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|  | Australian Curriculum Year 3 Science sample assessment ׀ Task-specific standards — continua  Cool it! | Name |

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**Purpose of assessment:** Toconduct an investigation to determine which insulator will keep ice solid for longer.

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| Understanding dimension | Skills dimension | | |  |
| Science Understanding  Science as a Human Endeavour | Questioning and predicting  Planning and conducting | Processing and analysing data and information | Communicating |  |
| **Section 4: Explaining your results — Conclusion**  Explanation of observations by completing the cloze exercise to show the correct relationship between insulators, change of state and heat  **Section 5: Applying science knowledge**  Application of science knowledge to identify where and describe how and why people use insulation to prevent heat transference in a real-life situation | **Section 1: Making predictions**  Prediction about which insulator will keep ice solid for longer  **Section 3: Recording results**  Collection and recording of data in the results tables | **Section 3: Recording results**  **Section 4: Explaining your results — Discussion**  Presentation of collected data to draw a column graph and use of the data in the results tables and column graph to explain findings | **Sections 1, 3, 4, 5**  Communication of ideas and findings in a variety of ways (short responses, tables, column graph, cloze passage) |  |
| * Use of science understanding to suggest reasoned explanation of observations by completing the cloze exercise to show the correct relationship between the insulators, change of state of water and the amount of heat   Identification of where and description of how and why people use insulation to prevent heat transference in a real-life situation | * Reasoned prediction about which insulator will keep ice solid for longer   Systematic collection and recording of reliable data in the tables | * Following of procedures to present collected data in a column graph to identify which insulator keeps ice solid for longer by explaining patterns and trends when suggesting possible reasons linked to science knowledge for choice of best insulator | * Coherent communication of ideas and findings about change of state from solid to liquid and insulators ideas using relevant science terminology | A |
|  |  |  |  |
|  |  |  |  | B |
| * Use of science understanding to suggest an explanation of observations by completing the cloze exercise to show the correct relationship between insulators and the amount of heat entering the plastic bottle   Identification of where people use insulation to prevent heat transference in a real-life situation | * Prediction about which insulator will keep ice solid for longer   Collection and recording of data in the tables | * Following of procedures to present collected data in a column graph to identify which insulator keeps ice solid for longer and suggestion of a possible reason for choice of best insulator | * Communication of ideas and findings about change of state from solid to liquid and insulators |
|  |  |  |  | C |
|  |  |  |  |
|  |  |  |  | D |
| * Isolated placement of words from the word bank into the cloze exercise   Recall of information about insulation or heat transfer | * Restatement of the investigation question   Directed collection of observations | * Fragmented presentation of observations/data | * Fragmented communication of ideas and findings about change of state from solid to liquid and insulators |
|  |  |  |  | E |
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