Subject Assessment Grid

SCIENCE

EXAM BOARD:	AQA

	SKILL: DEMONSTRATE KNOWLEDGE (AO1) *Demonstrate knowledge and understanding of:* • *Scientific ideas* • *Scientific techniques and procedures*	**SKILL: APPLY KNOWLEDGE (AO2)** *Apply knowledge and understanding of:* • *Scientific ideas* • *Scientific enquiry* • *Scientific techniques and procedures*	**SKILL: ANALYSE AND EVALUATE (AO3)** *Analyse information and ideas to:* • *Interpret and evaluate* • *Make judgements and draw conclusions* • *Develop and improve experimental procedures*
+ 9 -	Grade 9 is designed to recognise the very highest performing students. 20% of those students achieving a grade 7 or above will achieve a grade 9. Please see criteria for a grade 8.	Grade 9 is designed to recognise the very highest performing students. 20% of those students achieving a grade 7 or above will achieve a grade 9. Please see criteria for a grade 8.	Grade 9 is designed to recognise the very highest performing students. 20% of those students achieving a grade 7 or above will achieve a grade 9. Please see criteria for a grade 8.
+ 8 -	Learners recall, select and communicate **comprehensive** and **precise** knowledge and detailed understanding of science. They **always** demonstrate a **comprehensive** understanding of the nature of science, its laws, its applications, and the influences of society on science and science on society. The understand the relationships between scientific advances, their ethical implications and the benefits and risks associated with them. They use scientific and technical knowledge, terminology and conventions **appropriately and consistently**, showing a **detailed** understanding of scale in terms of time, size and space.	Learners **always** apply **appropriate** knowledge and understanding effectively in a **wide range** of practical and other contexts. They show a **detailed and comprehensive** understanding of the relationships between hypotheses, evidence, theories and explanations and make **effective** use of models to explain phenomena, events and processes. They use a **wide range** of appropriate methods, sources of information and data consistent, **applying relevant skills** to address scientific questions, solve problems and test hypotheses. They make effective use of a range of quantitative relationships between variables and calculations or when using data to support evidence.	Learners analyse, interpret and critically evaluate a **broad range** of quantitative and qualitative data and information. They evaluate information **from a wide range of sources systematically** to develop arguments and explanations taking account of the limitations of the available evidence. They make **reasoned judgements** consistently and **draw detailed, evidence-based conclusions**. They communicate findings and arguments showing their awareness of the degree of uncertainty.
+ 7 -	Learners recall, select and communicate **precise** knowledge and detailed understanding of science. They demonstrate a **comprehensive** understanding of the nature of science, its law, its applications, and the influences of society on science and science on society. They understand the relationships between scientific advances, their ethical implications and the benefits and risks associated with them. They use scientific and technical knowledge, terminology and conventions **appropriately and consistently**, showing a **detailed** understanding of scale in terms of time, size and space.	Learners apply **appropriate** knowledge and understanding effectively in a **wide range** of practical and other contexts. They show a **comprehensive** understanding of the relationships between hypotheses, evidence, theories and explanations and make **effective** use of models to explain phenomena, events and processes. They use a **wide range** of appropriate methods, sources of information and data consistently, **applying relevant skills** to address scientific questions, solve problems and text hypotheses. They make effective use of a range of quantitative relationships between variables and calculations or when using data to support evidence.	Learners analyse, interpret and critically evaluate a **broad range** of quantitative and qualitative data and information. They evaluate information **systematically** to develop arguments and explanations taking account of the limitations of the available evidence. They make **reasoned judgements** consistently and **draw detailed, evidence-based conclusions**. They communicate findings and arguments showing their awareness of the degree of uncertainty.

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+ 6 -	Learners recall, select and communicate **detailed** knowledge and detailed understanding of science. They demonstrate a **detailed** understanding of the nature of science, its laws, its applications, and the influences of society on science and science on society. They understand the relationships between scientific advances, their ethical implications and the benefits and risks associated with them. They use scientific and technical knowledge, terminology and conventions appropriately and consistently, showing a **clear** understanding of scale in terms of time, size and space.	Learners apply appropriate knowledge and understanding effectively in a **wide** range of practical and other contexts. They show a **detailed** understanding of the relationships between hypotheses, evidence, theories and explanations and **make use** of **simple** models to explain phenomena, events and processes. They use a **range** of appropriate methods, sources of information and data consistently, applying **a range** of skills to address scientific questions, solve problems and text hypotheses.	Learners analyse, interpret and critically evaluate a **broad** range of quantitative and qualitative data and information. They **evaluate** information to develop arguments and explanations taking account of **some** limitations of the available evidence. They make **reasoned judgements and draw evidence-based conclusions.** They analyse data and begin to explain and allow for anomalies.
+ 5 -	Learners recall, select and communicate **secure** knowledge and understanding of science. They demonstrate **understanding** of the nature of science, its laws, its applications and the influences of society on science and science on society. They understand how scientific advances may have ethical implications, benefits and risks. They use scientific and technical knowledge, terminology and conventions **appropriately**, showing understanding of scale in terms of time, size and space.	Learners apply **appropriate** skills, including communication, mathematical and technological skills, knowledge and understanding in a **range** of practical and other contexts. They **recognise, understand** and use **straightforward links** between hypotheses, evidence, theories, and explanations. They use models to explain phenomena, events and processes. Using **appropriate** methods, sources of information and data, they apply their **skills** to answer scientific questions, solve problems and test hypotheses.	Learners analyse, interpret and evaluate a range of quantitative and qualitative data and information. They understand the limitations of evidence and develop arguments with supporting explanations. They draw conclusions consistent with the available evidence. They **begin to consider** whether the data they have collected are sufficient for the conclusions they have drawn.
+ 4 -	Learners recall, select and communicate knowledge and understanding of science. They demonstrate **some understanding** of the nature of science, its laws, its applications and the influences of society on science and science on society. They understand how scientific advances may have ethical implications, benefits and risks. The **usually use** scientific and technical knowledge, terminology and conventions **appropriately**, showing understanding of scale in terms of time, size and space.	Learners apply skills, including communication, mathematical and technological skills, knowledge and understanding in a **limited range** of practical and other contexts. They **recognise** and use **straightforward links** between hypotheses, evidence, theories, and explanations. They use models to explain phenomena, events and processes. Using **appropriate** methods, sources of information and data, they apply their **skills** to answer scientific questions, solve problems and test hypotheses.	Learners analyse, interpret and evaluate a limited range of quantitative and qualitative and data and information. They understand the limitations of evidence and develop arguments with supporting explanations. They draw **limited** conclusions consistent with the available evidence.

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+ 3 -	Learners recall, select and communicate **basic** knowledge and understanding of science. They demonstrate **basic understanding** of the nature of science, its laws, its applications and the influences of society on science and science on society. They understand how scientific advances may have ethical implications, benefits and risks. They **occasionally** use scientific and technical knowledge, terminology and conventions **appropriately**, showing understanding of scale in terms of time, size and space.	Learners apply **basic** skills, including communication, mathematical and technological skills, knowledge and understanding in a **limited range** of practical and other contexts. They **recognise straightforward links** between hypotheses, evidence, theories, and explanations. They use models to explain phenomena, events and processes. Using **appropriate** methods, sources of information and data, they apply their **skills** to answer scientific questions, solve problems and test hypotheses.	Learners analyse, interpret and evaluate a range of **basic** quantitative and qualitative data and information. They understand the limitations of evidence and develop arguments with supporting explanations. They **attempt** to draw conclusions consistent with the available evidence.
+ 2 -	Learners recall, select and communicate their **limited knowledge** and understanding of science. They have a **limited understanding** that specific advances may have ethical implications, benefits and risks. They recognise simple inter-relationships between science and society. They use **limited scientific** and technical knowledge, terminology and conventions, showing **some understanding** of scale in terms of time, size and space	Learners apply skills, including **limited** communication, mathematical and technological skills, knowledge and understanding in practical and **some other contexts**. They show **limited** understanding of the nature of science and its applications. They can **explain straightforward models** of phenomena, events and processes. Using a **limited range** of skills and techniques, they answer scientific questions, solve straightforward problems and test ideas.	Learners interpret and evaluate **some quantitative and qualitative** data and information from a limited range of sources. They can draw **elementary conclusions** have **collected limited evidence**.
+ 1 -	Learners **usually** recall, select and communicate their **limited knowledge** and understanding of science. They **usually use limited** scientific and technical knowledge, terminology and conventions, showing **some understanding** of scale in terms of time, size and space.	Learners **usually** apply skills, including **limited** communication, mathematical and technological skills, knowledge and understanding in **practical contexts**. They show **very limited** understanding of the nature of science and its applications. Using a **very limited** range of skills and techniques, they answer scientific questions, solve straightforward problems and test ideas.	Learners **usually** interpret and evaluate **their own experimental results and methods**. They can **usually** draw **elementary conclusions** having **collected limited evidence**.
+ WT -	The student is currently working towards a grade in this skill.	The student is currently working towards a grade in this skill.	The student is currently working towards a grade in this skill.