



<b>Task Number</b>	2	<b>Task Name</b>	Chemistry Practical Task
<b>Course</b>	Year 10 Science	<b>Faculty</b>	Science
<b>Teacher</b>	Yates, Allen, Anderson, Sulek	<b>Head Teacher</b>	Mr Yates
<b>Issue date</b>	Term 2 Week 1	<b>Due date</b>	In class Term 2 Week 5 (26 <sup>th</sup> – 30 <sup>th</sup> May)
<b>Focus (Topic)</b>	Reaction Rates	<b>Task Weighting</b>	25%

### Outcomes

A student:

SC5 4WS: Develops questions or hypotheses to be investigated scientifically

SC5 6WS: Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively

SC5 7WS: Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

SC5 8WS: Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

SC5 9WS: Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.

### Task description

Students will follow a set of instructions to undertake a practical to model the effect of particle size on the rate of a reaction.

They will be required to write an aim, hypothesis and a risk assessment for the practical before attempting the practical. In groups of 3 or 4, they will carry out the practical from the set of instructions and record their data in a table.

Using their data, students are required to construct an appropriate graph, comment on ways in which the experiment could be improved and write a suitable conclusion to their experiment.

## Marking Guidelines

CRITERIA	MARK %
<b>Outstanding</b> The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.	90-100
<b>High</b> The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	75-89
<b>Sound</b> The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	50-74
<b>Basic</b> The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	25-49
<b>Limited</b> The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	0-24
<ul style="list-style-type: none"> <li>Late submission – no misadventure</li> <li>Assessment not submitted</li> </ul>	Parental notification