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

© The State of Queensland (Queensland Curriculum and Assessment Authority) and its licensors 2014. All web links correct at time of publication.

**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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Understanding dimension | | Skills dimension | |  |
| Science Understanding | | Processing and analysing data and information | Communicating |  |
| **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) | **Section 2**  Description of observable patterns and timeframes | **Section 3**  Drawing on evidence to support a conclusion about the predictability of observations on Earth | **Sections 2 and 3**  Communication using scientific language |  |
| * 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 | * Identification and thorough explanation of the pattern and timeframe of the observations | * Drawing on relevant evidence and patterns from research to support a justified conclusion that answers the question: *why are observations of the Earth predictable?* | * Concise and coherent communication about day length, climate zones, seasons and eclipses using appropriate scientific language | A |
|  |  |  |  |
|  |  |  |  | B |
|  |  |  |  |
| * 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 | * Identification and explanation of the pattern and timeframe of the observations | * Drawing on evidence from research to support a conclusion that answers the question: *why are observations of the Earth predictable?* | * Communication about day length, climate zones, seasons and eclipses using scientific language | C |
|  |  |  |  |
|  |  |  |  | D |
|  |  |  |  |
| * Restatement of science knowledge and representations about the Earth, sun and moon | * Identification of observable patterns or timeframes | * Restatement of information | * Communication about day length, climate zones, seasons and eclipses using fragmented language | E |
|  |  |  |  |