



Emmaus Catholic College  
2017  
Assessment Information/Cover Sheet

Student Name _____	H/R	Course	<b>Stage 5, Science</b>			
Teacher _____	KLA	<b>Science</b>	Date Due	<b>Week 9 Term 1</b>	Task Number <b>1/4</b>	Weighting <b>25%</b>

#### The Assessment Task

This is an in class assessment task that will test the students ability to demonstrate knowledge and understanding of the Periodic table and Chemical Reactions units of work. Students will also be asked to demonstrate their ability to plan an investigation and process and analyse data in order to solve a problem that is provided.

#### Instructions for the Task

- This assessment task will be conducted in a single period in class in week 9 of term 1.
- Attach this cover sheet to your work.
- Make sure that your name, your teacher's name and your subject class code is written on the cover sheet.
- If you are absent on the day of submission of this Assessment Task, you must submit a Misadventure Form and a Doctor's Certificate on the first day of your return to school.

#### How to do the Task

	Practice writing up a Scientific Report.
	Create a number of study cards of the Periodic table and Chemical Reactions topics.
	Revise the chemical reactions experiments completed in class and link them to real world applications.

#### Outcomes assessed by the task– a student

SC5-CW1 – Scientific understanding changes and is refined over time through a process of review by the scientific community  
 SC5-CW2 – The atomic structure and properties of elements are used to organize them in the Periodic Table  
 SC5-CW3 – Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed  
 SC5-WS5 – Produces a plan to investigate identified questions, hypotheses or problems, individually and collectively.  
 SC5-WS7 – processes, analyses and evaluates data from first hand investigations and secondary sources to develop evidence based arguments and conclusions.

#### Self-assessment (Highlight the description that best fits your preparation for the task.)

	<b>Unsatisfactory</b> A student at this level:	<b>Inconsistent</b> A student at this level:	<b>Satisfactory</b> A student at this level:	<b>Commendable</b> A student at this level:	<b>Outstanding</b> A student at this level:
<b>ASSESSMENT</b>	Has prepared study cards but not memorised them, has not made the most of the class work required and is not ready for the task.	Has an inconsistent preparation for the task: LP is haphazard and rushed, memorisation is uneven. Feels stressed before the task.	Has done the LP for the task, knows the study cards reasonably well and can do the skills required for the task.	Feels confidence in the completeness and memorisation of the content and skills in the study cards. Has used class time well and acted upon teacher feedback.	Systematically prepares maximising the use of the 'process of preparation for the task'. Submits complementary work for teacher feedback. Is confident of success.

**Year 10 Science Assessment Task 1: Periodic table and Chemical Reactions. MARKING CRITERIA**

	<b>E</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
<b>Knowledge and Understanding</b>	<b>E</b> Communicate elementary scientific information to an audience with guidance. Demonstrate elementary knowledge and understanding of some scientific principles, and about some uses of Science.	<b>D</b> Communicate basic scientific understanding to an audience. Demonstrate basic knowledge and understanding of scientific models, theories and laws, and about the use and influence of Science.	<b>C</b> Communicate sound understanding of scientific ideas to an audience. Demonstrates sound knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of Science.	<b>B</b> Communicate well developed understanding of scientific ideas to an audience using scientific units and language conventions. Apply thorough knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of Science.	<b>A</b> Communicate comprehensive understanding of scientific ideas, and related evidence for a particular purpose and audience using scientific units, language conventions and text types. Apply extensive knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of Science.
	<b>E</b> Performs safe, ethical firsthand scientific investigations with guidance. Ask questions and attempt a prediction.	<b>D</b> Perform safe, ethical firsthand scientific investigations. Ask questions and make some predictions.	<b>C</b> Plan and perform safe, ethical firsthand scientific investigations. Identify and propose related hypotheses, ask questions and make predictions.	<b>B</b> Plan and organise appropriate, risk assessed, safe, and ethical first-hand scientific investigations. Identify and propose coherent hypotheses, ask questions and make logical predictions.	<b>A</b> Create, plan and organise appropriate, risk assessed, safe, and ethical first-hand scientific investigations, both individually and collaboratively. Identify and propose valid scientific hypotheses, ask questions and make evidence based predictions
<b>Data Analysis and Problem Solving</b>	<b>E</b> Recount conclusions. Use information provided and, with assistance, participates in problem solving activities.	<b>D</b> Describe trends, patterns and draw some conclusions. Use firsthand and secondary sourced data and information, and appropriate digital technologies, to assist in the problem solving process.	<b>C</b> Explain trends, patterns and relationships to draw scientific conclusions. Gather and select firsthand and secondary sourced data and information to identify issues and participate in problem solving using appropriate digital technologies.	<b>B</b> Use critical thinking skills to explain trends, patterns and relationships to draw scientific conclusions. Systematically gather, select, organise and process firsthand and secondary sourced data and information to explain issues and inform problem solving using appropriate digital technologies.	<b>A</b> Use critical thinking skills to evaluate trends, patterns and relationships to draw evidencebased scientific conclusions. Effectively gather, select, organise and process firsthand and secondary sourced data and information to evaluate issues and inform creative solutions using appropriate digital technologies.
	<b>Final Grade</b>	<b>E</b>	<b>D</b>	<b>C</b>	<b>B</b>

