

Science



Level 1

- Name equipment
- Find equipment by name
- Match pieces of equipment with others that have the same function

Level 2

- Identify by properties or attributes, for example, 'Which material is flexible or rigid?', 'which is acid or alkali?', or 'which is a conductor or insulator?'
- Categorise items, for example, 'Yes, a whale is a mammal, what other mammal can you think of?' (or reptiles, combustible materials etc)
- Identify items by a description of their function, for example, 'What pumps blood in the body?', 'Which could you use to make clothes?', 'what is used to heat up the contents of a test tube?'. Try this first where the items or pictures of the items are in front of the pupil; in later lessons, try this where the items are not visible.
- Describe what is happening, for example, 'What happens to the shadow?'

Level 3

- Recount, in sequence, the steps taken in an investigation or experiment. The task will be easier if the young person has the materials in front of them to give a visual reminder. Initially support the young person either by:
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 - supplying the information (sequence strips of photos) for the young person to correctly organise or
 - giving alternatives, for example, 'Did you do X or Y next' or
 - giving a prompt, for example, 'What happened after you did X?' for each step.

- Name something that's in the category but has an exception, for example, 'Which bird can't fly?', or an organ of the body that is not internal, a gas that is not toxic on inhalation etc
- Name something that does not fit the category, for example, 'Which of these materials is rigid but not transparent?'
- Predict the outcome of the investigation. This prediction must be obvious, for example, 'This slope has a rough surface. How fast will the car go?'
- Define words and technical terms, for example, 'What does transparent mean?'

Level 4

- Justify a prediction made at Level 3, for example, 'Why will X happen?' or 'Why did Y happen?', and what is the evidence
- Present a solution to a possible problem, for example, 'The soil is really dry, what should we do?' or what could be done if the experiment is unsuccessful or doesn't bring the expected result?
- Justify why a certain course of action has been taken, for example, 'Why did we use equipment X rather than equipment Y?'
- Make a judgement, for example, 'How do you know X happened?', 'how do you know that a chemical reaction has taken place, that no further reaction will take place etc