Performance Standards for Stage 2 Biology

|  |  |  |
| --- | --- | --- |
|  | 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 effect 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 effect 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 effect 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. |