LEARNING AND ASSESSMENT PLAN

**Stage 1 Chemistry**

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **C** | **E** | **M** | **10** |  |

**Addendum – changes made to the pre-approved learning and assessment plan**

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:   * what changes have been made to the plan * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

**Endorsement**

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

Stage 1 Chemistry: Environmental Resources– Assessment Overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| **IAE** | **KA** |
| **Assessment Type 1: Investigations Folio**  Weighting 50% | **Design Investigation: Is cold cream a more effective cleanser than soap?**  Working in groups, students conduct trials to investigate the effectiveness of soap and the cold cream they have made on different surfaces and stains. Then they individually propose a hypothesis and design a procedure for their own investigation into the effectiveness of cold cream and soap as cleansers.  Students write their own practical report that includes:   * introduction with relevant chemistry concepts, * hypothesis and variables * materials/apparatus, method/procedure outlining steps taken * identification and management of safety risks * results * analysis of results, identifying trends, and linking results to polarity concepts * evaluation of procedures and data, identifying sources of uncertainty * conclusion with justification. | 1, 2, 3, 4 |  | One lesson for group trials, then one lesson for procedure written under supervision. Collection of data completed in a single lesson under direct supervision and report completed for homework.  Maximum word count: 1000 words excluding apparatus, method, safety, results. |
| **Science as a Human Endeavour Investigation: Uses of silica gel**  See assessment task exemplars  This task has a focus on Science as a Human Endeavour, and in particular how the scientific and commercial development of silica gel has benefited society.Students present their findings in a format of their choice such as an infographic, an article for a science magazine or an oral presentation. Reference sources must be acknowledged. | 3 | 1, 3, 4 | Some class time is provided for research and support. Students have 2 weeks to complete the task. Students may submit one draft for feedback.  Word Count: maximum of 1000 words or 6 minutes for an oral presentation. |
| **Assessment Type 2: Skills and Applications Tasks**  Weighting 50% | **Practical Test: Topics 1 and 2**  Students’ undertake a series of short-answer questions and a short practical activity on structure types. | 3 | 1, 2, 4 | 80 minutes, completed under direct supervision. |
| **Polymers Assignment: Should we use plastic microbeads in body scrubs?**  See assessment task exemplars  Students use internet resources to answer short-answer questions about the advantages and disadvantages of using polyethene microbeads in body scrubs. |  | 1, 3, 4 | Some class time is provided for research and support. Students have 1 week to complete the task.  Students may submit one draft for feedback. |

***Four assessments.*** *Please refer to the draft Stage 1 Chemistry subject outline.*