

Science – Performance Descriptors

Progress Points	Working scientifically and skills
Year 9 45 44 43 42	<ul style="list-style-type: none"> • Explain every day and technological applications of science; evaluate associated personal, social, economic and environmental implications; and make decisions based on the evaluation of evidence and arguments. • Use a variety of models such as representational, spatial, descriptive, computational and mathematical to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts
Year 8 38 37 36 (35)	<ul style="list-style-type: none"> • Carry out experiments appropriately having due regard for the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations • Pay attention to objectivity and apply awareness for accuracy, precision, repeatability and reproducibility. • Evaluate data, showing awareness of potential sources of random and systematic error. • Undertake basic data analysis of investigation results • Use and derive simple equations and carry out appropriate calculations using SI units. • Select and plan the most appropriate types of scientific enquires to test predictions. Identify the different types of variables. • Develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. Identify key hazards within the science laboratory and state ways in which the risk can be minimised..
Year 7 35 34 33 (32)	<ul style="list-style-type: none"> • Carry out experiments appropriately having due regard for the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations • Pay attention to objectivity and apply awareness for accuracy, precision, repeatability and reproducibility. • Evaluate data, showing awareness of potential sources of random and systematic error. • Undertake basic data analysis of investigation results • Use and derive simple equations and carry out appropriate calculations using SI units. • Select and plan the most appropriate types of scientific enquires to test predictions. Identify the different types of variables. • Develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. Identify key hazards within the science laboratory and state ways in which the risk can be minimised.
Year 6 32 31 30 (29)	<ul style="list-style-type: none"> • Analysing results and making suggestions to improve the investigation. • Writing conclusions that describe and explain our results. • Identify key evidence that has been linked to support our ideas.

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Year 5 29 28 27 (26)	<ul style="list-style-type: none"> • Recording and interpreting data and results in diagrams, tables, bar graphs and line graphs • Planning experiments for different kinds of scientific questions including how to make tests fair. • Understanding how to decide whether results are accurate and reliable.
Year 4 25 24 23 (22)	<ul style="list-style-type: none"> • Making sensible estimates and taking a range of measurements with increasing accuracy and precision. • Using straightforward scientific evidence to answer questions. • Using a range of equipment and recording key measurements.
Year 3 21 20 19 (18)	<ul style="list-style-type: none"> • Using observations and ideas to suggest answers to questions. • Observing closely, using simple equipment • Asking simple questions and recognise that they can be answered in different ways.