Performance Standards for Stage 1 Biology

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|  | Investigation, Analysis and Evaluation | Knowledge and Application |
| A | **Critically** deconstructs a problem and designs a **logical, coherent,** and **detailed** biological investigation.  Obtains, records, and represents data, using **appropriate** conventions and formats **accurately and highly effectively.**  **Systematically** analyses and interprets data and evidence to formulate **logical** conclusions with **detailed** justification.  **Critically** and **logically** evaluates procedures and their effects on data. | Demonstrates **deep and broad** knowledge and understanding of a **range** of biological concepts.  Applies biological concepts **highly effectively** in new **and** familiar contexts.  **Critically** explores and understands in **depth** the interaction between science and society.  Communicates knowledge and understanding of biology **coherently,** with **highly effective** use of appropriate terms, conventions, and representations. |
| B | **Logically** deconstructs a problem and designs a **well-considered** and **clear** biological investigation.  Obtains, records, and represents data, using **appropriate** conventions and formats **mostly accurately** **and effectively.**  **Logically** analyses and interprets data and evidence to formulate **suitable** conclusions with **reasonable** justification.  **Logically** evaluates procedures and their effects on data. | Demonstrates **some depth** **and breadth** of knowledge and understanding of a **range** of biological concepts.  Applies biological concepts **mostly** effectively in new **and** familiar contexts.  **Logically** explores and understands in **some depth** the interaction between science and society.  Communicates knowledge and understanding of biology **mostly coherently**, with **effective** use of appropriate terms, conventions, and representations. |
| C | Deconstructs a problem and designs a **considered** and **generally clear** biological investigation.  Obtains, records, and represents data, using **generally appropriate** conventions and formats with **some errors** but **generally accurately and effectively.**  Undertakes **some** analysis and interpretation of data and evidence to formulate **generally appropriate** conclusions with **some** justification.  Evaluates procedures and **some** of their effects on data. | Demonstrates knowledge and understanding of a **general range** of biological concepts.  Applies biological concepts **generally** effectively in new **or** familiar contexts.  Explores and understands **aspects** of the interaction between science and society.  Communicates knowledge and understanding of biology **generally effectively**, using **some** appropriate terms, conventions, and representations. |
| D | Prepares a **basic** deconstruction of a problem and **an outline** of a biological investigation.  Obtains, records, and represents data, using conventions and formats **inconsistently**, with **occasional** accuracy and effectiveness.  **Describes** data and undertakes some **basic** interpretation to formulate a **basic** conclusion.  **Attempts** to evaluate procedures or **suggest** an effect on data. | Demonstrates **some basic** knowledge and **partial** understanding of biological concepts.  Applies **some** biological concepts in **familiar** contexts.  **Partially** explores and **recognises** **aspects** of the interaction between science and society.  Communicates **basic** biological information, using **some** appropriate terms, conventions, **and/or** representations. |
| E | **Attempts a simple** deconstruction of a problem and a procedure for a biological investigation.  **Attempts** to record and represent **some** data, with **limited** accuracy or effectiveness.  **Attempts** to **describe** results **and/or** interpret data to formulate a **basic** conclusion.  **Acknowledges** that procedures affect data. | Demonstrates **limited** recognition and **awareness** of biological concepts.  **Attempts** to apply biological concepts in **familiar** contexts.  **Attempts** to explore and identify **an aspect** of the interaction between science and society.  **Attempts** to communicate **information** about biology. |