

DURATION OF SUBJECT	FULL YEAR	FINANCIAL COMMITMENT	NIL
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COURSE CONTENT

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>Physics – let’s get cracking</p> <p>Students will collaboratively investigate how the forces of gravity and wind resistance affect the rate at which different objects fall.</p> <p>They will test a range of recycled materials and then design, create and test a parachute and protective container to allow an egg to be dropped from a second storey balcony without cracking.</p> <p>They will use data loggers, apply fair testing and present a scientific report of their findings relating them to Newton’s Laws of motion.</p>	<p>Earth Science – making it on Mars</p> <p>Students will investigate the interaction between and interdependence of organisms within biospheres.</p> <p>They will use their understanding of evolutionary theories to explain and justify selection pressures and survival of the fittest.</p> <p>Students will use Minecraft to create an alternative Martian like World and make it habitable. They will consider ethics, sustainability, basic and societal needs, and justify these choices in their responses.</p>	<p>Chemistry – becoming a lab rat</p> <p>Students will collaboratively investigate the chemical properties of different elements and compounds through weekly practical experiments and explore how they react and what affects the reaction rate.</p> <p>They will use their understanding of the periodic table to make predictions and they will complete a scientific report of each experiment including the chemical equation for each reaction.</p>	<p>Biology – surviving the surf</p> <p>Students will investigate the flora, fauna and structure of a coastal region. They will choose a recreational activity and a marine creature and investigate the ways this activity impacts on the survival of this creature.</p> <p>Students will collaboratively create a brochure/ advertisement or documentary that outlines the wonders of this creature and its evolutionary history. They will explore how recreational activities can be conducted safely and sustainably to ensure both the success of the location as a recreational area and the survival of this creature.</p>
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Group task Individual Assignment Scientific Experiment and Report Multimodal presentation	Individual Assignment Short Response Spoken/Webcast ICT/ Oral	Portfolio of Experiments Scientific Report Written	Group Task – Individual Assignment Brochure/Advertisement Multi Modal – Video/Brochure

COURSE REQUIREMENTS

Contribution to the resources scheme offers students access to:

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| <ul style="list-style-type: none"> Microscopes Science Text (to be advised) Materials for classroom activities: photocopied class notes glassware - beakers, test-tubes, stirring rods, measuring cylinders, watch glasses bunsen burners, tripods, test racks, metal stands and clamps, spatulas, scalpel electrical equipment - power packs, wiring, light boxes | <ul style="list-style-type: none"> probes, dissecting boards, tweezers chemicals - copper sulphate, calcium carbonate, marble chips, hydrochloric acid, vinegar, metals - aluminium, copper, iron geology materials - rock samples - igneous, metamorphic, sedimentary safety equipment - aprons, safety goggles glassware and chemicals |
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CAREER PATHWAYS

Engineer, Oceanographer, Electrician, Radio Technician, Architect, Environmental Health Officer, Hydrologist, Physicist, Lab Technician, Dentist, Optometrist, Doctor, Audiologist, Agricultural Scientist, Taxidermist, Science Teacher, Metallurgist, Chemist, Forensic Scientist, Forest Ranger, Pathologist, Radiographer Bacteriologist, Dietician, Zoologist, Veterinarian, and Mineralogist

REAL PEOPLE TALKING ABOUT SCIENCE DISCOVERY



Listen to current Caboolture High School students talking about Science Discovery.

