causal connectives in explanations **SC4-WS-08**	Communicates scientific ideas clearly and effectively. The selection of the ideal school lunch spot is clear and well-justified. Provides strong reasoning with clear causal connectives.	Communicates scientific ideas clearly but with minor ambiguities. The selection of the ideal school lunch spot is clear, but the justification is weak. Provides reasoning with some causal connectives.	Communicates scientific ideas but with some unclear elements. The selection of the ideal school lunch spot is clear but poorly justified. Provides reasoning but lacks causal connectives	Attempts to communicate scientific ideas, but the meaning is lost or unclear. The selection of the ideal school lunch spot is unclear and unjustified. Provides weak reasoning with no causal connectives.	No relevant information.

Grade	A	B	C	D	E
Relevance of observations Accuracy of data Effectiveness of justification Use of data and observations **SC4-OTU-01**	All of: Observations are highly relevant and directly support the selection. The data is accurate and thoroughly supports the selection. The justification is clear and logical and strongly supports the selection. Data and observations are used effectively to justify the selection.	3 out of 4 of: Observations are highly relevant and directly support the selection. The data is accurate and thoroughly supports the selection. The justification is clear and logical and strongly supports the selection. Data and observations are used effectively to justify the selection.	Observations are mostly relevant and support the selection. The data is mostly accurate and supports the selection. The justification is clear and logical but could be stronger. Data and observations are used but not always effectively.	Observations are somewhat relevant but only partially support the selection. The data is somewhat accurate but has minor errors. The justification is somewhat clear but lacks strong support. Data and observations are used, but their effectiveness is limited.	Observations are irrelevant or do not support the selection. The data is inaccurate or does not support the selection. The justification is unclear or illogical. Data and observations are used ineffectively or not at all.
Measurement accuracy **SC4-WS-01**	All measurements are within half the limit of reading.	Most measurements are within half the limit of reading.	Measurements are within the limit of reading.	Measurements are outside the limit of reading.	No relevant information.
Use of equipment **SC4-WS-04**	Equipment is used proficiently and correctly, resulting in accurate measurements.	Equipment is used correctly with minor errors, resulting in mostly accurate measurements.	Equipment is used correctly with some minor errors, resulting in mostly accurate measurements.	Equipment is used with some errors, resulting in inaccurate measurements.	Equipment is used incorrectly or not at all.

Grade	A	B	C	D	E
Identification of trends, patterns, and relationships Presentation of data Analysis of data Drawing conclusions **SC4-WS-06**	Uses data effectively to identify trends, patterns and relationships. Data is accurately presented in tables and graphs, with clear labels and formatting. Data is correctly analysed, leading to valid conclusions. The conclusion clearly addresses and is supported by data, including an analysis of the strength of the evidence.	Uses data to identify trends, patterns and relationships with some accuracy. Data is accurately presented in tables and graphs, with mostly clear labels and formatting. Data is correctly analysed with minor errors, leading to mostly valid conclusions. The conclusion is reasonable and is supported by some evidence (incomplete).	Uses data to identify trends, patterns or relationships with limited accuracy. Data is presented in tables and graphs, with some inaccuracies or unclear labels and formatting. Data is analysed with some errors, leading to partially valid conclusions. A reasonable conclusion is provided but without supporting evidence.	Does not use data to identify trends, patterns or relationships. Data is inaccurately presented in tables and graphs, with unclear labels and formatting. Data is incorrectly analysed, leading to invalid conclusions. The conclusion does not attempt to answer the investigation's inquiry question.	No relevant information.

Grade	A	B	C	D	E
Range of communication forms Clarity of communication Use of evaluative language **SC4-WS-08**	Uses a wide range of communication forms to convey scientific concepts and ideas effectively. Communicates scientific concepts and ideas clearly, using scientific terminology and their chosen method of presentation to engage the audience effectively. Uses evaluative language effectively to support the conclusion.	Uses a range of communication forms to convey scientific concepts and ideas. Communicates scientific concepts and ideas with clarity, using scientific terminology and the chosen method of presentation to engage the audience effectively but with occasional minor inconsistencies or lapses in clarity. Uses evaluative language effectively to support the conclusion but with minor lapses.	Uses a limited range of communication forms to convey scientific concepts and ideas. Communicates scientific concepts and ideas with some inconsistencies or lapses in clarity. Uses evaluative language to support the conclusion but with limited effectiveness.	Does not use a range of communication forms to convey scientific concepts and ideas. Communicates scientific concepts and ideas with frequent inconsistencies or lapses in clarity. Does not use evaluative language to support the conclusion.	No relevant information.
				OVERALL GRADE	

Teacher Feedback:
