

Science Assessment Policy

The end-of-term assessment for Science will be structured to align with the SAT requirements and GL Assessment domains, ensuring that students are tested on the essential scientific concepts needed for success in standardized tests. The assessment will provide a comprehensive evaluation of students' scientific reasoning and their ability to apply knowledge to analyze and solve real-world scientific problems.

KS1			
	Part 1	Part 2	Part 3
Skills / Domain	Knowing	Reasoning	Applying
Marks	16 marks	12 marks	12 marks
Weighting factor	40%	30%	30%
Weighting factor (benchmark with SATs)	42%	58%	
Duration	60 minutes		

KS2			
	Part 1	Part 2	Part 3
Skills / Domain	Knowing	Reasoning	Applying
Marks	16 marks	12 marks	12 marks
Weighting factor	40%	30%	30%
Weighting factor (benchmark with SATs)	42%	58%	
Duration	60 minutes		
Knowing (Physics / Chemistry / Biology skills) to benchmark with GL or Alternative			

KS3			
	Part 1	Part 2	Part 3
Skills / Domain	Knowing	Reasoning	Applying
Marks	16 marks	12 marks	12 marks
Weighting factor	40%	30%	30%
Weighting factor (benchmark with SATs)	60%	40%	
Duration	60 minutes		
Knowing (Physics / Chemistry / Biology skills) to benchmark with GL or Alternative			

Guidelines

- 1) question paper
- 2) Marking Scheme

Exam must follow UK Standard exam (SATs)

Paper 1

Instructions

You **must not** use a calculator to answer any questions in this test.

Questions and answers

You have **30 minutes** to complete this test.

Work as quickly and as carefully as you can.

Put your answer in the box for each question.

All answers should be given as a single value.

For questions expressed as common fractions or mixed numbers, you should give your answer as a common fraction, a mixed number or a whole number as appropriate.

If you cannot do a question, **go on to the next one**.

You can come back to it later, if you have time.

If you finish before the end, **go back and check your work**.

Marks

The number under each box at the side of the page tells you the number of marks available for each question.

In this test, long division and long multiplication questions are worth **2 marks each**. You will be awarded **2 marks** for a correct answer.

You may get **1 mark** for showing a formal method.

All other questions are worth **1 mark each**.

Marking Scheme:

- a) Structure of the test (Knowing: chemistry/ biology / Physics)
- b) Content domain coverage

Example:

Table 1: Content domain coverage of the 2022 key stage 2 mathematics test

Where 2 or more references are given, the primary reference is given first.

Paper 1: arithmetic		Paper 2: reasoning		Paper 3: reasoning	
Qu.	Content domain reference	Qu.	Content domain reference	Qu.	Content domain reference
1	4C2	1	6N2	1	5G3b
2	4C6b	2	3C8/3C6	2	4C6c/3C6
3	3N2b	3	5N3a/5C1	3	3M9a
4	4C6b	4a	4N2a/4N4b	4	4F6a/4F6b
5	3C1	4b	4N2a/4N4b	5	3C4/3C2
6	4F8/5F10	5	5C6b/5M5	6a	5N5/4S2
7	4C6b	6	4F10b/5M9d	6b	5N5/4S2
8	4C6b	7	4F4	7	5C4
9	4C2	8	5F2a	8	4N4b
10	5C6b	9	3S1	9	5C6b
11	4C6b	10	4M9/4F10b	10	5M9a/6A4
12	4C6b	11	6F2	11	5C8a
13	4C6b	12	5M5/3M1b	12a	5C8b
14	5C2	13	6S1	12b	5C8b
15	4C7	14	6C7b/6C8	13	5F4
16	6F9a	15	4C6b/3N2a	14	6A2/5M9a
17	6C7b	16	5F7	15a	5G4b
18	6F4	17	5C8a	15b	3G4b
19	6C7a	18	5C4	16	5F2b
20	6F9a	19	6G5/5G4b	17	5M9a/5F5
21	6F4	20	5C7a/6C8	18	6R2
22	5F5	21a	6A4/6A1	19	5C5b/5C5d
23	5F8/5F10	21b	6A4/6A1	20	6S3/6C8/5N4
24	6F5b	22	6R1	21	6P3/5M9b
25	6F4	23	6M9/6M5		
26	5F8/5F10	24	6G4a/5G4b		
27	6R2	25	6P2		
28	6R2				
29	6C7b				
30	6R2				
31	6F4				
32	6F4				
33	6C7a				
34	6F4				
35	6C9				
36	5F5				

Question

Objective code

- C) **General marking principles** (Must be included in all marking scheme)

Marking

The number of marks available for each part of a question, and the maximum number of marks for the question as a whole, are shown on the question paper. Every part of a question which has been attempted by a pupil will be marked and the mark for each part recorded in the mark box alongside that part. Half marks will not be given in any question.

Marking misspellings of words

If a pupil misspells a word, markers will apply the following procedures:

- if it is clear that the pupil has made a simple error, eg 'tow' for 'two' or 'Son' for 'Sun', then the incorrect spelling will be accepted and the mark awarded
- if a pupil misspells a word copied from the text of the question or from a selection given, and the new word does not have any inappropriate meaning, the incorrect spelling will be accepted and the mark awarded
- if specific scientific vocabulary is required in the answer, a misspelling must, in order to be creditworthy, be a phonetic equivalent of the required word, with the major syllables of the correct word represented in the answer.

Marking questions containing calculations

Some questions require pupils to perform calculations. Where two marks are available, they are advised to show their working. Pupils who do not show their working but give the correct answer will be awarded full marks. The result of one calculation may be required in order to carry out further calculations. In such instances:

- the term 'consequential marking' appears in the

Additional guidance

- a pupil's result for the first calculation is treated as the starting point for the second
- the pupil is awarded full credit for the second calculation if it is carried out correctly, even if the result of the first calculation was wrong.

Marking answers given in the wrong place

In some cases, pupils may write correct answers in the wrong part of the question. Markers will use professional judgement to decide whether a pupil has correctly understood the question and simply written the answer in the wrong place. Similarly, if pupils identify an answer by a cross or other indication when a tick is required, they will be given credit for their responses.

C) Marking Scheme (following table below)

Questions (objectives Code)	Mark	Answer	Accept	Additional guidance
			Can be filled by planner experience and during	

			moderation	
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Example:

Mark	Answer	Accept	Additional guidance
1	* A and C any one from * grass has germinated or grown * seeds did not germinate or grow in B	accept 'A and C have hair' accept 'something has grown in A and C' accept 'they have hair' accept 'they have longer or more grass' accept 'B has no hair'	answers may be in either order both the letters and the reason are required for the mark 'A and C are the same' is insufficient 'seeds need water to grow' is insufficient
1	any one from * it would have longer grass * the grass would have grown more	accept 'it had more grass or more hair' accept 'it grew more or faster' accept 'it would have grown less because it was over-watered'	'it would be greener' is insufficient 'it would be healthier' is insufficient

Document	Science Detailed Assessment Plan
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Version	Working Document