



Assessment Task Notification

FACULTY: SCIENCE

Student Name:		Class: 12CHE1	
Title: Depth Study - Acidity			
Assessment Task Number: 2		Course: Chemistry – Year 12	Weighting: 35%
Teacher/s:	Mr Catt		Issue Date: 23/02/26
Type:	Depth Study		Due Date: 01/04/26
Allocated Lessons:	At least 12 periods including time for skill development		Time: 12:30
Syllabus outcomes being assessed:			
A student: CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information CH11/12-6 solves scientific problems using primary and secondary data and information using a range of appropriate media. CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models			
Inquiry Question			
<ul style="list-style-type: none">• How are solutions of acids and bases analysed?			
Assessment Presentation Guidelines:			
<ul style="list-style-type: none">• This notification must be attached to the task when submitted.• A experimental report of the experiments conducted, and the PowerPoint presentations need to be submitted, by one of the following methods, email, hard copy, file sharing or USB			

Task Description:

TASK DETAILS:

Many common beverages contain various acids.

Construct hypothesis relating to the acidity of beverages.

Plan and carry out experiments to test the hypothesis

Produce a report, a visual slide show, and make an oral presentation of the findings of your hypothesis

Making note of errors and the limitations of the data.

Include a bibliography using the Harvard referencing system of any sources used to find information.

Additional Information:

Declaration of Authenticity

I certify that:

- **The planning, development, content and presentation of this assessment task is my own work in every respect**
- **This assessment task has not been copied from another person's work or from books or the internet or any other source**
- **I have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in this assessment task or in its development**
- **By submitting my assessment task electronically, I acknowledge this declaration of authenticity of my work**

Student Signature

Date

Feedback

Feedback will be verbal during the planning process, and during the data collection process.

Final feedback will be written and via teams.

Marking Criteria:					
Criteria	5 marks	4 marks	3 marks	2 marks	1 mark
Design and evaluate CH11/12-2	Develops a relevant hypothesis and Inquiry question for the experiment reflects on these in the discussion and conclusion. Using the If, then, because format.	Develops a relevant hypothesis and Inquiry question for the experiment reflects on these in the discussion and conclusion.	Develops a relevant hypothesis and Inquiry question for the experiment.	Develops a relevant hypothesis or Inquiry question for the experiment.	Develops hypothesis or Inquiry question for the experiment.
Design and evaluate CH11/12-2	Experimental design is achievable and should give valid and reliable results.	Experimental design is achievable, but needs minor tweaks, but should give valid and reliable results.	Experimental design is achievable, but needs adjustment to give valid and reliable results.	Experimental design has major errors	Experimental design is not achievable
employ and evaluate safe work practices and manage risks CH11/12-3	Conducts experiment with no help and safety issues	Conducts experiment with minimal help or minor safety issues	Conducts experiment with minimal help and minor safety issues	Conducts experiment with substantial help or safety issues	Conducts experiment with substantial help and safety issues
use appropriate technologies to ensure and evaluate accuracy CH11/12-3	Collects multiple data samples and presents them in a suitable format	Collects multiple data samples and presents them in an unsuitable format	Collects data samples and presents them in a suitable format	Collects data samples or presents them in an unsuitable format	Collects data samples
select and acknowledges sources of information using an accepted referencing style CH11/12-3	Information has been gathered from appropriate sources and uses an accepted referencing style with no errors.	Information has been gathered from appropriate sources and consistently uses an accepted referencing style.	Information has been gathered from a limited range of sources and uses a basic referencing style.	There is little or no evidence that information sources have been consulted. Minimal or incorrect use of referencing style.	No relevant information

Criteria	5 marks	4 marks	3 marks	2 marks	1 mark
<p>use modelling (including mathematical examples) to explain phenomena, make predictions and solve problems using evidence from primary and secondary sources</p> <p>CH11/12-6</p>	<p>Results are precise</p> <p>Reasons for possible errors are given.</p> <p>Suggestion for improvements to the method are made.</p> <p>Evidence is presented to support or refute the hypothesis.</p>	<p>Three of the four done well</p>	<p>Two of the four are done well</p>	<p>One of the four are done well</p>	<p>One is attempted</p>
<p>select and use suitable forms of digital, visual, written and/or oral communication</p> <p>select and apply appropriate scientific notations, nomenclature and scientific language to communicate</p> <p>CH11/12-7</p>	<p>Report is written in correct format in 3rd person with no errors</p>	<p>Report is written in correct format in 3rd person with few errors</p> <p>OR</p> <p>Report is written in correct format not in 3rd person with no errors</p>	<p>Report is written in an incorrect format in 3rd person with few errors</p> <p>OR</p> <p>Report is written in correct format in 3rd person with many errors</p>	<p>Report is written in an incorrect format not in 3rd person with many errors</p>	<p>Report is written</p>
<p>conduct a chemical analysis of a common household substance for its acidity or basicity</p> <p>CH12-13</p>	<p>Calculations for moles of base, moles of acid, and concentration of acid are correct with no errors</p>	<p>Calculations for moles of base, moles of acid, and concentration of acid with one error</p>	<p>Calculations for moles of base, moles of acid, and concentration of acid have two errors</p>	<p>Calculations for moles of base, moles of acid, and concentration of acid have three errors</p>	<p>Calculations for moles of base, moles of acid, and concentration of acid have more than three errors</p>

Criteria	5 marks	4 marks	3 marks	2 marks	1 mark
<p>select and use suitable forms of digital, visual, written and/or oral communication</p> <p>select and apply appropriate scientific notations, nomenclature and scientific language to communicate</p> <p>CH11/12-7</p>	<p>Presenter consistently uses correct terminology for the audience. Equations and images are relevant and clearly explained.</p>	<p>Presenter usually uses correct terminology for the audience. Equations and images are relevant and explained.</p>	<p>Presenter mostly uses correct terminology for the audience. Equations and images are usually relevant and with some explanation.</p>	<p>Poster sometimes uses correct terminology for the audience. Equations and images are usually relevant and with some attempt at explanation.</p>	<p>Terminology rarely suitable for the audience. Limited use of equations and images.</p>
<p>select and use suitable forms of digital, visual, written and/or oral communication</p> <p>CH11/12-7</p>	<p>The overall presentation has all the features</p> <ul style="list-style-type: none"> • Not too cluttered • Uses a suitable font • is easy to read • has visual appeal 	<p>The overall presentation has four of the features</p> <ul style="list-style-type: none"> • Not too cluttered • Uses a suitable font • is easy to read • has visual appeal 	<p>The overall presentation has three of the features</p> <ul style="list-style-type: none"> • Not too cluttered • Uses a suitable font • is easy to read • has visual appeal 	<p>The overall presentation has two of the features</p> <ul style="list-style-type: none"> • Not too cluttered • Uses a suitable font • is easy to read • has visual appeal 	<p>The overall presentation has one of the features</p> <ul style="list-style-type: none"> • Not too cluttered • Uses a suitable font • is easy to read • has visual appeal
MARK					/50
TASK RANK:					/3
CUMULATIVE RANK:					/3

Teacher Feedback:

Persistent - Motivated - Creative - Adaptable - Deep Thinker - Problem Solver
