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|  |  | Student assessment | Teacher assessment |
| 4 | Use the key words ‘dissolving’, ‘soluble’, ‘insoluble’, ‘solution and ‘filtration’ in your poster. |  |  |
| Sequence the correct stages in the extraction of salt from rock salt, briefly describing what happens in each stage, possibly with the use of a labelled diagram. |  |  |
| Name most of the equipment used in your practical. |  |  |
| 5 | Use the key words from level 4, plus the key words ‘evaporation’ and ‘particles’ in your poster. |  |  |
| Use appropriate symbols to represent mass and temperature. |  |  |
| Sequence the correct stages in the extraction of salt from rock salt, describing what happens in each stage, with the use of labelled diagrams. |  |  |
| Name most of the equipment used in your practical. |  |  |
| 6 | Use all scientific words correctly in your poster. |  |  |
| Sequence the correct stages in the extraction of salt from rock salt, explaining the purpose of each stage in detail |  |  |
| Use correctly labelled diagrams for each stage |  |  |
| 7 | Do everything for level 6 |  |  |
| Use labelled diagrams which illustrate the behaviour of particles in each stage |  |  |



**What level do you think you have achieved?**

Teacher comment: Thinking scientifically level (AF1):

 Collaborating and communicating in science level (AF3):

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|  |  | Student assessment | Teacher assessment |
| 4 | Use the key words ‘dissolving’, ‘soluble’, ‘insoluble’, ‘solution and ‘filtration’ in your poster. |  |  |
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**What level do you think you have achieved?** 

Teacher comment: Thinking scientifically level (AF1):

 Collaborating and communicating in science level (AF3):