

Marking criteria

Section: Games

Division: Primary (4 – 6)

VELS: Level 3, progressing to level 4

Student name:

Links to VELS progression points	CRITERION	High 3	Medium 2	Low 1	NS 0
<p>VELS 3.25, 3.5</p> <ul style="list-style-type: none"> - awareness of characteristics & effects/ knowledge of the effects of change in chemical, physical, biological, earth &/or space science contexts - awareness/knowledge of the connections between concepts related matter, space, energy &/or time - knowledge of the components of systems/understanding of the relationships that exist between components of systems <p>Science at work</p> <ul style="list-style-type: none"> - knowledge of a sustainable practice undertaken at home/in the local environment - knowledge of the social impact of science/use of science in work & leisure <p>VELS 3.75</p> <ul style="list-style-type: none"> - knowledge of the consequences of change in terms of cause & effect... - knowledge of the connections between concepts applied in an everyday context... - understanding of how a system &/or its components adapt to change <p>Science at work</p> <ul style="list-style-type: none"> - knowledge of sustainable practices which could be undertaken in the future at home & in the local community - understanding of how the work of a scientist may have both positive & negative outcomes for society 	<p>Scientific ideas / principles 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>Educational value 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>Evidence of research 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>Problem-solving activities 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

CRITERION	High 3	Medium 2	Low 1	NS 0
Originality 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
Creativity 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
Written statement & game instructions Include a written statement on what aspect of science the game is intended to teach. 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
Presentation 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
Size of game-box and board, labeling 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