SCIENCE

Australian Curriculum

YEAR 7

TEST 1

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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	7	Jason Bourke Blackburn High School Vic

This Australian Curriculum Test has no official status.

While every care has been taken, no guarantee is given that these questions and answers are free from error.
Please contact us if you believe you have found an error.

References and Elaborations

Question	Curriculum reference	Elaboration
MC1	ACSSU111	classifying using hierarchical systems such as kingdom, phylum, class, order, family, genus, species
MC2	ACSSU113	recognising the differences between pure substances and mixtures and identifying examples of each
MC3	ACSSU116	considering what is meant by the term 'renewable' in relation to the Earth's resources considering timescales for regeneration of resources
MC4	ACSHE119	researching different ideas used in the development of models of the solar system developed by scientists such as Copernicus, Khayyám and Galileo
MC5	ACSHE119	researching different ideas used in the development of models of the solar system developed by scientists such as Copernicus, Khayyám and Galileo researching developments in the understanding of astronomy, such as the predictions of eclipses and the calculation of the length of the solar year by AlBattani in the tenth century
MC6	ACSSU111	using provided keys to identify organisms surveyed in a local habitat
MC7	ACSSU113	identifying the solvent and solute in solutions
MC8	ACSSU115	investigating natural phenomena such as lunar and solar eclipses, seasons and phases of the moon
MC9	ACSSU111	classifying using hierarchical systems such as kingdom, phylum, class, order, family, genus, species
MC10	ACSSU117	investigating common situations where forces are balanced, such as stationary objects, and unbalanced, such as falling objects
MC11	ACSIS126	recognising the differences between controlled, dependent and independent variables
MC12	ACSSU115	modelling the relative movements of the Earth, sun and moon and how natural phenomena such as solar and lunar eclipses and phases of the moon occur
MC13	ACSSU118	considering how gravity keeps planets in orbit around the sun
MC14	ACSSU113	exploring and comparing separation methods used in the home
MC15	ACSSU117	investigating a simple machine such as lever or pulley system

MC16	ACSHE119	investigating how advances in telescopes and space probes have provided new evidence about space
MC17	ACSHE121	investigating everyday applications of physical separation techniques such as filtering, sorting waste materials, reducing pollution, extracting products from plants, separating blood products and cleaning up oil spills
MC18	ACSSU222	considering the water cycle in terms of changes of state of water
MC19	ACSIS129 ACSSU222	describing the trends shown in collected data investigating factors that influence the water cycle in nature
MC20	ACSHE119	researching different ideas used in the development of models of the solar system developed by scientists such as Copernicus, Khayyám and Galileo
MC21	ACSSU115	explaining why different regions of the Earth experience different seasonal conditions
MC22	ACSSU111	using scientific conventions for naming species
MC23	ACSHE224	investigating how separation techniques are used in the food and wine industries
MC24	ACSSU111	considering how biological classifications have changed over time classifying using hierarchical systems such as kingdom, phylum, class, order, family, genus, species
MC25	ACSSU115	modelling the relative movements of the Earth, sun and moon and how natural phenomena such as solar and lunar eclipses and phases of the moon occur
MC26	ACSSU117	investigating a simple machine such as lever or pulley system
MC27	ACSHE120	relating regulations about wearing seatbelts or safety helmets to knowledge of forces and motion
MC28	ACSSU113	investigating and using a range of physical separation techniques such as filtration, decantation, evaporation, crystallisation, chromatography and distillation
MC29	ACSSU115	modelling the relative movements of the Earth, sun and moon and how natural phenomena such as solar and lunar eclipses and phases of the moon occur
MC30	ACSHE224 ACSSU222	considering how seasonal changes affect people in a variety of activities such as farming investigating factors that influence the water cycle in nature

References and Elaborations

Question	Curriculum reference	Elaboration
SA1-1	ACSSU112	using food chains to show feeding relationships in a habitat
SA1-2	ACSSU111	classifying using hierarchical systems such as kingdom, phylum, class, order, family, genus, species
SA1-3	ACSSU111	grouping a variety of organisms on the basis of similarities and differences in particular features
SA1-4	ACSSU115	comparing times for the rotation of Earth, the sun and moon, and comparing the times for the orbits of Earth and the moon
SA1-5	ACSSU115	modelling the relative movements of the Earth, sun and moon and how natural phenomena such as solar and lunar eclipses and phases of the moon occur
SA1-6	ACSSU115	explaining why different regions of the Earth experience different seasonal conditions
SA1-7	ACSSU113	investigating and using a range of physical separation techniques such as filtration, decantation, evaporation, crystallisation, chromatography and distillation
SA1-8	ACSHE119	investigating how advances in telescopes and space probes have provided new evidence about space
SA1-9	ACSHE120	considering decisions made in relation to the recycling of greywater and blackwater
SA1-10	ACSIS126	recognising the differences between controlled, dependent and independent variables

SA1-11	ACSIS129	describing the trends shown in collected data
SA1-12	ACSIS131	identifying and considering indicators of the quality of the data when analysing results
SA1-13	ACSSU112	recognising the role of microorganisms within food chains and food webs
SA1-14	ACSIS133	presenting the outcomes of research using effective forms of representation of data or ideas and scientific language that is appropriate for the target audience
SA1-15	ACSSU117	investigating a simple machine such as lever or pulley system
SA1-16	ACSSU117	investigating a simple machine such as lever or pulley system
SA1-17	ACSSU117	investigating a simple machine such as lever or pulley system
SA1-18	ACSSU118 ACSHE119	considering how gravity keeps planets in orbit around the sun researching different ideas used in the development of models of the solar system developed by scientists such as Copernicus, Khayyám and Galileo
SA1-19	ACSSU112	using food chains to show feeding relationships in a habitat
SA1-20	ACSIS130 ACSHE121	using diagrammatic representations to convey abstract ideas and to simplify complex situations comparing and contrasting data from a number of sources in order to create a summary of collected data researching the different scientific responses to the rabbit plagues in Australian agricultural areas

References and Elaborations

Question	Curriculum reference	Elaboration
SA2-1-A	ACSSU117	investigating common situations where forces are balanced, such as stationary objects, and unbalanced, such as falling objects
SA2-1-B	ACSSU116	considering what is meant by the term 'renewable' in relation to the Earth's resources
SA2-2-A	ACSHE223	identifying the contributions of Australian scientists to the study of human impact on environments and to local environmental management projects
SA2-2-B	ACSSU116	considering what is meant by the term 'renewable' in relation to the Earth's resources comparing renewable and non-renewable energy sources, including how they are used in a range of situations
SA2-3-A	ACSSU112 ACSHE120	using food chains to show feeding relationships in a habitat considering how human activity in the community can have positive and negative effects on the sustainability of ecosystems
SA2-3-B	ACSHE223 ACSHE120	identifying the contributions of Australian scientists to the study of human impact on environments and to local environmental management projects considering how human activity in the community can have positive and negative effects on the sustainability of ecosystems
SA2-4-A	ACSHE120 ACSHE223	investigating ways to control the spread of the cane toad Science knowledge can develop through collaboration and connecting ideas across the disciplines of science recognising that traditional and Western scientific knowledge can be used in combination to care for Country and Place
SA2-4-B	ACSIS124	recognising that the solution of some questions and problems requires consideration of social, cultural, economic or moral aspects rather than or as well as scientific investigation working collaboratively to identify a problem to investigate
SA2-5-A	ACSIS126 ACSIS131 ACSIS132	recognising the differences between controlled, dependent and independent variables; identifying and considering indicators of the quality of the data when analysing results suggesting improvements to inquiry methods based on experience; using the evidence provided by scientific investigations to evaluate the claims or conclusions of their peers
SA2-5-B	ACSIS126 ACSIS131 ACSIS132	recognising the differences between controlled, dependent and independent variables; identifying and considering indicators of the quality of the data when analysing results suggesting improvements to inquiry methods based on experience; using the evidence provided by scientific investigations to evaluate the claims or conclusions of their peers

SA2-6-A	ACSHE121	investigating everyday applications of physical separation techniques such as filtering, sorting waste materials, reducing pollution, extracting products from plants, separating blood products and cleaning up oil spills
SA2-6-B	ACSHE121	investigating everyday applications of physical separation techniques such as filtering, sorting waste materials, reducing pollution, extracting products from plants, separating blood products and cleaning up oil spills
SA2-7-A	ACSSU111	considering how biological classifications have changed over time
SA2-7-B	ACSSU111	grouping a variety of organisms on the basis of similarities and differences in particular features
SA2-8-A	ACSHE121	researching the different scientific responses to the rabbit plagues in Australian agricultural areas
SA2-8-B	ACSHE121	researching the different scientific responses to the rabbit plagues in Australian agricultural areas
SA2-9-A	ACSHE223	studying transnational collaborative research in the Antarctic
SA2-9-B	ACSHE223	studying transnational collaborative research in the Antarctic
SA2-10-A	ACSSU113 ACSHE121	investigating and using a range of physical separation techniques such as filtration, decantation, evaporation, crystallisation, chromatography and distillation investigating everyday applications of physical separation techniques such as filtering, sorting waste materials, reducing pollution, extracting products from plants, separating blood products and cleaning up oil spills
SA2-10-B	ACSSU113 ACSHE121	investigating and using a range of physical separation techniques such as filtration, decantation, evaporation, crystallisation, chromatography and distillation investigating everyday applications of physical separation techniques such as filtering, sorting waste materials, reducing pollution, extracting products from plants, separating blood products and cleaning up oil spills

References and Elaborations

Question	Curriculum reference	Elaboration
SA3-1-A	ACSSU112	constructing and interpreting food webs to show relationships between organisms in an environment classifying organisms of an environment according to their position in a food chain
SA3-1-B	ACSSU112	constructing and interpreting food webs to show relationships between organisms in an environment classifying organisms of an environment according to their position in a food chain
SA3-1-C	ACSSU112	exploring how living things can cause changes to their environment and impact other living things, such as the effect of cane toads
SA3-2-A	ACSSU112	researching specific examples of human activity, such as the use of fire by traditional Aboriginal people and the effects of palm oil harvesting in Sumatra and Borneo investigating how land management practices of Aboriginal and Torres Strait Islander peoples can help inform sustainable management of the environment
SA3-2-B	ACSSU112	researching specific examples of human activity, such as the use of fire by traditional Aboriginal people and the effects of palm oil harvesting in Sumatra and Borneo
SA3-2-C	ACSSU112	researching specific examples of human activity, such as the use of fire by traditional Aboriginal people and the effects of palm oil harvesting in Sumatra and Borneo
SA3-3-A	ACSSU116	considering timescales for regeneration of resources
SA3-3-B	ACSSU116	comparing renewable and non-renewable energy sources, including how they are used in a range of situations
SA3-3-C	ACSSU116	considering what is meant by the term ‘renewable’ in relation to the Earth’s resources
SA3-4-A	ACSHE224	considering how sports scientists apply knowledge of forces in order to improve performance
SA3-4-B	ACSHE120	relating regulations about wearing seatbelts or safety helmets to knowledge of forces and motion
SA3-4-C	ACSHE224	considering how sports scientists apply knowledge of forces in order to improve performance
SA3-5-A	ACSIS129	describing the trends shown in collected data
SA3-5-B	ACSIS130	identifying data which provides evidence to support or negate the hypothesis under investigation
SA3-5-C	ACSIS129	describing the trends shown in collected data

SA3-6-A	ACSIS130	comparing and contrasting data from a number of sources in order to create a summary of collected data
SA3-6-B	ACSSU115	explaining why different regions of the Earth experience different seasonal conditions
SA3-6-C	ACSSU222	investigating factors that influence the water cycle in nature
SA3-7-A	ACSHE121	investigating how advances in science and technology have been applied to the treatment of water in industrial and household systems
SA3-7-B	ACSHE121 ACSSU113	investigating how advances in science and technology have been applied to the treatment of water in industrial and household systems investigating and using a range of physical separation techniques such as filtration, decantation, evaporation, crystallisation, chromatography and distillation
SA3-7-C	ACSSU116	comparing renewable and non-renewable energy sources, including how they are used in a range of situations
SA3-8-A	ACSSU222	exploring how human management of water impacts on the water cycle investigating factors that influence the water cycle in nature
SA3-8-B	ACSSU222 ACSHE120	exploring how human management of water impacts on the water cycle; investigating factors that influence the water cycle in nature; considering issues relating to the use and management of water within a community
SA3-8-C	ACSSU222	exploring how human management of water impacts on the water cycle investigating factors that influence the water cycle in nature
SA3-9-A	ACSSU117	investigating a simple machine such as lever or pulley system
SA3-9-B	ACSSU117	investigating a simple machine such as lever or pulley system
SA3-9-C	ACSSU117	investigating a simple machine such as lever or pulley system
SA3-10-A	ACSSU113	investigating and using a range of physical separation techniques such as filtration, decantation, evaporation, crystallisation, chromatography and distillation
SA3-10-B	ACSSU113	investigating and using a range of physical separation techniques such as filtration, decantation, evaporation, crystallisation, chromatography and distillation
SA3-10-C	ACSSU113	investigating and using a range of physical separation techniques such as filtration, decantation, evaporation, crystallisation, chromatography and distillation

End of Summary Australian Curriculum
References and Elaborations
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30 MULTIPLE CHOICE QUESTIONS
Science
Year 7 Test 1

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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

In which of the following kingdoms would the organism above be classified?

A. Animalia

B. Fungi

C. Plantae

D. Prokaryota/Monera

Write the letter for the correct answer in this box.

http://commons.wikimedia.org/wiki/File:SulphurTuftClump.JPG

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20 ONE MARK SHORT ANSWER QUESTIONS
Science
Year 7 Test 1

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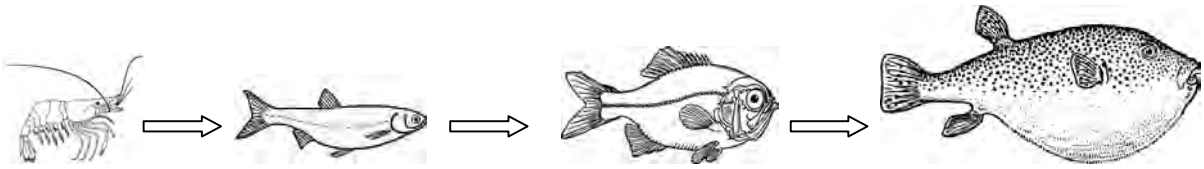
Science Year 7 Test 1

Section B – 20 One Mark Short Answer Questions

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



1 **2** **3** **4**

Write the number (1, 2, 3 or 4) of the animal at the top of this food chain?

Write your answer in this box.

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10 TWO MARK SHORT ANSWER QUESTIONS
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Section C – 10 Two Mark Short Answer Questions

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

The Gordon Dam in Tasmania is used to make hydroelectricity. It is 140 metres high.

Hydroelectricity is a clean way of producing electricity and is classified as a renewable energy source. A river is dammed (stopped) and water is allowed to flow through the dam wall when electricity is made. At the bottom of the wall there is an electrical generator called a turbine. When the turbine spins electricity is made.

A. What natural force causes the water to fall and spin the turbine?

_____

_____

_____

B. Why is hydroelectricity classified as a renewable energy source?

_____

_____

_____

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DETAILED ANSWERS TO 30 MULTIPLE CHOICE QUESTIONS

Science

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

Question 1 – ANSWER B

Options A and D are incorrect responses as members of Prokaryota are microscopic and lack a cell nucleus, while members of Animalia are able to move; although animals and fungi are similar in that they cannot produce their own food. Members of Plantae (C), can make their own food via photosynthesis. This means that they will have some chlorophyll present and a resulting green colour. Examples are mosses, green algae and flowering plants.
The toadstools above are decomposers, that is, they will break down matter as a source of food. Unlike animals, they do not have a digestive system with a stomach etc.

BIOLOGICAL SCIENCES
There are differences within and between groups of organisms; classification helps organise this diversity (ACSSU111)

- classifying using hierarchical systems such as kingdom, phylum, class, order, family, genus, species

http://www.taxonomy.org.au/

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DETAILED ANSWERS TO 20 ONE MARK SHORT ANSWER QUESTIONS Science Year 7 Test 1

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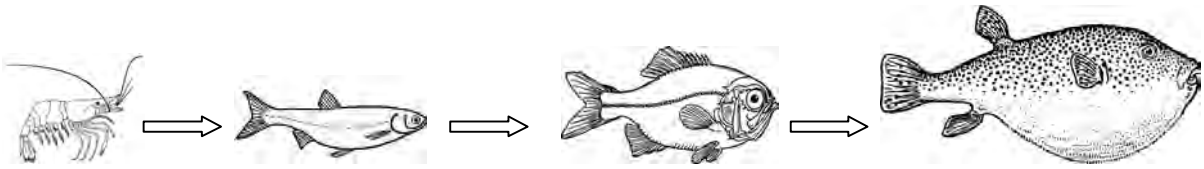
Answer Summary for 1 Mark Short Answer Questions
Science Year 7 Test 1

Q1	4	Q11	37
Q2	kingdom	Q12	Ali
Q3	one / 1	Q13	decomposers
Q4	thirteen / 13	Q14	line
Q5	Lunar	Q15	mechanical
Q6	Autumn	Q16	pulley
Q7	centrifuge	Q17	20 /Twenty
Q8	Hubble	Q18	Y
Q9	Grey / Gray	Q19	1000000
Q10	dependent	Q20	63

Question 1 – ANSWER "4"



1 **2** **3** **4**

The arrows in this food chain indicate the transfer of energy. Fish 4 is the last animal in the chain and therefore the highest order consumer.

Biological sciences
Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (ACSSU112)

- using food chains to show feeding relationships in a habitat

http://www.environment.gov.au/coasts/discovery/teachers/pubs/food-chains-student.pdf

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DETAILED ANSWERS TO 10 TWO MARK SHORT ANSWER QUESTIONS

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Question 1

The Gordon Dam in Tasmania is used to make hydroelectricity. It is 140 metres high.

A. Gravity. The stored energy is referred to as gravitational potential energy. As the water falls, the work done by gravity, decreases the potential energy by the same amount. The potential energy is equivalent to the product of the mass of water dropped; the height it is dropped from and the gravity constant of 9.8 m/s^2.

Physical sciences
Change to an object's motion is caused by unbalanced forces acting on the object (ACSSU117)
- investigating common situations where forces are balanced, such as stationary objects, and unbalanced, such as falling objects

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B. A renewable energy source/resource is one that can be regenerated / replenished at an equivalent rate or faster than it is being used. Examples are hydro, solar, wind and biofuels.

Earth and space sciences
Some of Earth's resources are renewable, but others are non-renewable (ACSSU116)
- considering what is meant by the term 'renewable' in relation to the Earth's resources

http://bit.ly/xFS599

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