Assessment in Science (Years 7 and 8)

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Contents

[A] Assessment in Science: An Overview

This section provides an introductory overview of assessment in science at years 7 and 8.

- **Marks** to be entered on the online portal are summarised in the table below.

Programme	Mid-yearly		Annual		
	Continuous	Summative	Continuous	Summative	Global*
Year 7 *(mainstream)*	Award a mark out of 100	*not applicable*	Award a mark out of 100	Award a mark out of 100	30% continuous + 70% summative
Year 8 *(mainstream)*	Award a mark out of 100	*not applicable*	Award a mark out of 100	Award a mark out of 100	30% continuous + 70% summative
Year 7 *(CCP)*	Award a mark out of 100	*not applicable*	Award a mark out of 100	*not applicable*	100% continuous
Year 8 *(CCP)*	Award a mark out of 100	*not applicable*	Award a mark out of 100	*not applicable*	100% continuous

** The marks in this column are calculated automatically by the online portal, based on the assessment weightings indicated.*

- The **mainstream mid-yearly continuous** assessment mark, is to be based on a relevant mix of tasks **chosen by the teacher,** carried out during the first **half** of the academic year. Examples of tasks that can be considered include hands-on activities, written and oral revision tests, classwork, practical work, projects, research, homework and other learning activities. [see Section B].

- The **mainstream annual continuous** assessment mark is to be based on a **prescribed mix of tasks** [see Section C and Section D]. These tasks are to be carried out during the **whole** academic year.

- The **mainstream annual summative** assessment is based on an exam paper issued centrally.

- The **CCP mid-yearly continuous** assessment marks, as well as the **CCP annual continuous** assessment marks are to be based on a relevant mix of tasks **chosen by the teacher**. Examples of tasks that can be considered include hands-on activities, written and oral revision tests, classwork, practical work, projects, research, homework and other learning activities. Additional suggestions are provided in Section K.

- Note on the **ANNUAL GLOBAL ASSESSMENT MARK:**
  For year 7 and year 8 (mainstream programmes), an annual global assessment mark will be calculated automatically by the online portal. This mark will have the following weighting:

  - **70% of the annual summative assessment mark**
  - **30% of the annual continuous assessment mark**

  For year 7 and year 8 (CCP), the annual global assessment mark will be copied by the portal from the continuous assessment mark, given that the weighting of the global mark is based **100% on continuous assessment**.

*The rest of this document offers more details and guidelines about the **continuous assessment** component in Science (years 7 and 8).*

[B] Mid-yearly Continuous Assessment for Years 7 and 8

- The mid-yearly continuous assessment mark in science for both year 7 and year 8 will be based on a selection of **tasks chosen at the discretion of the science teacher**.
- The choice of activities can include a number of graded tasks such as classwork, tests, quizzes, report writing, presentations, journals, portfolios, one-minute papers, online activities, homework, games, authentic assessment tasks, practical work, projects, out-of-class activities and other valid activities.
- It is recommended that the choice of tasks includes a **variety** of such activities.
- Practical work, project-based learning, fieldwork and school-based assessment on which the annual continuous assessment mark is based, can also be factored in the calculation of the mid-yearly assessment mark.
- The mid-yearly continuous assessment mark for years 7 and 8 which is to be entered on the online portal, must be a mark out of 100.
- Teachers are expected to maintain clear records of all marks contributing to the continuous assessment grade.

[C] Annual Continuous Assessment for Year 7

The annual continuous assessment mark in science for year 7 will be based on practical work, fieldwork and school-based assessment. Students can be awarded a maximum of 15 marks for practical work, 10 marks for fieldwork and 5 marks for school-based assessment. The resulting mark, out of 30, is to be converted into a percentage. This mark, out of 100, is to be entered on the online portal.

[Example] A student obtains the following marks:

Continuous Assessment component	Maximum Mark	Student's Mark
Practical Work (average mark)	**15**	**12**
Fieldwork	**10**	**8**
Subject-based Assessment	**5**	**4**
Total Continuous Assessment	**30**	**24**

Proportionally 24 out of 30 is equivalent to 80%.
80 is the final annual continuous assessment grade to be entered on the online portal.

The annual continuous assessment mark for Year 7 must be based on the following **mandatory tasks**. The weighting and requirements of each component are outlined below.

[C.1] 15% PRACTICAL WORK (*based on 7 practical reports*)

- refer to suggested Science Experiments in section F;
- while as much practical work as possible should be carried out for its intrinsic educational value, a **minimum of 7 practical reports** must be presented for assessment purposes;
- carrying out more than 7 practical activities during the year minimises any disadvantage to a student who misses school due to a justified absence;
- if more than 7 reports are presented, the mark is calculated as the average of the best 7;
- if fewer than 7 reports are presented, each missing report must be awarded a '0';
- this set of practical reports should include at least one experiment from each science strand (Biology, Chemistry and Physics);
- each practical is assessed out of 15 marks according to the following **marking criteria:**

	Marks ***(Total 15)***
Participation during the experiment (e.g., *handling of apparatus, scientific discussion within the group, teamwork*)	**7**
Practical report	**5**
Safety awareness and practices	**3**

- students are to keep the practical reports in a separate file or separate section of their science file, readily available for moderation purposes.

[C.2] 10% FIELDWORK

- for **marking criteria,** refer to Section H;
- the fieldwork session and report must address **all** Learning Outcomes (LOs) within the unit '***7.3 Investigating Local Habitats***';
- these LOs will not be assessed in the annual examination, however students who miss the fieldwork session for a **justified reason** will complete an additional question in the annual paper addressing these LOs, for which 15 extra minutes will be granted.

[C.3] 5% SCHOOL-BASED ASSESSMENT

- may include a variety of class activities, homework, revision tests, student participation in science projects or fairs, and other learning activities, but **must not** be based on behaviour.

[D] Annual Continuous Assessment for Year 8

The annual continuous assessment mark in science for year 8 will be based on practical work, project-based learning (PBL) and school-based assessment. Students can be awarded a maximum of 15 marks for practical work, 10 marks for PBL and 5 marks for school-based assessment. The resulting mark, out of 30, is to be converted into a percentage. This mark, out of 100, is to be entered on the online portal.

[Example] A student obtains the following marks:

Continuous Assessment component	Maximum Mark	Student's Mark
Practical Work (average mark)	**15**	**10**
PBL	**10**	**6**
Subject-based Assessment	**5**	**2**
Total Continuous Assessment	**30**	**18**

Proportionally 18 out of 30 is equivalent to 60%.
60 is the final annual continuous assessment grade to be entered on the online portal.

The annual continuous assessment mark for Year 8 must be based on the following **mandatory tasks**. The weighting and requirements of each component are outlined below.

[D.1] 15% PRACTICAL WORK (*based on 7 practical reports*)

- refer to suggested Science Experiments in Section G.
- while as much practical work as possible should be carried out for its intrinsic educational value, a **minimum of 7 practical reports** must be presented for assessment purposes;
- carrying out more than 7 practical activities during the year minimises any disadvantage to a student who misses school due to a justified absence;
- if more than 7 reports are presented, the mark is calculated as the average of the best 7;
- if fewer than 7 reports are presented, each missing report must be awarded a '0';
- this set of practical reports should include at least one experiment from each science strand (Biology, Chemistry and Physics);
- each practical is assessed out of 15 marks according to the following **marking criteria:**

	Marks ***(Total 15)***
Participation during the experiment (e.g., *handling of apparatus, scientific discussion within the group, teamwork*)	**7**
Practical report	**5**
Safety awareness and practices	**3**

- students are to keep the practical reports in a separate file or separate section of their science file, readily available for moderation purposes.

[D.2] 10% PROJECT-BASED LEARNING

- the study unit '***8.4 Exploring Energy & Electricity***' will be tackled through a PBL approach;
- through this approach, **all** the 14 Learning Outcomes (LOs) found on page 30 of the Year 8 syllabus (within the study unit '***8.4 Exploring Energy & Electricity***') must be addressed;
- teachers and students will use a selection of LOs covering 'Energy' and 'Electricity' content knowledge, found on pages 31 and 32 of the Year 8 syllabus to serve as basis for the skills and competencies addressed by the LOs on page 30 to be applied;
- none of the LOs addressed exclusively within this unit, including those on pages 30, 31 and 32 are examinable;
- for PBL **marking criteria,** see Section I;
- note that **students are requested to jot down notes related to the process involved in a journal** (notes can be related to developing the research question, peer & self-assessment, etc.) which should be presented for **moderation purposes**; on the other hand students **will not** be asked to present their final product (such as model, power point presentation, leaflets produced, etc.);
- PBL is to be covered by end of the second scholastic term so that **moderation of PBL may be carried out as from the first week of May.**

[D.3] 5% SCHOOL-BASED ASSESSMENT

- May include a variety of class activities, homework, revision tests, student participation in science projects or fairs, and other learning activities, but **must not** be based on behaviour.

[E] Science Experiments for Year 7 and Year 8

Practical work is an important component of science teaching, learning and assessment. This section provides some guidelines on setting appropriate practical work and levelling the right expectations.

Health & Safety Note

Prior to conducting any practical activity or demonstration, teachers must evaluate any potential risks and ensure that all relevant health and safety precautions are strictly followed.

[E.1] GUIDELINES for PRACTICAL WORK and EXPERIMENT REPORTS

Initially (first weeks of year 7), there is no need to put a lot of emphasis on formal, standard scientific reporting. A very short description of the experiment carried out should be enough. At such an early stage, the primary aim should be to involve students in the practical aspect of their science education. The emphasis and time allotted to writing a report should not take over the enjoyment of doing practical work! Gradually, the teacher will guide the students through the process of adding sections and details to compile a complete scientific report. For this reason, it is expected to see differences between a report completed in October of Year 7 and May of Year 8.

While teachers, often, will do more than 7 practicals per academic year with their respective classes, for the purpose of the annual continuous assessment grade, the best 7 marks should be taken into consideration. The criteria for the '15% Practical Work' for year 7 and/or year 8 (sections C.1 and D.1) are to be met. Any practical work over and above that included in the continuous assessment mark calculation may or may not have a 'formal' report structure.

It is up to the teacher to decide how practical reports, valid for the continuous assessment annual mark, are to be filed and organised. **However, it is important that the section for practical reports in the students' file (or a separate file) is made available separately for moderation purposes.**

Year 7

By the end of year 7 students are to have:

- at least **7 practical reports;**
- should include **at least one experiment from each of the three strands** i.e. Physics, Chemistry and Biology;
- one experiment **can be** a science-related **educational visit** but cannot be a fieldwork (as for year 7 a fieldwork report is requested in a dedicated section).

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Year 8

By the end of year 8 students are to have:

- at least **7 practical reports;**
- should include **at least one experiment from each of the three strands** i.e. Physics, Chemistry and Biology;
- **one experiment related to forensic science**;
- one science-related **educational visit** report **must be** included as one of the presented reports.

[E.2] GRADING PRACTICAL WORK

The final mark (out of 15) for the practical work component is worked out by calculating the average mark of the best 7 practical reports (while meeting the criteria for the respective academic year). Each experiment report should have a mark out of a maximum of 15. Use your professional judgment to assess the student's involvement during the session and to grade the written report. Using the basic marking criteria below as well as creating your own scoring rubrics, can help you be as objective as possible and award a fair grade.

	Marks ***(Total 15)***
Participation during the experiment (*such as handling of apparatus, scientific talking within the group, teamwork*)	**7**
Report	**5**
Safety issues	**3**

[F] Suggested List of Science Experiments for Year 7

This is a list of suggested experiments and other practical activities for Year 7.

For health and safety or logistical reasons, some of these activities may need to be carried out as teacher demonstrations, with minimal direct student involvement. Such demonstrations cannot be counted among the 7 practical activities valid for the continuous assessment mark.

Where appropriate, teachers are encouraged to include in their Scheme of Work other valid, syllabus-related practical activities not listed below.

7.1	Doing Science
	Suggested Practical Activities
1	Explore key aspects of practical work: measuring, taking precautions, fair testing, and repeating readings.
2	Make and record simple observations.
3	Light and use a Bunsen burner safely.
4	Measure the time taken to heat 50 ml of water to 80°C.
5	Measure the volume of a stone using water displacement.
6	Investigate fire using a candle.
7	Observe how oxygen is used in burning (candle in a closed container over water).

7.2	Our Natural Environment
	Suggested Practical Activities
1	Investigate animal adaptations by exploring suitable habitats (e.g. woodlice in different environments).
2	Observe and describe key animal features and adaptations.
3	Observe and describe plant features and adaptations.
4	Visit a natural site or museum (e.g. nature reserves, Għar Dalam, or Natural History Museum).
5	Carry out simple experiments to investigate photosynthesis.
6	Investigate the burning of a fuel.
7	Model the effect of acid rain on limestone using eggshells or marble chips.
8	Test for the presence of carbon dioxide.
9	Explore the urban heat island effect.
10	Collecting particulate matter.
11	Model the greenhouse effect in a simple experiment.
12	Produce recycled paper.

7.3	Investigating Local Habitats
	Suggested Practical Activities (Fieldwork Tasks)
1	Investigate the role of rubble walls in the local ecosystem.
2	Explore the impact of urbanisation (e.g. construction, habitat loss, pollution).
3	Identify different types of pollution in the area.
4	Study the effects of introduced (alien) species and their competition with local species.
5	Measure environmental conditions such as temperature, humidity, pH, and wind speed.
6	Identify local plants and animals, including endemic, indigenous, and endangered species.
7	Participate in a silent observation exercise.
8	Use additional sampling techniques such as line transects and pitfall traps (optional).

9	Identify natural and man-made features in the local environment.
10	Investigate local conservation initiatives and their impact.
11	Conduct marine fieldwork: measure water pH, temperature, and visibility.
12	Use methods such as surveys for data collection and analysis.

7.4	**Understanding Matter**
	Suggested Practical Activities
1	Investigate states of matter
2	Understand the particle model using rice and marbles
3	Observing changes of state
4	Thermal expansion: ball and ring and bimetallic strip
5	Expansion of liquids and gases
6	Melting wax demonstration
7	Use methods such as surveys for data collection and analysis.

7.5	**Acids and Alkalis**
	Suggested Practical Activities
1	Make natural indicators (e.g. red cabbage)
2	Test substances with litmus paper
3	React magnesium or zinc with acids
4	Produce and test hydrogen gas
5	Measure pH using universal indicator
6	Explore neutralisation reactions (e.g. filter paper circles, indicator rainbow)

7.6	**Earth and Space**
	Suggested Practical Activities
1	Measure mass and weight
2	Observe and record Moon phases
3	Visit to the planetarium (Esplora)

7.7	**Cells and Reproduction**
	Suggested Practical Activities
1	Observe cells under the microscope
2	Prepare microscope slides
3	Dissect a flower

[G] Suggested List of Science Experiments for Year 8

This is a list of suggested experiments and other practical activities for Year 8.

For health and safety or logistical reasons, some of these activities may need to be carried out as teacher demonstrations, with minimal direct student involvement. Such demonstrations cannot be counted among the 7 practical activities valid for the continuous assessment mark.

Where appropriate, teachers are encouraged to include in their Scheme of Work other valid, syllabus-related practical activities not listed below.

8.1	**Healthy Living**
	Suggested Practical Activities
1	Identify the presence of starch or reducing sugars or proteins or fats in various samples.
2	Compare the energy content of different foods by measuring temperature changes during combustion.
3	Model the process of absorption by using dialysis tubing to simulate the small intestine.
4	Investigate the effects of physical activity on pulse and breathing rates.
5	Use lime water to compare the concentration of CO_2 in inhaled versus exhaled air.
6	Measure lung capacity to determine the volume of air in the lungs.
7	Observe a smoking machine demo to visualize the accumulation of tar and pollutants in lung tissue.
8	Dissecting a heart to identify the key structures.
9	Investigate conditions for yeast fermentation.
10	Explore the role of microbes in food production (making dough or cheeselets).
11	Visit to a bakery, dairy facility, or winery to observe the industrial application of microbiology.
12	Use UV germ-tracking lotion to investigate the effectiveness of different handwashing techniques.

8.2	**Elements. Compounds & Mixtures**
	Suggested Practical Activities
1	Compare the properties of a compound with its constituent elements (reacting magnesium ribbon element with oxygen to produce magnesium oxide, which could be followed by adding magnesium to dilute hydrochloric acid and magnesium oxide to dilute hydrochloric acid and compare reactions)
2	Observing chemical reactions
3	Observing a rapid chemical reaction (preparing 'elephant toothpaste')
4	Observing rusting and investigating how different conditions accelerate the formation of the compound iron oxide.
5	Test for Oxygen
6	Exploring Mixtures - separate common mixtures, (e.g., sand and salt or iron filings and sulfur), to demonstrate that they are not chemically joined

8.3	**Separating Mixtures**
	Suggested Practical Activities
1	Testing solubility to classify chemicals as soluble and insoluble in water
2	Testing the effectiveness of different solvents
3	Investigating factors affecting solubility
4	Chromatography

5	Filtration
6	Recovery of salt by evaporation
7	Simple Distillation
8	Separating a complex mixture (e.g., The Dirty Water Challenge)
9	Identifying saturation point

8.4	**Exploring Energy & Electricity**
	Examples Of Possible Driving Questions & Projects
1	How can we reduce energy loss from homes? (e.g., design an energy-efficient house, test single and double-glazed windows)
2	Can we power useful devices using renewable energy? (e.g., build a solar-powered device; design a hybrid - e.g., solar and wind - renewable system model)
3	How can blade design affect electrical output in a wind turbine? (e.g., build a wind turbine prototypes testing, blade's shape, number and angle)
4	Which material keeps heat in best? (e.g., design the best thermal insulation, design a thermal lunch box, design the best ice bucket)
5	Can we demonstrate multiple energy transfers in one system? (e.g., design a chain reaction, create a human-powered energy system)
6	How can our school reduce energy waste? (e.g., conduct a mini school energy audit, create a student awareness campaign)
7	Which renewable energy options work best in Malta? (e.g., research and draft a proposal, compare seasonal energy output)
8	Which torch design works best? (e.g., build an efficient torch, balancing brightness and battery life)
9	How can we design a safe and efficient lighting system? (e.g., design a lighting system for a model home)
10	How can we design a game that uses circuits effectively? (e.g., build a steady-hand game, create an electric quiz board, build a reaction-time buzzer game)
11	Are all metals equally good and efficient conductors? (e.g., build a circuit to test conductors, testing wire thickness effect on brightness)
12	How can we design charging solutions for electric transport? (e.g., general research and presentation, study home vs public charging efficiency and safety)

8.5	**Forensic Science**
	Suggested Forensic Scenarios and Practical Activities
	Refer to Science Year 8 Learning and Assessment Programme (Syllabus)

8.6	**Light and Sound**
	Suggested Practical Activities
1	Classifying materials as luminous and non-luminous.
2	Using ray boxes and mirrors to model how objects are seen.
3	Investigating shadow formation using point and extended light sources.
4	Classifying materials as transparent, translucent, or opaque using light sources.
5	Building a pinhole camera to model eye function.
6	Visualizing vibrations using tuning forks in water or rice on a drum.
7	Demonstrating longitudinal waves using a slinky spring.
8	Comparing sound transmission through solids, liquids, and gases.
9	Observing the bell jar in a vacuum experiment.
10	Mapping school noise levels using decibel meters.
11	Testing materials for soundproofing to reduce noise pollution.

[H] Fieldwork Marking Criteria for Year 7

Please refer to Unit 7.3 'Investigating Local Habitats' in the Year 7 Science syllabus. These LOs WILL NOT feature in the annual exam paper.

Students who are absent for the fieldwork trip for a valid reason (and did not have the opportunity to join any other group) will be offered an extra question during the exam. An extra 15 minutes will be given to answer this question. This question may tackle ANY LOs found in Unit 7.3.

The marking rubric below is out of a total of 20. However, the mark awarded should be divided by 2 to contribute 10 marks out of 30 for the annual continuous assessment mark.

1. Group work collaboration and participation: (photos including caption can be included here).	(3 marks)
2. Followed fieldwork rules, including safety measures: (take nothing but photos, leave nothing but footprints).	(3 marks)
3. Correct use of measuring techniques, collection of data and observation skills.	(7 marks)
4. Presentation and interpretation of data: (correct reference of habitats, biodiversity, adaptations and influence of human behaviour on the environment).	(7 marks)

(Total 20 marks)

[I] Project-based Learning Marking Criteria for Year 8

The PBL process needs to be ready by the end of the second term, as a moderation exercise may be carried out in May. Documentation related to planning, teacher, student and peer assessment will be presented in a PBL journal.

The marking rubric below is out of a total of 20. However, the mark awarded should be divided by 2 to contribute 10 marks out of 30 for the annual continuous assessment mark.

1. Teacher's assessment (14 marks)

Skills demonstrated in researching a topic, planning and designing the project.	(4 marks)
Communicating research/project findings and presenting final product to peers.	(4 marks)
Assessment of the final product *(e.g. brochure, power point presentation, board game, leaflet, experimental set up, model, video, bookmark etc).* This must also include marks on content knowledge shown in producing the final product and should not be limited simply to the design of the final product.	(4 marks)
Skills demonstrated during the process (*flexibility, initiative leadership, social skills, productivity, and collaboration).*	(2 marks)

2. Student Self-Assessment (3 marks)

This should include evidence, (e.g. short paragraph or ticking of success criteria) which show that the student has reflected. (3 marks)

3. Peer Assessment (3 marks)

Teachers should provide a few criteria for which students are to judge final products of projects presented by other teams in their class. (3 marks)

(Total 20 marks)

[J] Inputting the Continuous Annual Assessment Marks on the Online Portal

The assessment portal requires all assessment marks to be entered and displayed out of a maximum of 100 (percentage). This applies for all subjects. **Thus, the annual continuous assessment mark that is graded out of 30 should be converted to a percentage. The resulting mark out of 100 should be entered on the online portal. Below is an example:**

	Practical work	Fieldwork / PBL	SBA	Out of 30	100%
Maximum Mark	15	10	5	30	100
Example Mark	12	8	3	23	**77**

[K] Continuous Assessment for CCP Programmes

Students following the Core Curriculum Programme (CCP) in Science will be assessed via tasks distributed across the whole scholastic year. One task will be taken by CCP students during the annual exam period.

The choice of tasks and how these tasks are graded is at the discretion of the science teacher. However, both the mid-yearly and the annual continuous assessment marks are to be converted into a final grade out of 100.

A list of suggested activities can be found below. This list is by no means exhaustive, and teachers are encouraged to adapt these activities or indeed come up with different ones according to the aptitudes and abilities of the students concerned.

[K.1] CCP SUGGESTED ASSESSMENT TASKS FOR YEAR 7

UNIT 1: DOING SCIENCE

- Presentation (e.g., power-point, chart or video) about the subject of safety in the laboratory;
- Building a board game with issues related to safety;
- Matching labels with apparatus;
- Carrying out simple practical tasks (e.g., measuring, mixing and others);
- Participating in an apparatus bingo.

UNIT 2: EXPLORING NATURE

- Exercise about sorting into groups;
- Observing simple characteristics of living organisms;
- Linking organisms with the respective habitat;
- Forming a food chain (looping picture cards of organisms and arrows with strings).

UNIT 3: CHEMICAL MATTERS

- Sorting objects according to their state of matter;
- Conducting a 'water cycle in a bag' activity;
- Identifying chemicals as acids or alkalis;
- Testing acids and alkalis with a litmus paper;
- Making an indicator.

UNIT 4: EARTH AND SPACE

- Using an Earth model and a torch light to investigate day and night;
- Building a solar model;
- Matching environment conditions with corresponding seasons;
- Watching a video about space and stars followed by a matching exercise.

UNIT 5: CELLS AND REPRODUCTION

- Using a light microscope;
- Putting different organs in place on a human torso;
- Sorting good and bad practices for a pregnant woman;
- Putting different stages of a life cycle in order.

[K.2] CCP SUGGESTED ASSESSMENT TASKS FOR YEAR 8

UNIT 1: HEALTHY LIVING

- Matching types of food to the correct main nutrient;
- Designing different meals for different lifestyles (paper plate activity);
- Placing digestive system organs in their correct place on an organ tunic;
- Comparing pulse rate before and after exercise;

UNIT 2: INVESTIGATING CHEMICALS

- Designing garments using chromatography (e.g., t-shirts and caps);
- Building up a pie chart showing components of air;
- Burning a candle (rising coloured water in a cylinder);
- Identifying the best way of separating things;
- Experimenting with chemical reactions (e.g., burning magnesium, elephant toothpaste, etc.);
- Growing crystals.

UNIT 3: ENERGY AROUND US

- Using pictures (such as from old magazines) to build energy changes;
- Sorting food labels (or food products) according to energy value;
- Playing an 'energy changes' looping game (energy dominoes);
- Burning different food substance;
- Building an electric circuit (using cards or electrical components).

UNIT 4: FORENSIC SCIENCE

- Biting a polystyrene cup to show teeth positions;
- Colouring different types of teeth;
- Matching unknown thumb prints with student fingerprints;
- Designing a racetrack using different surfaces;
- Using a Newton metre to measure force.

UNIT 5: LIGHT AND SOUND

- Classifying materials as luminous and non-luminous;
- Predicting (through drawing) reflections in mirrors;
- Predicting (through drawing) shadows formed from one light source;
- Visualising vibrations using tuning forks in water or rice on a drum;
- Mapping school noise levels using decibel meters.