Assessment grid			
Subject: Science	Year: **8**	Topic/module: **Plants**	
KS4 target direction	4	6	8(9)
Advanced	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:
Secure *Students must achieve competence in* ***all*** *statements before being judged 'Secure'*	**Secure** The student can: • State the products of photosynthesis. • Name the main structures of the leaf. • Name the minerals required by a plant. • Name an organism which carries out chemosynthesis. • State the requirements and products for aerobic respiration. • State one difference between aerobic and anaerobic respiration. • State the definition of a food chain and a food web. • State that one population can affect another. • State the definition of the term niche.	**Secure** The student can: • State the word equation for photosynthesis. • Describe the structure and function of the main components of the leaf. • Describe how a plant uses minerals for healthy growth. • Describe the process of chemosynthesis. • Describe the process of respiration. • State the word equation for anaerobic respiration. • Describe the differences between aerobic and anaerobic respiration. • Describe what food webs and food chains show. • Describe the interdependence of organisms. • Describe how toxic materials can accumulate in a food web. • Identify niches within an ecosystem.	**Secure** The student can: • Explain how the structures of the leaf make it well adapted for photosynthesis. • Explain deficiency symptoms in plants. • Explain how proteins are made for plant growth. • Explain how some chemosynthetic organisms form symbiotic relationships. • Compare similarities and difference between photosynthesis and chemosynthesis. • Explain the uses of the products from anaerobic respiration. • Explain why a food web gives a more accurate representation of feeding relationships than a food chain. • Explain why toxic materials have greater effect on top predators in a food chain. • Explain why different organisms within the same ecosystem have different niches.
Developing	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:

Beginning	Significant gaps	Significant gaps	Significant gaps