# EDX2260 Assignment 1

**Name: Suzanne Usher**

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| **Description** | **Wtg (%)** | **Due date and time** |
| PowerPoint | 50% | 31 March 2015 @ 11.55 pm |

# “Forces and Physical Science”

**Assignment feedback:**

Thank you for your assignment submission. I have provided specific feedback pertaining to each of the assignment criteria below.

1. **Forces and machines in everyday life**

Suzanne, you have provided a clear overview of the scientific concept of force and its application in simple machines. The use of highly appropriate scientific diagrams was noted to support your explanation of the mechanics of the lever. Well done.

1. **The work and influence of a person to understand forces**

Clear evidence of the influence of Galileo as a scientist of note in the field of physical science was provided. It was pleasing to see that you made the connections between the works of different scientists over time quite explicit using both written and spoken textual elements.

1. **Teaching physical science**

It was clear that you have a thorough understanding of the pedagogical approaches that are relevant to the teaching of science. Some common student misconceptions were explained in light of the ways of working and thinking of scientists from the past. It was especially good to see that you recognised the interdependence of the different Learning Areas in the curriculum and emphasised the need for integration across Learning Areas to provide a well-rounded scientific learning experience.

1. **Inquiry approach to explore forces**

A highly relevant hands-on, minds-on learning activity was explained within the context of a 5E inquiry-based learning sequence. It was great to see how you demonstrated integration of Learning Areas and real-life application of scientific principles in this activity by referring to the ancient Egyptian invention of the shaduf. A very effective choice of activity, Suzanne.

1. **Presentation, notes and references**

Overall, the standard of academic literacy and application of APA referencing in your presentation was excellent. The readability of your speaker’s notes was enhanced by the cohesiveness of your style of written expression. The quality of your visual presentation was also very good.

Overall, after attending to the above recommendations, you could have an interesting and authentic PowerPoint resource to add to your E-portfolio that addresses an aspect of the Australian Curriculum: Physical science. The EDX2260 team wish you a successful and rewarding future in the area of education.

Amanda Gosney (EDX2260 marking team)

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|  | **High Distinction**  HD > 85% | **Distinction**  A > 75% | **Credit**  B > 65% | **Pass**  C > 50% | **Fail**  F < 50% | **Total** |
| **Forces and machines in everyday life** | Exemplary understanding of the significance of forces in everyday life. Very advanced level processing and justification for the importance of forces using simple machines | Detailed understanding of the significance of forces in everyday life. Very high level processing and justification for the importance of forces using simple machines | Clear and accurate understanding of the significance of forces in everyday life. High level processing and justification for the importance of forces using simple machines | Sound understanding of the significance of forces. Satisfactory level processing and justification for the importance of forces and simple machines | Limited understanding of the significance of forces. Basic level processing and justification for the importance of forces in everyday life | 8/10 |
| **The work and influence of a person to understand forces** | Clear evidence and documentation of a person for their relevance, selection and account of their contribution to physical science. Logically structured and informative justification of their work and influence to understand forces | Clear documentation of a person for their relevance, selection and account of their contribution to physical science. Clearly structured and informative justification of their work and influence to understand forces | Evidence for the selection and account of a person relevant to physical science. Appropriately structured with justification of their work and influence to understand forces | Some basic information about a person with some information about their work and influence in physical science | Limited information about a person with some information about their work in science | 9/10 |
| **Teaching physical science** | Very high level interpretation of the scientific concept of force from the curriculum with an appreciation of how students think and learn about physical science. Detailed information has been provided for explaining student’s misconceptions and models for understanding forces | High level interpretation of the scientific concept of force from the curriculum with an appreciation of how students think and learn about physical science. Relevant information has been provided about student’s misconceptions and models for explaining forces | Discussion of the scientific concept of force from the curriculum with an appreciation of how students think and learn about physical science. Interesting information about student’s misconceptions and models for explaining forces | Satisfactory discussion about a scientific concept from the curriculum that is relevant to physical science. Sound appreciation of student’s misconceptions and models for explaining forces | Limited information about the scientific concept of force with a simplistic mention for how students think and learn about physical science | 9/10 |
| **Inquiry approach to explore forces** | Highly relevant hands-on/minds-on activity that promotes scientific engagement with physical science. Very effective discussion of an authentic pedagogical approach to support scientific inquiry about forces. Detailed and specific understanding of the role of inquiry in the learning process with simple equipment | Mostly relevant hands-on/minds-on activity that promotes scientific engagement with physical science. Effective discussion of an authentic pedagogical approach to support scientific inquiry about forces. Detailed understanding of the role of inquiry in the learning process with simple equipment | A hands-on/minds-on activity which engages with physical science. Productive discussion of an authentic pedagogical approach to support scientific inquiry about forces. Clear understanding of the role of inquiry in the learning process with simple equipment | An activity that has some engagement with physical science. Useful discussion of an authentic pedagogical approach to support scientific inquiry. Sound understanding of the role of inquiry with simple equipment | A task that has limited engagement with physical science. Limited discussion of an authentic pedagogical approach to support scientific inquiry. Limited understanding of the role of inquiry and simple equipment | 10/10 |
| **Presentation, notes and references** | Excellent communication   * Spelling * Grammar * Punctuation * APA style references   Excellent presentation   * Visual appeal * Concise and cohesive * Awareness of purpose * Illustrations and images | Very good communication   * Spelling * Grammar * Punctuation * APA style references   Very good presentation   * Visual appeal * Concise and cohesive * Awareness of purpose * Illustrations and images | Good communication   * Spelling * Grammar * Punctuation * APA style references   Good presentation   * Visual appeal * Concise and cohesive * Awareness of purpose * Illustrations and images | Satisfactory communication   * Spelling * Grammar * Punctuation * APA style references   Satisfactory presentation   * Visual appeal * Concise and cohesive * Awareness of purpose * Illustrations and images | Lapses in communication   * Spelling * Grammar * Punctuation * APA style references   Poor presentation   * Visual appeal * Concise and cohesive * Awareness of purpose * Illustrations and images | 10/10 |
|  | **HD > 42.5/50** | **A > 37.5/50** | **B > 32.5/50** | **C > 25/50** | **F < 25/50** | **46/50** |

**EDX2260 Assignment 1 Marking Rubric**