

# Soaps, Detergents & Saponification

Use this worksheet after reading the lesson to practise the key ideas and prove you can meet the success criteria.

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

## 1. Key Ideas

The chemistry that lets soap lift grease from your hands is the same chemistry that makes biological membranes, emulsifies salad dressing, and allows drug delivery across cell membranes — amphipathic molecules are one of nature's most versatile structural tools.

- Key facts and terms for Soaps, Detergents & Saponification
- How the main ideas in Soaps, Detergents & Saponification connect

## 2. Success Criteria

By the end, you should be able to:

- Key facts and terms for Soaps, Detergents & Saponification
- Where this lesson fits in Module 7
- How the main ideas in Soaps, Detergents & Saponification connect

## 3. Key Terms

### Hydrophobic tail

Hydrophobic tails (orange lines) point inward toward the non-polar core.

### AMPHIPATHIC

The amphipathic nature — the co-presence of BOTH ends in one molecule — is the key structural concept.

### Hydrocarbon

An organic compound containing only carbon and hydrogen atoms.

### Functional group

A specific atom arrangement determining characteristic chemical reactions.

### Homologous series

A family of compounds with the same functional group, differing by  $\text{CH}_2$ .

### Addition polymer

A polymer formed by monomers adding together without loss of atoms.

## 4. Activity: Build the Lesson Map

Use the lesson to complete the table. Keep answers brief but specific.

Prompt	Your answer
Main concept	
Important example	
Common mistake to avoid	
How this links to the next lesson	

## 5. Short Answer Questions

1. Explain this lesson goal in your own words: "Key facts and terms for Soaps, Detergents & Saponification". Use one specific example from the lesson.

**BAND 3** **2 MARKS**

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2. Apply this idea to a new example: "Where this lesson fits in Module 7". Show your reasoning clearly.

**BAND 4** **3 MARKS**

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3. Analyse why this idea matters for understanding Soaps, Detergents & Saponification: "How the main ideas in Soaps, Detergents & Saponification connect".

**BAND 5** **4 MARKS**

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## 6. Extend: Apply the Idea

BAND 5/6

5 MARKS

**A student gives a memorised answer about Soaps, Detergents & Saponification but does not use evidence or reasoning.**

Improve the answer by writing a stronger response that uses accurate terminology, a relevant example and a clear explanation.

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## 7. Multiple Choice

1. What is the best first step when answering a question about Soaps, Detergents & Saponification?

- A. Identify the key concept being tested
- B. Write every fact from memory
- C. Ignore the command word
- D. Skip examples and evidence

2. Which answer would show stronger understanding of Soaps, Detergents & Saponification?

- A. An answer with accurate terms and reasoning
- B. A copied definition only
- C. A single-word response
- D. An answer with no example

3. What should you do if a question asks you to explain?

- A. Link the idea to a reason or cause
- B. List unrelated facts
- C. Only draw a diagram
- D. Write the shortest possible answer

## 8. Success Criteria Proof

Finish with evidence that you can do each success criterion.

### SUCCESS CRITERION 1

**Prove that you can: Key facts and terms for Soaps, Detergents & Saponification**

**BAND 3** **2 MARKS**

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### SUCCESS CRITERION 2

**Prove that you can: Where this lesson fits in Module 7**

**BAND 4** **3 MARKS**

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### SUCCESS CRITERION 3

**Prove that you can: How the main ideas in Soaps, Detergents & Saponification connect**

**BAND 5** **4 MARKS**

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**One thing I still need help with:**

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