

# SCIENCE

## Australian Curriculum

# YEAR

# 6

# 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	6	Steve Jordan Woodville High School SA

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<b>Question</b>	<b>Curriculum reference</b>	<b>Elaboration</b>
MC1	ACSSU094	Investigating how changing the physical conditions for plants impacts on their growth and survival such as salt water, use of fertilizers and soil types.
MC2	ACSSU094	Considering the effects of physical conditions causing migration and hibernation.
MC3	ACSSU095	Investigating the solubility of common materials in water.
MC4	ACSSU095	Investigating the change in state caused by heating and cooling of a familiar substance.
MC5	ACSSU096	Describing how people measure significant geological events.
MC6	ACSSU096	Investigating major geological events such as earthquakes, volcanic eruptions and tsunamis in Australia, the Asia region and throughout the world.
MC7	ACSSU096	Exploring ways that scientific understanding can assist in natural disaster management to minimise both long- and short-term effects.
MC8	ACSSU097	Exploring the features of electrical devices such as switches and light globes.
MC9	ACSSU097	Exploring the features of electrical devices such as switches and light globes.
MC10	ACSSU219	Considering whether an energy source is sustainable.
MC11	ACSSU219	Investigating how moving air and water can turn turbines to generate electricity.
MC12	AC SIS103	Following a procedure to design an experimental or field Investigation.
MC13	AC SIS221	Discussing the difference between data and evidence.
MC14	ACSSU096	Recognising that earthquakes can cause tsunamis.
MC15	ACSSU097	Investigating different electrical conductors and insulators.
MC16	ACSSU219	Considering whether an energy source is sustainable.
MC17	ACSSU219	Investigating the use of solar panels.
MC18	ACSSU219	Considering whether an energy source is sustainable.
MC19	ACSHE100	Investigating the need to recycle resources.
MC20	ACSHE098	Describing how understanding of the causes and effects of major natural events has changed as new evidence has become available.
MC21	ACSSU094	Researching organisms that live in extreme environments such as Antarctica or a desert.
MC22	ACSSU095	Investigating the change in state caused by heating and cooling of a familiar substance.
MC23	ACSSU095	Describing what happens when materials are mixed.
MC24	ACSSU097	Recognising the need for a complete circuit to allow the flow of electricity.
MC25	ACSSU097	Recognising the need for a complete circuit to allow the flow of electricity.

MC26	ACSHE099	Investigating the development of earthquake measurements from the Chinese invention of the seismograph in the second century.
MC27	ACSSU096	Exploring ways that scientific understanding can assist in natural disaster management to minimise both long- and short-term effects.
MC28	ACSSU094	Observing the growth of fungi such as yeast and bread mould in different conditions.
MC29	ACSSU095	Investigating the solubility of common materials in water.
MC30	ACSHE098	considering how gathering evidence helps scientists to predict the effect of major geological or climatic events

<b>Question</b>	<b>Curriculum reference</b>	<b>Elaboration</b>
SA1-1	ACSSU094	Researching organisms that live in extreme environments such as Antarctica or a desert.
SA1-2	ACSSU095	Investigating the solubility of common materials in water.
SA1-3	ACSSU095	Investigating irreversible changes such as rusting, burning and cooking.
SA1-4	ACSSU096	Recognising that earthquakes can cause tsunamis.
SA1-5	ACSSU096	Investigating major geological events such as earthquakes, volcanic eruptions and tsunamis in Australia, the Asia region and throughout the world.
SA1-6	ACSSU096	Investigating major geological events such as earthquakes, volcanic eruptions and tsunamis in Australia, the Asia region and throughout the world.
SA1-7	ACSSU097	Recognising the need for a complete circuit to allow the flow of electricity.
SA1-8	ACSSU097	Investigating different electrical conductors and insulators
SA1-9	ACSSU094	Observing the growth of fungi such as yeast and bread mould in different conditions.
SA1-10	ACSSU094	Observing the growth of fungi such as yeast and bread mould in different conditions.
SA1-11	ACSSU094	Investigating how changing the physical conditions for plants impacts on their growth and survival such as salt water, use of fertilizers and soil types.
SA1-12	ACSSU095	Describing what happens when materials are mixed.
SA1-13	ACSSU096	Investigating major geological events such as earthquakes, volcanic eruptions and tsunamis in Australia, the Asia region and throughout the world.
SA1-14	AC SIS110	Using labelled diagrams, including cross-sectional representations, to communicate ideas and processes within multimodal texts.
SA1-15	ACSSU097	Exploring the features of electrical devices such as switches and light globes.
SA1-16	ACSSU219	Understanding that energy can be changed into different forms.
SA1-17	AC SIS104	Using familiar units such as grams, seconds and metres and developing the use of standard multipliers such as kilometres and millimetres.
SA1-18	ACSSU094	Researching organisms that live in extreme environments such as Antarctica or a desert.
SA1-19	ACSHE100	Exploring the use of technology to explore our scientific understanding.
SA1-20	ACSHE099	Learning how Aboriginal and Torres Strait Islander knowledge, such as the medicinal and nutritional properties of Australian plants, is being used as part of the evidence base for scientific advances.

Question	Curriculum reference	Elaboration
SA2-1-A	ACSSU094	Considering the effects of physical conditions causing migration, hibernation or metamorphosis.
SA2-1-B	ACSSU094	Considering the effects of physical conditions causing migration, hibernation or metamorphosis.
SA2-2-A	ACSSU095	Observing the growth of fungi such as yeast and bread mould in different conditions.
SA2-2-B	ACSSU095	Observing the growth of fungi such as yeast and bread mould in different conditions.
SA2-3-A	ACSSU095	Investigating irreversible changes such as rusting, burning and cooking.
SA2-3-B	ACSSU095	Investigating irreversible changes such as rusting, burning and cooking.
SA2-4-A	ACSSU096	Investigating major geological events such as earthquakes, volcanic eruptions and tsunamis in Australia, the Asia region and throughout the world.
SA2-4-B	ACSSU096	Describing how people measure significant geological events.
SA2-5-A	ACSSU097	Investigating different electrical conductors and insulators.
SA2-5-B	ACSIS107	Exploring how different representations can be used to show different aspects of relationships, processes or trends.
SA2-6-A	ACSSU219	Considering whether an energy source is sustainable.
SA2-6-B	ACSSU219	Considering whether an energy source is sustainable.
SA2-7-A	ACSIS232	Applying experience from previous investigations to predict the outcomes of investigations in new contexts.
SA2-7-B	ACSIS232	Asking questions to understand the scope or nature of a Problem.
SA2-8-A	ACSHE220	Investigating how understanding of catastrophic natural events helps in planning for their early detection and minimising their impact.
SA2-8-B	ACSHE220	Recognising that science can inform choices about where people live and how they manage natural disasters.
SA2-9-A	ACSHE099	Contributions to science by people from different cultures.
SA2-9-B	ACSHE099	Contributions to science by people from different cultures.
SA2-10-A	ACSIS221	Sharing ideas as to whether observations match predictions, and discussing possible reasons for predictions being incorrect.
SA2-10-B	ACSIS221	Referring to evidence when explaining the outcomes of an Investigation.

<b>Question</b>	<b>Curriculum reference</b>	<b>Elaboration</b>
SA3-1-A	ACSHE100	Investigating how electrical energy is generated in Australia and around the world.
SA3-1-B	ACSHE220	Discussing the use of electricity and the conservation of sources of energy.
SA3-1-C	AC SIS232	Asking questions to understand the scope or nature of a problem.
SA3-2-A	ACSHE220	Discussing the use of electricity and the conservation of sources of energy.
SA3-2-B	ACSHE220	Discussing the use of electricity and the conservation of sources of energy.
SA3-2-C	AC SIS103	Considering which investigation methods are most suited to answer a particular question or solve a problem.
SA3-3-A	ACSHE098	Describing how understanding of the causes and effects of major natural events has changed as new evidence has become available.
SA3-3-B	ACSHE098	Considering how gathering evidence helps scientists to predict the effect of major geological or climatic events.
SA3-3-C	ACSHE098	Considering how gathering evidence helps scientists to predict the effect of major geological or climatic events.
SA3-4-A	ACSHE099	Investigating how people from different cultures have used sustainable sources of energy, for example water and solar power.
SA3-4-B	ACSHE099	Investigating how people from different cultures have used sustainable sources of energy, for example water and solar power.
SA3-4-C	ACSHE099	Investigating how people from different cultures have used sustainable sources of energy, for example water and solar power.
SA3-5-A	ACSHE100	Investigating how electrical energy is generated in Australia and around the world.
SA3-5-B	ACSHE220	Considering how personal and community choices influence our use of sustainable sources of energy.
SA3-5-C	ACSHE220	Discussing the use of electricity and the conservation of sources of energy.
SA3-6-A	AC SIS103	Considering which investigation methods are most suited to answer a particular question or solve a problem.
SA3-6-B	AC SIS103	Discussing methods chosen with other students, and refining methods accordingly.
SA3-6-C	AC SIS221	Sharing ideas as to whether observations match predictions, and discussing possible reasons for predictions being incorrect.



SA3-7-A	AC SIS104	Using familiar units such as grams, seconds and metres and developing the use of standard multipliers such as kilometres and millimetres.
SA3-7-B	AC SIS105	Discussing possible hazards involved in conducting investigations, and how these risks can be reduced.
SA3-7-C	AC SIS105	Discussing possible hazards involved in conducting investigations, and how these risks can be reduced using digital technologies to construct representations, including dynamic representations.
SA3-8-A	AC SIS107	Using digital technologies to construct representations, including dynamic representations.
SA3-8-B	AC SIS107	Using digital technologies to construct representations, including dynamic representations.
SA3-8-C	AC SIS107	Exploring how different representations can be used to show different aspects of relationships, processes or trends.
SA3-9-A	AC SHE098	Considering how gathering evidence helps scientists to predict the effect of major geological or climatic events.
SA3-9-B	AC SHE098	Describing how understanding of the causes and effects of major natural events has changed as new evidence has become available.
SA3-9-C	AC SHE098	Considering how gathering evidence helps scientists to predict the effect of major geological or climatic events.
SA3-10-A	AC SIS110	Using labelled diagrams, including cross-sectional representations, to communicate ideas and processes within multimodal texts.
SA3-10-B	AC SIS110	Using labelled diagrams, including cross-sectional representations, to communicate ideas and processes within multimodal texts.
SA3-10-C	AC SIS110	Using a variety of communication modes, such as reports, explanations, arguments, debates and procedural accounts, to communicate science ideas.

**End of Summary Australian Curriculum**  
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**Australian Curriculum**

**30 MULTIPLE CHOICE  
QUESTIONS**

**Science**

**Year 6**



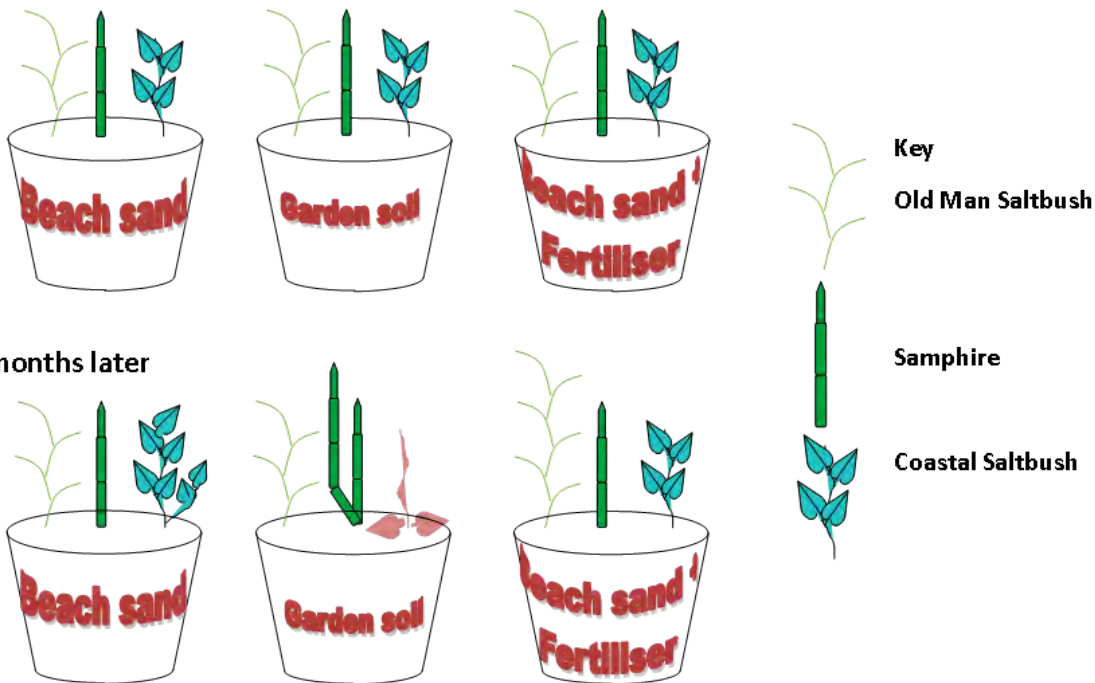
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Answer **all** questions in this section. Write the letter for the correct answer in the box.  
A correct answer scores 1 mark, an incorrect answer scores 0. No mark will be given for a question if two or more letters are written in the box. Marks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

**Question 1**

**First plant-**



I live by the beach and I want to stop sand blowing off the dunes and into my house. I will grow plants on the dunes to stop the sand. I tested three (3) plants to see which is going to be most suitable to grow on the dunes. The result of my experiment is shown above.

Which plant should I plant on the sand dunes?

- A. Samphire
- B. Nothing will grow on a sand dune.
- C. Old Man Saltbush
- D. Coastal Saltbush

Write the letter for the correct answer in this box.

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**20 ONE MARK**

**SHORT ANSWER**

**QUESTIONS**

**Science**

**Year 6**



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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**



Cacti and succulents can survive in extremely dry conditions by storing water. This plant's home is the \_\_\_\_\_.

*Write your answer in this box.*

**Australian Curriculum**

**10 TWO MARK**

**SHORT ANSWER**

**QUESTIONS**

**Science**

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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**



*Ambystoma mexicanum*, or Axolotl

Axolotls change into salamanders if the conditions are right. In captivity iodine is added to the water and the water temperature is dropped to induce them to change.  
Suggest two things that might cause water conditions to change in this way in the wild (lakes of Mexico).

**A.**

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**B.**

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**Australian Curriculum**

**DETAILED ANSWERS TO**

**30 MULTIPLE CHOICE**

**QUESTIONS**

**Science**

**Year 6**



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## **Answer Summary for Multiple-Choice Questions Science Year 6**

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

**Question 1 D - Coastal Saltbush**

Referring to the diagram it shows three pots but only one mimics the growing conditions of dune (Pot 1). In those conditions the Coastal Saltbush is the only plant to show growth.

ACSSU094

<http://www.dpi.vic.gov.au/agriculture/farming-management/soil-water/salinity/saltbush-for-saline-land>

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**DETAILED ANSWERS TO**

**20 ONE MARK**

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**Year 6**



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## **Answer Summary for 1 Mark Short Answer Questions Science Year 6**

Q1	Desert	Q11	Frozen
Q2	Detergent	Q12	Immiscible
Q3	Oxygen	Q13	Nothing to do with tides
Q4	Undersea earthquake	Q14	Cyclone
Q5	Earthquake	Q15	Light
Q6	Lava	Q16	Electricity
Q7	Power Source	Q17	600
Q8	Insulators	Q18	Fat layers
Q9	Mould	Q19	Telescope
Q10	Slow down	Q20	Helicopter

**Question 1**

The desert

ACSSU094

[http://en.wikipedia.org/wiki/Succulent\\_plant](http://en.wikipedia.org/wiki/Succulent_plant)

**Australian Curriculum**

**DETAILED ANSWERS TO**

**10 TWO MARK**

**SHORT ANSWER**

**QUESTIONS**

**Science**

**Year 6**



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**Question 1**

A. Spring thaw of mountain snow into the lake would reduce the water temperature.

ACSSU094

<http://www.axolotl.org/>

B. Iodine rich minerals washed off the mountains in the spring thaw water would provide the iodine.

ACSSU094

<http://www.axolotl.org/>





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### Year 10

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