

Task 1: Practical Task

Due Date: Friday 28/11/25

Task Distributed: 10/11/2025

Unit: Equilibrium and Acid Reactions

Task Type: Practical Examination

Task Weighting: 20%

Outcomes: CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12

Task Description

Students will be required to replicate a practical investigation that they have previously completed in class. They will then be asked a series of skills based questions to assess their understanding of the practical investigation. Further more, they will be asked to solve a series of equilibrium calculations.

The task is made of two parts;

Part A: The Practical Component – 22 Marks

Part B: Equilibrium Calculations – 22 Marks

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **Explain**
Relate cause and effect; make the relationships between things evident; provide why and/or how
- **Calculate**
Ascertain/determine from given facts, figures or information

Check the NESA Glossary of Key Words for further guidance <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

The Practical Examination will occur in your Chemistry class. You will need a pen, pencil, calculator and ruler.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through a marking scheme and explanations.
- Students can clarify or seek further feedback by speaker with their teacher or the assessment marker.

Upon return of the task, students will also be expected to complete a self-reflection.

To reflect on this task student's will be asked to write a goal statement for improvement.

How does this link to my learning?

- This task will assess the student's Skills Outcomes which have been developed over the topic
- Through this task student's will be able to see areas in their Chemistry skill set that are strengths and weaknesses.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

INSERT the marking criteria / rubric for the task here as appropriate

2020 Literacy Rubric

LITERACY MARKING CRITERIA	Descriptors				
	0	1	2	3	4
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical words are used.	- Some precise and technical words are used.	- Sustained use of precise and technical words.	-Sustained, consistent and fluent use of precise and technical words.
Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and <i>at least two</i> examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
Sentences Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
Paragraphs Paragraphs are used to effectively structure information and partition events and ideas	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provides at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.
Text Structure Uses features of the appropriate text type	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.