SCIENCE YEAR 9 - UNIT 2 - LESSON 5

Organic and Inorganic Compounds - Stage 5 Entry Point

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 Materials unit is about to move toward hydrocarbons and polymers, so students need a clean entry point into the idea of organic and inorganic compounds. This lesson builds that distinction carefully without jumping too early into later naming or reaction detail.

- Stage 5 distinguishes between organic and inorganic compounds
- organic does not simply mean living, healthy or naturally grown

2. Success Criteria

By the end, you should be able to:

- Stage 5 distinguishes between organic and inorganic compounds
- organic compounds in this unit are introduced as carbon-based compounds
- this distinction prepares students for hydrocarbons and polymers

3. Key Terms

Organic compound
A carbon-based compound studied in this unit as the foundation for later hydrocarbon content.

Inorganic compound
A compound that does not sit in the Stage 5 organic category used in this unit.

Carbon-based
Built around carbon as a key element in the structure.

Hydrocarbon
A compound made from hydrogen and carbon only; this is developed later in the unit.

Compound
A substance made from more than one element chemically combined.

Category
A grouping used in science to organise compounds and patterns of behaviour.

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: "Stage 5 distinguishes between organic and inorganic compounds". Use one specific example from the lesson.

CORE

2. Apply this idea to a new example: "organic compounds in this unit are introduced as carbon-based compounds". Show your reasoning clearly.

CORE

3. Analyse why this idea matters for understanding Organic and Inorganic Compounds - Stage 5 Entry Point: "this distinction prepares students for hydrocarbons and polymers".

REASONING

6. Extend: Apply the Idea

A student says, "I understand Organic and Inorganic Compounds - Stage 5 Entry Point because I memorised the definition."

Explain why memorising a definition is not enough. Use an example from the lesson to show deeper understanding.

7. Multiple Choice

1. What is the best first step when answering a question about Organic and Inorganic Compounds - Stage 5 Entry Point?

☐ 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 Organic and Inorganic Compounds - Stage 5 Entry Point?

☐ 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: Stage 5 distinguishes between organic and inorganic compounds

SUCCESS CRITERION 2

Prove that you can: organic compounds in this unit are introduced as carbon-based compounds

SUCCESS CRITERION 3

Prove that you can: this distinction prepares students for hydrocarbons and polymers

One thing I still need help with: