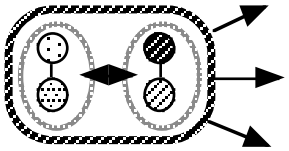
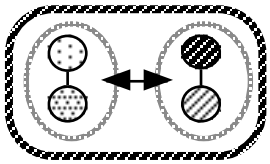
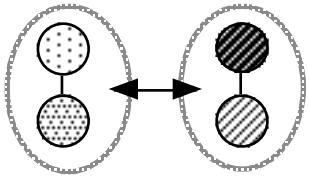
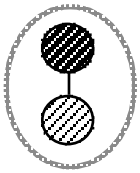
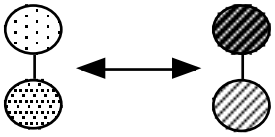
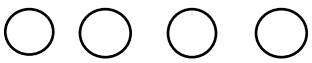
Generic SCIENCE level descriptions	Visual interpretation	Scientific Literacy For example:
Systems - Level 8 students Can **explain** complex systems and complex interactions. Can **apply** concepts, models, laws, theories and principles to **complex systems**. Can **use models** to compare, validate or refute ideas. Can use knowledge, principles, theories and supporting data to **evaluate** and make **recommendations**.		Level 8 Students are able to discuss **complex scientific matters,** are sceptical and questioning of claims. They can make informed decisions and argued recommendations to others, including persons outside the school.
Theories - Level 7 students Can **apply theories** and **principles** to explain observations. Can **describe** and **analyse** systems. Can **evaluate** theories, systems and ideas. Can **predict** based on system wide evidence.		Level 7 Students are sceptical about new **theories**, and can engage in discussions which **evaluate** theories.
Quantitative - Level 6 students Can describe models **quantitatively.** Can apply **quantitative** information. Can apply **laws**. Can explain **interactions** occurring. Can present relevant **evidence.**		Level 6 Students can use **quantitative** information to investigate claims, to make informed decisions and to discuss scientific matters. They can locate relevant quantitative data at the appropriate time.
Models - Level 5 students Can use **models** to explain concepts. Can use concepts to **explain** observations. Can **apply concepts** to new areas. Understands experimental **design** procedures. Can **assess** ideas and information.		Level 5 Students can engage in discussions about scientific **models** and their applications. The can discuss and assess ideas and information with other students.
Comparing - Level 4 students Can **compare** characteristics and features. Can identify **processes** that are occurring. Can describe **relationships** and **interactions** that are occurring. Can make **predictions** based on data.		Level 4 Students can gather relevant data and locate relevant information in order to make **comparisons**. They can describe to other students processes and interactions. They can compare predictions with other students.
Patterns - Level 3 students Can **describe patterns** in objects and in features of objects. Can **classify** and sort objects and features. Can **organise** observations and information. Can **link** cause and effect.		Level 3 Students can describe **patterns** to other students, and can ask questions about these **patterns** and discuss causes of these patterns with other students.
Describing - Level 2 students Can **describe** and name objects. Can **describe** and name features of objects. Can **describe** changes to objects. Can **describe** how. Can prepare **lists.**		Level 2 Students can **describe** objects and changes to others students, and can understand descriptions of objects and changes made by other students.
Awareness - Level 1 students Are **aware** of matter and energy and living things. Can **observe** objects and **observe** changes. Can **distinguish** between objects. Can **distinguish** between changes.		Level 1 Students are **aware** of the physical world. Students ask questions about objects, and about changes that occur around them.