<table>
<thead>
<tr>
<th>Achievement level</th>
<th>0</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
</tr>
</thead>
</table>
| **Criterion A: One World** | Does not meet a standard described by any of the descriptions provided. | With some guidance:  
- Gives examples & states ways in which science is applied to address specific problems or issues.  
- Comments on the effectiveness of science in solving problems or issues & states how science interacts with life, society & the world. | With limited guidance:  
- Gives examples & states ways in which science is applied to address specific problems or issues.  
- Comments on the effectiveness of science in solving problems or issues & states how science interacts with life, society & the world. | Gives examples & states ways in which science is applied to address specific problems or issues.  
Comments on the effectiveness of science in solving problems or issues & states how science interacts with life, society & the world. |
| **Criterion B: Communication in Science** | Does not meet a standard described by any of the descriptions provided. | Uses a limited amount of the appropriate scientific language correctly.  
Uses appropriate communication modes with guidance to communication findings.  
Makes a limited attempt to document sources of information correctly when appropriate to the task. | Uses some of the appropriate scientific language correctly.  
Uses appropriate communication modes with some guidance to communicate findings.  
Partially documents sources of information correctly, when appropriate to the task. | Uses appropriate scientific language correctly.  
Uses appropriate communication modes with limited guidance to communicate findings.  
Fully documents sources of information correctly when appropriate to the task. |
| **Criterion C: Knowledge & Understanding of Science** | Does not meet a standard described by any of the descriptions provided. | Recalls some scientific ideas, concepts and/or processes.  
Applies scientific understanding to solve simple problems. | With some guidance:  
- Recalls some scientific ideas, concepts and/or processes  
- Applies some scientific understanding to solve simple problems including those in unfamiliar situations  
- Analyses scientific information by identifying parts, relationships or causes. | Recalls correctly scientific ideas, concepts and/or processes & uses them to construct appropriate scientific explanations.  
Applies with limited guidance, scientific understanding to solve simple problems including those in unfamiliar situations.  
Analyses, with guidance, scientific information by identifying parts, relationships or causes. |
| **Criterion D: Scientific Inquiry** | Does not meet a standard described by any of the descriptions provided. | Attempts to state a problem or research question to be tested.  
Writes a method that is mostly logical & attempts to identify the independent, dependent & controlled variables.  
Attempts to comment on the method, quality of data & the validity of the hypothesis.  
Attempts to suggest improvements; however they are not logical and/or relevant. | With some guidance:  
- States a problem or research question to be tested  
- Selects appropriate materials & equipment & writes a clear, logical method, identifying the independent, dependent & controlled variables  
- Comments on the method, & the quality of the data collected & the validity of the hypothesis based on the outcome of the investigation  
- Suggests improvements to the method. | States a problem or research question to be tested.  
Selects appropriate materials & equipment & writes a clear, logical method, identifying the independent, dependent & control variables.  
Comments on the method, & the quality of the data collected.  
Comments on the validity of the hypothesis based on the outcome of the investigation.  
Suggests improvements to the method. |
| **Criterion E: Processing Data** | Does not meet a standard described by any of the descriptions provided. | Attempts to collect & record data.  
Attempts to organise the data & transform it with limited success.  
Attempts to identify a trend, pattern or relationship in the data & draws conclusions based on analysis of the data. | With some guidance:  
- Collects & records data then organises & transforms it using simple numerical forms.  
- Identifies a trend, pattern or relationship in the data & draws conclusions based on analysis of the data. | Requires no guidance to work safely & uses material and equipment competently.  
Works responsibly with regards to the living & non-living environment.  
Cooperates with others when working as part of a group. |
| **Criterion F: Attitudes in Science** | Does not meet a standard described by any of the descriptions provided. | Requires some guidance to work safely & some assistance when using material & equipment.  
Requires some guidance to work responsibly with regards to the living & non-living environment.  
Needs frequent reminders to cooperate with others when working as part of a group. | Requires little guidance to work safely & little assistance when using material & equipment.  
Works responsibly with regards to the living & non-living environment.  
Cooperates with others on most occasions when working as part of a group. | Requires no guidance to work safely & uses material and equipment competently.  
Works responsibly with regards to the living & non-living environment.  
Cooperates with others when working as part of a group. |
### Assessment Criteria Table – Science Year 7 / 8

<table>
<thead>
<tr>
<th>Achievement level</th>
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<tr>
<td><strong>Criterion A: One World</strong></td>
<td>States how science is applied &amp; how it may be used to address a specific problem or issue. States the effectiveness of science &amp; its application in solving the problem or issue. States how science &amp; its application interact with at least one of the following factors: moral, ethical, social, economic, political, cultural &amp; environmental.</td>
<td>Describes how science is applied &amp; how it may be used to address a specific problem or issue, with some guidance. Describes the effectiveness of science &amp; its application in solving the problem or issue, with some guidance. Describes how science &amp; its application interact with at least one of the following factors: moral, ethical, social, economic, political, cultural &amp; environmental.</td>
<td>Describes how science is applied and how it may be used to address a specific problem or issue in a local or global context. Describes the effectiveness of science &amp; its application in solving the problem or issue. Describes the implications of the use and application of science interacting with at least one of the following factors: moral, ethical, social, economic, political, cultural and environmental.</td>
<td>Does not meet a standard described by any of the descriptions provided.</td>
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<td><strong>Criterion B: Communication in Science</strong></td>
<td>Needs to work as part of a group, when working as part of a group. Needs to work as part of a group, when working as part of a group.</td>
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<td><strong>Criterion C: Knowledge &amp; Understanding of Science</strong></td>
<td>States a focused problem or research question &amp; attempts to formulate a hypothesis. Writes a method that is mostly logical &amp; attempts to identify the relevant variables. Attempts to comment on the method &amp; the accuracy &amp; precision of the data.</td>
<td>States a focused problem or research question, formulates a testable hypothesis &amp; explains the hypothesis using appropriate scientific reasoning, with some guidance. Selects appropriate materials &amp; equipment &amp; writes a logical method, mentioning some of the relevant variables involved, &amp; describing how the data will be collected &amp; processed, with some guidance. Comments on the method &amp; the accuracy &amp; precision of the data. Refers to the validity of the hypothesis based on the outcome of the investigation. Suggests appropriate improvements to the method, with some guidance.</td>
<td>States a focused problem or research question and makes a hypothesis but does not explain it using scientific reasoning. Selects appropriate materials and equipment and writes a mostly complete method, mentioning some of the variables involved and how to manipulate them. Partially evaluates the method. Comments on the validity of the hypothesis based on the outcome of the investigation. Suggests some improvements to the method or makes suggestions for further inquiry when relevant.</td>
<td>Does not meet a standard described by any of the descriptions provided.</td>
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<td><strong>Criterion D: Scientific Inquiry</strong></td>
<td>Attempts to collect &amp; record sufficient relevant data &amp; records it in a suitable format. Organizes, transforms &amp; presents data in numerical and/or visual forms with limited success. Attempts to describe a trend, pattern or relationship in the data &amp; comments on the reliability of the data. Draws a conclusion based on the data &amp; attempts to explain it using appropriate scientific reasoning.</td>
<td>Collects &amp; records sufficient relevant data &amp; records it in a suitable format, with some guidance. Organizes, transforms &amp; presents data in numerical and/or visual forms, with some guidance. Describes a trend, pattern or relationship in the data and comments on the reliability of the data. Draws a conclusion based on the data &amp; explains it using appropriate scientific reasoning with some success.</td>
<td>Collects sufficient relevant data and records it in a suitable format. Organizes, transforms and presents data in numerical and/or visual forms, with a few errors or omissions. States a trend, pattern or relationship shown in the data. Draws a conclusion consistent with the interpretation of the data.</td>
<td>Does not meet a standard described by any of the descriptions provided.</td>
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<td><strong>Criterion E: Processing Data</strong></td>
<td>Requires some guidance to work safely &amp; some assistance when using material &amp; equipment. Requires some guidance to work responsibly with regards to the living &amp; non-living environment. Needs frequent reminders to cooperate with others when working as part of a group.</td>
<td>Requires little guidance to work safely &amp; little assistance when using material &amp; equipment. Works responsibly with regards to the living &amp; non-living environment. Cooperates with others on most occasions when working as part of a group.</td>
<td>Requires no guidance to work safely and uses material and equipment competently. Works responsibly with regards to the living and non-living environment. Cooperates with others when working as part of a group.</td>
<td>Does not meet a standard described by any of the descriptions provided.</td>
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<td><strong>Criterion F: Attitudes in Science</strong></td>
<td>Does not meet a standard described by any of the descriptions provided.</td>
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<td><strong>Criterion A:</strong> One World</td>
<td>The student does not meet a standard described by any of the descriptions provided.</td>
<td>The student states how science is applied &amp; how it may be used to address a specific problem or issue in a local or global context. The student states the effectiveness of science &amp; its application in solving the problem or issue.</td>
<td>The student describes how science is applied &amp; how it may be used to address a specific problem or issue in a local or global context. The student describes the effectiveness of science &amp; its application in solving the problem or issue.</td>
<td>The student explains how science is applied &amp; how it may be used to address a specific problem or issue in a local or global context. The student discusses the effectiveness of science &amp; its application in solving the problem or issue.</td>
</tr>
<tr>
<td><strong>Criterion B:</strong> Communication in Science</td>
<td>The student does not meet a standard described by any of the descriptions provided.</td>
<td>The student uses a limited range of scientific language correctly. The student communicates scientific information with limited effectiveness. When appropriate to the task, the student makes little attempt to document sources of information.</td>
<td>The student uses some scientific language correctly. The student communicates scientific information with some effectiveness. When appropriate to the task, the student partially documents sources of information.</td>
<td>The student uses sufficient scientific language correctly. The student communicates scientific information effectively. When appropriate to the task, the student fully documents sources of information correctly.</td>
</tr>
<tr>
<td><strong>Criterion C:</strong> Knowledge &amp; Understanding of Science</td>
<td>The student does not meet a standard described by any of the descriptions provided.</td>
<td>The student recalls some scientific ideas, concepts and/or processes. The student applies scientific understanding to solve simple problems.</td>
<td>The student describes scientific ideas, concepts and/or processes. The student applies scientific understanding to solve complex problems in familiar situations. The student analyses scientific information by identifying parts, relationships or causes.</td>
<td>The student uses scientific ideas, concepts and/or processes correctly to construct scientific explanations. The student applies scientific understanding to solve complex problems including those in unfamiliar situations. The student analyses &amp; evaluates scientific information &amp; makes judgments supported by scientific understanding.</td>
</tr>
<tr>
<td><strong>Criterion D:</strong> Scientific Inquiry</td>
<td>The student does not meet a standard described by any of the descriptions provided.</td>
<td>The student attempts to state a focused problem or research question. The method suggested is incomplete. The student attempts to evaluate the method &amp; respond to the focused problem or research question.</td>
<td>The student states a focused problem or research question &amp; makes a hypothesis but does not explain it using scientific reasoning. The student selects appropriate materials &amp; equipment &amp; writes a mostly complete method, mentioning some of the variables involved and how to manipulate them. The student partially evaluates the method. The student comments on the validity of the hypothesis based on the outcome of the investigation. The student suggests some improvements to the method or makes suggestions for further inquiry when relevant.</td>
<td>The student states a clear focused problem or research question formulates a testable hypothesis &amp; explains the hypothesis using scientific reasoning. The student selects appropriate materials &amp; equipment &amp; writes a clear, logical method, mentioning all of the relevant variables involved and how to control &amp; manipulate them, &amp; describing how the data will be collected &amp; processed. The student evaluates the method, commenting on its reliability and validity. The student comments on the validity of the hypothesis based on the outcome of the investigation. The student suggests realistic improvements to the method &amp; makes suggestions for further inquiry when relevant.</td>
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<tr>
<td><strong>Criterion E:</strong> Processing Data</td>
<td>The student does not meet a standard described by any of the descriptions provided.</td>
<td>The student collects some data &amp; attempts to record it in a suitable format. The student organizes &amp; presents data using simple numerical or visual forms. The student attempts to identify a trend, pattern or relationship in the data. The student attempt to draw a conclusion but this is not consistent with the interpretation of the data.</td>
<td>The student collects sufficient relevant data &amp; records it in a suitable format. The student organizes, transforms &amp; presents data in numerical and/or visual forms, with a few errors or omissions. The student states a trend, pattern or relationship shown in the data. The student draws a conclusion consistent with the interpretation of the data.</td>
<td>The student collects sufficient relevant data &amp; records it in a suitable format. The student organizes, transforms &amp; presents data in numerical and/or visual forms logically &amp; correctly. The student describes a trend, pattern or relationship in the data and comments on the reliability of the data. The student draws a clear conclusion based on the correct interpretation of the data &amp; explains it using scientific reasoning.</td>
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<tr>
<td><strong>Criterion F:</strong> Attitudes in Science</td>
<td>The student does not meet a standard described by any of the descriptions provided.</td>
<td>The student requires some guidance to work safely &amp; some assistance when using material &amp; equipment. The student requires some guidance to work responsibly with regards to the living &amp; non-living environment. When working as part of a group, the student needs frequent reminders to cooperate with others.</td>
<td>The student requires little guidance to work safely &amp; little assistance when using material &amp; equipment. The student works responsibly with regards to the living &amp; non-living environment. When working as part of a group the student cooperates with others on most occasions.</td>
<td>The student requires no guidance to work safely &amp; uses material and equipment competently. The student works responsibly with regards to the living &amp; non-living environment. When working as part of a group, the student cooperates with others.</td>
</tr>
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