

KS3 BIOLOGY CURRICULUM GRADE DESCRIPTORS

	Biological Content	Investigative Content
CG 7	<p>Students can consistently remember, recall and have an exceptional understanding of all key concepts and are able to:</p> <ul style="list-style-type: none"> to use their deep understanding to apply their knowledge comprehensively to a variety of problems including unfamiliar ones. form logical arguments and clear incisive precision. describe and explain their ideas in a logical and organised way; accurately use appropriate key vocabulary. evaluate social, economic and ethical issues critically and articulate their arguments coherently use information accurately and show they are able to analyse information to draw conclusions. amend scientific procedures in order to improve experimental results and justify why they have suggested these changes. describe scientific techniques and procedures in detail and justify why these may be more suitable than others. 	<p>Students are consistently able to:</p> <ul style="list-style-type: none"> use scientific knowledge to formulate and justify a hypothesis plan valid scientific investigations, collect repeatable and reliable data and record this in their own table plot line graphs and draw a line of best fit identify and analyse patterns in data and evaluate their original questions/ hypotheses explain why they have obtained anomalous results, how to manage them appropriately and explain how this could reduce errors evaluate a method and suggest improvements. recognise the importance of peer review of results and communicating these to a range of audiences identify uncertainties and explain how to reduce error in scientific procedures interpret quantitative experimental data from graphs, charts and other practical data
CG 5 - CG 6	<p>Students can remember, recall and have an exceptional understanding of virtually all key concepts</p> <ul style="list-style-type: none"> to use their deep understanding to apply their knowledge to a variety of problems including unfamiliar ones. form logical arguments describe and explain their ideas in a logical and organised way; accurately use appropriate key vocabulary. evaluate social, economic and ethical issues critically use information accurately and show they are able to draw conclusions. amend scientific procedures in order to improve experimental results and suggest why they have made these changes. describe scientific techniques and procedures in detail and suggest why these may be more suitable than others. 	<p>Students are usually able to:</p> <ul style="list-style-type: none"> use scientific knowledge to formulate and justify a hypothesis plan valid scientific investigations, collect repeatable and reliable data and record this in their own table plot line graphs and draw a line of best fit identify and analyse patterns in data and evaluate their original questions/ hypotheses explain why they have obtained anomalous results and how to manage them appropriately. They should be able to explain how this could reduce errors evaluate a method and suggest improvements. recognise the importance of peer review of results and communicating these to a range of audiences identify uncertainties and explain how to reduce error in scientific procedures interpret quantitative experimental data from graphs, charts and other practical data

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<p>CG4 - CG 3</p>	<p>Students demonstrate good understanding of most scientific ideas and techniques and are able to:</p> <ul style="list-style-type: none"> • recall the majority of concepts in good detail. • describe scientific techniques and procedures in detail • apply their knowledge to a variety of problems including those that are unfamiliar with logic and clarity. • to describe and explain their ideas with some logical thinking using key vocabulary. • evaluate social, economic and ethical issues and communicate their ideas coherently • use information accurately to analyse data in order to draw simple conclusions • amend scientific procedures in order to improve experimental results and can give a reason for their suggested changes 	<p>Students are consistently able to:</p> <ul style="list-style-type: none"> • use scientific knowledge to formulate a hypothesis. • plan valid scientific investigations, • collect repeatable and reliable data and record this in their own table • plot line graphs and draw a line of best fit • identify and analyse patterns in data and evaluate their original questions/ hypotheses • explain why they have obtained anomalous results and how to manage them appropriately. They should be able to explain how this could reduce errors • Evaluate a method and suggest improvements. • Recognise the importance of peer review of results and communicating these to a range of audiences
<p>CG 3 - CG 2</p>	<p>Students demonstrate adequate understanding of some scientific ideas and techniques and are able to:</p> <ul style="list-style-type: none"> • recall the main concepts • able to describe some scientific techniques and procedures • apply their knowledge to unfamiliar situations. They do this with clear arguments although these may not always be logical • describe and explain their ideas using key vocabulary • start evaluating social, economic and ethical issues • use information to analyse data and draw simple conclusions • suggest amendments to scientific procedures in order to improve results 	<p>Students can ask scientific questions, plan and carry out investigations safely and understand how to collect valid results</p> <ul style="list-style-type: none"> • They can spot patterns in data and explain what their results show about their investigation • They can identify anomalous results and explain how they have identified these
<p>CG 1</p>	<p>Students understand some of the key concepts and are able to:</p> <ul style="list-style-type: none"> • recall and describe some of the scientific ideas they have learnt using key vocabulary • apply their knowledge to unfamiliar situations although this may not always be done accurately • make attempts to explain scientific ideas • make simple predictions about what they have observed in scientific investigations but struggle to explain their ideas coherently • identify links between topics 	<p>Students can ask scientific questions with guidance and carry out a scientific investigation safely</p> <ul style="list-style-type: none"> • They can plan a simple fair test but need help in identifying key variables • Follow a sequential method and collect and record data. • Attempt to draw a line of best fit on line graphs although these may not be accurate • They are able to describe what their results show about their investigation