**Performance Standards for Stage 2 Chemistry**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | **A** | **B** | **C** | **D** | **E** |
| **Investigation, Analysis and Evaluation** | **1**  **2**  **3**  **4** | **Critically** deconstructs a problem and **designs** a **logical, coherent**, and **detailed** chemistry 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. | **Logically** deconstructs a problem and d**esigns** a **well-considered** and **clear** chemistry 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. | Deconstructs a problem and **designs** a **considered** and **generally clear** chemistry 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. | **Prepares** a basic deconstruction of a problem and an **outline** of a chemistry investigation.  Obtains, records, and represents data, using conventions and formats **inconsistently**, with **occasional** accuracy and effectiveness.  **Describes** data and undertakes **some basic** interpretation a **basic** conclusion.  **Attempts** to evaluate procedures **or** suggest **an** **effect** on data. | **Attempts** a **simple** deconstruction of a problem and a procedure for a chemistry 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. |
| **Knowledge and Application** | **1**  **2**  **3**  **4** | Demonstrates **deep and broad** knowledge and understanding of a range of chemical concepts.  Applies chemical 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 chemistry **coherently** with **highly effective** use of appropriate terms, conventions and representations. | Demonstrates **some depth** and breadth of knowledge and understanding of a range of chemical concepts.  Applies chemical 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 chemistry **mostly coherently** with **effective** use of appropriate terms, conventions, and representations. | Demonstrates knowledge and understanding of a **general** range of chemical concepts.  Applies chemical concepts **generally effectively** in **new o**r familiar contexts.  Explores and understands **aspects** of the interaction between science and society.  Communicates knowledge and understanding of chemistry **generally effectively** using **some** appropriate terms, conventions, and representations. | Demonstrates **some basic** knowledge and **partial** understanding of chemical concepts.  Applies **some** chemical concepts in familiar contexts.  **Partially** explores and recognises **aspects** of the interaction between science and society.  Communicates **basic** chemical information, using **some** appropriate terms, conventions, and/or representations. | Demonstrates some **limited** recognition and awareness of chemical concepts.  **Attempts** to apply chemical concepts in familiar contexts.  **Attempts** to explore and identify **an aspect** of the interaction between science and society.  **Attempts** to communicate information about chemistry. |