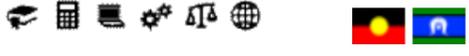
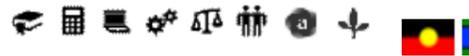


Identify curriculum	Achievement standard	<p>By the end of Year 8, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the timescales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. They reflect on the implications of these solutions for different groups in society. Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.</p>			
Teaching and learning	Semester overview	Semester 1		Semester 2	
	<p>EARTH AND SPACE During this term students learn how rocks are formed and destroyed through the exploration of the rock cycle. Students will identify and model the formation of sedimentary, igneous, and metamorphic rocks in both a theoretical and practical setting. Using this knowledge and understanding students will be able to identify a range of different rocks and minerals.</p> <p>Science Inquiry Skills</p> <ul style="list-style-type: none"> - Use appropriate language and representations to communicate science ideas, methods and findings in a range of text types. <p>Science as a Human Endeavour</p> <ul style="list-style-type: none"> - Students examine the different science knowledge used in occupations. 	<p>PHYSICS During this term students explore and identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. In addition, students will learn the concept of energy efficiency and using this knowledge and understanding will be able to demonstrate energy lost between energy transformations using either a flow diagram or Sankey diagram.</p> <p>Science Inquiry Skills</p> <ul style="list-style-type: none"> - Consider safety and ethics when planning investigations, including designing field or experimental methods. - Use appropriate language and representations to communicate science ideas, methods and findings in a range of text types. - They identify variables to be changed, measured and controlled. 	<p>CHEMISTRY During this term students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviour of substances. Students will observe the behaviour of particles during a range of expansion and contraction experiments and use the particle model to explain their observations.</p> <p>Science Inquiry Skills</p> <ul style="list-style-type: none"> - Identify and construct questions and problems that they can investigate scientifically. - Construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. - Explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. 	<p>BIOLOGY During this term students analyse the relationship between structure and function at the cell, tissue, organ, and body system levels. Students will be able to identify cell organelles in both a theoretical and practical setting and be able to state the function of a variety of different cell organelles.</p> <p>Science Inquiry Skills</p> <ul style="list-style-type: none"> - Construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. - Explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. <p>Science as a Human Endeavour</p> <ul style="list-style-type: none"> - Explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. - Reflect on implications of these solutions for different groups in society. 	
	General capabilities and Cross curriculum priorities				
Key to general capabilities and cross-curriculum priorities					
Develop assessment	Assessment	Semester 1		Semester 2	
		Week	Assessment instrument	Week	Assessment instrument

		4-5	Rocks assessment	4-5	Physical and chemical change assessment
		7-8	Geology test	7-8	Chemistry test
		13-14	Energy investigation	13-14	Cells and disease assignment
		16-17	Physics assessment	16-17	Reproduction assessment
Make judgments and use feedback	Moderation	Semester 1		Semester 2	
		Teachers moderate assessment tasks to ensure consistency of judgments.			