



Pendle Hill High School

Assessment Task Cover Sheet

Faculty/Subject:	Science	Assessment Task No:	5
Year:	10	Assessment weighting:	10%
Date Given:	29/07/15	Date Due:	Wednesday 26/08/15
Student Name:		Teacher:	

SUBMISSION INSTRUCTIONS

- The task must be completed by the due date. Hardcopies must be handed to your regular classroom teacher during school hours and signed for.
- Email submissions must be sent to the following email account:
- Assignments received after 4pm on the due date will incur a late penalty

ABSENCE/LATE SUBMISSION

- **Late submission:** For students in Years 11 and 12, the penalty is 40% for the first calendar day and 20% for each calendar day thereafter. The penalty includes weekend and public holidays. For students in Years 7, 8, 9 and 10 the penalty is 20% per day. Any assignment more than one week late will result in an N award warning letter being mailed to parents.
- **Absence:** if you are absent from school on the day the task is to be completed, you are required on your return to school to provide a medical certificate/documentation to the front office. Failure to provide adequate documentation will result in late submission penalties being applied.

STUDENT CONFIRMATION

- This is all my own work. I have referenced any work used from other sources and have not plagiarised the work of others. I understand that plagiarised work will receive zero marks and an N award warning letter.
- I have attached a complete bibliography.
- I have kept a copy of my assignment.

Student Signature: _____

Assessment Task Receipt

Students are to record all details before handing in. Teachers sign as a receipt.

Student Name: _____ Subject: _____
 Task Number: _____ Date Due: _____ Date Submitted: _____
 Student Signature: _____ Teacher Signature: _____

Stage 5

SRP - Student Research Project

CONTEXT:

Within this unit of work, students learn to plan and conduct investigations independently and present the report for their hands-on practical investigation.

Description of activity:

Your task is to choose **ONE** of the options listed below to design an experiment and present a practical report. Your teacher will guide you and allow you to carry out the experiment in class. You will get **Four weeks** to complete this task. You will need to hand in a logbook with your project report. More information about a logbook is attached at the back.

Options:

- Can eggs withstand a greater force from one direction than from others?
 - Which brand of Sunscreen is best to block Ultra-Violet (UV) radiations?
 - Heat retention; does freshwater hold heat longer than salt water?
 - How many rubber bands are needed to drop an egg from a 1.5m height without breaking?
-
- The report should include:
 1. **Aim:** a statement describing the purpose of the investigation
 2. **Hypothesis:** the question or hypothesis that relates to the purpose that you investigated
 3. **Materials:** The materials you will use for your experiment
 4. **Method:** the planned procedure identifying variables to be changed or kept the same and a risk assessment. (List the steps of the experiment in detail so that someone else can repeat the experiment in the same way. This section may include a diagram of how equipment was set up).
 5. **Results:** a record of your observations and measurements using appropriate tables and/or graphs
 6. **Discussion:** a discussion of your results and ways these could have been improved
 7. **Conclusion.** a valid conclusion that identifies, based on your results, whether the question or hypothesis is supported or rejected.

Areas for Assessment:

- Planning and conducting investigation
- communicating

Outcomes:

- 5WS collaboratively and individually produces a plan to investigate questions and problems
- 6WS follows a sequence of instructions to safely undertake a range of investigation types
- 7WS processes and analyses data from a first-hand investigation and draw conclusions

Student Name: _____

Year 10 SRP: Marking Criteria

Outcome	4	3	2	1	0	Marks awarded
Aim		Describes the purpose of the investigation and states a hypothesis relevant to the purpose	Identifies the purpose of the investigation and a related hypothesis	States a purpose of the investigation and a hypothesis	No statement of purpose	
Materials		Identifies all equipment required for the investigation	Provides a list of a range of equipment required	Provides an incomplete list of equipment	No Materials	
Hypothesis		<input type="checkbox"/> Hypothesis is clearly stated as a statement and is linked to the aim.	<input type="checkbox"/> Hypothesis is stated and is related to the aim.	<input type="checkbox"/> Hypothesis is stated but not linked to the aim.	<input type="checkbox"/> Hypothesis is not clearly stated/ <input type="checkbox"/> No hypothesis stated.	
Method		Describes a logical procedure that is clear and complete	Describes a procedure that is not clear.	Outlines a procedure that is incomplete or insufficient	No Procedure	
Variables		Identifies dependent, independent and controlled variables	Identifies only two of the three types of variables	Identifies only one type of variable	No variables listed	
Results	Presents data clearly with correct units and includes relevant tables/graphs/diagrams	Presents data clearly with correct units in an appropriate format including some tables/graphs/diagrams	Presents appropriate data without correct units or column headings/graphs/diagrams	Incomplete or irrelevant data without correct units/ column headings/graphs/diagrams	No results.	
Discussion	Provides a detailed analysis of results with clear use of cause and effect relationships to	Provides a simple analysis of results including cause and effect relationships	Provides a satisfactory analysis of results including cause and effect relationships to explain results	Provides an outline of results, cause and effect relationships	No explanation.	

	explain results					
	Identifies all risks and strategies to control it.	Identifies most risks and control measures.	Identifies 1-2 risks and control measures.	Identifies one risk and or a control measure	No risks or controls	
Conclusion		Provides a valid conclusion relating to the question or hypothesis and is supported based on the results	Provides a conclusion that relates to the results but is not referenced to the question/ hypothesis	Provides a conclusion that is not supported with reference to the results and or question.	No Conclusion.	
Written Expression and Presentation		Uses a satisfactory writing style with clear expression and the correct terminology.	Uses a satisfactory writing style with clear expression but unclear terminology.	Expression and terminology is unclear.	Messy and unreadable .	
				Total Marks: /30		

Grade	A	B	C	D	E
% age marks	85+	70-84	50-69	31-49	Below 30

Teacher feedback:

LOGBOOK

You will need to hand in a logbook with your project. It's a good idea to keep it up-to-date. It doesn't have to be particularly neat, typed up or illustrated (although if you want to do it that way, feel free!). It is really meant to be a record of not only how you went about your task, It should therefore include any relevant diagrams, sketches, photos and anything else that shows your planning and progress through the project. It should also record what actually happened (where that was different to what you planned!). Use common sense, and if you're in doubt, see your teacher.

When you come to see your teacher about any issue relating to your project, be sure to bring your logbook so that your teacher can see what track you are on, and make some suggestions of how you can improve your project.

The logbook should be used to assist you in the writing up of your final report. Make sure you keep all original data and maintain accurate records.

Example: Mitchell is doing a project on which type, size of light bulb produces the most light?

Here are some logbook entries she might make:

3rd August 2015

Bought light bulbs made by different manufacturers from a number of shops around town.

Labelled them and connected them in a circuit. Draw a circuit diagram.

Took photographs of the circuit set-up and recorded photo number to identify particular bulb.

5th August 2015

Tested 5 different light bulbs for brightness. Mrs Aloon organised better circuit boards for me to use. Requested some Multimeters to measure Voltage, Current and Resistance.