

## Science APP Levels

Level	Identifying correlations through evidence	Using ideas to suggest causes	Understanding evidence	Science influencing society, society influencing science.
8	Dissimilar correlations are effectively interpreted in identifying a compound pattern.	Confidently use key ideas to hypothesise why something may be as it is in complex phenomenon.	Confidently use key ideas of evidence to <b>judge</b> the accuracy of conclusions from <b>complex investigations</b> or in independently gathering evidence to solve a complex problem.	Make objective and balanced judgements about scientific and technological developments by evaluating economic, ethical/moral, social and cultural implications
7	Independently identify quantitative relationships that are necessary to solve the problem.	Beginning to use key ideas to hypothesise why something may be as it is in complex phenomenon.	Beginning to use key ideas of evidence to <b>judge</b> the accuracy of conclusions from <b>complex investigations</b> or in independently gathering evidence to solve a complex problem	Explain how changes in scientific understanding can change societal views.  Recognise how dominant societal views can affect the science pursued
6	Recognise when correlations break down	Confidently use key ideas to hypothesise why something may be as it is.	Confidently use key ideas of evidence to <b>judge</b> the accuracy of conclusions or in independently gathering evidence to solve a problem	Begin to demonstrate an understanding of how science develops unevenly as a result of changes in technology and society.  Evaluate the impact of science and technology on different groups of people (including those with different moral and ethical views)
5	Recognising or identifying non linear relationship when solving a problem.	Beginning to use 'key ideas' to hypothesise why something may be as it is or why things happen	Beginning to use key ideas of evidence to <b>judge</b> the accuracy of conclusions or in independently gathering evidence to solve a problem	Relate specific scientific ideas to technological developments and vice versa. Begin to evaluate the impact of science and technology on different groups of people (including those with different moral and ethical views)
4	Recognises that patterns may extend beyond the data collected	Uses scientific ideas to hypothesise why something may be as it is or why things happen.	Comfortable with Fair Testing. (Student can identify variables that need to be controlled and those that don't and take steps to do this.)	Begin to identify positive and negative implications of science on society (and vice versa)
3	Describe a simple pattern in data.	Demonstrate that physical things happen for a reason by suggesting possible cause and effect relationships	Beginning to Fair Test. (Children beginning to understand that if we want to know if one thing affects another then that is the only thing we must change or we won't know what caused the effect.)	Identify simple relationships between science and society