



Assessment grid			
Subject: <b>Science</b>		Year: <b>8</b>	Topic/module: <b>Ecology</b>
<b>KS4 target direction</b>	<b>4</b>	<b>6</b>	<b>8(9)</b>
<b>Advanced</b>	Enrichment/extension – reaching, or part of, next pathway → Features of work may include:	Enrichment/extension – reaching, or part of, next pathway → Features of work may include:	Enrichment/extension Features of work may include:
<b>Secure</b>  <i>Students must achieve competence in <b>all</b> statements before being judged ‘Secure’</i>	<b>Secure</b> The student can: <ul style="list-style-type: none"> <li>State what is meant by the term adaptation</li> <li>Name an environmental change</li> <li>Give a possible reason for adaptation or extinction</li> <li>State that variation is caused by the environment or inheritance</li> <li>State the two types of graphs that can be drawn when representing the two types of variation.</li> <li>State that more than one scientist was involved in discovering the structure of DNA</li> <li>State that organisms have changed over time, giving examples</li> <li>State how scientists try to prevent extinction</li> </ul>	<b>Secure</b> The student can: <ul style="list-style-type: none"> <li>Describe how organisms are adapted to their environments</li> <li>Describe how organisms adapt to environmental changes</li> <li>Describe how competition can lead to adaptation</li> <li>Describe the difference between environmental and inherited variation</li> <li>Represent variation within a species using graphs</li> <li>Describe how scientists worked together to develop the DNA model</li> <li>Describe how organisms evolve over time.</li> <li>Describe the purpose of gene banks</li> </ul>	<b>Secure</b> The student can: <ul style="list-style-type: none"> <li>Explain how organisms are adapted to seasonal changes</li> <li>Explain how competition or long-term environmental change can lead to extinction.</li> <li>Explain that some variation is affected by both environmental and inherited factors.</li> <li>Explain the causes of continuous and discontinuous variation</li> <li>Explain the contribution of each team of scientists to the development of the model of DNA.</li> <li>Explain how scientists know that organisms have changed over time</li> <li>Explain the different types of gene bank</li> </ul>
<b>Developing</b>	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:
<b>Beginning</b>	Significant gaps	Significant gaps	Significant gaps