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|  | Australian Curriculum Year 9 Science sample assessment ׀ Teacher guidelines  Electric kettles |

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| Assessment description | Category |
| Students use the particle model and the relationships between energy, power, voltage, current and resistance to demonstrate their understanding of energy transfer in electric circuits. They investigate factors that affect the transfer of energy. | Written |
| Technique |
| 1. Supervised assessment   Experimental investigation |
| Context for assessment | Alignment |
| 1. Electric appliances containing heating elements are common in students’ daily lives. 2. Heating elements change electrical energy into heat energy and an understanding of electrical energy, power and Ohm’s law can be used to explain how heating elements work. 3. Heating elements are made of metals with high resistance, such as nichrome wire, and the size of the wire affects the amount of electrical energy flowing in the wire and therefore the heat energy produced.   The practical investigation of this topic and communication of findings provide opportunities for students to develop skills used by the scientific community. | *Australian Curriculum v7.0,* Year 9 Science Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority[www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au/)  Year 9 Science standard elaborations available at:  [www.qcaa.qld.edu.au/downloads/p\_10/ac\_sci\_yr9\_se.docx](https://www.qcaa.qld.edu.au/downloads/p_10/ac_sci_yr9_se..docx) |
| Connections |
| This assessment can be used with the QCAA Australian Curriculum resource titled *Year 9 plan — Australian Curriculum: Science* exemplaravailable at: [www.qcaa.qld.edu.au/ downloads/p\_10/ac\_science\_yr9\_plan.doc](http://www.qcaa.qld.edu.au/downloads/p_10/ac_science_yr9_plan.doc) |
| Definitions |
| See the Australian Curriculum glossary for technical terms used in this assessment [www.qsa.qld.edu.au/yr9-science-resources.html](http://www.qsa.qld.edu.au/yr9-science-resources.html) |
| In this assessment | Assessment materials |
| Teacher guidelines  Student booklet  Task-specific standards — continua  Task-specific standards — matrix  Sample response  Assessment resource — Explaining resistance in terms of the particle model  Assessment resource — Scientific inquiry process | Section 2:   * variable power supply (power pack) * ammeter and voltmeter or 2 multimeters * switch * 6 connecting wires, with alligator clips * heatproof mat * 50 cm and 100 cm lengths of 20 swg (0.91 mm diameter) and 26 swg (0.46 mm diameter) nichrome wire |

# Teacher guidelines

## Identify curriculum

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| Content descriptions to be taught | | |
| Science Understanding | Science as a Human Endeavour | Science Inquiry Skills |
| **Physical sciences**   * Energy transfer through different mediums can be explained using wave and particle models [ACSSU182](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSSU182) | **Use and influence of science**   * People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions [ACSHE160](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSHE160) | **Planning and conducting**   * Plan, select and use appropriate investigation methods, including [field work](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Field%20work) and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods [ACSIS165](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS165) * Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data [ACSIS166](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS166)   **Processing and analysing data and information**   * Analyse [patterns](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Pattern) and [trends](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Trend) in data, including describing relationships between variables and identifying inconsistencies [ACSIS169](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS169) * Use knowledge of scientific concepts to draw [conclusions](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Conclusion) that are consistent with [evidence](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Evidence) [ACSIS170](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS170)   **Evaluating**   * Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data [ACSIS171](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS171)   **Communicating**   * Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations [ACSIS174](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS174) |

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| General capabilities (GCs) and cross‑curriculum priorities (CCPs)  This assessment may provide opportunities to engage with the following GCs and CCPs. Refer also to the Resources tab on the Year 7 Science curriculum and assessment page: [www.qcaa.qld.edu.au/yr9-science-resources.html](http://www.qcaa.qld.edu.au/yr9-science-resources.html) | |
| Literacy  Numeracy | ICT capability  Critical and creative thinking |
| Achievement standard  This assessment provides opportunities for students to demonstrate the following highlighted aspects. | |
| 1. By the end of Year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people’s lives.   Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others’ methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences. | |
| Source: ACARA, The Australian Curriculum v7.0, [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au) | |

## Sequence learning

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| Suggested learning experiences |
| This assessment leads on from the learning experiences outlined in the QCAA’s Year 9 Science Year level plan. The knowledge, understanding and skills in the Year level plan will prepare students to engage in this assessment:   * See Year 9 plan — Science exemplar  [www.qcaa.qld.edu.au/downloads/p\_10/ac\_science\_yr9\_plan.doc](http://www.qcaa.qld.edu.au/downloads/p_10/ac_science_yr9_plan.doc) |
| Adjustments for needs of learners |
| To make adjustments, teachers refer to learning area content aligned to the child’s chronological age, personalise learning by emphasising alternate levels of content, general capabilities or cross‑curriculum priorities in relation to the chronological age learning area content. The emphasis placed on each area is informed by the student’s current level of learning and their strengths, goals and interests. Advice on the process of curriculum adjustment for all students and in particular for those with disability, gifted and talented or for whom English is an additional language or dialect are addressed in *Australian Curriculum — Student Diversity* materials.  For information to support students with diverse learning needs, see:   * Queensland Curriculum and Assessment Authority materials for supporting children with diverse learning needs [www.qcaa.qld.edu.au/10188.html](http://www.qcaa.qld.edu.au/10188.html) * Australian Curriculum Student Diversity [www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice](http://www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice) * The *Melbourne Declaration on Educational Goals for Young Australians* [www.curriculum.edu.au/verve/\_resources/national\_declaration\_on\_the\_educational\_goals\_for\_young\_ australians.pdf](http://www.curriculum.edu.au/verve/_resources/national_declaration_on_the_educational_goals_for_young_australians.pdf) * The *Disability Standards for Education* [www.ag.gov.au](http://www.ag.gov.au) |
| Resources |
| * Education Queensland Classroom activity risk management guidelines   <http://education.qld.gov.au/curriculum/carmg/index.html> |

## Develop assessment

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| Preparing for the assessment |
| Learning experiences in preparation for the assessment could include:  Exploring energy, energy changes and electricity   * Identify forms of energy and energy changes in electric appliances (e.g. kettles, toasters, washing machines and stereos) in energy chains. * Discuss the concept of electricity, including current, voltage and resistance, in terms of the flow of electric charges carried by electrons between atoms in the wires of an electric circuit. This can be explained by comparing it to the flow of water in a water circuit for a swimming pool. * Identify the relationships between electric current, voltage, energy and power. * Make a glossary of key scientific language, including energy, joules, electrical energy, voltage, current, resistance, voltmeter, ammeter, series and parallel circuits, volts, amps, ohms, Ohm’s law, power, watts. * Discuss the use of different amounts of electrical energy by different appliances and practise calculations using the formula E = Pt. * Research the use of resistors as heating elements in electric appliances and write a paragraph to summarise the findings. * Discuss the unit of measurement for nichrome wire. Standard wire gauge (swg) is a measurement of the diameter of wire.   Conducting investigations to explore energy, energy changes and electricity   * Identify risks and management strategies when conducting experiments with electric circuits. * Construct electric circuits using bulbs and switches in series and parallel and using measuring devices for voltage and current (voltmeters and ammeters or multimeters). * Investigate Ohm’s law experimentally to find out how voltage, current and resistance in an electric circuit are related. * Record data in tables using Microsoft Excel. * Analyse and interpret the results mathematically using the formula and create a graph of data collected in the investigation using Microsoft Excel. * Draw conclusions about the relationships between the variables in Ohm’s law. * Practise mathematical calculations using Ohm’s law (V = IR) and P = VI to solve problems with unknown variables. * Work in a group to plan and conduct an investigation associated with electric circuits (e.g. How well do different types of pencil lead of the same length and diameter conduct electricity?). * Identify variables for investigation. * Formulate a question and hypothesis. * Design a method to test the hypothesis and control variables. * Design a data table to record results. * Analyse and interpret the results to draw conclusions. * Evaluate the conclusions based on the reliability and validity of the data. * [Explain](http://www.australiancurriculum.edu.au/Glossary?a=&t=Explain) specific actions to improve the quality of collected evidence. * Write a scientific report on the investigation. |

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| Implementing |
| Section 1. Explaining how heating elements in electric kettles work |
| * Supervise students in answering Questions 1–7. * Where necessary, explain the requirements of questions so that literacy demands do not prevent students from providing evidence of their science understanding. |
| Section 2. Identifying factors which effect energy transfer in electric circuits |
| Hints for ensuring safe collection of valid data:   * It is important that currents through nichrome wire should be kept as low as possible, to minimise heating and to avoid exceeding the current rating of the power supply (usually 10 A but some power supplies are rated at 3 A). * Remind students to read meters quickly and then switch off to avoid overheating of wire. * Suggestions for minimising current: * use 50 cm as a minimum length of nichrome wire (dependent on swg of wire), longer samples will reduce currents. Wire can be rolled into a coil to save space * three different voltages are required, though actual values are not crucial. Do not exceed 6 volts. * It is important that teachers test circuits beforehand to ensure currents are not exceeded over the range of chosen voltages and that the meters chosen are of an appropriate range * Discuss safety expectations for the investigation. See Education Queensland *Classroom activity risk management guidelines* <http://education.qld.gov.au/curriculum/carmg/index.html> * Ensure all students understand how the materials and equipment are to be assembled. * Check circuits before students begin measurements.   Hints for purchasing materials   * Nichrome wire is an inexpensive product that can be purchased by the roll. At the time of developing this assessment cost was $22 per roll. * Each roll of 20 swg nichrome wire contains 8.5 metres and it is anticipated that 2 rolls would be needed for a class set (assuming 3 students per group in a class of 30 students). * Each roll of 26 swg contains 34 metres and it is anticipated that 1 roll would be needed for a class set (assuming 3 students per group in a class of 30 students). * The nichrome wire coils are not classified as a consumable resource and can be reused for multiple classes. |
| Section 3. Planning an investigation: Checking the power rating of a kettle |
| * Provide an electric kettle to assist students with their planning of the investigation. * Ensure students understand the question they are investigating. * Emphasise the danger of 240 volts and remind students that they must plan to use a low voltage source for their investigation, this could include a discussion about why safety switches are installed in houses. * Discuss the hint (at the beginning of Section 3) with students and remind them to refer to Sections 1 and 2 when planning the investigation. * Discuss safety expectations for the investigation. * Check methods and circuits before students begin measurements. |

## Make judgments

When making judgments about the evidence in student responses to this assessment, teachers are advised to use the task-specific standards provided. The development of these task-specific standards has been informed by the Queensland Year 9 standard elaborations. See [www.qcaa.qld.edu.au/downloads/p\_10/ac\_sci\_yr9\_se.docx](https://www.qcaa.qld.edu.au/downloads/p_10/ac_sci_yr9_se.docx)

### The Queensland standard elaborations for Science

The Queensland Year 9 standard elaborations for Science are a resource to assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments. They should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level.

The Queensland Science standard elaborations provide a basis for judging *how well* students have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard.

The Australian Curriculum achievement standards dimensions of Understanding and Skills are used to organise the Queensland Science standard elaborations.

The valued features of Science drawn from the achievement standard and the content descriptions for Understanding dimension and Skills dimension are organised as:

* Science understanding
* Science as a human endeavour
* Questioning and predicting
* Planning and conducting
* Processing and analysing data and information
* Evaluating
* Communicating.

#### Task-specific standards

Task-specific standards give teachers:

* a tool for directly matching the evidence of learning in the response to the standards
* a focal point for discussing students’ responses
* a tool to help provide feedback to students.

Task-specific standards are not a checklist; rather they are a guide that:

* highlights the valued features that are being targeted in the assessment and the qualities that will inform the overall judgment
* specifies particular *targeted aspects* of the curriculum content and achievement standard
* aligns the valued feature, task-specific descriptor and assessment
* allows teachers to make consistent and comparable on-balance judgments about student work by matching the qualities of student responses with the descriptors
* clarifies the curriculum expectations for learning at each of the five grades (A–E or the Early Years equivalent)
* shows the connections between what students are expected to know and do, and how their responses will be judged and the qualities that will inform the overall judgment
* supports evidence-based discussions to help students gain a better understanding of how they can critique their own responses and achievements, and identify the qualities needed to improve
* encourages and provides the basis for conversations among teachers, students and parents/carers about the quality of student work and curriculum expectations and related standards.

#### Task-specific valued features

Task-specific valued features are the discrete aspects of the valued features of Science targeted in a particular assessment and incorporated into the task-specific standards for that assessment. They are selected from the Queensland Science standard elaborations valued features drawn from the Australian Curriculum achievement standard and content descriptions.

##### Task-specific valued features for this assessment

The following table identifies the valued features for this assessment and makes explicit the understandings and skills that students will have the opportunity to demonstrate. This ensures that the alignment between what is taught, what is assessed and what is reported is clear.

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| Australian Curriculum achievement standard dimensions | Queensland standard elaborations valued features | Task-specific valued features |
| **Understanding dimension** | Science understanding | **Section 1: Questions 1–7**  Description of energy transfer in electric circuits and heating appliances and explanation of the factors that affect energy transfer using the particle model  **Section 3: Introduction**  Background information about factors affecting energy transfer |
| **Skills dimension** | Planning and conducting | **Section 2: Questions 8 and 9a**   * Measurement of voltage and current for various lengths and thickness of wire * Identification and description of safety considerations   **Section 3: Materials and Method**  Design of an appropriate investigation to determine the resistance of the heating element of a kettle |
| Processing and analysing data and information | **Section 2: Questions 9b, 10 and 11**  Analysis of trends in data to draw conclusions consistent with evidence about how current, resistance and voltage relate to the wire’s dimensions  **Section 3: Results, Analysis of results, Discussion, Conclusion**  Analysis of trends in data to draw conclusions consistent with evidence about the power of a kettle element |
| Evaluating | **Section 3: Discussion**  Analysis of the method to propose effective modifications |
| Communicating | **Sections 1 and 2**  Communication of findings and ideas about factors that affect energy transfer in electric circuits  **Section 3**  Communication of findings and ideas using appropriate language, symbols, units and conventions |

The task-specific standards for this assessment are provided in two models using the same task-specific valued features:

* a matrix
* a continua.

#### Matrix and continua

Task-specific standards can be prepared as a matrix or continua. Both the continua and the matrix:

* use the Queensland standard elaborations to develop task-specific descriptors to convey expected qualities in student work — A to E (or the Early Years equivalent)
* highlight the same valued features from the Queensland standard elaborations that are being targeted in the assessment and the qualities that will inform the overall judgment
* incorporate the same task-specific valued features, i.e. make explicit the particular understanding/skills that students have the opportunity to demonstrate for each selected valued feature
* provide a tool for directly matching the evidence of learning in the student response to the standards to make an on-balance judgment about achievement
* assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments.

##### Matrix

The matrix model of task-specific standards uses the structure of the Queensland standard elaborations to organise the task-specific valued features and standards A to E (or the Early Years equivalent). The task-specific descriptors of the standard described in the matrix model use the same degrees of quality described in the Queensland standard elaborations.

Teachers make a judgment about the task-specific descriptor in the A to E (or the Early Years equivalent) cell of the matrix that best matches the evidence in the student responses in order to make an on-balance judgment about how well the pattern of evidence meets the standard.

The matrix is a tool for making both overall on-balance judgments and analytic judgments about the assessment. Achievement in each valued feature of the Queensland standard elaboration targeted in the assessment can be recorded and feedback can be provided on the task-specific valued features.

##### Continua

The continua model of task-specific standards uses the dimensions of the Australian Curriculum achievement standard to organise task-specific valued features and standards as a number of reference points represented progressively along an A to E (or Early Years equivalent) continuum. The task-specific valued features at each point are described holistically. The task-specific descriptors of the standard use the relevant degrees of quality described in the Queensland standard elaborations.

Teachers determine a position along each continuum that best matches the evidence in the student responses to make an on-balance judgment about achievement on the task.

The continua model is a tool for making an overall on-balance judgment about the assessment and for providing feedback on task-specific valued features.

## Use feedback

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| Feedback to students | Evaluate the information gathered from the assessment to inform teaching and learning strategies. Focus feedback on the student’s personal progress and the next steps in the learning journey.  The task-specific standards for this assessment can be used as a basis for providing feedback to students.  This assessment provides opportunities to give feedback to students on how well they:   * understand the concepts of energy, power, voltage, current and resistance (Many students carry misconceptions about electricity, particularly in relation to voltage and power) * set up electric circuits and understand why voltmeters are connected in parallel with a component and ammeters in series * follow instructions to accurately collect and record data * analyse and interpret data and draw conclusions consistent with evidence * use scientific understandings as a basis for planning investigations * methodically write a scientific report, making fluent use of scientific terms and conventions. |
| Resources | Hattie, J and Timperley, H 2007 ‘The Power of Feedback’, *Review of Educational Research*, Vol. 77, No.1, pp. 81–112.  For guidance on providing feedback, see the professional development packages titled:   * *About feedback* [www.qcaa.qld.edu.au/downloads/p\_10/as\_feedback\_about.docx](http://www.qcaa.qld.edu.au/downloads/p_10/as_feedback_about.docx) * *Seeking and providing feedback* [www.qcaa.qld.edu.au/downloads/p\_10/as\_feedback\_provide.docx](http://www.qcaa.qld.edu.au/downloads/p_10/as_feedback_provide.docx) |