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DEVELOPING INTEREST AND RELATING SCIENTIFIC LEARNING TO THE WIDER WORLD: ABOUT THIS MATRIX

This matrix focuses on interest, attitudes, and values in science. The progress indicators relate to the general aims of science education (*Science in the New Zealand Curriculum*, page 9), which provide a foundation for effective, lifelong science learning and an understanding of the role that science plays in societies.

SCIENCE MATRIX A: DEVELOPING INTEREST AND RELATING SCIENTIFIC LEARNING TO THE WIDER WORLD

KEY ASPECT OF LEARNING: EXPERIENCING AND SHOWING AWE, WONDER, AND INTEREST

At all levels, science education fosters students' ability to:

- display curiosity about the world around them;
- demonstrate enthusiasm and excitement about how science works;
- take an interest in a particular scientific topic or activity;
- pursue scientific interests, without prompting, outside the formal learning environment;
- display initiative and commitment when seeking answers to their questions;
- express awe and wonder or enthusiasm about an observation, experience, idea, or explanation;
- develop and declare an interest in some aspect of science or the environment;
- persevere to solve problems and overcome difficulties while pursuing their own interest in science;
- share with and involve others in their own interest in science;
- take responsibility for their own and others' learning in science and the environment.

KEY ASPECTS OF LEARNING	PROGRESS INDICATORS				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Caring for the Environment	Demonstrates care for living things and their surroundings.	Takes an active role in the care of living things and their surroundings in and beyond the classroom.	Discusses how humans use living things and the environment. Takes collaborative action to protect and enhance their local environment.	Debates the effects of human activity on the living and physical world. Justifies their views. Takes effective, collaborative action to protect and enhance their local environment.	Develops arguments for appropriate human actions and the uses of science in the environment. Justifies positions by prioritising values and taking effective collaborative action for the wider environment.
Engaging in Social Issues	Shares ideas about simple, local social issues related to science and the environment.	Discusses simple social issues related to science and the environment, supporting their views.	Uses their own understanding to discuss and justify their views on social issues related to science and the environment.	Seeks and uses scientific information to debate social issues related to science and the environment. Makes a case for effective action.	Seeks and uses scientific understanding and evidence to debate more complex social issues related to science and the environment. Supports collaborative action and/or tries to convince others to do so.