# GCSE Single Science
# Performance Profile

| | Grade 2/3 | Grade 4/5 | Grade 6/7 | Grade 8/9 |
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| AO1 Remember | Remember some basic facts. | Remember a wide range of basic facts. | Remember key facts about most areas of Science. | Remember key and detailed facts of any area within Science. |
| | Use a few key words. | Use a few key words for any topic studied. | They usually use appropriate terminology in answers (key words and phrases) | They always use appropriate terminology in answers (key words and phrases) |
| | Realise simple or obvious effects of science on society. | Understand scientific discoveries have risks and benefits. | They can see the relationships between scientific advances, their ethical implications and the benefits and risks associated with them. | They can explain the relationships between scientific advances, their ethical implications and the benefits and risks associated with them. |
| AO2 Applying knowledge | They can occasionally apply knowledge effectively in a range of contexts. | They usually apply knowledge effectively in a range of contexts. | They usually apply knowledge effectively in a wide range of contexts. | They always apply knowledge effectively in a wide range of contexts. |
| | They can occasionally use theories to make simple explanations of events. | They can usually use theories to make simple explanations of events. | They can usually use theories to make detailed explanations of events. | They can always use theories to make detailed explanations of events. |
| | They can occasionally use data to support evidence. | They can sometimes use data to support evidence. | They can usually use data to support evidence. | They always make effective use of data to support evidence. |
| | They can usually use equations in calculations. | They can consistently use and sometimes rearrange equations in calculations. | They can usually rearrange equations in calculations. | They can consistently rearrange equations in calculations. |
| AO3 Analyse & Evaluate | They evaluate basic information to develop simple arguments and explanations. | They evaluate information to develop arguments and explanations. | They evaluate information systematically to develop arguments and explanations. | They evaluate information from a wide range of sources systematically to develop arguments and explanations. |
| | They usually draw conclusions consistent with the available evidence. | They consistently draw conclusions consistent with the available evidence. | They usually draw detailed, evidence-based conclusions. | They consistently draw detailed, evidence-based conclusions. |
| | They can recognise anomalous results and spot some causes of error in experimental procedures. | They can spot some causs of error and uncertainty in data or experimental procedures. | They can usually spot causes of error and uncertainty in data or experimental procedures. | They can consistently spot causes of error and uncertainty in data or experimental procedures. |
| AO4 Scientific literacy | They occasionally know the units of quantities. | They know the units of the key quantities. | They know the unit and/or symbol of most quantities. | They know the unit and/or symbol of every quantity. |
| | Sometimes accurate spelling and correct use of punctuation, sentences, capital letters and paragraphs. | Mostly accurate spelling and correct use of punctuation, sentences, capital letters and paragraphs. | Usually accurate spelling and correct use of punctuation, sentences, capital letters and paragraphs. | Faultless spelling and correct use of punctuation, sentences, capital letters and paragraphs. |