

Chemistry 2019 v1.4

IA2: Sample assessment instrument

Student experiment (20%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name

Student number

Teacher

Issued

Due date

Marking summary

Criterion	Marks allocated	Provisional marks
Research and planning	6	
Analysis of evidence	6	
Interpretation and evaluation	6	
Communication	2	
Overall	20	

Conditions

Technique	Student experiment
Unit	Unit 3: Equilibrium, acids and redox reactions
Topic/s	Topic 1: Chemical equilibrium systems Topic 2: Oxidation and reduction
Duration	10 hours class time
Mode/length	Written response (e.g. scientific report): 1500–2000 words
Individual/group	Individual response: students may collaborate to develop the methodology and perform the experiment
Resources	School science laboratory and library (online: internet and school intranet, databases, journals)

Context

You have completed the following practicals in class:

- Investigate factors that affect equilibrium. Simulations could be used (suggested practical).
- Investigate the electrical conductivity of strong and weak acids and bases (simulation can be used) (suggested practical).
- Acid-base titration to calculate the concentration of a solution with reference to a standard solution (mandatory practical).
- Perform single displacement reactions in aqueous solutions (mandatory practical).
- Construct a galvanic cell using two metal/metal-ion half cells (mandatory practical).
- Use an electrolytic cell to carry out metal plating (suggested practical).
- Carry out electrolysis of water or copper sulfate. Simulations could be used (suggested practical).

Task

Modify (i.e. refine, extend or redirect) an experiment in order to address your own related hypothesis or question.

You may use a practical performed in class, a related simulation or another practical related to Unit 3 (as negotiated with your teacher) as the basis for your methodology and research question.

To complete this task, you must:

- identify an experiment to modify*
- develop a research question to be investigated*
- research relevant background scientific information to inform the modification of the research question and methodology
- conduct a risk assessment and account for risks in the methodology*
- conduct the experiment*
- collect sufficient and relevant qualitative data and/or quantitative data to address the research question*
- process and present the data appropriately
- analyse the evidence to identify trends, patterns or relationships
- analyse the evidence to identify uncertainty and the limitations
- interpret the evidence to draw conclusion/s to the research question
- evaluate the reliability and validity of the experimental process
- suggest possible improvements and extensions to the experiment
- communicate findings in an appropriate scientific genre, i.e. scientific report.

*The steps indicated with an asterisk above may be completed in groups. All other elements must be completed individually.

Checkpoints

- Term 2, Week 3: Select experiment and identify proposed modifications.
- Term 2, Week 4: Perform experiment and process data
- Term 2, Week 6: Analyse and evaluate evidence
- Term 2, Week 7: Submit draft
- Term 2, Week 9: Submit final response.

Authentication strategies

- The teacher will provide class time for task completion.
- Students will provide documentation of their progress at indicated checkpoints.
- The teacher will collect and annotate one draft.
- Students will use plagiarism-detection software at submission of the response.
- Students must acknowledge all sources.
- The teacher will compare the responses of students who have worked together in groups.

Scaffolding

The response must be presented using an appropriate scientific genre (i.e. scientific report) and contain:

- a research question
- a rationale for the experiment
- reference to the initial experiment and identification and justification of modifications to the methodology
- raw and processed qualitative data and/or quantitative data
- analysis of the evidence
- conclusion/s based on the interpretation of the evidence
- an evaluation of the methodology and suggestions of improvements and extensions to the experiment
- a reference list.

An example of how one of the practicals could be modified to develop a research question

Practical that will be modified: Electrolysis of water (simulation).

Research question: How does changing the concentration of the electrolyte (KOH) affect the time to produce 25 mL of hydrogen gas by electrolysis?

Developing the research question:

Steps	Details
Identify the independent variable to be investigated.	Concentration of KOH (electrolyte).
Identify the dependent variable.	Time to produce 25 mL hydrogen gas.
Identify the methodology to be used.	Electrolysis.
Draft research questions.	How can the concentration change the amount of hydrogen gas produced? How can the addition of an acid or base act as an electrolyte to make hydrogen?
Refine and focus the research question.	Can a change in concentration of a basic electrolyte affect the time to make hydrogen gas?
Present research question to teacher for approval.	How does changing the concentration of the electrolyte (KOH) affect the time to produce 25 mL of hydrogen gas by electrolysis?

Note: You cannot use this sample research question for your experiment.

Instrument-specific marking guide (IA2): Student experiment (20%)

Criterion: Research and planning

Assessment objectives

2. apply understanding of chemical equilibrium systems or oxidation and reduction to modify experimental methodologies and process primary data
5. investigate phenomena associated with chemical equilibrium systems or oxidation and reduction through an experiment

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• informed application of understanding of chemical equilibrium systems or oxidation and reduction to modify experimental methodologies demonstrated by<ul style="list-style-type: none">– a considered rationale for the experiment– justified modifications to the methodology• effective and efficient investigation of phenomena associated with chemical equilibrium systems or oxidation and reduction demonstrated by<ul style="list-style-type: none">– a specific and relevant research question– a methodology that enables the collection of sufficient, relevant data– considered management of risks and ethical or environmental issues.	5–6
<ul style="list-style-type: none">• adequate application of understanding of chemical equilibrium systems or oxidation and reduction to modify experimental methodologies demonstrated by<ul style="list-style-type: none">– a reasonable rationale for the experiment– feasible modifications to the methodology• effective investigation of phenomena associated with chemical equilibrium systems or oxidation and reduction demonstrated by<ul style="list-style-type: none">– a relevant research question– a methodology that enables the collection of relevant data– management of risks and ethical or environmental issues.	3–4
<ul style="list-style-type: none">• rudimentary application of understanding of chemical equilibrium systems or oxidation and reduction demonstrated by<ul style="list-style-type: none">– a vague or irrelevant rationale for the experiment– inappropriate modifications to the methodology• ineffective investigation of phenomena associated with chemical equilibrium systems or oxidation and reduction demonstrated by<ul style="list-style-type: none">– an inappropriate research question– a methodology that causes the collection of insufficient and irrelevant data– inadequate management of risks and ethical or environmental issues	1–2
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Analysis of evidence

Assessment objectives

2. apply understanding of chemical equilibrium systems or oxidation and reduction to modify experimental methodologies and process primary data
3. analyse experimental evidence about chemical equilibrium systems or oxidation and reduction
5. investigate phenomena associated with chemical equilibrium systems or oxidation and reduction through an experiment

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• appropriate application of algorithms, visual and graphical representations of data about chemical equilibrium systems or oxidation and reduction demonstrated by correct and relevant processing of data• systematic and effective analysis of experimental evidence about chemical equilibrium systems or oxidation and reduction demonstrated by<ul style="list-style-type: none">– thorough identification of relevant trends, patterns or relationships– thorough and appropriate identification of the uncertainty and limitations of evidence• effective and efficient investigation of phenomena associated with chemical equilibrium systems or oxidation and reduction demonstrated by the collection of sufficient and relevant raw data.	5–6
<ul style="list-style-type: none">• adequate application of algorithms, visual and graphical representations of data about chemical equilibrium systems or oxidation and reduction demonstrated by basic processing of data• effective analysis of experimental evidence about chemical equilibrium systems or oxidation and reduction demonstrated by<ul style="list-style-type: none">– identification of obvious trends, patterns or relationships– basic identification of uncertainty and limitations of evidence• effective investigation of phenomena associated with chemical equilibrium systems or oxidation and reduction demonstrated by the collection of relevant raw data.	3–4
<ul style="list-style-type: none">• rudimentary application of algorithms, visual and graphical representations of data about chemical equilibrium systems or oxidation and reduction demonstrated by incorrect or irrelevant processing of data• ineffective analysis of experimental evidence about chemical equilibrium systems or oxidation and reduction demonstrated by<ul style="list-style-type: none">– identification of incorrect or irrelevant trends, patterns or relationships– incorrect or insufficient identification of uncertainty and limitations of evidence• ineffective investigation of phenomena associated with chemical equilibrium systems or oxidation and reduction demonstrated by the collection of insufficient and irrelevant raw data.	1–2
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Interpretation and evaluation

Assessment objectives

- interpret experimental evidence about chemical equilibrium systems or oxidation and reduction
- evaluate experimental processes and conclusions about chemical equilibrium systems or oxidation and reduction

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">insightful interpretation of experimental evidence about chemical equilibrium systems or oxidation and reduction demonstrated by justified conclusion/s linked to the research questioncritical evaluation of experimental processes about chemical equilibrium systems or oxidation and reduction demonstrated by<ul style="list-style-type: none">justified discussion of the reliability and validity of the experimental processsuggested improvements and extensions to the experiment that are logically derived from the analysis of evidence.	5–6
<ul style="list-style-type: none">adequate interpretation of experimental evidence about chemical equilibrium systems or oxidation and reduction demonstrated by reasonable conclusion/s relevant to the research questionbasic evaluation of experimental processes about chemical equilibrium systems or oxidation and reduction demonstrated by<ul style="list-style-type: none">reasonable description of the reliability and validity of the experimental processsuggested improvements and extensions to the experiment that are related to the analysis of evidence.	3–4
<ul style="list-style-type: none">invalid interpretation of experimental evidence about chemical equilibrium systems or oxidation and reduction demonstrated by inappropriate or irrelevant conclusion/ssuperficial evaluation of experimental processes about chemical equilibrium systems or oxidation and reduction demonstrated by<ul style="list-style-type: none">cursory or simplistic statements about the reliability and validity of the experimental processineffective or irrelevant suggestions.	1–2
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Communication

Assessment objectives

7. communicate understandings and experimental findings, arguments and conclusions about chemical equilibrium systems or oxidation and reduction

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• effective communication of understandings and experimental findings, arguments and conclusions about chemical equilibrium systems or oxidation and reduction demonstrated by<ul style="list-style-type: none">– fluent and concise use of scientific language and representations– appropriate use of genre conventions– acknowledgment of sources of information through appropriate use of referencing conventions.	2
<ul style="list-style-type: none">• adequate communication of understandings and experimental findings, arguments and conclusions about chemical equilibrium systems or oxidation and reduction demonstrated by<ul style="list-style-type: none">– competent use of scientific language and representations– use of basic genre conventions– use of basic referencing conventions.	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0



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