

# Marking criteria

Section: Games

Division: Junior (7 – 8)

VELS: Level 4, progressing to level 5

Student name: .....

| Links to VELS progression points  | CRITERION  | High<br>3   | Medium<br>2  | Low<br>1  | NS<br>0  |
|---|--|---|--|---|----------|
| <p><b>VELS 4.25, 4.5</b></p> <ul style="list-style-type: none"> <li>- awareness/knowledge/comparison of change over time in scientific ideas</li> <li>- knowledge of the function/relationship of the components of systems</li> </ul> <p><b>VELS 4.25, 4.5, 4.75</b></p> <ul style="list-style-type: none"> <li>- understanding of factors which may affect attitudes to a scientific idea of issue of interest</li> </ul> <p><b>VELS 4.5</b></p> <ul style="list-style-type: none"> <li>- understanding of different perspectives &amp; attitudes..., presented through diagrams</li> </ul> | <p><b>Scientific ideas / principles</b><br/>The game presents a scientific idea or teaches about a scientific principle</p>                    | Teaches numerous scientific ideas and principles  | Teaches some scientific ideas and principles   | Teaches few scientific ideas and principles   | Not done |
|   | <p><b>Educational value</b><br/>The game is educational and involves players in completing task, answering questions and making decisions.</p> | Highly educational, excellent at discovering if players have learnt new science ideas / principles. Age group specified & appropriate.                                | Educational, good at discovering if players have learnt new science ideas / principles. Age group specified & appropriate.                       | Limited at discovering if players have learnt new science ideas / principles. Age group not specified or not appropriate. | Not done |
|   | <p><b>Evidence of research</b><br/>Shows evidence that research was used.</p>  | Strong evidence of sound and comprehensive research   | Sufficient evidence of research  | Limited evidence of research  | Not done |
|   | <p><b>Problem-solving activities</b><br/>The game is developed around finding solutions to real issues</p>                                     | Players involved in completing high order problem-solving, scientific processing tasks, which involve answering harder questions and making more demanding decisions. | Players involved in completing appropriate problem-solving, scientific processing tasks, which involve answering questions and making decisions. | Some questions and answers involved but little problem-solving or scientific processing in game tasks.                    | Not done |

### STS-specific & not directly related to VELS progression points

| <b>CRITERION</b>   | <b>High<br/>3</b>   | <b>Medium<br/>2</b>  | <b>Low<br/>1</b>  | <b>NS<br/>0</b> |
|--|---|--|---|-----------------|
| <b>Originality</b><br>The game is original and fun to play.  | Highly original and clearly written in own words, is exciting to play, keeps players challenged and encourages development of new science ideas about real issues | Original and clearly written in own words, keeps players interested, is fun to play and is based on real issues                              | Fairly original, some parts written in own words but little enjoyment when playing. Not based on real scientific issue. | Not done        |
| <b>Creativity</b><br>The game is imaginative and shows resourcefulness.  | Demonstrates some imagination and resourcefulness in the parts used, and in how it is played and how it teaches players.  | Very imaginative, showing resourcefulness in the parts and pieces used (a lot hand-made) and in how it is played and how it teaches players. |   | Not done        |
| <b>Written statement &amp; game instructions</b><br>Include a written statement on what aspect of science the game is intended to teach.<br>Include a clear set of step-by-step instructions or rules. | Includes clear and detailed set of step-by-step instructions or rules and a detailed A4 written statement clearly explaining what science the game is teaching    | Includes clear set of step-by-step instructions or rules and a A4 written statement explaining what science the game is teaching             | Game is lacking clear instructions and/or written statement, and/or may be the wrong length                             | Not done        |
| <b>Presentation</b><br>Ensure the game is well presented and packaged.   |   | Game parts and instructions easy to read, typed, neat and attractive in appearance and all bits together in one package                      | Game parts and instructions may be typed or handwritten, but the presentation could be better. Bits scattered about.    | Not done        |
| <b>Size of game-box and board, labeling</b><br>Game must be self-contained in a box and labeled on the outside. Maximum box size 23cm x 32cm x 12cm. Maximum board size 42cm x 60cm                    |   | Game is self-contained in a box, labeled on the outside. Box and board size (if appropriate) are within limits.                              | Outside correct size range, not labeled properly.   | Not done        |

**Total score = \_\_\_ / 34**