**ANSWERING DISCUSSION QUESTIONS, WRITING OBSERVATIONS, CONCLUSIONS AND PARAGRAPHS IN SCIENCE**

**When answering questions, answer in full sentences with setting up the scene for your answer and giving supportive details when it is possible.**

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| Poor Answer: | *“The glucose burned.”* |
| Good Answer: | *“When heated gently, the glucose quickly melted to a syrup. Further heating caused the glucose to bubble and burn to a black crust.”* |

**A sentence fragment is not a complete sentence.** It usually lacks either a subject or a verb, or both, or contains only a dependent clause.

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| Poor answers: | 1. *So that dust won’t get in (dependent clause).*
2. *Because it was blurry (dependent clause).*
3. *Lots of bubbles and smoke (no verb).*
4. *Flowing really fast (no subject).*
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**A number of words MUST NOT be used. These words are:**

it, they, them, this, these, you, yes, no

**YES and NO at the beginning of full sentence answers ARE NOT necessary.**

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| Poor answers: | 1. *Yes. Yes, you can. It spreads out.*
2. *It gets less bright.*
3. *Light shines on it. From the room.*
4. *Straight. Light goes straight.*
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You can see that many of the **POOR** ways of writing are shown in these examples – the use of yes, you, undefined pronouns, incomplete sentences, no explanation and no setting the scene.

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| **Good answers:** | 1. *When a lamp was placed in the centre of a table, all the people sitting around the table could see the light. The light was visible from all positions, suggesting that the light spreads out in all directions.*
2. *When a cardboard screen was held near to a light source, the screen became less bright as it moved further away from the light.*
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Although this second version is slightly longer, it is now a fully explained – a stranger could read it and understand. Each discussion, experiment are different, but this illustrates a number of general points that separate a **GOOD** discussion from a **POOR** discussion.