

SCIENCE

Australian Curriculum

YEAR

5

TEST



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Australian Curriculum Test with detailed suggested answers

- 30 multiple choice questions
- 20 one mark short answer questions
- 10 two mark short answer questions
- 10 three mark short answer questions
- Australian Curriculum references
- Weblinks for further study

Subject	Year Level	Author
Science	5	Renaë Payne Mitchell High School NSW

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Question	Curriculum reference	Elaboration
MC1	ACSSU078	Identifying the planets of the solar system and comparing how long they take to orbit the sun
MC2	ACSSU043	Describing and listing adaptations of living things suited for particular Australian environments
MC3	AC SIS087	Using tools to accurately measure objects and events in investigation and exploring which tools provide the most accurate measurements
MC4	ACSSU080	Classifying materials as transparent, opaque or translucent based on whether light passes through them or is absorbed
MC5	ACSHE082	Researching the different types of scientists who work in teams in space exploration, and Australia's involvement in space exploration
MC6	ACSHE082	Learning how Aboriginal and Torres Strait Islander people used observation of the night sky to assist with navigation
MC7	ACSHE081	Testing predictions relating to the behaviour of solids, liquids and gases by conducting observational experiments
MC8	AC SIS086	Discussing the advantages of certain types of investigation for answering certain types of questions
MC9	ACSHE083	Investigating how the development of materials such as plastics and synthetic fabrics have led to the production of useful products
MC10	ACSSU080	Exploring the use of mirrors to demonstrate the reflection of light
MC11	AC SIS231	Applying experience from similar situations in the past to predict what might happen in a new situation
MC12	ACSHE217	Describing the safety aspects of using gases
MC13	ACSSU077	Recognising that substances exist in different states depending on the temperature
MC14	AC SIS086	Considering different ways to approach problem solving, including researching, using trial and error, experimental testing and creating models
MC15	AC SIS093	Using labeled diagrams, including cross-sectional representations, to communicate ideas
MC16	ACSSU078	Identifying the planets of the solar system and comparing how long they take to orbit the sun
MC17	ACSSU078	Recognising the role of the sun as a provider of energy for the Earth
MC18	ACSSU080	Recognising the refraction of light at the surface of different transparent materials, such as when light travels from air to water or air to glass
MC19	ACSHE217	Considering how decisions are made to grow particular plants and crops depending on environmental conditions

MC20	ACSIS090	Constructing tables, graphs and other graphic organizers to show trends in data
MC21	ACSIS090	Identifying patterns in data and developing explanations that fit these patterns
MC22	ACSIS093	Constructing multi-modal texts to communicate science ideas
MC23	ACSIS088	Explaining rules for safe processes and use of equipment
MC24	ACSIS231	Exploring the range of questions that can be asked about a problem or phenomena and with guidance, identifying those questions that could be investigated
MC25	ACSSU080	Comparing shadows from point and extended light sources such as torches and fluorescent tubes
MC26	ACSHE082	Researching the different types of scientists who work in teams in space exploration, and Australia's involvement in space exploration
MC27	ACSHE083	Investigating how the development of materials such as plastics and synthetic fabrics have led to the development of useful products
MC28	ACSIS087	Using familiar units such as grams, seconds and metres and developing the use of standard multipliers such as kilometers and millimetres
MC29	ACSIS090	Constructing tables, graphs and other graphic organizers to show trends in data
MC30	ACSIS093	Constructing multi-modal texts to communicate science ideas

Question	Curriculum reference	Elaboration
SA1-1	AC SIS087	Using tools to accurately measure objects and events in investigation and exploring which tools provide the most accurate measurements
SA1-2	AC SIS087	Recording data in tables and diagrams or electronically as digital images and spreadsheets
SA1-3	AC SSU078	Recognising the role of the sun as a provider of energy for the Earth
SA1-4	AC SIS087	Using familiar units such as grams, seconds and metres and developing the use of standard multipliers such as kilometres and millimetres
SA1-5	AC SSU078	Modeling the relative size of and distance between Earth, other planets in the solar system and the sun
SA1-6	AC SIS093	Using labeled diagrams, including cross-sectional representations, to communicate ideas
SA1-7	AC SSU080	Comparing shadows from point and extended light sources such as torches and fluorescent tubes
SA1-8	AC SIS218	Sharing ideas as to whether observations match predictions, and discussing possible reasons for predictions being incorrect
SA1-9	AC SSU077	Exploring the ways solids, liquids and gases change under different situations such as heating and cooling
SA1-10	AC SSU080	Recognising that the colour of an object depends on the properties of the object and the colour of the light source
SA1-11	AC SHE081	Researching how scientists were able to develop ideas about the solar system through the gathering of evidence through space exploration
SA1-12	AC SIS087	Using familiar units such as grams, seconds and metres and developing the use of standard multipliers such as kilometers and millimeters
SA1-13	AC SIS090	Identifying patterns in data and developing explanations that fit these patterns
SA1-14	AC SHE083	Investigating how the development of materials such as plastics and synthetic fabrics have led to the production of useful products
SA1-15	AC SIS087	Recording data in tables and diagrams or electronically as digital images and spreadsheets
SA1-16	AC SHE217	Considering how best to ensure growth of plants
SA1-17	AC SSU077	Recognising that substances exist in different states depending on the temperature
SA1-18	AC SIS087	Discussing in groups how investigations can be made as fair as possible
SA1-19	AC SSU080	Classifying materials as transparent, opaque or translucent based on whether light passes through them or is absorbed
SA1-20	AC SSU080	Recognising the refraction of light at the surfaces of different transparent materials, such as when light travels from air to water or air to glass

Question	Curriculum reference	Elaboration
SA2-1-A	ACSHE217	Considering how best to ensure growth of plants
SA2-1-B	ACSHE217	Considering how best to ensure growth of plants
SA2-2-A	ACSSU043	Describing and listing adaptations of living things suited for particular Australian environments
SA2-2-B	ACSSU043	Describing and listing adaptations of living things suited for particular Australian environments
SA2-3-A	ACSSU077	Recognising that substances exist in different states depending on the temperature
SA2-3-B	ACSSU077	Exploring the way solids, liquids and gases change under different situations such as heating and cooling
SA2-4-A	ACSSU080	Drawing simple labeled ray diagrams to show the paths of light from a source to our eyes
SA2-4-B	ACSSU080	Recognising that the colour of an object depends on the properties of an object and the colour of the light source
SA2-5-A	ACSSU078	Identifying the planets of the solar system and comparing how long they take to orbit the sun
SA2-5-B	ASCHE082	Describing how scientists from a range of cultures have improved our understanding of the solar system, such as Copernicus, Khayyam and Galileo
SA2-6-A	ACSIS093	Constructing multi-modal texts to communicate science ideas
SA2-6-B	ACSIS087	Discussing in groups how investigations can be made as fair as possible
SA2-7-A	ACSIS093	Using labeled diagrams, including cross-sectional representations, to communicate ideas
SA2-7-B	ACSIS093	Discussing how models represent scientific ideas and constructing physical models to demonstrate an aspect of scientific understanding
SA2-8-A	ACSIS090	Constructing tables, graphs and other graphic organizers to show trends in data
SA2-8-B	ACSSU043	Exploring general adaptations for particular environments such as adaptations that aid water conservation in deserts
SA2-9-A	ACSHE083	Investigating how the development of materials such as plastics and synthetic fabrics have led to the production of useful products
SA2-9-B	ACSIS086	Considering different ways to approach problem solving, including researching, using trial and error, experimental testing and creating models
SA2-10-A	ACSHE083	Exploring objects and devices that include parts that involve the reflection, absorption or refraction of light such as mirrors, sunglasses and prisms
SA2-10-B	ACSSU080	Recognising that the colour of an object depends on the properties of the object and the colour of the light source

Question	Curriculum reference	Elaboration
SA3-1-A	ACSSU043	Explaining how particular adaptations help survival such as nocturnal behaviour, silvery coloured leaves of dune plants
SA3-1-B	ACSSU043	Describing and listing adaptations of living things suited for particular Australian environments
SA3-1-C	ACSSU043	Exploring general adaptations for particular environments such as adaptations that aid water conservation in deserts
SA3-2-A	ACSIS088	Explaining rules for safe processes and use of equipment
SA3-2-B	ACSIS231	Applying experience from similar situations in the past to predict what might happen in a new situation
SA3-2-C	ACSIS218	Working collaboratively to identify where methods could be improved, including where testing was not fair and practices could be improved
SA3-3-A	ACSHE083	Describing how technologies developed to aid space exploration have changed the way people live, work and communicate
SA3-3-B	ACSIS086	Experiencing a range of ways of investigating questions, including experimental testing, internet research, field observations and exploring simulations
SA3-3-C	ACSHE083	Describing how technologies developed to aid space exploration have changed the way people live, work and communicate
SA3-4-A	ACSHE217	Considering how decisions are made to grow particular plants and crops depending on environmental conditions
SA3-4-B	ACSIS086	Considering different ways to approach problem solving, including researching, using trial and error, experimental testing and creating models
SA3-4-C	ACSIS087	Using tools to accurately measure objects and events in investigation and exploring which tools provide the most accurate measurements
SA3-5-A	ACSIS218	Identifying similarities and differences in qualitative data in order to group items or materials
SA3-5-B	ACSIS218	Identifying similarities and differences in qualitative data in order to group items or materials
SA3-5-C	ACSIS218	Identifying similarities and differences in qualitative data in order to group items or materials
SA3-6-A	ACSSU080	Drawing simple ray labeled ray diagrams to show the paths of light from a source to our eyes
SA3-6-B	ACSHE081	Developing an understanding of the behaviour of light by making observations of its effects
SA3-6-C	ACSHE083	Exploring objects and devices that include parts that involve the reflection, absorption or refraction of light such as mirrors, sunglasses and prisms

SA3-7-A	ACSSU077	Recognising that not all substances can be easily classified on the basis of their observable properties
SA3-7-B	ACSSU077	Exploring the way solids, liquids and gases change under different situations such as heating and cooling
SA3-7-C	ACSIS231	Exploring the range of questions that can be asked about a problem or phenomena and with guidance, identifying those questions that could be investigated
SA3-8-A	ACSIS090	Constructing tables, graphs and other graphic organizers to show trends in data
SA3-8-B	ACSIS087	Discussing in groups how investigations can be made as fair as possible
SA3-8-C	ACSIS093	Constructing multi-modal texts to communicate science ideas
SA3-9-A	ACSHE082	Describing how scientists from a range of cultures have improved our understanding of the solar system, such as Copernicus, Khayyam and Galileo
SA3-9-B	ACSHE081	Researching how scientists were able to develop ideas about the solar system through the gathering of evidence through space exploration
SA3-9-C	ACSIS093	Discussing how models represent scientific ideas and constructing physical models to demonstrate an aspect of scientific understanding
SA3-10-A	ACSHE217	Constructing tables, graphs and other graphic organizers to show trends in data
SA3-10-B	ACSHE217	Comparing the benefits of using solid, liquid or gaseous fuels to heat a home
SA3-10-C	ACSHE217	Describing the safety aspects of using gases

End of Summary Australian Curriculum
References and Elaborations
Science Year 5 Test

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Australian Curriculum

**30 MULTIPLE CHOICE
QUESTIONS**

Science

Year 5



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Answer **all** questions in this section. *Write the letter for the correct answer in the box.*
A correct answer scores 1 mark, an incorrect answer scores 0. No mark will be given for a question if two or more letters are written in the box. Marks will not be deducted for incorrect answers and you should attempt every question.

Question 1

Which planet in the solar system is closest to the Sun?

- A.** Jupiter
- B.** Mercury
- C.** Saturn
- D.** Venus

Write the letter for the correct answer in this box.

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20 ONE MARK

SHORT ANSWER

QUESTIONS

Science

Year 5



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There are 20 one mark short answer questions in this section. Answer **all** questions.
Write your answer in the box.
A correct answer scores 1 mark, an incorrect answer scores 0.
Marks will not be deducted for incorrect answers and you should attempt every question.

Question 1



Name the instrument used to measure temperature that is shown above.

Write your answer in this box.

Image: Wikipedia Creative Commons Licence
en.wikipedia.org/wiki/File:Thermometer_CF.svg

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10 TWO MARK

SHORT ANSWER

QUESTIONS

Science

Year 5



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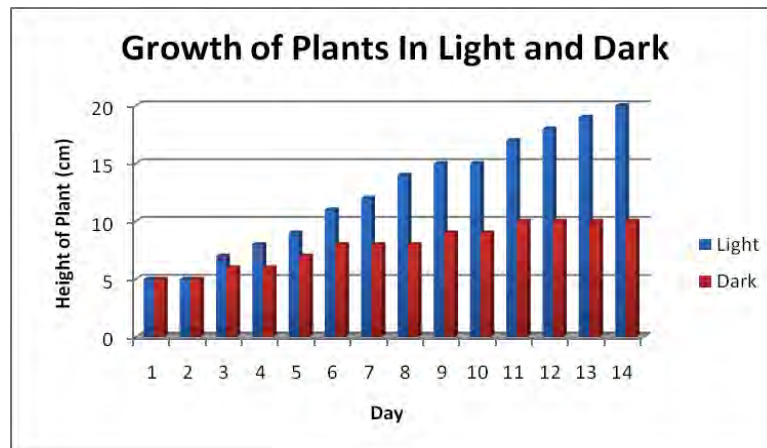
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There are 10 short answer questions in this section each worth 2 marks. Answer **all** questions.
Write your answers in the spaces provided.
Marks will not be deducted for incorrect answers and you should attempt every question.

Question 1



For a class project, two students set up an experiment in which one plant is placed in a dark room and the other placed under a lamp. Each day the students measured the height of each plant and recorded the results shown in the graph shown.

A. Compare the difference in the growth of the two plants.

B. Describe how another condition could be tested for its affect on the growth of plants.

Graph by R.Payne

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DETAILED ANSWERS TO

30 MULTIPLE CHOICE

QUESTIONS

Science

Year 5



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Answer Summary for Multiple-Choice Questions Science Year 5

Q1	B	Q11	A	Q21	B
Q2	A	Q12	D	Q22	B
Q3	B	Q13	C	Q23	D
Q4	D	Q14	A	Q24	C
Q5	D	Q15	D	Q25	D
Q6	C	Q16	A	Q26	B
Q7	A	Q17	D	Q27	C
Q8	C	Q18	A	Q28	B
Q9	A	Q19	A	Q29	B
Q10	B	Q20	C	Q30	C

Question 1 Answer = B



Image: Wikipedia Creative Commons Licence

http://en.wikipedia.org/wiki/File:Solar_System_size_to_scale.svg#file

As shown in the diagram above, Mercury (B) is the closest planet to the Sun, followed by Venus (D), Jupiter (A) and Saturn (C).

Curriculum reference: ACSSU078

Elaboration: Identifying the planets of the solar system and comparing how long they take to orbit the sun

<http://spaceplace.nasa.gov/solar-system-explorer/en/#/review/solar-system-explorer/game.swf>

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DETAILED ANSWERS TO

20 ONE MARK

SHORT ANSWER

QUESTIONS

Science

Year 5



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Answer Summary for 1 Mark Short Answer Questions Science Year 5

Q1	Thermometer	Q11	Satellite
Q2	14	Q12	25
Q3	Sun	Q13	84
Q4	Metres, centimetres	Q14	Plastic
Q5	Moon	Q15	8, 8.0
Q6	Petal	Q16	White, yellow
Q7	Shorter	Q17	Solids
Q8	True	Q18	100
Q9	Cooled	Q19	Translucent
Q10	Black	Q20	Bend, refract

Question 1

The instrument shown is a thermometer. It is used to measure temperature. Other common instruments for measurement include a stopwatch (measures time), tape measure (measures length), barometer (measures atmospheric pressure) and scales (measures mass).

Curriculum Reference: ACSIS087

Elaboration: Using tools to accurately measure objects and events in investigation and exploring which tools provide the most accurate measurements

http://www.bbc.co.uk/schools/scienceclips/teachersresources/ages8_9/tr_keeping_warm_lp.shtml

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DETAILED ANSWERS TO

10 TWO MARK

SHORT ANSWER

QUESTIONS

Science

Year 5



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Question 1

Part A: The plant that was kept in the light grew much more quickly than the plant that was kept in the dark.

Light is an essential part of the process for photosynthesis that allows plants to survive and grow. The graphed results reflect this necessary factor for growth.

Curriculum reference: ACSHE217

Elaboration: Considering how best to ensure growth of plants

<http://biology.clc.uc.edu/courses/bio104/photosyn.htm>

Part B: There are a number of conditions that could be tested for their affect on the growth of plants. Some of these may include:

- Amount of water
- Amount of oxygen
- Type of soil
- Temperature of environment

Curriculum reference: ACSHE217

Elaboration: Considering how best to ensure growth of plants

<http://www.ncagr.gov/cyber/kidswrld/plant/nutrient.htm>



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Years 5, 6, 7, 8, 9, 10

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