



SHFGS Assessment Criteria: Y7 BIOLOGY

| Level Descriptor | <u>Below</u> <u>(B)</u> | <u>Working towards</u> <u>Expected</u> <u>(W)</u> | <u>Expected</u> <u>(E)</u> | <u>Above expected</u> <u>(A)</u> | <u>Outstanding</u> <u>(O)</u> |
|--|--|---|--|--|---|
| Strands | | | | | |
| Strand 1 Scientific knowledge and understanding | <p>Answers show knowledge of basic information and simple understanding.</p> <p>Answers are poorly organised, with almost no specialist terms and their use, demonstrating a general lack of understanding of their meaning.</p> <p>There is little or no detail in answers and spelling, punctuation and grammar are weak.</p> | <p>Answers show some knowledge of basic information and clear understanding.</p> <p>The answer has some structure and organisation, use of specialist terms has been attempted but not always accurately.</p> <p>There is some accuracy in spelling, punctuation and grammar, although there may be a number of errors.</p> | <p>Answers show a good knowledge and clear understanding.</p> <p>The answer has some structure and organisation, use of specialist terms has been attempted but not always accurately and some detail is given.</p> <p>There is reasonable accuracy in spelling, punctuation and grammar, although there may be some errors.</p> | <p>Answers show a high level of knowledge, which is appropriately contextualised.</p> <p>There is detailed understanding, supported by relevant evidence and examples.</p> <p>Answers are coherent and in an organised, logical sequence, containing a range of appropriate or relevant specialist terms, usually used accurately.</p> <p>Answers show almost faultless spelling, punctuation and grammar.</p> | <p>Answers show an extremely high level of knowledge, which is appropriately contextualised.</p> <p>There is highly detailed understanding, supported by relevant evidence and examples.</p> <p>Answers are coherent and in an organised, logical sequence, containing a wide range of appropriate or relevant specialist terms used accurately.</p> <p>Answers show faultless spelling, punctuation and grammar.</p> |
| Strand 2 Using investigative approaches | <p>Is able to carry out a fair test from a given method, but doesn't fully appreciate the need to control variables in investigations to test a hypothesis.</p> <p>Is able to make measurements and record them in a given table of results.</p> <p>Can sometimes understand risks in a given investigation, but requires extra supervision.</p> | <p>Has some understanding about the importance of fair testing in investigations to test a given hypothesis.</p> <p>Is able to select appropriate equipment, with some guidance, to test hypotheses and can make measurements.</p> <p>Can understand risks in an investigation, when they are explained.</p> | <p>Decides when it is appropriate to carry out fair tests in investigations to test a given hypothesis.</p> <p>Is able to select appropriate equipment to test specific questions under investigation and can make measurements.</p> <p>Can identify some risks to themselves and others.</p> | <p>Is able to identify the significant variables in an investigation, and can explain the hypothesis partially using scientific knowledge and understanding.</p> <p>Can explain why specific pieces of apparatus are appropriate for the questions under investigation and is able to collect a reliable set of data, with repeats.</p> <p>Make and act on suggestions to control obvious risks.</p> | <p>Is able to identify the independent and dependent variables in an investigation, and can explain the hypothesis using scientific knowledge and understanding.</p> <p>Is able to justify their choices of data collection and proposed number of observations and measurements. Uses suitable ranges, numbers or values for measurements and observations.</p> <p>Is able to recognise a range of familiar risks and take action to control them.</p> |
| Strand 3 Working critically with evidence | <p>Needs some guidance to identify patterns in data.</p> <p>Needs some guidance to make simple conclusions from data presented in various formats.</p> <p>Is able to understand suggested improvements to the method, but is not able to make suggestions independently.</p> | <p>Is sometimes able to identify patterns in data presented in various formats.</p> <p>Is sometimes able to draw simple conclusions from data presented in various formats.</p> <p>Is able to suggest basic improvements to the method.</p> | <p>Is able to identify patterns in data presented in various formats, including line graphs.</p> <p>Is able to spot anomalous results.</p> <p>Is able to draw straightforward conclusions from data presented in various formats.</p> <p>Is able to suggest improvements to the method, giving reasons.</p> | <p>Is able to interpret data in a variety of formats, recognising obvious inconsistencies.</p> <p>Is able to offer explanations for anomalous results.</p> <p>Is able to draw conclusions which are based on more than one piece of supporting evidence.</p> <p>Can evaluate the effectiveness of their working methods, making practical suggestions for improving them.</p> | <p>Is able to suggest reasons, based on scientific knowledge and understanding, for any inconsistencies in the data collected.</p> <p>Is able to manipulate data and information in order to make conclusions that are consistent with the evidence collected. Can explain the conclusions using scientific understanding and knowledge.</p> <p>Is able to make valid comments on the quality of the data collected.</p> |