

Victoria Level 1-4 Science and SOSE Outcomes for Earth Quest

Level 1 Science

LEARNING OUTCOMES	INDICATORS	EARTH QUEST EXHIBITS
1.1 SCSC0101 Describe, using appropriate language, scientific explorations of the chemical, physical and natural world.	This is evident when the student is able to: <ul style="list-style-type: none"> • use appropriate words in describing scientific phenomena • recount what happened in an experiment he or she undertook • use simple statements or drawings to describe his or her observations • identify scientific ideas learned from his or her scientific explorations. 	All exhibits

Level 2 Science

LEARNING OUTCOMES	INDICATORS	EARTH QUEST EXHIBITS
2.1 SCSC0201 Identify simple patterns in observations arising from explorations of readily observable phenomena.	This is evident when the student is able to: <ul style="list-style-type: none"> • make simple inferences based on observations • use simple statements and drawings to report on patterns identified in scientific explorations 	All exhibits, especially What Weather?

Level 3 Science

LEARNING OUTCOMES	INDICATORS	EARTH QUEST EXHIBITS
3.1 SCBS0301 Living together: past, present and future Describe environmental factors that affect the survival of living things.	This is evident when the student is able to: <ul style="list-style-type: none"> • state conditions in the environment necessary for survival of living things • describe how human intervention can affect survival of living things. 	Evolution Food Pyramids Landscape Journey Urban Jungle
3.2 SCBS0302 Structure and function Identify the main structural features that work together to form systems in plants and animals.	This is evident when the student is able to: <ul style="list-style-type: none"> • state the importance of particular systems to plants and animals • recognise that parts of a system have a common function • identify the position and names of main parts of a system. 	Food Pyramids Living Cells
3.2 SCES0302 Our place in space Relate the Earth's rotation on its axis to the day and night cycle.	This is evident when the student is able to: <ul style="list-style-type: none"> • define the words rotation and axis in relation to the Earth 	Seasons in a Spin Turn the Tides

Level 4 Science

LEARNING OUTCOMES	INDICATORS	EARTH QUEST EXHIBITS
4.1 SCBS0401 Living together: past, present and future Identify relationships between living things which help them survive in their habitat.	This is evident when the student is able to: <ul style="list-style-type: none">• draw simple food chains• relate feeding relationships, for example, predator/prey and producer/consumer, to survival• relate survival of animals and plants to their dependence on each other in a variety of ways• identify interdependent relationships within a group of animals.	Deep Sea Glow Food Pyramids
4.2 SCBS0402 Structure and function Describe how selected systems of plants and animals function.	This is evident when the student is able to: <ul style="list-style-type: none">• describe the features of the main parts of plant systems, that help them carry out their functions• explain how particular systems of plants and animals carry out their function• describe the features of the main parts of animal systems, that help them carry out their functions.	Deep Sea Glow Living Cells Food Pyramids Plants in Place

Level 1 Society and Environment

LEARNING OUTCOMES	INDICATORS	EARTH QUEST EXHIBITS
1.3 SOSE0103 Family and Neighbourhood Illustrate how people use and care for familiar environments	This is evident when the student is able to: <ul style="list-style-type: none"> identify places used by students, their families and others describe ways in which people feel about places and how they use them 	How Deep? Ozone Plants in Place Urban Jungle

Level 2 Society and Environment

LEARNING OUTCOMES	INDICATORS	EARTH QUEST EXHIBITS
2.1 SOSE0201 Community and participation Examine change over time in the local community and environment.	This is evident when the student is able to: <ul style="list-style-type: none"> identify processes or features in the local community and environment which have changed over time identify local evidence of change over time construct a timeline or other visual representation about changes in the local community and environment. 	Fossil Finder Landscape Journey Urban Jungle

Level 3 Society and Environment

LEARNING OUTCOMES	INDICATORS	EARTH QUEST EXHIBITS
3.3 SOSE0303 Australia's People and Places Compare how people use environments in Australia.	This is evident when the student is able to: <ul style="list-style-type: none"> identify ways in which people use a variety of natural and built environments in Australia compare the ways people use and affect different environments. 	Core Samples Urban Jungle How Deep? Ozone

Level 4 Geography

LEARNING OUTCOMES	INDICATORS	EARTH QUEST EXHIBITS
4.1 SOG0401 Locate and explain the distribution of significant natural and built features both in regions of Australia and globally, using maps and other geographical techniques.	This is evident when the student is able to: <ul style="list-style-type: none"> locate significant natural and built features in regions of Australia and the world explain the reasons for the location of natural and built features in regions of Australia 	Hidden Depths How Deep? Landscape Journey Tectonic Plates Urban Jungle