

Downloaded from

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/year-8> on 22/07/2024 check website for latest version.



School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

 Extranet Login

[Home](#)

[Principles](#) ▾

[Teaching](#) ▾

[Assessing](#) ▾

[Policy](#) ▾

[Re](#)

You are here > [K-10 Outline](#) > [Teaching](#) > [Western Australian Curri](#)

Year 8 SyllabusTest

[Download Curriculum as PDF](#)

Year Level Description

Filters



Show/Hide Curriculum

- ☒ Year level descriptors
- ☒ Content Descriptions
- ☒ Achievements Standards
- ☒ Icons

Year Levels

- ☒ Select All

Strands

- ☒ Select All
- ☒ Science Inquiry Skills
- ☒ Science as a Human Endeavour
- ☒ Science Understanding

General Capabilities

- ☒ Select All
- ☒ Literacy
- ☒ Numeracy
- ☒ Information and Communication Technology (ICT) capability

Year 8 Syllab

Year Level Descri

The science inquiry across a two-year b expectations outlining science understand strands are address are interrelated and detail in which the programs are decis

Incorporating the

Over Years 7 to 10, structures; how sys matter and interact and relative amoun

In Year 8, students macroscopic proper level and explore th between interdepe particle level, and c classify different fo in systems, includir use experimentatio explain these relati make predictions a

- ✔ Critical and creative thinking
 - ✔ Personal and social capability
 - ✔ Ethical understanding
 - ✔ Intercultural understanding
-

views while consider

Science Understanding

BIOLOGICAL SCIENCES

Cells are the basic units of living things; they have specialised structures and functions [\(ACSSU149\)](#)

Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce [\(ACSSU150\)](#)

CHEMICAL SCIENCES

Properties of the different states of matter can be explained in terms of the motion and arrangement of particles [\(ACSSU151\)](#)

Differences between elements, compounds and mixtures can be described at a particulate level ([ACSSU152](#))

Chemical change involves substances reacting to form new substances ([ACSSU](#))

EARTH AND SPACE SCIENCES

Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales ([ACSSU](#))

PHYSICAL SCIENCES

Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems

Year 8 Achievement

Science Understanding

At Standard, students use a scientific model to explain an aspect of the natural world. They identify different types of transformations and transformations can be used to explain processes of rock formation and the function of cells, organs and systems.

Science as a Human Endeavour

Students explain how scientific ideas and where science is used in the world.

Science Inquiry Skills

Students construct a scientific model, safety and ethics with experimental methods controlled. They compare patterns and trends to explain how modifications apply their scientific appropriate language and findings.

The science inquiry skills and science as a human endeavour strands in the science curriculum for schools and teachers refer to the expectations outlined in the curriculum framework for science. The understanding strand for the relevant year level to ensure that the three strands of the curriculum are interrelated and their content descriptions are organised into teaching and learning sequences.

Incorporating the key ideas of science

Over Years 7 to 10, students develop their understanding of matter and energy. The key ideas of science are shaped by flows of energy and matter and interactions between systems. The relative amounts of matter and energy are conserved.

In Year 8, students are introduced to cells as microscopic structures. They explore the link between form and function at a cellular level and explore the organisation of the body into interdependent organs. Similarly, they explore changes in matter and energy. They begin to classify different forms of energy and explain physical change. They begin to classify different forms of energy including the role of heat and kinetic energy in the rock cycle. They explain the components in systems and explain these relationships through diagrams and models and propose explanations, drawing on evidence to support their claims.

[Principles](#)

[Teaching](#)

[Assessing](#)

[Policy](#)

[Resources](#)

Subscribe to our monthly K–10 Circular

[wa.gov.au](https://www.wa.gov.au) 