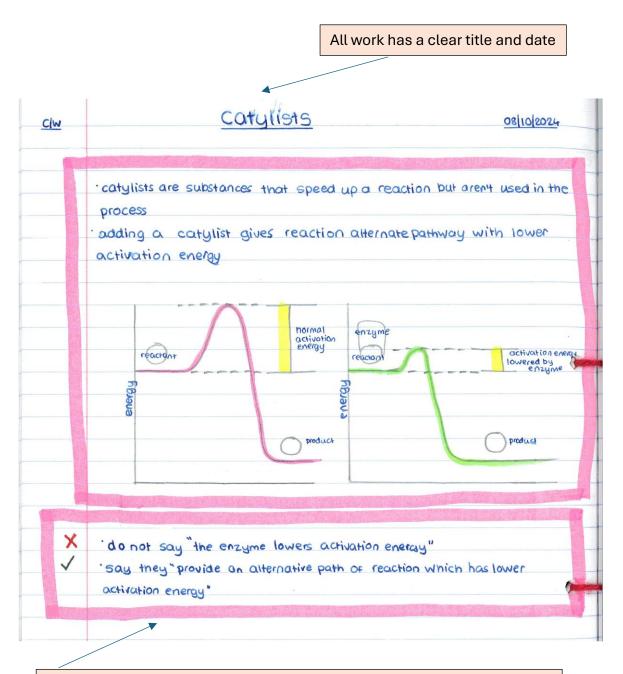
Example Key Stage 4 Student Work – Chemistry

The following gives some examples of the level of work covered in Chemistry at Key Stage 4, including details of how we expect students to set out their work and engage with feedback received. There is a strong correlation between the excellent diligence illustrated and student progress.



Key term definitions and other important key phrases are emphasised so that students know how to best articulate key ideas.

Practical results are presented neatly in a table that includes units. Follow up questions to the practical are completed in detail. volume of gas cm³ time (s) manganese oxide copper oxide liver appie 2.5 3.5 S S.S () manganese oxide provided the greatest increase in rate of reaction. We know this because the reaction was fastest and most 02 was produced in 2 mins. The energy profile was much lower, as we can see many more particles reacted, meaning the activation energy must have been lower. Their Eq must have been lowest (because in alternate pathway). 2 The mass of the catalyst stays the same, so we know it has ent been used up. / weigh before and after, needs to be dried, taken out via filter | tweesers / (3 mark question) 3 If the catalyst was lumpy, there would have been less SA, so the catalyst would be less effective.) If the liver/ potato was boiled (and then cooled, the biological enzymes whould denature. This process would not have affected the chemical catalyst, since they're chemical compound would still be the same 4 active site of enzyme a biological catulist is commonly known as an enzyme formed (4) less particles exposed, so less prequency of successful collisions

Student answers are checked in green pen with a clear break down of where marks are allocated. Even if a student gets the correct answer, they still look for ways that answers could be improved even further.

Students engage with teacher marking, writing detailed 2-17cm corrections in green pen using hints from the teacher marking. 29 cm b. 47 cm 3 C 2cm3/8 = 20 -3-At On · rote 10 = 0.71 = 25 4- At 30s: 35 5-At re 6-At t. 0 7-۵ amount of -33 Calculations are laid 30 out with clear working = 1.1 cm3/s 2.4 2.g. CLCOZ.

Students reflect, consider misconceptions and routinely record advice or feedback on how they can improve for next time.