Chifley College Dunheved Campus
Learn Discover Inspire

Year 8 - SCIENCE ASSESSMENT TASK 2018

Student's name: _____ Class: _____

Assessment Task Title: **Project Based Learning – Physical and Chemical Changes**

Date Due: WEEK 9 Class Teacher: _____

- All assessment should be submitted to your classroom teacher during class time on the due date given.
- Late assessment will be penalized by 20% each day for five days. After five days, a zero mark will be awarded.
- If you are absent on the due date of the assessment, due to illness you must submit the task on your first day back at school (even if you do not have a lesson on that day) accompanied by a note from your parents explaining your absence.
- If you are absent on the due date of the assessment, due to a sporting commitment or excursion you need to make prior arrangements with your teacher regarding the submission of the task.
- Application for an extension must be discussed with the classroom teacher BEFORE the due date.

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ASSIGNMENT RECEIPT

THIS RECEIPT MUST BE RETAINED BY THE STUDENTS UNTIL THE ASSESSMENT IS RETURNED.

Student's Name: _____ Class: _____

Assessment Task Title: ***Project Based Learning – Physical and Chemical Changes***

Date Due: _____

Received by: _____ (Teacher's Signature) Date Received:_____

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STUDENT:	**SUBJECT:** Science
TASK NAME: *Project Based Learning – Physical and Chemical Changes*	**WEIGHTING:** 25%
YEAR/CLASS: 8	**DATE ISSUED:**
TEACHER:	**DATE DUE: Term 1 week 9**

OUTCOMES ASSESSED:

- SC4-4WS - identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
- 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 - processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
- 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 life elements, compounds and mixtures relate to their uses in everyday

Description of activity:
Students:
- prepare a Power point presentation with a definition, description and examples of solutions, mixtures, physical and chemical changes.
- Demonstrate an example of physical and chemical change.

Criteria for Success:
Your presentation task must follow the set criteria completing both Parts 1 and 2 of the assessment task.
Marking Guidelines: see attached sheet

Additional information:

- Do not copy from the assessments of other students. If copying is noticed, the task of student who has copied as well as who has written originally, both will be rejected.

MARKING GUIDELINES

Marks / Criteria	0	1	2	3
Voice: clarity, pace, fluency of presentation	Presenter did not speak clearly and barely audible	Presenter occasionally spoke clearly and at a good pace.	Presenter usually spoke clearly to ensure audience comprehension. Delivery was usually fluent.	Presenter spoke clearly and at a good pace to ensure audience comprehension. Delivery was fluent and expressive.
Ability to engage and involve audience	No eye contact with audience. Did not make an attempt to engage the audience.	Some eye contact was made. Techniques used to engage audience were minimal, or mainly ineffective.	Effort made to engage audience. Some visual aids used to capture audience.	An interesting approach taken to topic. Speaker used techniques such as visual aids and props, anecdote, surprising facts, direct audience participation.
Answering questions from audience	Did not make an effort to answer questions.	Questions answered with difficulty, and little knowledge of the topic was demonstrated.	Most questions answered. Answers showed good knowledge and understanding of the topic. Language was mainly correct.	Questions answered with little difficulty. Very good knowledge of the topic was demonstrated. Language was correct and fluent.
Signs of Physical and Chemical reaction	Not achieved	Some changes identified or poorly explained	All changes identified and clearly explained	
Presentation Experiment	Poorly planned and conducted	Lack of confidence and some errors in presentation	Confident conduction of experiment, well prepared and practiced	
Presentation Explanation	Not achieved	Vague explanation of the chemical reaction	Detailed explanation of the chemical reaction	
Power Point Presentation	Did not address requirements	Included only solutions and mixtures in the presentation	Included some parts of solution, mixtures, physical and chemical changes	Very neatly set out, including all required information

TOTAL MARK /20

TEACHER COMMENTS

Year 8

Assessment Task

Project based Learning

This assignment is where you will take all you have learned and come up with a 2 part project to demonstrate that you understand chemical / physical change and mixtures / solutions.

You will have 5 minutes in which you would present your slides and 5-10 minutes for demonstration. (Total of 15 minutes if you are demonstrating in pairs.)

Part 1: You will create a Power Point Presentation where you will...

> **Identify** what chemical and physical change is.

> **Provide 3 examples** of each supported by a picture and an explanation identifying why it is a chemical or physical change.

> Identify what a **mixture** and **solution** are

> **Provide 2 examples** of each supported by a picture and an explanation identifying why it is a mixture or solution.

(**13 slides** in total with the **last slide containing your views** about this presentation.)

This following website is a guide on preparing your presentation slides.

Do not copy from this as it is a guide only.

https://docs.google.com/presentation/d/1tvQeP1O-d33j-b4KAxJc1Qnebfl9JyuW-P4RtWHEEZY/edit#slide=id.p13

Part 2: You will create a demonstration where you will present to the class...

> One example of a physical change and one example of a chemical change.

(Note: All chemical change demonstrations need to be approved by your teacher.)

You can work in pairs for Part 2 but each person will have an equal share in the demonstration process.