

Model of a Body System: Marking Guide

Task

Students build and present a labelled model of one internal system (digestive, circulatory or respiratory) and explain how it supports a vital process, such as movement, nutrition, respiration, or growth ([Knowledge](#)).

Curriculum alignment

This task assesses the following learning outcomes.

- Students investigate the internal systems of organisms and explain how they support vital biological processes ([Outcome](#)).
- Humans are complex organisms with biological systems that carry out vital biological processes ([Understanding](#), [Understanding](#)).
- Students identify the digestive, respiratory, or circulatory system and the major body parts of each system ([Skills](#), [Skills](#)).
- Students examine the function of the human digestive, respiratory, or circulatory system ([Skills](#), [Skills](#)).
- Students investigate the relationships between body systems that are involved in moving oxygen and nutrients throughout the human body ([Skills](#), [Skills](#), [Knowledge](#)).

Rubric

Criterion	Beginning	Developing	Proficient	Exemplary
Identification and labelling of body parts	Model shows one or two major parts; most are unlabelled or mislabelled (Skills).	Model shows several major parts, but labelling is incomplete or contains errors (Skills, Skills).	Model correctly identifies and labels all major parts of the chosen system (Skills, Skills).	Model labels all major parts accurately and adds detail, such as size, shape, or position in the body (Knowledge, Skills).
Explanation of system function	States the system's name but does not explain what it does (Knowledge).	Describes the system's function with a partial or vague explanation (Knowledge, Knowledge).	Clearly explains the system's function, matching the description given for that system (Knowledge, Knowledge).	Explains the system's function precisely and connects it to a specific vital process, such as respiration or nutrition (Knowledge, Understanding).
Explanation of system interactions	Does not mention how the system works with other systems in the body (Skills).	Mentions another system by name but does not explain the connection (Skills, Skills).	Explains how the chosen system works with at least one other system to move oxygen or nutrients (Skills, Skills, Knowledge).	Explains clearly how the digestive, respiratory, and circulatory systems work together to supply oxygen and nutrients to the body (Knowledge).

Presentation of understanding	Presentation is difficult to follow; the student cannot answer basic questions about the model (Understanding).	Presentation covers the main points but relies heavily on notes or the model itself (Understanding, Understanding).	Presentation is clear and organized; the student answers questions about the system confidently (Understanding, Understanding).	Presentation is clear, well-organized, and shows depth of understanding beyond the model, answering follow-up questions with ease (Understanding, Understanding).
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Scoring

Assign each criterion a level: Beginning (1 point), Developing (2 points), Proficient (3 points), or Exemplary (4 points). Add the four scores for a total out of 16.

- 4 to 7 points: Beginning overall
- 8 to 10 points: Developing overall
- 11 to 13 points: Proficient overall
- 14 to 16 points: Exemplary overall

A student who scores Proficient or higher on Identification and Explanation of function, but lower on Interactions, should receive targeted feedback naming the specific system connection to revisit, rather than a lowered overall band.

Notes for the teacher

- Score the model and the presentation together. A well-labelled model paired with a weak verbal explanation should not receive a Proficient or Exemplary rating on the function or interaction criteria.
- Accept any of the three systems named in the outcome (digestive, respiratory, circulatory); do not penalize students for choosing one system over another.
- For the interactions criterion, listen for the specific idea that these three systems work together to supply oxygen and nutrients to the body ([Knowledge](#)), not just a general statement that "systems work together."
- Keep a copy of one Proficient-level sample response on hand before grading a full set, to anchor consistent judgment across the class.