**Logo

Description automatically generatedKolbe Catholic College**

**Year 8 Science**

**Term 2: Chemistry**

**Formative Assessment**

Year 8 Learning Outcome: ***Students will be able to explain the different states of matter in terms of the motion and arrangement of particles***

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE DUE: \_\_\_\_\_\_\_\_\_\_\_\_

TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **1.** Draw 3 diagrams below of a solid, liquid, and a gas. | | |
|  | (a) The first diagram showing how the particles in a **solid** are arranged | (a) The second diagram showing how the particles in a **liquid** are arranged | (a) The third diagram showing how the particles in a **gas** are arranged |
| /9 | Each diagram should show the arrangement of the particles, the amount of space between the particles, and arrows/lines to show the movement of the particles. | | |
| /3  /3  /2  /1  /3 | **2. Students completed an experiment on the changes in states of H2O – from ice, through water, to steam.** They collected data on the temperature of theH2O every minute. There data is listed in table 1.  **Table 1**: temperature of H2O every minute.   |  |  | | --- | --- | | Time (min) | Temperature (0C) | | 0 | 0.5 | | 1 | 1 | | 2 | 1.5 | | 3 | 2 | | 4 | 12 | | 5 | 21 | | 6 | 35 | | 7 | 50 | | 8 | 63 | | 9 | 77 | | 10 | 80 | | 11 | 95 | | 12 | 99 | | 13 | 100 | | 14 | 99 | | 15 | 100 |   **(a)** Graph this data on the graph grid on page two. The axis are labelled for you and the first data point ( and one other) are done as examples – continue for all data points.  **(b)** On the graph draw a smooth line (it will be straight at times and curved at others) to show the trend of the data (this lines is called the trend line). The trend line does NOT join the dots together and it does NOT have to go through every data point.  **(c)** On the graph label the sections of the trend line which show when the H2O is changing it state. There will be two sections – one when the ice changes to water, the other when the water is changing to steam (water vapour).  **(d)** On the graph label the section of the trend line which shows when the H2O is heating up but not changing state.  **(e)** Explain why a solid such as ice change into a liquid (such as water) when it is heated? In your answer you should talk about the movement of the particles and the attractive forces between them.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
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