## YEAR 11 A/D/E – CHEMISTRY (Girls)

## WEEK 6 (4<sup>th</sup> October to 8<sup>th</sup> October)

#### Work Sent to the students through Zoom Learning Platform / Google classroom

**Topic:**- GL Practice and Science GL exam

#### Resources: Text book, Worksheet, Board works power point

| Date                                | Dete  |                   |  |  |  |
|-------------------------------------|---|-------------------|--|--|--|
| Date                                | Торіс   |                   |  |  |  |
| 04.10.20                            | Learning Objective:   | Teacher           |  |  |  |
| Sunday                              | To reinforce the concepts of atomic structure, periodic table, structure,           | discusses the     |  |  |  |
| 8 <sup>th</sup> period              | bonding and properties of matter, chemical changes and energy                       | questions in the  |  |  |  |
| -                                   | changes in Chemistry. GL practice   |                   |  |  |  |
| Mode of                             | Learning Outcome:   | worksheets        |  |  |  |
| <b>Teaching:</b>                    | Students will be able to recall the concepts learned in the previous                | assigned and      |  |  |  |
| Zoom                                | lessons and apply their knowledge to answer the questions, in the GL                | clarifies doubts. |  |  |  |
|                                     | practice worksheet.   |                   |  |  |  |
|                                     | Learning Objective:   | Teacher           |  |  |  |
| 05.10.20                            | To reinforce the concepts of rate and extent of chemical change,                    | discusses the     |  |  |  |
| Monday                              | chemical analysis, chemical and allied industries, earth and                        | questions in the  |  |  |  |
| 4 <sup>th</sup> period              | atmospheric science, in Chemistry, in the GL practice worksheet.                    | GL practice       |  |  |  |
| -                                   | Learning Outcome:   | worksheets        |  |  |  |
| Mode of                             | Students will be able to recall the concepts learned in the previous assigned and   |                   |  |  |  |
| <b>Teaching:</b>                    | lessons and apply their knowledge to answer the questions, in the GL clarifies doub |                   |  |  |  |
| Zoom                                | practice worksheet.   |                   |  |  |  |
|                                     | Learning Objective: (Assessment)  | Teacher will      |  |  |  |
| 07.10.20                            | To be able to apply the knowledge and understanding of the concepts                 | conduct the       |  |  |  |
| Wednesday                           | of yields, atom economy, concentration, titration calculations and                  | assessment        |  |  |  |
| 8 <sup>th</sup> period              | molar volume of gases, to answer the questions in the assessment.                   | through Google    |  |  |  |
|                                     | Learning Outcome:   | forms and         |  |  |  |
| Mode of                             | Students will be able to recall the concepts learned in the previous                | monitor the       |  |  |  |
| <b>Teaching:</b>                    | lessons and apply their knowledge and understanding to answer the                   | students on       |  |  |  |
| Zoom                                | questions, in the assessment.   | Zoom.             |  |  |  |
|                                     |   | Class Teacher     |  |  |  |
| 08.10.20                            | Science GL Exam   | will conduct the  |  |  |  |
| Thursday                            |   | GL exam and       |  |  |  |
| $5^{\text{th}}$ and $6^{\text{th}}$ |   | monitor the       |  |  |  |
| Period                              |   | students on       |  |  |  |
|                                     |   | Zoom              |  |  |  |
|                                     | <b>DV</b> . A server the secret is the CL Description and help of                   |                   |  |  |  |

**HOMEWORK:** Answer the questions in the GL Practice worksheet.

# YEAR 11 B/C/F - CHEMISTRY (Boys)

## WEEK 6 (4<sup>th</sup> October to 8<sup>th</sup> October)

## Work Sent to the students through Zoom Learning Platform / Google classroom

**Topic:**– SC12a: Dynamic Equilibrium

**Resources:** Text book, Worksheet, Board works power point

| Sunday<br>2 <sup>nd</sup> Periodchemical analysis, chemical and allied industries, earth and<br>atmospheric science, in Chemistry, in the GL practice worksheet.the GL practice<br>worksheets.Mode of<br>Teaching:Learning Outcome:<br>Students will be able to recall the concepts learned in the previous<br>lessons and apply their knowledge to answer the questions, in the GL<br>practice worksheet.Teacher uses<br>powerpoint05.10.20<br>Monday<br>3 <sup>rd</sup> PeriodLearning Objective:<br>Recall the conditions for the Haber process as:<br>a) temperature 450 °C b) pressure 200 atmospheres c) iron catalyst.<br>Predict how the position of a dynamic equilibrium is affected by<br>changes in: a) temperature b) pressure c) concentration.Teacher uses<br>powerpoint<br>presentation to<br>explain the<br>conditions for the Haber process as:<br>a) temperature 450 °C b) pressure c) concentration.Teacher uses<br>powerpoint<br>presentation to<br>explain the<br>conditions for the Haber process as:<br>a) temperature b) pressure c) concentration.Teacher will<br>conditions for the<br>Haber process.06.10.20<br>Tuesday<br>7 <sup>th</sup> PeriodLearning Objective: (Assessment)<br>To be able to apply the knowledge and understanding of the concepts<br>of yields, atom economy, concentration, titration calculations andTeacher will<br>conduct the<br>assessment  | Date                   | Торіс  |                   |  |  |
|--|------------------------|--|-------------------|--|--|
| Sunday<br>1 <sup>st</sup> PeriodTo reinforce the concepts of atomic structure, periodic table,<br>structure, bonding and properties of matter, chemical changes and<br>energy changes in Chemistry.the questions in<br>the GL practice<br>worksheets<br>assigned and<br>clarifies doubts.Mode of<br>Teaching:<br>ZoomLearning Outcome:<br>Students will be able to recall the concepts learned in the previous<br>lessons and apply their knowledge to answer the questions, in the GL<br>practice worksheet.Teaching:<br>assigned and<br>clarifies doubts.04.10.20<br>Sunday<br>2 <sup>nd</sup> PeriodLearning Objective:<br>To reinforce the concepts of rate and extent of chemical change,<br>chemical analysis, chemical and allied industries, earth and<br>atmospheric science, in Chemistry, in the GL practice worksheet.Teacher discusses<br>the questions in<br>the GL practice worksheet.Mode of<br>Teaching:<br>ZoomLearning Outcome:<br>Students will be able to recall the concepts learned in the previous<br>lessons and apply their knowledge to answer the questions, in the GL<br>practice worksheet.Teacher uses<br>powerpoint<br>prester worksheet.05.10.20<br>Monday<br>3 <sup>rd</sup> PeriodLearning Objective:<br>Recall the conditions for the Haber process as:<br>a) temperature 450 °C b) pressure 200 atmospheres c) iron catalyst.<br>Predict how the position of a dynamic equilibrium is affected by<br>changes in: a) temperature b) pressure c) concentration.Teacher will<br>conditions for the Haber process as:<br>a) temperature 450 °C b) pressure 200 atmospheres c) iron catalyst.<br>Explain how the position of a dynamic equilibrium is affected by<br>changes in: a) temperature b) pressure c) concentrationTeacher will<br>conditions for the Haber process as:<br>a) temperature 450 °C b) pressure 200 atmospheres c) iron catalyst.<br>Explain how the position of a   | 04 10 20               | Learning Objective:  | Teacher discusses |  |  |
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| Mode of<br>Teaching:<br>ZoomLearning Outcome:<br>Students will be able to recall the concepts learned in the previous<br>lessons and apply their knowledge to answer the questions, in the GL<br>practice worksheet.worksheets<br>assigned and<br>clarifies doubts.04.10.20<br>Sunday<br>2 <sup>nd</sup> PeriodLearning Objective:<br>To reinforce the concepts of rate and extent of chemical change,<br>chemical analysis, chemical and allied industries, earth and<br>atmospheric science, in Chemistry, in the GL practice worksheet.Teacher discusses<br>the questions in<br>the GL practice<br>worksheetsMode of<br>Teaching:<br>ZoomLearning Outcome:<br>Students will be able to recall the concepts learned in the previous<br>lessons and apply their knowledge to answer the questions, in the GL<br>practice worksheet.Teacher discusses<br>the questions in<br>the GL practice<br>worksheets<br>assigned and<br>clarifies doubts.05.10.20<br>Monday<br>3 <sup>rd</sup> PeriodLearning Objective:<br>Recall the conditions for the Haber process as:<br>a) temperature 450 °C b) pressure 200 atmospheres c) iron catalyst.<br>Predict how the position of a dynamic equilibrium is affected by<br>changes in: a) temperature b) pressure c) concentration.Teacher uses<br>powerpoint<br>progenetation to<br>explain the<br>conditions for the Haber process as:<br>a) temperature 450 °C b) pressure 200 atmospheres c) iron catalyst.<br>Explain how the position of a dynamic equilibrium is affected by<br>changes in: a) temperature b) pressure c) concentration.Teacher will<br>explain the<br>conditions for the Haber process as:<br>a) temperature 450 °C b) pressure 200 atmospheres c) iron catalyst.<br>Explain how the position of a dynamic equilibrium is affected by<br>changes in: a) temperature b) pressure c) concentration.Teacher will<br>conduct the<br>assessment06.10.20<br><td>•</td> <td></td> <td colspan="3">, <b>1</b></td>  | •                      |  | , <b>1</b>        |  |  |
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| ZoomStudents will be able to recall the concepts learned in the previous<br>lessons and apply their knowledge to answer the questions, in the GL<br>practice worksheet.Teacher discusses<br>the questions in<br>the GL practice<br>worksheets04.10.20<br>Sunday<br>2 <sup>nd</sup> PeriodLearning Objective:<br>To reinforce the concepts of rate and extent of chemical change,<br>chemical analysis, chemical and allied industries, earth and<br>atmospheric science, in Chemistry, in the GL practice worksheet.Teacher discusses<br>the questions in<br>the GL practice<br>worksheets<br>assigned and<br>clarifies doubts.Mode of<br>Teaching:<br>ZoomLearning Objective:<br>Students will be able to recall the concepts learned in the previous<br>lessons and apply their knowledge to answer the questions, in the GL<br>practice worksheet.Teacher uses<br>powerpoint<br>presentation to for the Haber process as:<br>a) temperature 450 °C b) pressure 200 atmospheres c) iron catalyst.<br>Predict how the position of a dynamic equilibrium is affected by<br>changes in: a) temperature b) pressure c) concentration.Teacher will<br>explain the<br>conditions for the Haber process as:<br>a) temperature 450 °C b) pressure 200 atmospheres c) iron catalyst.<br>Explain how the position of a dynamic equilibrium is affected by<br>changes in: a) temperature b) pressure c) concentration.Teacher will<br>conditions for the Haber process as:<br>a) temperature 450 °C b) pressure c) concentration.Teacher will<br>conditions for the Haber process as:<br>a) temperature b) pressure c) concentration.Mode of<br>reaching:<br>ZoomLearning Objective: (Assessment)<br>To be able to apply the knowledge and understanding of the concepts<br>of yields, atom economy, concentration, titration calculations andTeacher will<br>conduct the<br>assessment   |                        | Learning Outcome:  |                   |  |  |
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| Zoomlessons and apply their knowledge to answer the questions, in the GL<br>practice worksheet.Teacher uses<br>powerpoint05.10.20<br>Monday<br>3rd PeriodLearning Objective:<br>Recall the conditions for the Haber process as:<br>a) temperature 450 °C b) pressure 200 atmospheres c) iron catalyst.<br>Predict how the position of a dynamic equilibrium is affected by<br>changes in: a) temperature b) pressure c) concentration.Teacher uses<br>powerpoint<br>presentation to<br>explain the<br>conditions for the Haber process as:<br>a) temperature 450 °C b) pressure c) concentration.Mode of<br>Teaching:<br>ZoomLearning Outcome:<br>Analyse the conditions for the Haber process as:<br>a) temperature 450 °C b) pressure 200 atmospheres c) iron catalyst<br>Explain how the position of a dynamic equilibrium is affected by<br>changes in: a) temperature b) pressure c) concentrationTeacher will<br>conditions for the Haber process as:<br>a) temperature b) pressure c) concentration06.10.20<br>Tuesday<br>7 <sup>th</sup> PeriodLearning Objective: (Assessment)<br>To be able to apply the knowledge and understanding of the concepts<br>of yields, atom economy, concentration, titration calculations andTeacher will<br>conduct the<br>assessment  | Mode of                | C C  |                   |  |  |
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| <b>Learning Objective:</b><br>Recall the conditions for the Haber process as:<br>a) temperature 450 °C b) pressure 200 atmospheres c) iron catalyst.<br>Predict how the position of a dynamic equilibrium is affected by<br>changes in: a) temperature b) pressure c) concentration.Teacher uses<br>powerpoint<br>presentation to<br>explain the<br>conditions for the<br>Haber process as:<br>a) temperature 450 °C b) pressure c) concentration.Mode of<br>Teaching:<br>ZoomLearning Outcome:<br>Analyse the conditions for the Haber process as:<br>a) temperature 450 °C b) pressure 200 atmospheres c) iron catalyst<br>Explain how the position of a dynamic equilibrium is affected by<br>changes in: a) temperature b) pressure c) concentrationTeacher will<br>conditions for the<br>Haber process.06.10.20<br>Tuesday<br>7 <sup>th</sup> PeriodLearning Objective: (Assessment)<br>To be able to apply the knowledge and understanding of the concepts<br>of yields, atom economy, concentration, titration calculations andTeacher will<br>conduct the<br>assessment  | Zoom                   |  |                   |  |  |
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| Monday<br>3 <sup>rd</sup> Perioda) temperature 450 °C<br>Predict how the position of a dynamic equilibrium is affected by<br>changes in: a) temperature b) pressure c) concentration.presentation to<br>explain the<br>conditions for the<br>Haber process.Mode of<br>Teaching:<br>ZoomLearning Outcome:<br>Analyse the conditions for the Haber process as:<br>a) temperature 450 °C b) pressure 200 atmospheres c) iron catalyst<br>Explain how the position of a dynamic equilibrium is affected by<br>changes in: a) temperature b) pressure c) concentrationpresentation to<br>explain the<br>conditions for the<br>Haber process.06.10.20<br>Tuesday<br>7 <sup>th</sup> PeriodLearning Objective: (Assessment)<br>To be able to apply the knowledge and understanding of the concepts<br>of yields, atom economy, concentration, titration calculations andTeacher will<br>conduct the<br>assessment   | 05.10.20               |  |                   |  |  |
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| Teaching:<br>ZoomLearning Outcome:<br>Analyse the conditions for the Haber process as:<br>a) temperature 450 °C b) pressure 200 atmospheres c) iron catalyst<br>Explain how the position of a dynamic equilibrium is affected by<br>changes in: a) temperature b) pressure c) concentrationImage: Image: Im            | Mode of                |  |                   |  |  |
| ZoomAnalyse the conditions for the Haber process as:<br>a) temperature 450 °C b) pressure 200 atmospheres c) iron catalyst<br>Explain how the position of a dynamic equilibrium is affected by<br>changes in: a) temperature b) pressure c) concentrationTeacher will<br>conduct the<br>assessment06.10.20<br>Tuesday<br>7 <sup>th</sup> PeriodLearning Objective: (Assessment)<br>To be able to apply the knowledge and understanding of the concepts<br>of yields, atom economy, concentration, titration calculations andTeacher will<br>conduct the<br>assessment  |                        | Learning Outcome:  | 1                 |  |  |
| a) temperature 450 °C b) pressure 200 atmospheres c) iron catalyst<br>Explain how the position of a dynamic equilibrium is affected by<br>changes in: a) temperature b) pressure c) concentrationImage: Concentration of concentration of concentration of concentration of concentration of concentration of conduct the concepts<br>of yields, atom economy, concentration, titration calculations and of concentration of conduct the concentration of conduct the concentration of conduct the concentration of conduct the conduct the conduct the concentration of conduct the concentration of conduct the concentration of conduct the concentration of conduct the concentration conduct the concentration of conduct the concentration of conduct the concentration of conduct the concentration conduct the concentration conduct the concentration of conduct the concentration of conduct the concentration concentration conduct the concentration concentration conduct the concentratic conduct the concentration conduct th | Zoom                   | 0  |                   |  |  |
| Explain how the position of a dynamic equilibrium is affected by<br>changes in: a) temperature b) pressure c) concentrationTeacher will<br>conduct the<br>assessment06.10.20<br>Tuesday<br>7 <sup>th</sup> PeriodLearning Objective: (Assessment)<br>To be able to apply the knowledge and understanding of the concepts<br>of yields, atom economy, concentration, titration calculations andTeacher will<br>conduct the<br>assessment  |                        |  |                   |  |  |
| changes in:a) temperatureb) pressurec) concentration06.10.20Learning Objective: (Assessment)<br>Tuesday<br>7 <sup>th</sup> PeriodTeacher will<br>conduct the<br>assessmentTeacher will<br>conduct the<br>assessment  |                        |  |                   |  |  |
| Tuesday<br>7th PeriodTo be able to apply the knowledge and understanding of the concepts<br>of yields, atom economy, concentration, titration calculations andconduct the<br>assessment  |                        | changes in: a) temperature b) pressure c) concentration              |                   |  |  |
| Tuesday<br>7th PeriodTo be able to apply the knowledge and understanding of the concepts<br>of yields, atom economy, concentration, titration calculations andconduct the<br>assessment  | 06.10.20               | Learning Objective: (Assessment)                                     | Teacher will      |  |  |
| 7 <sup>th</sup> Period of yields, atom economy, concentration, titration calculations and assessment   |                        |  |                   |  |  |
|  | 7 <sup>th</sup> Period |  |                   |  |  |
|  | , 101100               | molar volume of gases, to answer the questions in the assessment.    | through Google    |  |  |

| Mode of<br>Teaching:<br>Zoom  | <b>Learning Outcome:</b><br>Students will be able to recall the concepts learned in the previous<br>lessons and apply their knowledge and understanding to answer the<br>questions, in the assessment.   | forms and<br>monitor the<br>students on<br>Zoom.                               |
|---|--|--|
| <b>08.10.20</b><br>Thursday<br>4 <sup>th</sup> Period<br><b>Mode of</b> | <ul> <li>Learning Objective: To answer the questions, on Dynamic Equilibrium, in the worksheet.</li> <li>Learning outcome: Students will be able to reinforce the concepts learned in the previous lesson by answering the questions in the</li> </ul> | Worksheet<br>assigned<br>through GC.<br>Instruction will be<br>given in the GC |
| <b>Teaching:</b><br>GC  | worksheet.   | to complete the worksheet.   |

**HOMEWORK:** Complete the textbook questions SC12a:Dynamic equilibrium- page 94 - 95

# YEAR 11 G/H–CHEMISTRY (IGCSE)

#### WEEK 6 (4<sup>th</sup> Oct to 8<sup>th</sup> Oct)

## Work Sent to the students through Google classroom/Zoom Learning Platform Unit 3 – Chapter 20: Rates of reaction & GL Practice

**Topic:** Investigating the factors affecting the rate of reactions **Resources:** Text book, Worksheet, IGCSE science free lesson video, power point.

| Date                 | Lesson                        | Торіс  | Mode of<br>Teaching |  |
|----------------------|-------------------------------|--|---------------------|--|
| 04.10.2020<br>Sunday | 1 11 <b>H</b><br>6 <b>11G</b> | <ul> <li>Lesson Objective: Explain effects of changes in surface area of a solid, concentration of a solution, pressure of a gas and temperature on the rate of a reaction in terms of particle collision theory</li> <li>Learning Outcome: State the collision theory of reactions. Demonstrate the meaning of successful collisions. Discuss the role of energy in collisions during the reaction. Correlate the collision frequency with rate of a reaction.</li> </ul> | Zoom                | Teacher uses<br>PowerPoint<br>presentation that<br>contains<br>interactive<br>questions to<br>explain the factors<br>affecting rate of<br>reactions. |

| 05.10.2020<br>Monday    | 2 11H<br>5 11G | Lesson Objective: Assessment 1 on the<br>topic calculations and energetics<br>Learning Outcome: Reinforce and<br>assess the attainment of the concepts<br>related to calculations involving, moles,<br>reacting masses and limiting reactant.<br>Also analyse the skill to interpret the   | Zoom | Teacher uses<br>Google forms<br>questions.   |
|-------------------------|----------------|--|------|--|
| 06.10.2020<br>Tuesday   | 3 11H<br>1 11G | <ul> <li>experiments in energetic.</li> <li>Lesson Objective: To revise and reinforce previously studied concepts as GL practice.</li> <li>Learning Outcome: To assess the understanding and application of chemical calculations involving reacting masses and different types of bonding.</li> </ul>   | Zoom | Teacher uses<br>google forms to<br>practice multiple<br>choice questions.  |
|                         | 411H<br>2 11G  | <ul> <li>Lesson Objective: To revise and reinforce previously studied concepts as GL practice.</li> <li>Learning Outcome: To assess the understanding and application of concepts such as atomic structure, acids and bases and pH of substances.</li> </ul>   | Zoom | Instruction will be<br>given in the GC<br>room to complete<br>the worksheet<br>questions.  |
| 08.10. 2020<br>Thursday | 5 11H<br>4 11G | <ul> <li>Lesson Objective: Sketch energy profile diagrams showing ∆H and activation energy.</li> <li>Know that a catalyst is a substance that increases the rate of a reaction, but is chemically unchanged at the end of the reaction</li> <li>Learning Outcome:</li> <li>Define catalyst.</li> <li>Recognize catalysts in the reaction.`</li> <li>Discuss the effect of catalyst on the rate of reaction.</li> </ul> | GC   | Teacher uses<br>PowerPoint<br>presentation that<br>contains<br>interactive<br>questions. Teacher<br>uses textbook and<br>worksheet<br>questions to<br>understand the<br>concept of<br>catalysts. |

| Draw and explain reaction profile          |  |
|--|--|
| diagrams showing $\Delta H$ and activation |  |
| energy                                     |  |
|  |  |
|  |  |
|  |  |