

## ASSESSMENT GRID: YEAR 10 SCIENCE SOCRATES 2025

Assessment Task	AT 1	AT 2	AT 3	AT 4	
	<b>Term 1</b> <b>Week 10B</b> <b>Set Date</b> <b>Friday, 4 April 2025</b>  <b>Hand In</b>	<b>Term 2</b> <b>Week 4 10SCI.SO1: Friday 20 May</b> <b>Term 3</b> <b>Week 5: 10SCI.SO2: Thursday 20 August</b> <b>Term 3</b> <b>Week10: 10SCI.O3: Wednesday 25 September</b> <b>In Class</b>	<b>Term3</b> <b>Week 5: 10SCI.SO1: Thursday 20 August</b> <b>Term 3</b> <b>Week10: 10SCI.SO2: Wednesday 25 September</b> <b>Term 2</b> <b>Week4: 10SCI.O3: Thursday 20 May</b> <b>In Class</b>	<b>Term 4</b> <b>Week 2B</b> <b>As per examination timetable</b> <b>Select Date (exclude if exam)</b>  <b>Examination</b>	
<b>Outline / Description</b>	<b>Student Research Project</b> A first-hand investigation carried out individually at home and students.	<b>Chemical Reactions</b> Information and data analysis and problem-solving	<b>On the Move</b> In-class practical, collecting and analysing data.	<b>Yearly Examination</b>	
<b>Outcomes</b>	SC5-1VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-1VA, SC5-2VA, SC5-3VA, SC5-6WS, SC5-7WS, SC5-16CW, SC5-17CW	SC5-6WS, SC5-7WS, SC5-10PW	SC5-7WS, SC5-8WS, 14LW, SC5-15LW	
<b>Component</b>					<b>Weightings</b>
Student Research Project	✓				
Chemical Reactions		✓			
On the Move			✓		
Genetics				✓	
Origin of the Universe and Life Goes on				✓	
Waves and Technology				✓	
<b>Marks</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

## ASSESSMENT GRID: YEAR 10 SCIENCE SOCRATES 2025 | OUTCOME STATEMENTS

Course Outcomes	
<b>SC5-1VA</b>	Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
<b>SC5-2VA</b>	Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
<b>SC5-3VA</b>	Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.
<b>SC5-4WS</b>	Develops questions or hypotheses to be investigated scientifically.
<b>SC5-5WS</b>	Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
<b>SC5-6WS</b>	Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
<b>SC5-7WS</b>	Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
<b>SC5-8WS</b>	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
<b>SC5-9WS</b>	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
<b>SC5-10PW</b>	Applies models, theories and laws to explain situations involving energy, force and motion.
<b>SC5-11PW</b>	Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
<b>SC5-12ES</b>	Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
<b>SC5-13ES</b>	Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
<b>SC5-14LW</b>	Analyses interactions between components and processes within biological systems
<b>SC5-15LW</b>	Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
<b>SC5-16CW</b>	Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.
<b>SC5-17CW</b>	Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.