SHE Analysis TOOL

Ways this source showed **Communication and Collaboration:**

|  |  |  |  |
| --- | --- | --- | --- |
| * it showed that science is a global enterprise
 |  |  |  |

* science relied on

|  |  |  |  |
| --- | --- | --- | --- |
| * + clear communication
 |  |  |  |
| * + international conventions
 |  |  |  |
| * + review of results
 |  |  |  |
| * + verification of results
 |  |  |  |

* scientists were required to work together with

|  |  |  |  |
| --- | --- | --- | --- |
| * + other scientists or groups (such as universities or laboratories)
 |  |  |  |
| * + government(s)
 |  |  |  |
| * + anyone else (such as companies or the public)
 |  |  |  |

* other

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

Ways this source showed **Development:**

|  |  |  |  |
| --- | --- | --- | --- |
| * led to new models and/or theories
 |  |  |  |

* required a wide range of evidence

|  |  |  |  |
| --- | --- | --- | --- |
| * + from many sources
 |  |  |  |
| * + across disciplines
 |  |  |  |

* improved efficiency of

|  |  |  |  |
| --- | --- | --- | --- |
| * + scientific procedures
 |  |  |  |
| * + data collection
 |  |  |  |
| * + analysis of results
 |  |  |  |

* new evidence found which has or could modify/replace

|  |  |  |  |
| --- | --- | --- | --- |
| * + models/theories
 |  |  |  |
| * + scientific processes
 |  |  |  |

* other

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

Ways this source showed **Influence:**

* understanding in one field of science influenced understanding in another field

|  |  |  |  |
| --- | --- | --- | --- |
| * + science
 |  |  |  |
| * + technology
 |  |  |  |
| * + engineering
 |  |  |  |
| * + maths
 |  |  |  |

* science being accepted and/or used depended on

|  |  |  |  |
| --- | --- | --- | --- |
| * + how communities might react
 |  |  |  |
| * + how much it could cost
 |  |  |  |
| * + how it fit in with people’s customs
 |  |  |  |
| * + whether it was considered morally right or wrong
 |  |  |  |

* other

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

Ways this source showed **Application and Limitation:**

* scientists applied their research to

|  |  |  |  |
| --- | --- | --- | --- |
| * + design action for sustainability
 |  |  |  |
| * + evaluate impacts on society
 |  |  |  |
| * + offer valid explanations
 |  |  |  |
| * + make reliable predictions
 |  |  |  |

* scientific knowledge was used in ways that

|  |  |  |  |
| --- | --- | --- | --- |
| * + had beneficial or unexpected consequences
 |  |  |  |
| * + required monitoring and/or evaluating risk
 |  |  |  |
| * + provided opportunities for innovation
 |  |  |  |
| * public debate was involved
 |  |  |  |
| * there were complex and/or unanticipated variables
 |  |  |  |
| * there was insufficient data
 |  |  |  |

* other

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

# Source reference

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|  |

# Key points from source

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|  |

# Summary

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| --- | --- | --- |
| **Communication & Collaboration** | Science happens best when people work together and help each other. |  |
| **Development** | Science improves science, such as by coming up with new theories and new ways to gather data. |  |
| **Influence** | Science can be affected by other aspects of society, such as other subjects or people’s culture. |  |
| **Application & Limitation** | Scientists try to understand, explain or solve issues, and this can be difficult. |  |