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** |  |  |  | **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

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: Galvanic Cells**  Working in groups, students select one factor to investigate in the production of energy from a particular galvanic cell and conduct trials varying this factor. Then they individually propose a hypothesis and design a procedure for their investigation.  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 concepts * evaluation of procedures and data, identifying sources of uncertainty * conclusion. | 1, 2, 3, 4 |  | I double lesson for initial trials, collection of data completed in I 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: Acids and the Environment**  Students research one example of where acid rain caused major environmental damage during the last century. They then construct a presentation to show the causes of acid rain, the chemical reactions that produce rain with a low pH, the impacts of acid rain on the environment, and how the strategies now used to prevent acid rain forming from industrial practices. Reference sources must be acknowledged. | 2, 3 | 1, 3, 4 | 110 minutes, research is completed outside of class. The presentation is constructed in class using concept mapping software. |
| **Assessment Type 2: Skills and Applications Tasks**  Weighting 50% | **Test: Moles and Stoichiometry**  Students’ undertake a series of short-answer questions. | 3 | 1, 2, 4 | 60 minutes, completed under direct supervision. |
| **Test: Redox and Electrochemistry**  Students’ undertake short-answer questions and an extended response question. | 2 | 1, 2, 3 | 60 minutes, completed under direct supervision. |

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