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|  | Australian Curriculum Year 7 Science sample assessment ׀ Task-specific standards — matrix  Why do the seasons change? | Name |

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**Purpose of assessment:** To use secondary sources and representations to explain observations about the Earth, describe patterns and draw a conclusion about the predictability of these patterns.

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| Understanding dimension | Science Understanding | **Section 2**  Explanation of how the relative positions of the Earth, sun and moon affect phenomena on Earth (including day length, climate zones, seasons and eclipses) | Justified scientific explanation of how the relative positions of the Earth, sun and moon affect the observations made by the group of students integrated with:   * an appropriate representation * identified feature/s of the model and thorough explanation of how it supports the scientific explanation | Informed scientific explanation of how the relative positions of the Earth, sun and moon affect the observations made by the group of students linked to:   * an appropriate representation * identified feature/s of the model and informed explanation of how it supports the scientific explanation | Explanation of how the relative positions of the Earth, sun and moon affect the observations made by the group of students supported by:   * an appropriate representation * identified feature/s of the model | Partial explanation of how the relative positions of the Earth, sun and moon affect the observations made by the group of students using:   * a representation | Restatement of science knowledge and representations about the Earth, sun and moon |
| **Section 2**  Description of observable patterns and timeframes | Identification and thorough explanation of the pattern and timeframe of the observations | Identification and informed explanation of the pattern and timeframe of the observations | Identification and explanation of the pattern and timeframe of the observations | Identification of observable patterns and timeframes | Identification of observable patterns or timeframes |
| Skills dimension | Processing and analysing data and information | **Section 3**  Drawing on evidence to support a conclusion about the predictability of observations on Earth | Drawing on relevant evidence and patterns from research to support a justified conclusion that answers the question: *why are observations of the Earth predictable?* | Drawing on relevant evidence and patterns from research to support a conclusion that answers the question: *why are observations of the Earth predictable?* | Drawing on evidence from research to support a conclusion that answers the question: *why are observations of the Earth predictable?* | Drawing a conclusion that answers the question: *why are observations of the Earth predictable?* | Restatement of information |
| Communicating | Sections 2 and 3  Communication using scientific language | Concise and coherent communication about day length, climate zones, seasons and eclipses using appropriate scientific language | Coherent communication about day length, climate zones, seasons and eclipses using appropriate scientific language | Communication about day length, climate zones, seasons and eclipses using scientific language | Communication about day length, climate zones, seasons and eclipses using everyday language | Communication about day length, climate zones, seasons and eclipses using fragmented language |