

Light fantastic

Level 2 and 3 investigating outcomes

Student	Stage	Key Learning Area	Date
		Science	

Task	Students plan and conduct an investigation of the height of shadows.
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	Investigating unit outcomes	Beginning	Developing	Achieving
Level 2	Identify some variables that can be investigated.	Students identify that an investigation involves variables.	Students identify a variable in the investigation.	Students identify some variables that can be investigated.
	Make observations and record measurements in a table.	Students make limited observations.	Students make some observations and record some measurements.	Students make observations and record measurements in a table.

	Investigating unit outcomes	Beginning	Developing	Achieving
Level 3	Plan investigations showing an awareness of the need for fair testing.	Students show limited understanding of the investigation process.	Students plan investigations with some awareness for fair testing.	Students plan investigations showing an awareness of the need for fair testing.
	Display results in a column graph and summarise patterns in results.	Students display limited understanding of a column graph.	Students display results in a column graph and make a limited or inaccurate summary of patterns in results.	Students display results in a column graph and accurately summarise patterns in results.

Light fantastic

Level 2 and 3 conceptual outcomes

Student	Stage	Key Learning Area	Date
		Science	

Task	Students represent what they know about light and reflect on their learning during the unit.
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	Conceptual unit outcomes	Beginning	Developing	Achieving
Level 2	Identify several sources of light and their uses.	Students demonstrate limited understanding of sources of light and their uses.	Students identify some sources of light and their uses.	Students identify several sources of light and their uses.
	Explain that light travels in straight lines.	Students demonstrate limited understanding that light travels in straight lines.	Students demonstrate some understanding that light travels in straight lines.	Students explain that light travels in straight lines.
	Explain that we see objects when light reflects off the object into our eyes.	Students identify that light allows us to see different objects.	Students identify that light reflects off objects.	Students explain that we see objects when light reflects off the object into our eyes.
	Compare the ability of transparent, translucent and opaque materials to transmit light.	Students identify different materials that can transmit light.	Students describe the ability of some materials to transmit light.	Students compare the ability of transparent, translucent and opaque materials to transmit light.

	Conceptual unit outcomes	Beginning	Developing	Achieving
Level 3	Draw a ray diagram to explain how light from a source is reflected off an object into our eyes so that we see the object.	Students draw a ray diagram with limited accuracy to explain how light from a source is reflected off an object into our eyes so that we see the object.	Students draw a ray diagram with some accuracy to explain how light from a source is reflected off an object into our eyes so that we see the object.	Students accurately draw a ray diagram to explain how light from a source is reflected off an object into our eyes so that we see the object.
	Explain how transparent, translucent and opaque materials affect the transmission of light.	Students describe how different materials affect the transmission of light.	Students categorise different materials into transparent, translucent and opaque.	Students explain how transparent, translucent and opaque materials affect the transmission of light.