Investigation

Saturation points

Learning Objectives
SGM6C1B - to describe a scientific process in a series of sequenced steps
SGM6C4B - to decide what apparatus to use and to make careful observations and measurements
SGM6C4C - to make comparisons and draw conclusions

Suzi predicts that teaspoons of sugar will keep on dissolving in a glass of water! I think she is wrong.

Water makes sugar dissolve. If I keep on putting teaspoons of sugar in a glass of water and stirring they will keep on dissolving!

Suzi knows that sugar dissolves in water. She has made the prediction that sugar will keep on dissolving in the same glass of water regardless of how many teaspoons you add to it. Tony is not so sure, he thinks Suzi's prediction is wrong and it must be impossible for spoonful after spoonful of sugar to keep on dissolving in the same glass of water.
Tony decides to investigate Suzi's prediction.

Method (This is what I think Tony could do)

Diagram (Showing what Tony could do)

Equipment (These are the things Tony would need to do his investigation)

You are now going to carry out this investigation for Tony. Before you do the investigation try to predict (guess) what will happen.

Prediction

Was your test a fair test? Explain why.

My test was fair because

Conclusion (Who was correct and why?)

Further Thoughts

What do you think will happen if the temperature of the water is different? Do you think more or less sugar would dissolve in warm or cold water?