



Coonabarabran High School

Assessment Notification

Subject:	Year 8 Science	Task:	Stations test
Weighting:	20%	Date:	Week 6 (see exam timetable)

Topics: Body systems; Elements, compounds and mixtures; Energy transformations and Working Scientifically Skills.

Equipment needed: blue or black pens, lead pencil, pencil sharpener, ruler, an eraser and calculator.

Length of exam: 1 period

Exam structure: 13 stations with 3 minutes per station. Students start at one of the 13 stations located around the room. The teacher gives instruction on when to start and gives a warning when students have 1 minute remaining at that station. The teacher then instructs students to move quickly and quietly to the next station. After students have completed the 13 stations, they will have 3 minutes to edit their answers.

Year 8 Science – Stations Test Revision Guide

Knowledge and Understanding

Body systems

- Identify the levels of organisation in multicellular organisms – cell, tissue, organ, organ system, organism (identify examples of each level)
- Identify organs and their function in the digestive, circulatory, excretory, skeletal/muscular and respiratory systems in humans.
- Describe the role of the digestive, circulatory, excretory, skeletal/muscular and respiratory systems in humans.

Elements, Compounds and Mixtures

- Define element, compound and mixture.
- Draw diagrams to show the arrangement of particles in elements, compounds and mixtures.
- Classify particle diagrams as representing elements, compounds or mixtures.
- Name examples of elements, compounds and mixtures.
- Metals and non- metals: classify substances as metals and non-metals based on their properties, classify substances as metals and non-metals based on their location in the Periodic Table.
- Recall the symbols for common elements.

Energy transformations

- Identify types of energy used and produced (eg. potential energy, kinetic energy, electrical, gravitational potential energy, heat, light, sound, elastic potential energy, chemical potential energy)
- Energy transformations – most are inefficient, identify energy transformations that are occurring, write energy transformations (eg. electrical energy → heat + light)
- Calculate energy efficiency and identify ways to save energy
- Describe the transfer of heat by conduction, convection and radiation
- Identify situations in which conduction, convection and radiation occur
- Construct and draw electric circuits
- Identify energy transfers and transformations in electric circuits

Skills

- Create scientific diagrams (2D / Lead Pencil / Ruler / Labels / Large and clear)
- Use the experiment report format (title, aim, hypothesis, materials, risk assessment, method, results, discussion, conclusion)
- Draw graphs (title, label axes, scale the numbers on the axes, line or column graph)
- Take accurate measurements (reading scales, choice of equipment)
- Calculate an average
- Make observations, inferences and predictions
- Describe safety rules
- Correctly use scientific equipment
- Present information in tables, graphs, flow charts and circuit diagrams
- Follow a procedure
- Read and interpret diagrams
- Read and interpret a piece of text