

Biology, Physics and Chemistry

	Steg E	Steg C	Steg A
1B	Pupils can talk about and discuss simple questions concerning health, natural resource use and ecological sustainability by putting questions, by putting forward and responding to views in a way which to some extent takes the dialogue and discussions forward.	Pupils can talk about and discuss simple questions concerning health, natural resource use and ecological sustainability by putting questions, and putting forward and responding to views in a way which takes the dialogue and discussions forward.	Pupils can talk about and discuss simple questions concerning health, natural resource use and ecological sustainability by putting questions, and putting forward and responding to views in a way which takes the dialogue and discussions forward, and broadens or deepens them.
1P	Pupils can talk about and discuss simple questions concerning energy, technology, the environment and society by putting questions, and putting forward and responding to views in a way which to some extent takes the dialogue and discussions forward.	Pupils can talk about and discuss simple questions concerning energy, technology, the environment and society by putting questions, and putting forward and responding to views in a way which takes the dialogue and discussions forward.	Pupils can talk about and discuss simple questions concerning energy, technology, the environment and society by putting questions, and putting forward and responding to views in a way which takes the dialogue and discussions forward and deepens or broadens them.
1P	Pupils can talk about and discuss simple questions concerning energy, the environment, health and society by putting questions, and putting forward and responding to views in a way which to some extent takes the dialogue and discussions forward.	Pupils can talk about and discuss simple questions concerning energy, the environment, health and society by putting questions, and putting forward and responding to views in a way which takes the dialogue and discussions forward.	Pupils can talk about and discuss simple questions concerning energy, the environment, health and society by putting questions, and putting forward and responding to views in a way which takes the dialogue and discussions forward, and deepens or broadens them.
2	Pupils can search for information on the natural sciences and use different sources and apply simple reasoning to the usefulness of the information and sources.	Pupils can search for information on the natural sciences and use different sources and apply developed reasoning to the usefulness of the information and sources.	Pupils can search for information on the natural sciences and use different sources and apply well developed reasoning to the usefulness of the information and sources.
3	Pupils can use the information in discussions, and create texts and other communications with some adaptation to the context.	Pupils can use information in discussions and create text and other communications with relatively good adaptation to the context.	Pupils can use the information in discussions, and create texts and other communications with good adaptation to the context.
4	Pupils can carry out simple studies based on given plans and also contribute to formulating simple questions and planning which can be systematically developed.	Pupils can carry out simple studies based on their own planning and also formulate simple questions and planning which after some reworking can be systematically developed.	Pupils can carry out simple studies based on their own planning and also formulate simple questions and planning which after some reworking can be systematically developed.
5	In their work, pupils use equipment in a safe and basically functional way.	In their work, pupils use equipment in a safe and appropriate way.	In their work, pupils use equipment in a safe, appropriate and effective way.
6	Pupils can compare their own results with those of others and apply simple reasoning about similarities and differences and what these may be related to, and also contribute to making proposals that can improve the study.	Pupils can compare their own results with those of others and apply developed reasoning to similarities and differences, and what these may be due to, and also make proposals which after some reworking can improve the study.	Pupils can compare their own results with those of others and apply well developed reasoning to similarities and differences, and what these may be due to, and also make proposals which can improve the study.
7	In addition, pupils draw up simple documentation of their studies using text and pictures.	In addition, pupils draw up developed documentation of their studies using texts and pictures.	In addition, pupils draw up well developed documentation of their studies using text and pictures.
8B	Pupils have basic knowledge of biological contexts and show this by giving examples of and describing these with some use of the concepts of biology.	Pupils have good knowledge of biological contexts and show this by explaining and showing simple relationships between them with relatively good use of the concepts of biology.	Pupils have very good knowledge of biological contexts and show this by explaining and showing relationships between them and some general characteristics with good use of the concepts of biology.
8P	Pupils have basic knowledge of phenomena in physics and show this by giving examples of and describing these with some use of the concepts of physics	Pupils have good knowledge of the phenomena of physics and show this by explaining and showing simple relationships between them with relatively good use of the concepts of physics.	Pupils have very good knowledge of the phenomena of physics and show this by explaining and showing simple relationships between them and some common features with good use of the concepts of physics.
8C	Pupils have basic knowledge of the structure and properties of matter, and other chemical contexts, and show this by giving examples of and describing these with some use of the concepts of chemistry.	Pupils have good knowledge of the structure and properties of matter and other chemical contexts, and show this by explaining and showing simple relationships between them with relatively good use of the concepts of chemistry.	Pupils have very good knowledge of the structure and properties of matter, and other chemical contexts, and show this by explaining and showing simple relationships between them and some general characteristics with good use of the concepts of chemistry.
9B	In simple and to some extent informed reasoning about health, sickness and puberty, pupils can connect this to some relationships in the human body.	In well developed and well informed reasoning about health, sickness and puberty, pupils can connect this to some relationships in the human body.	In well developed and well informed reasoning about health, sickness and puberty, pupils can connect this to some relationships in the human body.
9P	In simple and to some extent informed reasoning about electrical circuits, magnets, motion, sound and light, pupils can connect this to some physics relationships.	In developed and relatively well informed reasoning about electrical circuits, magnets, motion, sounds and light, pupils can connect this to some physics relationships.	In well developed and well informed reasoning about electrical circuits, magnets, motion, sound and light, pupils can connect this to some physics relationships.
9C	Pupils can also apply simple reasoning about the structure and properties of air and water, and relate this to the natural processes of photosynthesis and combustion.	Pupils can also apply developed reasoning about the structure and properties of air and water, and relate these to natural processes such as photosynthesis and combustion.	Pupils can also apply well developed reasoning about the structure and properties of air and water, and relate this to the natural processes of photosynthesis and combustion.
10B	Pupils can also describe and give examples of people's dependence on and impact on nature, and draw parallels to the life and ecological relationships of organisms.	Pupils can also explain and show relationships between people's dependence on and their impact on nature, and draw parallels to the life and ecological relationships of organisms.	Pupils can also explain and show patterns between people's dependence on and their impact on nature, and draw parallels to the life and ecological relationships of organisms.
10P	Pupils can also describe and give examples of energy sources, use of energy and insulation with some connection to the indestructibility and flow of energy.	Pupils can also explain and show some simple relationships between energy sources, use of energy and insulation with relatively good connection to the indestructibility and flow of energy.	Pupils can also explain and show some simple relationships between energy sources, use of energy and insulation with good connection to the indestructibility and flow of energy.
10C	In simple and to some extent informed reasoning about food, fuel, chemicals and other products, pupils can connect these to some chemical relationships and questions about sustainable development.	In developed and relatively well informed reasoning about food, fuel, chemicals and other products, pupils can connect these to some chemical relationships and questions about sustainable development.	In simple and to some extent well informed reasoning about food, fuel, chemicals and other products, pupils can connect these to some chemical relationships and questions about sustainable development.
11B	In addition, pupils talk about the development of life and give examples of the adaptation of organisms to different living environments	In addition, pupils talk about the development of life and show relationships between the adaptation of organisms to different living environments.	In addition, pupils talk about the development of life and show patterns in the adaptation of organisms to different living environments.
11P	In addition, pupils describe and give examples of the motion of celestial bodies in relation to each other and apply simple reasoning about how day and night, months and seasons of the year occur.	In addition, pupils explain and show relationships governing the motion of celestial bodies in relation to each other and apply developed reasoning about how day and night, months and seasons of the year occur.	In addition, pupils explain and show patterns in the motion of celestial bodies in relation to each other and apply well developed reasoning over how day and night, months and seasons of the year occur.
11C	In simple and to some extent informed reasoning about food, fuel, chemicals and other products, pupils can connect these to some chemical relationships and questions about sustainable development.	In developed and relatively well informed reasoning about food, fuel, chemicals and other products, pupils can connect these to some chemical relationships and questions about sustainable development.	In simple and to some extent well informed reasoning about food, fuel, chemicals and other products, pupils can connect these to some chemical relationships and questions about sustainable development.

12	Pupils can also talk about some scientific discoveries and their importance for people's living conditions.	Pupils can also talk about some scientific discoveries and their importance for people's living conditions.	Pupils can also talk about some scientific discoveries and their importance for people's living conditions.
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