

Year 7: Assessment statements

Subject: Science



	Curriculum strand 1 – Scientific Thinking	Curriculum strand 2 – Experimental Skills	Curriculum strand 3 – Analysis and Evaluation	Curriculum strand 4– Communication
<p>Excellence</p> <p>(Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> - Explain what an ethical issue is. - Describe a process/ idea using a model. - State examples of theories in science - Explain why data is important. - Explain how theories are developed using experiment and observation. - Create/ design a model to explain an idea. - Describe limited strengths and weaknesses of models. - Construct diagrams to explain scientific ideas. - Identify technological uses of science from given texts. - Identify a limited range of social, personal, environmental, or economic effects of scientific developments 	<ul style="list-style-type: none"> - Write a hypothesis to test and state whether the hypothesis was correct or incorrect. - Follow a plan for an experiment. - Say whether a method is suitable or not. - Explain how to reduce risks when carrying out investigations - Plan an experiment to obtain observations. - Suggest simple control variables. - State some hazards and risks associated with an experiment and identify some control measures. - Suggest alterations to improve method. - Apply knowledge of a limited number of techniques to make choices of the most appropriate equipment to use. 	<ul style="list-style-type: none"> - Can explain why we should ensure our results are reliable and describe how to do this. - Can describe simple patterns in results (as ___ did ___ then ___ did ___) - Can recall the correct units. - Say what went well in an experiment and how it could be improved. - Remove anomalous results before calculating a mean. - Spot data points that do not fit the pattern - Can use premade formula triangles/ equations with some success. - Can calculate a mean and a range from a data set. - Describe patterns in tables/ graph. - Can construct a graph with appropriate scales. - Record several sets of results developing their own results table and leaving space for repeat measurements. - Say what went well in an experiment and how it could be improved. 	<ul style="list-style-type: none"> - Use clear language and well-formed sentences. - Describe each step in a given scientific process - Select different sources to find information. - Reference sources in a simple way. - Make notes by paraphrasing/ condensing but with some inaccuracies. - Present simple ideas in your own words. - Perform simple calculations. - Present more complex and detailed ideas in your own words. - Present values with correct number of significant figures. - Use Key terms and have strategies to remember them. - Give pro's / con's for different issues. - Can link a simple scientific idea to other areas of science
<p>Secure</p> <p>(Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> - Explain what a scientific theory is. - Identify areas of missing data. - Can identify ethical issues from a selection provided. - Describe a theory. - Describe a process/ idea using a model. - Constructing simple diagrams. - Select social, personal, environmental, or economic effects of scientific 	<ul style="list-style-type: none"> - With guidance, follow a basic plan. - Write a simple method. - Describe associated risks when carrying out investigations. - Follow a given plan for an experiment to obtain valid results. - Say what you think will happen in an experiment with reasons. - State some hazards and the risks associated with them. - Say whether method is suitable or not. - Name key pieces of scientific equipment and say what they are used for 	<ul style="list-style-type: none"> - Able to identify anomalous results from given data. - Identify a pattern from a graph. - Apply basic arithmetic to practical results (calculate difference and change) - Say what went well in an experiment. - Can say how to carry out an experiment to ensure the results are "correct" - Can use premade formulas (triangles / equations) with limited success. - Can record data in a given table and graph. - Can describe simple patterns in results (as ___ did ___ then ___ did ___) - Can label axis with units on graphs. 	<ul style="list-style-type: none"> - Uses some key terms, not always correctly. - Able to use some provided resources to find information. - Able to make simple notes from text - Present simple facts clearly. - Perform simple calculations with support. - Give some simple pro's/con's for a given issue. - Present simple ideas in your own words.

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	developments from a given selection.		<ul style="list-style-type: none"> - Can state an obvious observation about an experiment, e.g., 'it bubbled'. - Can select the correct units from a list. - Say what went well in an experiment. 	
Developing (Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).	<ul style="list-style-type: none"> - Understand when something is right or wrong when carrying out experiments. - Distinguish between a fact and a theory. - Identify models. - Draw/label simple diagrams with help - Name simple processes 	<ul style="list-style-type: none"> - Complete a method by filling in gaps. - With guidance, follow a basic plan. - Describe what you think will happen in an experiment (pattern/trends/comparison) - Identify what we can measure, keep the same or change - Identify risks associated with simple hazards - Write a simple method - Name key pieces of scientific equipment and say what some are used for - Follow simple safety rules. 	<ul style="list-style-type: none"> - Can state why an experiment should be repeated. <ul style="list-style-type: none"> - Make simple observations - Write down a piece of data - Say when results are similar - Record results in a given table - Make simple observations with prompts - Plot points on a graph - Describe results simply 	<ul style="list-style-type: none"> - Uses some key terms, not always correctly. - Able to use some provided resources to find information. - Able to make simple notes from text - Present simple facts clearly - State their own opinion - Match simple terms to definitions. - Highlight key words in a piece of text
Foundation (Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).	<ul style="list-style-type: none"> - State if something is right or wrong when given alternatives in an experiment. - Say what a theory is - Identify a fact - Say when something is used to represent an idea - Interpret diagrams with support 	<ul style="list-style-type: none"> - With guidance follow simple steps - Say what you think will happen next - Identify equipment that can be used to make measurements - Say when something is dangerous and why - Place a series of practical steps in the right order - Match the names of scientific equipment to their diagrams 	<ul style="list-style-type: none"> - Say why we should do an experiment twice - Identify when a value gets larger or smaller - Can fill in a simple table - Can say what they see happening in an experiment - Can identify simple units from a list 	<ul style="list-style-type: none"> - Match some key terms to their definitions - Use simple information to support them to complete word fill activities - Can verbalise ideas simply - Say what they think about an idea