



SCIENCE

Year 8 2022

Good Earth and Some Multicellular Organisms Test Notification

8Y – Chakari - Monday 1/8 - P2

8G – Taleski - Monday 1/8 - P2

8B – Barsoum - Monday 1/8 – P2

8I – Wheatley - Tuesday 2/8 – P2

8O – Wheatley - Monday 1/8 – P5

8V – Bousaleh - Monday 1/8 – P3

8P – Barsoum/Chakari - Monday 1/8 – P3

8R – Baldassarre - Monday 1/8 – P3

Weighting: 15%

Task information:

In this test you will be tested on your ability to demonstrate the knowledge and skills outcomes learnt in both the Good Earth and Some Multicellular Organisms topics.

The Good Earth and Some Multicellular Organisms tick-summary sheet on the reverse of this page outlines the areas of both knowledge and skills covered. Use this to help prepare for the test.

Equipment needed by you is: calculator, pen, pencil, rubber and ruler.

There will be no borrowing of any equipment during the test.

To do your best in the test you should start revising your work now!

Absence:

If you are absent on the day of your exam, you must bring a note from a parent/guardian explaining your absence and report to your science teacher on the day you return to school. A suitable time will then be organised for you to do the test.

Tick the box when
this has been
done in class:

Good Earth Stuff

Tick the box
when you
can partially
do this:

Tick the box
when you
can do this
confidently:

- | | | | |
|--------------------------|---|--------------------------|--------------------------|
| <input type="checkbox"/> | 1. Name the four layers of the Earth and identify the lithosphere | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 2. Explain the importance of oxygen | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 3. Name the main gases found in air. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 4. Be able to read and interpret graphs showing the composition of air | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 5. Know how to test for the presence of carbon dioxide in air | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 6. Classify resources as natural or made | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 7. Define and identify the properties of fuels | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 8. Define and list fossil fuels | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 9. Define term 'Greenhouse Effect' and distinguish between natural and enhanced greenhouse effects. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 10. Identify three main greenhouse gases that contribute to the Greenhouse Effect. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 11. List ways to reduce greenhouse gas emissions. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 12. Identify actions that can be taken to reduce global warning. | <input type="checkbox"/> | <input type="checkbox"/> |

Tick the box when
this has been
done in class:

SOME MULTICELLULAR ORGANISMS

Tick the box
when you
can partially
do this:

Tick the box
when you
can do this
confidently:

- | | | | |
|--------------------------|--|--------------------------|--------------------------|
| <input type="checkbox"/> | 1. Identify that there is a wide range of multicellular organisms, including flowering plants and humans. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 2. Give two examples of organ systems in humans: name the main organs and the main types of cells in them. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 3. Name the materials required for respiration. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 4. Describe how the materials required for respiration are transported to all cells in a multicellular animal. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 5. Name the materials required for photosynthesis. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 6. Write the word equations for respiration and photosynthesis. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 7. Describe the movement of water through a plant. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 8. Describe the functions in a flowering plant of the root, stem, leaf and flower. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 9. Write a procedure that can be used to demonstrate that plants need light to make food. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 10. Write a Procedure that can be used to demonstrate that roots absorb water from the soil. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 11. Write a Procedure that can be used to demonstrate the transport of liquid up a stem. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 12. Write a Procedure that can be used to demonstrate that plants lose water from their leaves. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 13. Draw a biologically accurate diagram of a stomate. | <input type="checkbox"/> | <input type="checkbox"/> |