Condobolin High School

Notification of an Assessment Task

Name and Type of Task: Practical Skills Test	
Subject: Year 8 Science	**Task Number: 1**
Date Issued: Term 1 Week 7, Wednesday 13th March 2024	**Date Due: Term 1 Week 9, Wednesday 27th March 2024**
Total Marks: 30	**Weighting: 30%**
Class Teacher/s: Ben Geer, Ken Aveling-Rowe	**Head Teachers: Judith Davis**

Submission Instructions: Students are to complete the practical skills test in their Science class on the due date. The test is to be submitted to the class teacher at the end of the lesson.

8A - Period 3 8B Period 4

Task Context:

In this unit, you have used your scientific skills to develop an understanding of the physical and chemical properties of different substances, as well as safe and suitable science investigation techniques.

In this task, you will apply your knowledge to complete practical activities and answer scientific questions to demonstrate your ability to work scientifically and your understanding of physical and chemical properties of substances.

Course Outcomes:

SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.
SC4-17CW	explains how scientific understanding of, and discoveries about the properties of element, compounds and mixtures relate to their uses in everyday life
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS	process and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions.

Task Description:

In this task, you will be given a sample of a mixture that contains a variety of substances, each with different physical and chemical properties. You will need to select the most appropriate methods and equipment to separate each substance from the mixture. You will need to communicate your methodology and reasoning.

Criteria for Assessing Learning:

You will be assessed on your ability to:

- describe the difference between elements, compounds and mixtures at the particle level, including the type and arrangement of particles
- identify examples of common compounds
- identify suitable equipment or resources to perform a task, including safety equipment and digital technologies
- individually conduct an investigation, ensuring safety and ethical guidelines are followed
- assemble and use appropriate equipment and resources to perform the investigation.

Key Verbs:

Describe
Provide characteristics and features.

Identify
Recognise and name.

Conduct
Organise and carry out.

Description	Grade
• Exceptional understanding and application of scientific methods to separate mixtures. • Demonstrates a deep understanding of particle theory in describing elements, compounds, and mixtures. • Selects and effectively uses a wide range of appropriate equipment, ensuring safety and ethical guidelines. • Methodology and reasoning are communicated with outstanding clarity and depth	A 27-30
• Strong understanding of the concepts and good application of scientific methods. • Clearly describes elements, compounds, and mixtures at the particle level. • Chooses suitable equipment and follows safety guidelines effectively. • Good communication of methodology and reasoning.	B 21-26
• Satisfactory understanding and application of scientific methods. • Adequately describes the particle theory related to elements, compounds, and mixtures. • Selects appropriate equipment with a focus on safety. • Reasonable communication of methodology and reasoning.	C 12-20
• Basic understanding with minimal application of scientific methods. • Limited description of particle theory. • Uses equipment with some regard for safety but may lack in selection or use. • Communication of methodology and reasoning lacks detail or clarity.	D 6-11
• Insufficient understanding and application of scientific principles. • Limited or incorrect description of particle theory. • Poor selection and use of equipment with minimal regard for safety. • Weak or unclear communication of methodology and reasoning.	E 0-6