



Name: \_\_\_\_\_

My Target: \_\_\_\_\_ / 50 or \_\_\_\_\_ %

**Year 9 Humanities and Social Sciences – Task 1 – Part B – Feature Article Rubric/Marking Guide**  
**Biomes, World Population and Food Security In-class and homework research task**

Task ↓ & Marks Allocation →	1	2	3	4	5	Subtotal
<b>Appropriate Headline Included</b>	An appropriate headline is included.					
<b>Student name is included</b>	Student's name is included.					
<b>Map of Biomes Location with caption</b>	Map is included, no caption or reference.	Map is included, with an appropriate caption and is referenced.				
<b>Pictures</b>	3 or less relevant pictures are included, no caption or reference.	3 or more relevant pictures are included, with an appropriate caption, pictures source is referenced in the bibliography.				
<b>Graphs &amp; Statistics</b>	1 relevant graph/statistic is included, no caption or reference.	2 - 3 relevant graph/statistics is included, with a caption and is referenced within the written text. The source is referenced in the bibliography.	3 or more relevant graph/statistics is included, with a caption and is referenced within the written text. The source is referenced in the bibliography.			
<b>Introductory Paragraph</b>	An introduction is included, provides good detail about what the main topic of the article. Biome and purpose of the article is mentioned.	A well-constructed introduction is included, provides good detail about what the main topic of the article. Biome and purpose of the article is mentioned is covered.				
<b>Biome's Climate Characteristics</b>	Limited background information is included.	Some background information included about the biome's climate characteristics is included. Not all of the areas are mentioned (Climate, Temperature Range, Precipitation)	Some detailed information about the biome's climate characteristics is included. (Climate, Temperature Range, Precipitation).	Good level detailed information about the biome's climate characteristics is included. (Climate, Temperature Range, Precipitation).	Highly detailed information about the biome's climate characteristics is included. (Climate, Temperature Range, Precipitation). Statistics are used, linked to a climate or rainfall graph etc.	
<b>Biome's Biodiversity</b>	Limited facts about the biome's biodiversity are included. (Basic plants and animals listed).	Some facts about the biome's biodiversity are included. (Basic plants and animals listed).	Some detailed information biome's biodiversity are included. Some examples and statistics are included of specific flora/fauna and their adaptations to the biome.	A good level of facts and information about the biome's biodiversity are included. Examples and statistics are included of specific flora/fauna and their adaptations to the biome are evident.	Highly detailed facts and information about the biome's biodiversity are included. Examples and statistics are included of specific flora/fauna and their adaptations to the biome are evident.	
<b>Survival Techniques for the Biome</b>	Limited facts about the survival techniques for the biome specified are included. Not all areas are covered (Food, Water, Shelter).	Some facts about the survival techniques for the biome specified are included. Most areas are covered (Food, Water, and Shelter). No examples or statistics are included.	Some detailed information facts about the survival techniques for the biome specified are included. All areas are covered (Food, Water, and Shelter). Some examples and statistics are included	A good level of facts and information about the survival techniques for the biome specified are included. All areas are covered (Food, Water, and Shelter). Examples and statistics are evident.	Highly detailed facts and information about the survival techniques for the biome specified are included. All areas are covered (Food, Water, and Shelter). Examples and statistics are evident.	

<b>Tear-out section/Quote</b>	A quote/statistic is included, not in the tear-out section format.	Appropriate quote/statistic is included. In the tear-out section format.				
<b>Food Security Definition</b>	Limited information about the definition of Food Security is included.	Some information about the definition of Food Security is included.	Detailed mention of the definition of Food Security is included.	A good the definition of Food Security is included, with examples supporting the definition.		
<b>Food Security Challenges</b>	Limited information about challenges to food security is mentioned.	Some information about challenges to food security is mentioned for the biome specified.	Good amount of detailed information challenges to food security is mentioned. Examples are provided.	A good level of information about challenges to food security is mentioned. Examples are provided, some explanation of the challenges is included – linking back to the Characteristics of the Biome.	Highly detailed of information challenges to food security is mentioned. Examples are provided; some explanation of the challenges is included – linking back to the Characteristics of the Biome.	
<b>Food Security Solutions</b>	Limited information about solutions for Food Security is included.	Some information about solutions for Food Security is included.	Some detailed information about solutions for Food Security is included. Examples are included.	A good level of detailed information solutions for Food Security is included specific to the selected biome. Examples are included of the solutions.	Highly detailed level of information solutions for Food Security is included specific to the selected biome. Examples are included of the solutions are included with supporting explanation as to why they may be viable (address the challenges)	
<b>Conclusion</b>	A simple concluding sentence is included.	A conclusion is included that summarises the main topic of the article.	A well-constructed conclusion that summarises the main topic of the article.			
<b>Spelling, punctuation and editing.</b>	Frequently misspells common words, consistently makes punctuation errors and identifies very few or no errors in own writing.	Misspells some common words and familiar difficult words, makes punctuation error which detract from meaning and finds some errors in own work.	Spells most words correctly, misspells some new technical words and edits own work to improve content, structure and vocabulary.	Spells most words correctly, uses most punctuation accurately and edits own work to make content clearer and to improve vocabulary.	Spells difficult words accurately, uses varied punctuation for clarity and precision of meaning and consistently uses editing strategies to demonstrate control over content.	
					<b>Task 1B - TOTAL</b>	<b>/50</b>

**Teacher Comments:**