

CAMBRIDGE

INTERACTIVE
TEXTBOOK
INCLUDED



Gemma Dale
Victoria Shaw
Christopher Humphreys
Evan Roberts

Cambridge
science
for Queensland



CAMBRIDGE
UNIVERSITY PRESS



Gemma Dale
Victoria Shaw
Christopher Humphreys
Evan Roberts

Cambridge
science
for Queensland

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781108886024

© Cambridge University Press 2020

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2020

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Cover designed by Loupe Studio

Text designed by Shaun Jury

Typeset by QBS Learning

Printed in Malaysia by Vivar Printing

A catalogue record for this book is available from the National Library of Australia at www.nla.gov.au

ISBN 978-1-108-88602-4 Paperback

Additional resources for this publication at www.cambridge.edu.au/GO

Reproduction and Communication for educational purposes

The Australian *Copyright Act 1968* (the Act) allows a maximum of one chapter or 10% of the pages of this publication, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that the educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL) under the Act.

For details of the CAL licence for educational institutions contact:

Copyright Agency Limited

Level 12, 66 Goulburn Street

Sydney NSW 2000

Telephone: (02) 9394 7600

Facsimile: (02) 9394 7601

Email: memberservices@copyright.com.au

Reproduction and Communication for other purposes

Except as permitted under the Act (for example a fair dealing for the purposes of study, research, criticism or review) no part of this publication may be reproduced, stored in a retrieval system, communicated or transmitted in any form or by any means without prior written permission. All inquiries should be made to the publisher at the address above.

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Information regarding prices, travel timetables and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

All activities, including practicals, are a guide only. All activities should have risk assessments conducted, and the activities should be trialled. The individual needs of students and facility/equipment availability should also be considered before conducting an activity; appropriate protective equipment and clothing should be worn. While safety has been considered in the writing of all practicals and activities, Cambridge University Press and the authors and contributors do not accept any responsibility for the information and instructions contained in the activities and are not liable for any loss or injury resulting from conducting any activity described in this resource.

Cambridge University Press acknowledges the Aboriginal and Torres Strait Islander peoples as the traditional owners of Country throughout Australia.

Please be aware that this publication may contain images of Aboriginal and Torres Strait Islander people now deceased. Several variations of Aboriginal and Torres Strait Islander terms and spellings may also appear; no disrespect is intended. Please note that the terms 'Indigenous Australians' and 'Aboriginal and Torres Strait Islander peoples' may be used interchangeably in this publication.

Authors and contributors



Dr Gemma Dale
Lead author



Victoria Shaw



Evan Roberts



Christopher Humphreys



Kerriane Draper



Jenny Ritson



Dr Brodie Reid



Sara Hensley

The publisher thanks Gary Turner, Trevor Jones, Roz Nicholls, Michelle Gouveia and Matthew Ditton for their help in reviewing and contributing to this title.



Contents

Authors and contributors	iii
How to use this resource	vi

1

Science skills

1.1 What is science?	5
1.2 What do scientists do?	12
1.3 Where do scientists work?	26

2

Classification

2.1 Classification and keys	43
2.2 Classifying living things	53
2.3 Non-animal kingdoms	62
2.4 The Animal kingdom	73
STEM: Applying biomimicry to solve a human problem	88

3

Interactions in ecosystems

3.1 Ecosystems	93
3.2 Food chains and food webs	101
3.3 Recycling in ecosystems	116
3.4 Human impact on ecosystems	122
STEM: Designing a cane toad trap	138

4

Mixtures

4.1 Pure substances and mixtures	143
4.2 Solutes, solvents and solutions	150
4.3 Separating heterogeneous mixtures	153
4.4 Separating homogeneous mixtures	163
STEM: Cleaning up an oil spill	180

5	Planet Earth	
	5.1 Our rotating Earth	185
	5.2 Earth's yearly cycle	191
	5.3 Movement of the Moon	198
	5.4 Eclipses	203
	5.5 Exploring the universe	208
	STEM: Simulating the orbit of planets in the inner solar system	216
6	Earth resources and management	
	6.1 Renewable resources	221
	6.2 Non-renewable resources	234
	6.3 The water cycle	240
	6.4 Human management of water	249
	STEM: Diseases in water	258
7	Forces	
	7.1 Applying forces on objects	263
	7.2 Types of forces: Contact	277
	7.3 Types of forces: Non-contact	286
	STEM: Designing and prototyping a ferry	304
8	Simple machines	
	8.1 Investigating simple machines	309
	8.2 Simple machines with rotating parts	321
	STEM: Designing and prototyping a mechanical arm	330
	Glossary	332
	Index	338
	Acknowledgements	345



How to use this resource

Class activities in the print book

You will see the following types of activities throughout this book.

Glossary

definitions of key terms are provided next to where the key term first appears in the chapter.

Did you know?

These are short facts that contain interesting information.

Explore!

Students are encouraged to conduct research online to find and interpret information.

Quick check

These provide quick checks for recalling facts and understanding content. These questions are also available as Word document downloads in the Interactive Textbook.

Science as a human endeavour

These are recent developments in the particular area of science being covered. They may also show how ideas in science have changed over the years through human discovery and inventions.

Section questions

Question sets at the ends of sections are categorised under four headings: Retrieval, Comprehension, Analysis and Knowledge utilisation. Cognitive verbs have been bolded. These questions are also available as Word document downloads in the Interactive Textbook.

Hands-on activities

Try this

Classroom activities help explore concepts that are currently being covered.

Practical skills

These activities focus on developing one or two science inquiry skills, including using laboratory equipment. They can be conducted within one lesson. These activities are also available as Word document downloads in the Interactive Textbook.

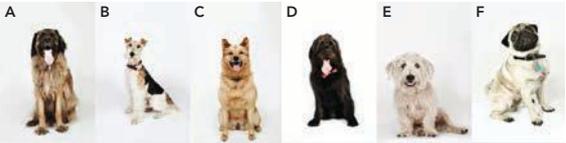
Investigation

These longer activities focus on developing more than one area of the experimental design. They are likely to take more than a single lesson. These activities are also available as Word document downloads in the Interactive Textbook.

End-of-chapter features

Chapter review

Chapter checklist

1	I can explain the reasons for classifying organisms. e.g. Explain some reasons for grouping things together.	
2	I can group organisms on the basis of their similarities and differences. e.g. Recall some of the issues of classifying based on physical characteristics.	
3	I can explain how biological classification has changed over time. e.g. State who developed the binomial system of classifying living organisms.	
4	I am able to classify using a hierarchical system. e.g. Identify the missing words: kingdom, ?, ?, ?, ?, species.	
5	I can use scientific convention when naming species. e.g. Explain the term 'binomial nomenclature'.	
6	I can recall the six kingdoms. e.g. State the correct kingdom for the following organisms: Moss, Yeast, Mammal, Cyanobacteria, Extreme Thermophile, Dinoflagellate	
7	I can use keys to identify organisms. e.g. Construct a dichotomous key to identify the dogs A–F below.	
		
8	I can describe the differences between the classification systems used by Aboriginal and Torres Strait Islander peoples and those used by contemporary science. e.g. Explain how totemic classification differs from contemporary classification.	



Chapter checklists help students check that they have understood the main concepts and learning intentions of the chapter. They come with example questions.

Chapter review question sets are categorised under four headings: Retrieval, Comprehension, Analysis and Knowledge utilisation. Cognitive verbs have been bolded. These questions are also available as Word document downloads in the Interactive Textbook.

Data questions

Apply

1 Identify the taxonomic group that is under the least threat using Figure 2.68.

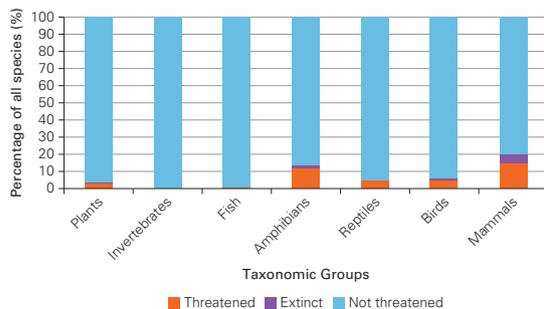


Figure 2.68 The conservation status of different taxonomic groups in Australia

Data questions help students apply their understanding, as well as analyse and interpret different forms of data linked to the chapter content. These questions are also available as Word document downloads in the Interactive Textbook.

138 Chapter 3 INTERACTIONS IN ECOSYSTEMS
STEM activity DESIGNING A CANE TOAD TRAP 139

STEM activity: Designing a cane toad trap

Background information

Queensland is home to many beautiful amphibians, but the cane toad is not one of them. It is classified as both an amphibian and a pest. Cane toads were introduced to Queensland in 1935 to control cane beetles, and the toads adapted quickly to the Australian environment. Cane toads are glutinous feeders and can significantly reduce the population of native creatures. They have a toxic secretion in their skin, which protects them from predators. Cane toads have no natural predators and are a threat to native animal species. Only human intervention can control and reduce the population.

Design brief: Create a prototype of a device that can be used to reduce the population of cane toads humanely.

Activity instructions

In this task, you will investigate the different ways you can control the cane toad population. Then you will design and construct a prototype device that could be used by individuals and government organisations to trap cane toads or their tadpoles. You will need to consider the following information and design constraints.

- The design and construction must be cost-effective.
- The prototype must be constructed so that no animal (including the cane toad) is harmed.
- The prototype must be able to be left in a way so that curious people cannot injure themselves from touching the device or possibly touching a captured cane toad/tadpole.
- The prototype device must be able to be transported for safe removal of toad/tadpoles.

Suggested materials

- recyclable materials such as plastic bottles, containers, boxes
- string tape
- scissors
- ruler
- balls the size of cane toads

Research and feasibility

- Identify other animal species that live in the same ecosystem as cane toads. If necessary, research this information.
- Research and explain what 'humane' means, and discuss in your group why your prototype design must be humane.
- Research the lifecycle and identify why the cane toad has become such a pest in Queensland.
- Research and identify the ways that the cane toad population can be controlled.

Design

- Decide in your group the method you are going to use to reduce the population of cane toads. You may want to use a table like this one to list the positives and negatives of each method.

Method of control	Positive	Negative
Adult toad trap		
Tadpole trap		
Bait		

- Design your prototype device and label the key components of the design. How do the components of the design help your invention to be humane, safe, effective and affordable?

Create

- Construct your prototype device using the available materials.
- Test your prototype device for durability and get other groups to test how well it works.

Evaluate and modify

- Discuss in your group how well your prototype device worked, and reflect on how effective you think it will be.
- Evaluate if you now think that other methods of controlling the population would be more effective. Would you like to make any changes to your prototype?
- Present your prototype to the class and ask your peers how effective the prototype would be where they live, and what suggestions they can offer to improve it.



Figure 3.20 A cane toad

STEM activities encourage students to collaboratively come up with designs and build solutions to problems and challenges.

Links to the interactive textbook



VIDEO
These icons indicate that there is a video in the Interactive Textbook.



WIDGET
These icons indicate that there is an interactive widget in the Interactive Textbook.



WORKSHEET
Worksheets can be downloaded from the Interactive Textbook at the start of every section.



QUIZ
Automatically marked quizzes can be found in the Interactive Textbook for every section.



SCORCHER
Competitive questions can be found at the end of each chapter.

Overview of the Interactive Textbook (ITB)

The **Interactive Textbook (ITB)** is an online HTML version of the print textbook powered by the Edjin platform. It is included with the print book or available as a separate digital-only product.

Definitions pop up for key terms in the text.

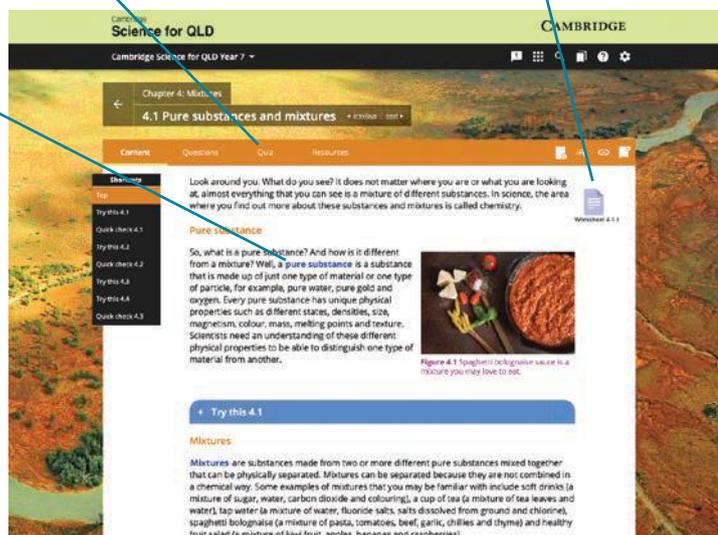
Quizzes contain automarked questions that enable students to quickly check their understanding.

Worksheets are provided as downloadable Word documents.

Videos summarise, clarify or extend student knowledge.

Widgets are accompanied by questions that encourage independent learning and observations.

Practicals are available as a Word document download, with sample answers and guides for teachers in the Online Teaching Suite.



Practical skills 2.1

Observing *Euglena*

Aim

To observe a single-celled organism under the microscope.

Materials

- *Euglena* sample
- pipette
- compound microscope
- dimple slide
- coverslip
- sharp pencil
- plain paper
- glycerol (optional)

Method

- 1 Set up the microscope on your bench.
- 2 Place a small drop of the *Euglena* sample into the dimple on the slide. One drop of glycerol can be added to slow the movement of the *Euglena*.
- 3 Lower the coverslip on an angle over the drop to protect the sample.
- 4 Place the slide onto the stage of the microscope and focus, using the lowest power magnification first.
- 5 Draw a scientific drawing of the *Euglena* you observe. Use a sharp pencil.
- 6 Use the internet to research the structure of *Euglena*. Label your scientific drawing.

Analysis

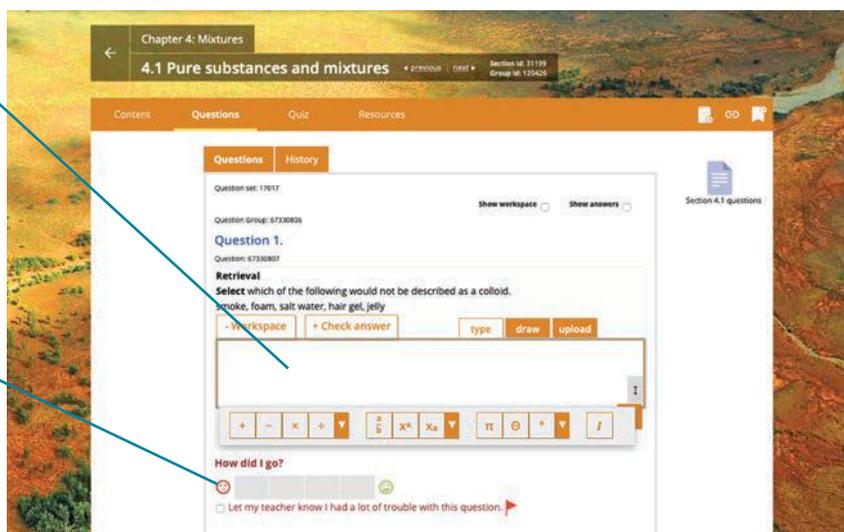
Euglena can make sugars like plants can, but they also have a simple 'eye' spot (sensitive to light, not a true eye). *Euglena* can also move, as you have observed. From your observations, justify whether you believe *Euglena* is more similar to animals or plants.

Be careful

Ensure proper microscope handling and use is observed.

Workspaces enable students to enter working and answers online and to save them. Input is by typing, handwriting and drawing, or by uploading images of writing or drawing.

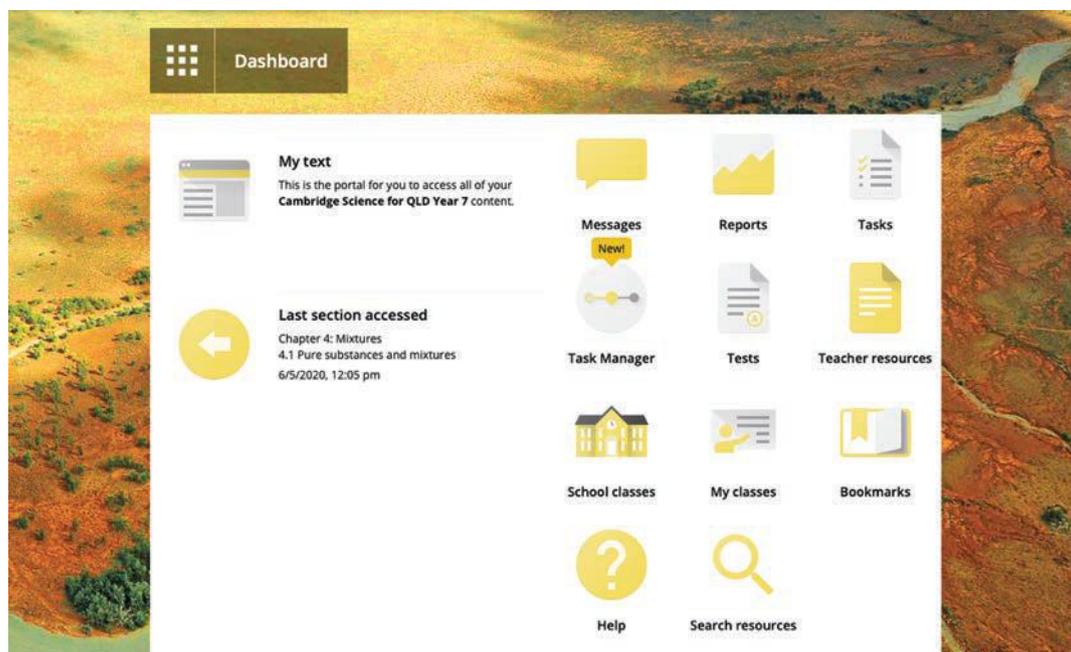
Self-assessment tools enable students to check answers, mark their own work, and rate their confidence level in their work. This helps develop responsibility for learning, and communicates progress and performance to the teacher. Student accounts can be linked to the learning management system used by the teacher in the Online Teaching Suite.



Overview of the Online Teaching Suite (OTS)

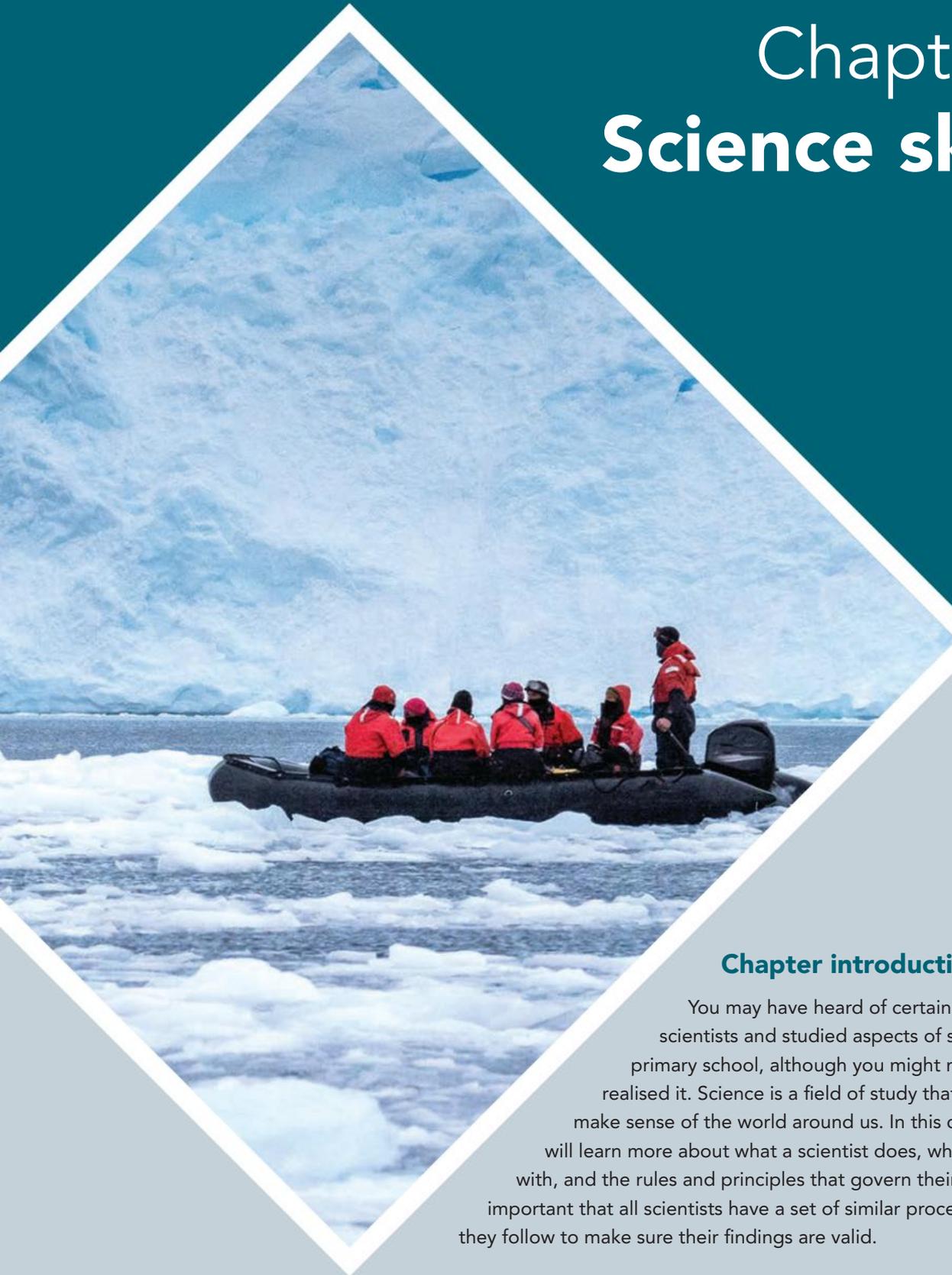
The Online Teaching Suite is automatically enabled with a teacher account and is integrated with the teacher's copy of the Interactive Textbook. All the assets and resources are in one place for easy access. The features include:

- **The Edjin learning management** system with class and student analytics and reports, and communication tools
- Teacher's view of a **student's working and self-assessment**
- **Chapter tests** and **worksheets** with answers as PDFs and editable Word documents
- Editable **curriculum grids** and **teaching programs**
- **Teacher notes** for Practical skills, Investigations and STEM activities.



Chapter 1

Science skills



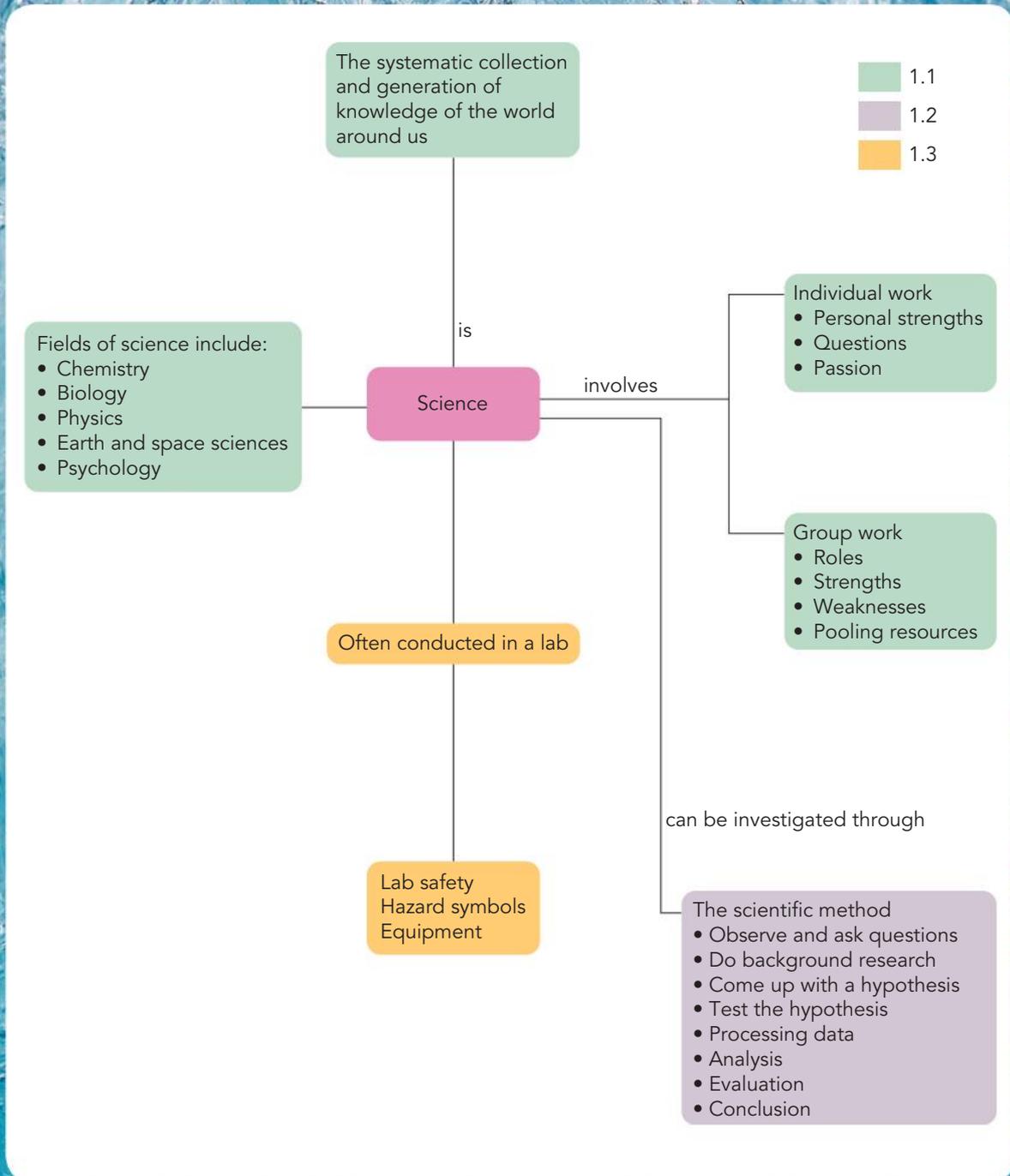
Chapter introduction

You may have heard of certain famous scientists and studied aspects of science in primary school, although you might not have realised it. Science is a field of study that tries to make sense of the world around us. In this chapter, you will learn more about what a scientist does, who they work with, and the rules and principles that govern their work. It is important that all scientists have a set of similar processes that they follow to make sure their findings are valid.

Glossary terms

accuracy	hypothesis	predict
analyse	independent variable	qualitative
claim	infer	quantitative
concave	inference	random error
controlled variable	knowledge	rationale
convex	meniscus	research question
data	observe	systematic error
dependent variable	parallax error	trend
experiment	precision	variable

Concept map



1.1 What is science?

The word for ‘science’ comes from the Latin word for ‘**knowledge**’, *scientia*. Science is a collection of knowledge that we have already gathered. Science is also the process of gaining new knowledge. This process is used every day to answer questions about how things work, solve problems and create new amazing technologies.

In science, you are constantly asking questions about the universe, how things work, why they work that way and what happens if you change things. By collecting and analysing information about the world around us, scientists can produce answers about each question asked.

For example, you might be trying to grow broccoli. Your plants are looking great and then all of a sudden, they are filled with holes. You wonder why this is happening, so you watch your plants and observe that white moths are landing on the leaf. By analysing this data, you realise that the moths are laying eggs on your plants. These eggs are hatching into caterpillars that are eating your plants! You then place a net over your plants to solve the problem of the moths. This is science in action!



Figure 1.1 Caterpillars eating a broccoli plant

Scientists often use **experiments** to collect data in a controlled way. **Data** is the term used to group together anything they observe during an experiment. The data generated from observations and experiments allows scientists to draw conclusions, make recommendations and create models that explain the world around us.

Aboriginal and Torres Strait Islander perspectives in science

Aboriginal and Torres Strait Islander peoples have been asking scientific questions and collecting observational data on the Australian continent for thousands of years. Their knowledge of Country/Place is extremely helpful in understanding the unique location that is Australia.

For example, over thousands of years, Aboriginal and Torres Strait Islander peoples have developed a deep understanding of:

- the unique seasonal cycles which occur not only in Queensland but also across the entire continent
- moon phases, and solar and lunar eclipses
- the use of native Australian plants for food and medicine
- the local Australian ecosystems and how they are affected by invasive species
- land and water resource management to protect flora and fauna biodiversity
- the cultural significance of Country/Place, and the protocol for scientists to respectfully conduct experiments on traditional lands.

Some of these examples will be presented further throughout this text. If you would like more information at any time, you can start



knowledge

the understanding of information

experiment

a controlled situation where data is gathered to answer a question

data

facts or statistics gathered to answer a question or for further analysis

a link with your local Indigenous community by contacting either the Local Aboriginal Land Council (LALC) or the Local Aboriginal Education Consultative Group (AECG).

Fields of science

Just as there are many types of questions, there are many fields of science. Science groups together different areas of science depending on what is being studied. The main areas of science that are covered in Years 7 to 10 Science are biology, chemistry, physics and Earth and space science.

Biology is the study of all living things. A person that studies biology is known as a biologist. Within the field of biology, there are many smaller specialised fields such as zoology (study of animals), botany (study of plants), ecology (study of ecosystems), biotechnology (study of how organisms can be used to create products of value to society) and anatomy and physiology (study of the structure and functions of living things).

These are some questions a biologist might ask.

- How do plant roots work?
- How can the number of koalas be increased in an area?
- What animals eat this plant?



Figure 1.2 Biologists taking samples from the ocean

Chemistry is the interaction of substances with each other and with energy. These substances make up matter and are called chemicals from the term *chemistry*.

A person who studies chemistry is known as a chemist. Branches of chemistry include organic chemistry (study of carbon-based chemicals such as those found in fossil fuels) and medicinal chemistry (the design and development of medicines).



Figure 1.3 A chemist in action

These are some questions a chemist might ask.

- What will happen if I heat this substance?
- Will I get a new chemical if I mix this one with that one?
- What are the chemicals in this liquid?

Physics is the study of forces, energy and matter (excluding the interactions studied in chemistry).

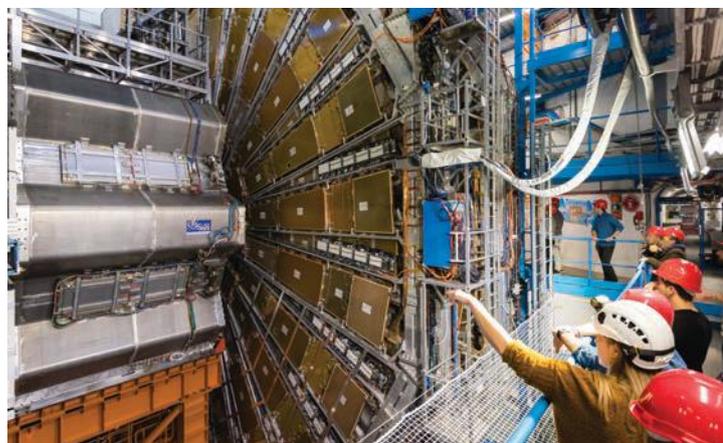


Figure 1.4 Physicists working on the Large Hadron Collider in Geneva

People who become experts in physics are known as physicists and can specialise in many fields such as atmospheric physics (study of weather and climate), atomic physics (study of atoms) and astrophysics (study of space).

These are some questions a physicist might ask.

- What forces are acting on an aeroplane?
- Does light travel at a constant speed?
- What types of energy are safe to use?

Earth and space science is the study of Earth and space. These scientists study rocks, stars, volcanoes and the non-living resources around us. Geology, astronomy and climatology are just some of the many fields people can specialise in.

These are some questions an Earth and space scientist might ask.

- Where does lava come from?
- What are asteroids made of?
- Where is gold likely to be found?

There is often a lot of overlap between different fields in science. Both physics and



Figure 1.5 Geologists mapping an area

chemistry are involved in the study of matter. Biology and chemistry are both involved in food science. Biology and Earth and space science are involved in the study of sending astronauts into space. And very many different sciences are involved in agricultural science.

Explore! 1.1

Careers in science

Although biology, chemistry, physics, and Earth and space science have been discussed in this chapter, there are many more fields of science in the world. There is basically a branch of science in whatever you are interested in!

Psychology is a field of science that you can choose to study during Years 11 and 12. Psychology deals with the brain and investigates things such as emotions, dreams, mental processes, behaviours and mental health conditions.

What other fields of study in science are there? What jobs can these fields of study lead to?

Conduct research to find five other scientific specialist areas or careers that have not been mentioned in this chapter.

Quick check 1.1

- 1 Recall the definition of 'science'.
- 2 State the name given to information gathered in science.
- 3 Name the controlled situation used in science to gather data.
- 4 Identify the field of science that would study:
 - a an endangered animal
 - b the distribution and origin of rocks
 - c the composition of a new drug.

Science as a human endeavour 1.1

Careers in science

All scientists, regardless of their field have common tasks that they conduct. These tasks include working collaboratively,

inference

applying a reason or explanation to an observation based on past experiences and known facts

classifying objects into groups of smaller things and making observations and **inferences**. All these tasks can be demonstrated by scientists who study spiders.

One of the most exciting parts about being a scientist is making a new discovery. This is exactly what happened when scientists from Griffith University and the Queensland Museum worked together to identify new species of trapdoor spiders in Southeast Queensland.

The team discovered four new species of spider in 2019. They have **predicted**

predict

to make an estimate about a possible future event or outcome

that there are many more new trapdoor spiders to be discovered, both in Queensland and throughout Australia.

analyse

examine something in order to find meaning, what it is made of or a relationship with other things

The scientists working in the team spent time in the laboratory working with chemicals and machines to **analyse** the genetic components of the different spiders. They also spent lots of time out in the field exploring many new areas to find the elaborate burrows that the spiders build. The spiders now belong to the 'turrificus-group'. 'Turrificus' comes from the Latin 'turris' meaning 'turret or tower', due to the towers that the spiders build around their burrows. The life of a scientist can be extremely varied and exciting.



Figure 1.6 (a) A Brisbane trapdoor spider, *Arbanitis longipes* and (b) its burrow



Figure 1.7 (a) A newly discovered species of trapdoor spider, *Euoplos turrificus*, and (b) its burrow with an ornate lid

Quick check 1.2

- 1 Describe what you think of when you think of a scientist at work.
- 2 Identify what fields of science might be involved with studying animal behaviour.
- 3 Explain why scientists from different countries need to work together.

Who do scientists work with?

Scientists can work individually or in groups. They may work for themselves or might work for large multinational companies. When you conduct experiments in science class, you will often be working in groups. In the real world, these groups are made up of experts from many different fields to bring their strengths together.

Working in groups:

- is an important part of life
- requires cooperation between team members
- requires sharing ideas and resources
- means team members need to understand their role in finding a solution to a problem being investigated.



Figure 1.8 Roles in groups

A good group has:

- a clear understanding of everybody's roles
- each member having shared responsibilities, equitable participation
- the ability to communicate and resolve problems
- the ability to complete the tasks assigned in a timely manner
- members who listen to each other.

Roles in groups

Figure 1.8 shows some descriptions of possible roles in groups. Often people take on multiple

roles in groups, but it is important that everyone in a group knows their role, focuses their effort on the things they are good at and contributes equally. It is also a good idea to try different roles occasionally as you may find that you have a skill you did not know about.

It is important to never get stuck in the same role too many times. Even though you might feel more comfortable in certain roles in groups, you should always try out new positions and develop skills that you may not be naturally strong in.

Quick check 1.3

- 1 Name some qualities about yourself that are strengths when you do group work.
- 2 Identify what roles you would be good at.
- 3 State a role that you do not think you would be good at and explain why.
- 4 Identify three goals that would allow you to be better at the roles you stated in Question 3.

Try this 1.1

Produce a paper tower

You will work in groups. Each person in the group chooses at least one role from Figure 1.8. Your group will act as a team of consultant engineers, working towards finding a solution to a challenge.

First, brainstorm solutions together. Remember these rules.

Rules for brainstorming

Focus on quantity: Come up with as many ideas as you can.

Encourage wild ideas: Don't put down or criticise ideas that are wild. They may lead to innovative designs.

Record all ideas: Have one student be the 'scribe' and write everything down.

Combine and build ideas: Discuss and elaborate on the ideas of other students.

Focus: Stay on topic.

Challenge

You are to design and create a newspaper tower that can support this textbook at least 20 cm off a table.

Criteria

- 1 The tower must not be taped to the table and cannot be supported by any other item.
- 2 Your teacher will set a time limit for the task.

continued...

...continued

- 3 The group can only use the following materials:
- Two pieces of newspaper
 - Scissors
 - 50 cm sticky tape

Process

- 1 Allocate a role to each person in the group as discussed in the chapter.
- 2 Brainstorm all possible solutions to the problem, including drawings of your design.
- 3 Create and test a prototype.
- 4 Improve your prototype.
- 5 Discuss the process you followed.

Evaluation

Present your designs with the rest of the class.

- 1 Explain the process of how you came up with your design.
- 2 Identify the roles each group member played.
- 3 Discuss how you would approach the research and design process the next time you conduct a similar task.

Section 1.1 questions

Retrieval

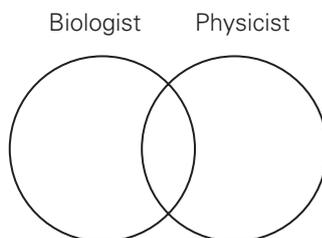
- 1 **State** a research question that a biologist might ask.
- 2 **State** what a physicist would study.
- 3 **Recall** how scientists collect data.
- 4 **Name** the field of science that would study asteroids.

Comprehension

- 5 **Explain** how science has affected your day so far.

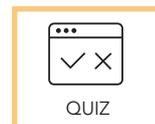
Analysis

- 6 **Compare** the work of a biologist to that of a physicist. Copy and complete the Venn diagram. List at least three characteristics of each type of scientist. Include at least one that overlaps and one for each that is distinct from the other.



Knowledge utilisation

- 7 Some fields of science can overlap. **Infer** what fields of science a biochemical engineer might study.



1.2 What do scientists do?



Science can be thought of as a systematic way of investigating. It involves making observations, asking questions, making predictions, conducting experiments, collecting and analysing data and forming conclusions.

However, one scientist may not be involved in every step of the process.

rationale

background information that supports a research question and hypothesis for an experiment

research question

a question that can be answered practically through scientific investigation or through research to evaluate a claim

hypothesis

a proposed explanation or prediction of an event (e.g. an experiment) based on research and current knowledge

observe

use senses and tools to notice something significant

claim

a statement that has no provided evidence that is evaluated and then either supported or not supported by the collection of thorough evidence

For example, the Queensland Government might want to collect data on the bleaching of coral in the Great Barrier Reef. Here is one example of how different scientists might work together.

A marine scientist could review related knowledge and create a **rationale** that provides background scientific research. They might ask the **research question** ‘what factors are causing the coral to bleach?’ Then, the scientist can create a possible **hypothesis** about the cause of the coral bleaching.

Environmental scientists could then design an experiment to test whether the hypothesis is supported or not supported. They could gather data about the temperature or pH readings of the ocean.

A marine chemist or physicist could join the team to **observe** the results of the experimental procedure, and gather, analyse and evaluate the results. The results could then be communicated back to the Queensland Government or written in a scientific journal.

Sometimes, researchers begin their work due to someone making a **claim**, which is sometimes a statement that has no accompanying evidence, but may be worthy of study. Researchers can evaluate a claim by collecting further evidence by procedures like the above. What a scientific team effort!

The scientific method

The process referred to above is known as the scientific method.

The scientific method may differ slightly from one area of science to another, but will start with observing the world around you. Here is a basic outline of how the scientific method works.

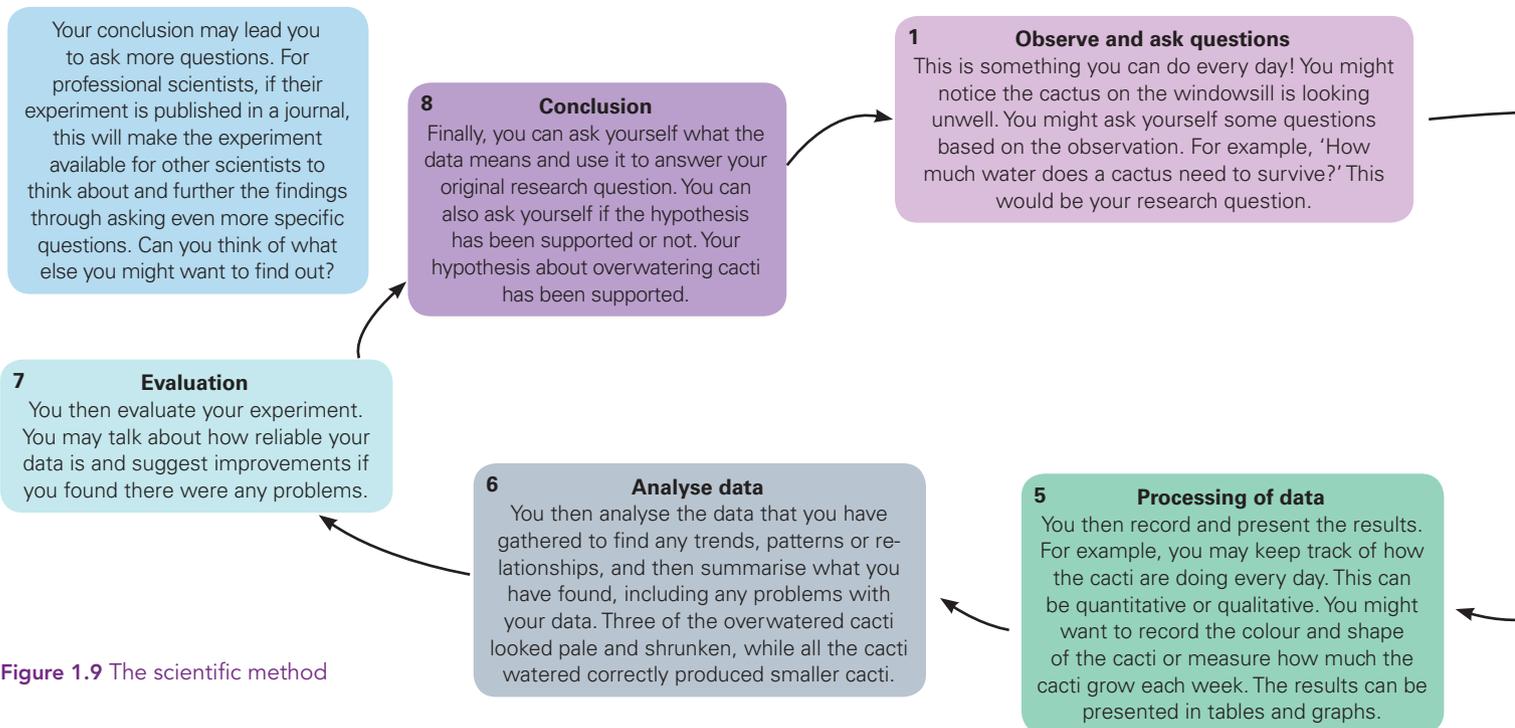


Figure 1.9 The scientific method

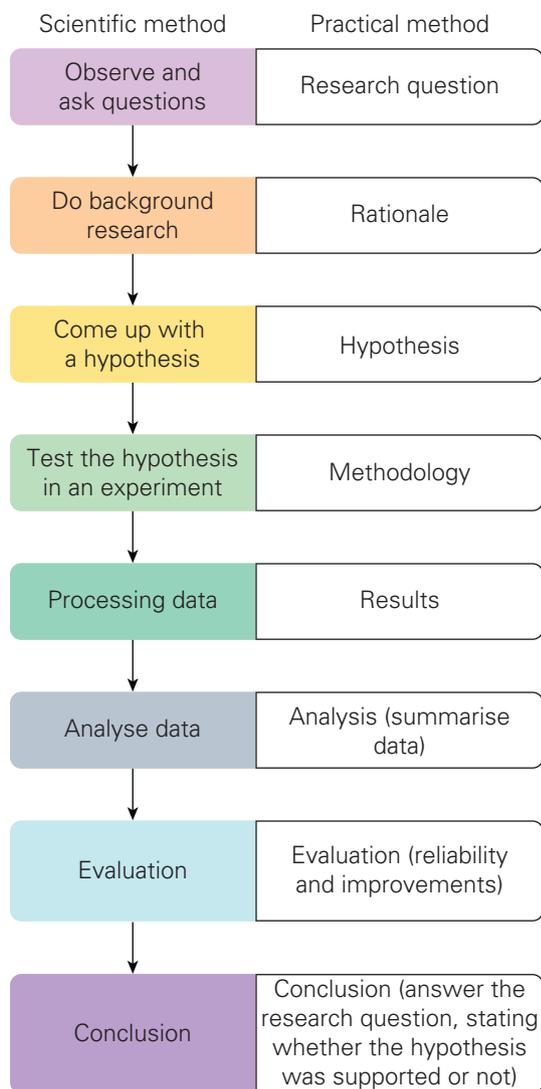


Figure 1.10 The scientific method matched to sections of a lab report

2 Do background research

This is called a rationale. You might head to the internet to try to find suggestions to answer your questions. Professional scientists generally use **peer-reviewed** journal articles to see what other scientists in the past have found out and experiments that have been done. You may find out that plants can die from too much water!

3 Hypothesis

You then come up with a prediction that can be tested. For example, 'Cacti (plural for cactus) that are watered five times the recommended amount will not do well'.

4 Test the hypothesis

This involves developing a series of steps that can test the hypothesis and is called the methodology. You need to formulate a method that is safe, allows the collection of sufficient data and is carried out in such a way that there is no other explanation possible for the outcome except the one you are interested in. You may need to use 10 cactus plants of the same variety, placed on the same windowsill, and continue the experiment for one month. You may find a method that you need to modify to suit your own experiment.

ISBN 978-1-108-88602-4

© Dale et al. 2020

Cambridge University Press

Photocopying is restricted under law and this material must not be transferred to another party.

The steps in the scientific method also provide a good framework for how you should report on your findings. Each step in the process can be documented in a practical report and allows other people to understand your findings and replicate (repeat) the experiment.

Observe and ask questions

The first step in the process is often based on an observation. Scientists continually observe the world around them to gather information. These observations come from using our senses: sight, hearing, smell, taste and touch.

You use some senses for gathering information more than others. Sight is very important for making observations. However, you often use several senses together.

What is an observation?

Observations are statements about information gathered from your senses. An observation does not include predictions or assumptions about what is being observed.

These are some examples of observations.

- The sky is blue.
- The pool water is cold.
- The food smells nice.

What is an inference?

After a scientist has made an observation, they often make an inference to explain the observation. This is like a conclusion or possible explanation they can form based on the observation. Inferences are based on your past experiences and knowledge you have gathered throughout your life.

Here are some examples. The first part of the sentence is an observation; the second part is an inference.

- Trent beat Lewis in a race; you **infer** that it is because he trains more.
- The ice cream melted quickly; you infer that it was a hot day.

peer-review

to read, check, and give an opinion about something that has been written by another scientist or expert working in the same subject area

infer

to link an observation with past knowledge and assign meaning to the observation

These observations and inferences allow research questions to be asked. These questions should be able to be investigated scientifically. For example:

- Do more training hours improve race performance?
- What effect does temperature have on the melting time of ice cream?

Quick check 1.4

- 1 Define the term 'inference'.
- 2 State three observations about the room you are in.
- 3 Sally observed that the plants in her garden that grew the most were closest to the sprinkler. State an inference that Sally might make based on this observation.

Independent, dependent and controlled variables

variable

a component of an experiment that changes or can be changed

independent variable

the variable that is changed during an experiment

dependent variable

the variable that is tested or measured during an experiment (as it responds to the independent variable)

controlled variable

the variable or variables that are kept the same during an experiment

qualitative

a form of data that is a descriptive measurement

quantitative

a form of data that is a numerical measurement

Once an observation has been made and a research question generated, the next step is often to conduct an experiment. Experiments are conducted in controlled situations that a scientist creates to test only one thing. This allows the scientist to measure the effect that changing this one thing will have. The things that will be changed are called **variables**.

For example, a boy wants to see if changing the place where a towel is placed after a shower affects the time it takes to dry. Will laying it on the ground or hanging it on a rack decrease the drying time?

In this example, the boy is:

- changing the place where the towel is left. This is the **independent variable**.

- measuring the time it takes for the towel to dry. This is the **dependent variable**.

Both the independent and dependent variable may need to be measured in an experiment. In an experiment, we would predict that a change in the independent variables causes a change in the dependent variable.

To show that only the position of the towel changes the time it takes to dry, all other factors must be kept the same, such as the temperature of the room, amount of water on the towel and the towel used. These are the **controlled variables**.

Collecting data: Types of data

When something is observed, the information can be split into two types of categories. These categories are **qualitative** and **quantitative** observations.



Data type	Qualitative	Quantitative
Definition	Qualitative observations are descriptive and usually come from our senses. They refer to a type, which might be represented by a name, letter or number code. For instance the swimmers may be called Ali and Tom, or A and B, or Lane 1 and Lane 2, etc.	Quantitative observations are numerical values or counts that are expressed as numbers and are often measured with tools such as thermometers, measuring cylinders or stopwatches.
		
Example	Ask who is a better swimmer or ask observers to rate their swimming style on a scale of Poor / Fair / Excellent.	Record the times of the swimmers in seconds using a stopwatch.
Accuracy	This description could be very detailed but each person who watched the race might give a slightly different description and so qualitative descriptions are hard to compare. They are subjective (open to interpretation or opinion).	This may be a more reliable piece of data as a number is objective (not open to interpretation or opinion). It can be easily compared to other observations, for example, the next time they race each other, even if a different person is collecting the data. Repeated measurements are also helpful to check that the same thing happens each time.

Table 1.1 Comparing qualitative and quantitative observations

Quick check 1.5

- 1 State the kind of observation that is gathered using measurement tools.
- 2 State the kind of observation that is descriptive, or a type, and not a numerical value or count.
- 3 Describe the possible strengths of using qualitative data.
- 4 Explain why it is useful to make repeated observations.

Try this 1.2

Quantitative data versus qualitative data

Pair up with someone else in the class. Try to describe your partner both qualitatively and quantitatively. Some ideas have been suggested in the table below, but you may have your own ideas.

Feature	Qualitative observation	Quantitative observation
Hair		
Height		
Eyes		
Pets		
Siblings		

After you have completed the activity, share your findings with the rest of the class.

- 1 Identify which features were easiest to describe qualitatively.
- 2 Identify which features were easiest to measure quantitatively.
- 3 State a reason why a scientist would use qualitative measurements.

Investigation 1.1

Vitamin C in fruit juices**Aim**

To develop observations and inferences based on a simple task.

Research question

Do citrus fruits contain a higher concentration of vitamin C than other types of fruit?

Materials

- cornstarch
- beaker × 2
- test tubes – enough to test each variety of juice
- pipette
- hotplate
- iodine
- water
- various fruit juices (e.g. orange, lemon, pineapple, tomato, apple, blueberry, kiwi)

Be careful

Ensure appropriate signage is displayed during and after hotplate usage.

Planning

- 1 You need to provide some background information to the investigation. Complete some research and write a brief paragraph to explain the importance of vitamin C in a balanced diet.
- 2 Identify the independent variable in this investigation.
- 3 Identify the dependent variable in this investigation.
- 4 Identify the controlled variables in this investigation.

Method

- 1 Add 1 tablespoon of cornstarch to a beaker.
- 2 Mix with enough water to make a paste-like consistency.
- 3 Add 250 mL of water to the beaker and bring to the boil on a hotplate. This is your starch solution.
- 4 Add 75 mL of distilled water and 10 drops of starch solution to another beaker.

continued...

...continued

- 5 Add drops of iodine to this solution until it turns a dark blue-black. This is now your vitamin C indicator.
- 6 Add 5 mL of the indicator solution to a test tube.
- 7 You can now add the different fruit juices drop by drop to the indicator solution. The more vitamin C present in the juice, the lighter the colour of the indicator solution. Count the number of drops of each type of juice that it took to cause a colour change.
- 8 If time permits, repeat each experiment once or twice. Do you get the same results?
- 9 Now make inferences to explain each observation based on your prior knowledge or experience.

Juice	Number of drops taken to cause a colour change			
	Trial 1	Trial 2	Trial 3	Average

Results

Complete the results table.

Analysis

- 1 Plot a column or bar graph of the number of drops vs. type of fruit juice.
- 2 Describe any trends in your results. Is there any pattern between the type of fruit (e.g. citrus vs non-citrus) and the number of drops needed for a colour change? Or is there another pattern present, such as the colour of the fruit?
- 3 Another variation is to add the same volume of juice to each test tube and compare. Using your results from the drop-wise experiment, predict what you think the results of that experiment would be.

Evaluation

Evaluate your method and suggest any improvements that you could make if you were to do it again.

Conclusion

Answer your research question, using data from the experiment to support your statement.

Collecting data: Measuring tools

When scientists use tools to collect data, it's important that the results are accurate.

Accuracy is the closeness of a measurement to the true value and there are many pieces of equipment available to help increase this. The choice will depend on the size that you want to focus on.

Length

You can use rulers to measure the length of a straight object. You can also use measuring tape for a non-straight object or even a trundle wheel for large distances.

It is important to use the most **precise** tool and unit when measuring. For example, if you are measuring the size of a snail, you would use a ruler and millimetres. If you are measuring the size of a person, you would use a measuring tape and centimetres, and if you are measuring the length of the school grounds, you would use a trundle wheel and metres.

The ruler has smaller markings and greater precision than the trundle wheel.

Some professions use a laser distance measuring tool. This tool uses a laser to make even more precise distance measurements.

accuracy
how close a measurement is to the true value

precision
how close measurements are to each other



Figure 1.11 (a) A measuring tape, (b) a trundle wheel and (c) a laser distance measure for precise distances. Generally, to measure the length of an object, you use the units millimetre (mm), centimetre (cm), metre (m) or kilometre (km).

Volume

Volume is measured in cubic units such as cubic millimetres (mm^3), cubic centimetres (cm^3) or cubic metres (m^3). Volume of a liquid is measured using different-sized measuring cylinders in millilitres (mL) and litres (L).

Figure 1.12 (a) A measuring cylinder and (b) a scientist using a pipette for dispensing a volume of liquid



The liquid measurement of 1 mL is the same volume as 1 cm^3 and 1 L is the same volume as 1 dm^3 . Analytical scientists that require a high degree of accuracy and precision in volume measurements could also use a pipette. This piece of laboratory equipment is commonly used when a very small, but accurate, amount of liquid is required.



Figure 1.13 A data logger probe

Temperature

Digital thermometers, liquid in glass thermometers and data logger probes are used to measure the temperature of different objects. The unit of degrees Celsius ($^{\circ}\text{C}$) is used to measure temperature. Thermometers generally have a maximum temperature of around 110°C and a minimum temperature of -10°C ; however, it would be extremely rare that you would conduct an investigation in school where temperatures exceed these numbers.

Time

Stopwatches are an accurate way of gathering data about time. The units of seconds (s) and milliseconds (ms) are used most in science; however, minutes, hours and days could also be recorded for long-term experiments.

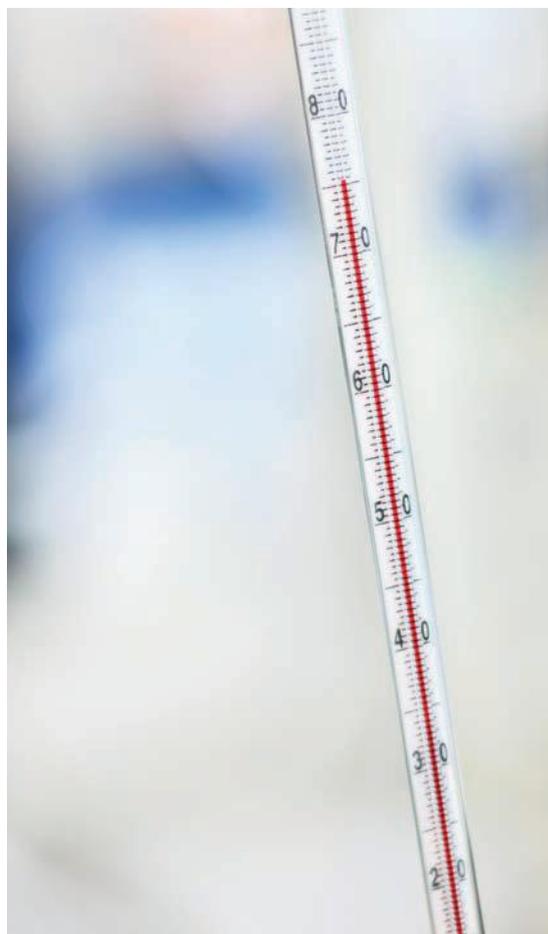


Figure 1.14 The liquid in the glass thermometer shown uses the measurement unit Celsius ($^{\circ}\text{C}$), but in some parts of the world, degrees Fahrenheit ($^{\circ}\text{F}$) is used. What are the differences? When did Australia start using Celsius?

Practical skills 1.1

Reading equipment

Aim

To practice taking readings using specific pieces of equipment.

Materials

Station 1

- spring balances 100 g, 500 g, 1 kg, 5 kg
- different masses

Station 2

- 3 sugar cubes
- electronic balance

Station 3

- 2 ice cubes
- 50 mL water
- beaker
- thermometer

Station 4

- stopwatch

Station 5

- ruler
- A4 sheet of paper

continued...

...continued

Method

In groups of three, rotate through the stations, taking individual readings and fill out the results table. Alternatively, you could work alone and collect results from two other people.

Station 1

- 1 Place the mass onto each spring balance and measure the mass in grams.
- 2 Copy and complete the table shown in the results section.

Station 2

- 1 Measure the mass of one sugar cube using the electronic balance.
- 2 Keep the sugar cube on the electronic balance and zero the balance.
- 3 Add two more sugar cubes and record the mass.

Station 3

- 1 Place 50 mL of water into a 250 mL beaker.
- 2 Use the thermometer to measure the initial temperature.
- 3 Add two ice cubes, wait for 30 seconds and then measure the temperature.
- 4 Record the results in your table.

Station 4

- 1 Attempt to stop the stopwatch at exactly 2 seconds.
- 2 Record the results from three attempts.

Station 5

- 1 Measure the diagonal length of the A4 sheet of paper.
- 2 Measure the width of the A4 sheet of paper.
- 3 Measure the length of the A4 sheet of paper.
- 4 Record the results from three attempts.

Results

Station	Person 1 reading	Person 2 reading	Person 3 reading	Mean
1: 100 g balance (g)				
1: 500 g balance (g)				
1: 1 kg balance (g)				
1: 5 kg balance (g)				
2: initial (one cube) (g)				
2: (zero)				
2: (two cubes added) (g)				
3: (°C) initial				
3: (°C) final				
4: first try (s)				
4: second try (s)				
4: third try (s)				
5: diagonal (mm)				
5: width (mm)				
5: length (mm)				

continued...

...continued

Evaluation

- 1 Station 1: Decide when each of the spring balances would need to be used in an experiment.
- 2 Station 2: Explain why it is important to zero the electronic balance before each use.
- 3 Station 3: Propose a reason why it is important to think about time when measuring temperature.
- 4 Station 4: Explain why it is important to do multiple trials and average the results.
- 5 Station 5: Discuss why millimetres were used for units to measure the paper, rather than metres.
- 6 If there were differences in the temperatures recorded by different people at station 3, suggest possible reasons for the differences.

Mass

Electronic balances and spring balances are used to measure mass in science. Electronic balances can give an extremely precise mass reading. The units of milligrams (mg), grams (g) and kilograms (kg) are used to measure mass. Larger masses can be measured in tonnes (1 tonne = 1000 kg).

Minimising error

Errors are differences between the values we observe and what is actually true. Errors can cause results that are inaccurate, or even completely false. **Random errors** are unpredictable and are generally made by the experimenter, such as not timing something correctly. **Systematic errors** are consistent and may be caused by faulty equipment or a problematic methodology.

Meniscus

When you try to measure liquid in a container, you will notice that the sides of the liquid are curved. As discussed earlier, it is important to take accurate measurements in science, so you need to know how to measure the curve of the top of the liquid in the container. This curve is called the **meniscus** and it can go up at the sides of the container, making a **concave** shape, or down at the sides of the container, making a **convex** shape.

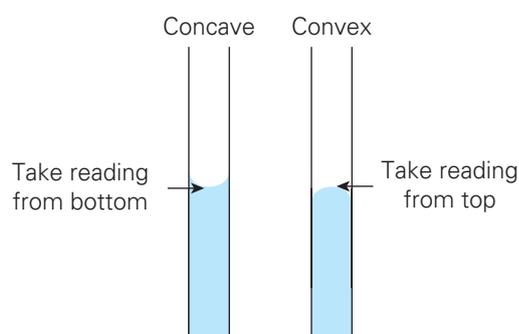


Figure 1.15 Reading a meniscus

Concave and convex meniscus

Water and water based fluids such as milk produce a concave meniscus. This is because the molecules in the fluid are more attracted to the container than they are to themselves. A convex meniscus is formed when fluid molecules are more attracted to themselves than the container they're in. This happens to mercury when placed in glass.

It is important to take the reading of the meniscus from the lowest part of the curve when the curve is concave and the highest part of the curve when the curve is convex.

If you ensure that your readings are from the correct part of the meniscus each time, you will increase the accuracy of the data you are gathering.

random error

an error that is random and caused by factors that cannot be easily controlled by the experimenter

systematic error

an error that causes measurements to differ from the true result by a consistent amount, often due to faulty or uncalibrated equipment

meniscus

the surface of a liquid in a container

concave

a surface that curves inwards

convex

a surface that curves outwards

parallax error

an error caused by not reading liquid measurements at eye level, which leads to measurements being too high or too low

Parallax error

When taking a reading from the meniscus of a liquid, you can also encounter a problem known as

parallax error. This happens when the measurement is different from the true value because of your eye being positioned at an angle to the measurement markings. If you are looking at the measuring line from above, you will not be able to accurately measure the meniscus as you need to be at eye level or parallel with the line you are measuring. This also happens when you are using other instruments such as thermometers.

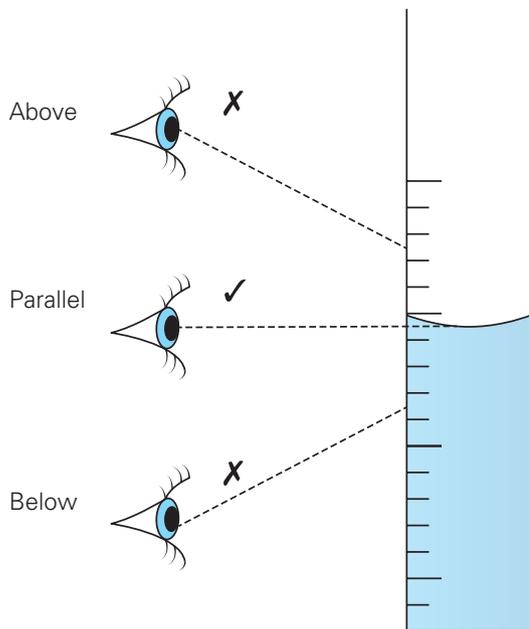


Figure 1.16 Example of parallax error

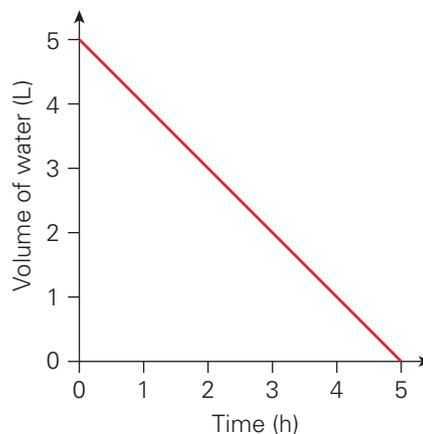
Describing patterns in data

When you have collected your data, it can be presented in tables and graphs. These are helpful to see any patterns in your data. We refer to patterns in graphs as **trends**.

They show a relationship between the independent variable and the dependent variable. The graph in Figure 1.17 shows how you could describe a trend.

trend

a pattern in data that shows the general direction/shape of the relationship between the independent and dependent variables



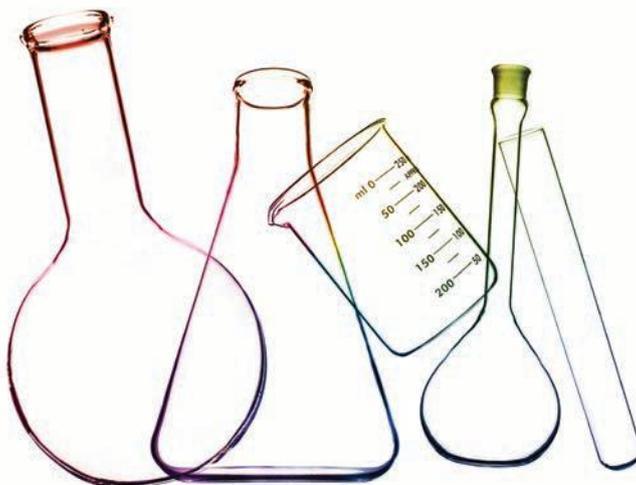
Graph to show how time affects the volume of water in a tank

Figure 1.17 This graph shows a steady decrease. You could describe this by saying, 'As time (in hours) increases, the volume of water in the tank (in litres) decreases'.

Evaluation

The evaluation section of your report is where you outline any problems you faced during the experiment and offer suggestions that will improve your method. Any suggested improvements should include the following information:

- A brief description of the problem encountered
- A description of how you could improve your experimental method (e.g. use different equipment or change the order of the steps).



Conclusion

A conclusion is a short paragraph in a scientific report and should include the following ideas:

- A statement that answers your research question
- Evidence that supports this answer
- An explanation of whether the data supports or disproves the hypothesis.

Worked example 1.1

Suppose that you were watching a race, and you noticed that the racer named Trent beat the one named Lewis. This was an observation of the world around you. If you were interested in why that happened, you might carry out further research by the following procedure.

Section	Example	Explanation
Research question	Do more training hours improve race performance?	The question needs to be able to be investigated scientifically and answered safely. The question has an independent and dependent variable which are easily measured.
Rationale	Runners who train for more than four hours a week reduce their race time by an average of ten minutes. Runners who add three days of strength training to their weekly program increase their leg strength and improve race performance.	This is your background information. You need to use the internet and books to find scientific information that provides information about what you're studying. Make sure you use reputable websites and give a reference link for anything you use. The sentences shown are an example of what could be included.
Hypothesis	An increase in training hours will increase race performance.	This is where the research question is changed into a prediction that can be tested.
Methodology	<p><u>Variables</u></p> <p>Independent variable: number of training hours. Dependent variable: time taken to finish a 10 km race.</p> <p>Controlled variables: participants are the same age, same athletic abilities and receive the same amount of training. The same race distance is used for all participants.</p> <p><u>Risk assessment</u></p> <p>All runners must wear suitable footwear during the race.</p> <p><u>Method</u></p> <p>Eighteen 12-year-old males will complete a logbook, noting down the time spent training and the type of training they did.</p> <p>On race day, the time taken for each participant to finish the race will be recorded.</p>	<p>This is where you design your investigation. You need to consider the variables (i.e. what you will change and what you will measure), a risk assessment and a method. (Risk assessment will be covered more in the next section.)</p> <p>The number of training hours is the independent variable because it is the variable that we change to see what effect it has on the dependent variable.</p> <p>The time taken to finish a 10 km race is what we predict will change as a result of the training hours change. This makes time taken to finish a 10 km race the dependent variable.</p>

continued...

...continued

Section	Example	Explanation														
Results	<table border="1"> <thead> <tr> <th>Number of training hours (hours)</th> <th>Time taken to finish a 10 km race (minutes)</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>102</td> </tr> <tr> <td>7</td> <td>92</td> </tr> <tr> <td>10</td> <td>86</td> </tr> <tr> <td>15</td> <td>80</td> </tr> <tr> <td>21</td> <td>72</td> </tr> <tr> <td>32</td> <td>59</td> </tr> </tbody> </table> 	Number of training hours (hours)	Time taken to finish a 10 km race (minutes)	4	102	7	92	10	86	15	80	21	72	32	59	You need to present your results in tables and graphs.
Number of training hours (hours)	Time taken to finish a 10 km race (minutes)															
4	102															
7	92															
10	86															
15	80															
21	72															
32	59															
Analysis	As the number of training hours increases, the time taken to finish the race decreases.	You need to look at your data and identify any trends, patterns or relationships.														
Evaluation	<p>The investigation only considered 18 male runners completing one 10 km race. Although the participants were all 12 years old, they were all different heights and had different diets. Their training also varied. Some purely completed running training, whereas others also swam or did strength training.</p> <p>To improve the investigation, a bigger sample size of participants is required. Each participant should eat the same diet and complete the same type of training.</p> <p>The investigation could be extended by also considering female runners, or looking at different race distances.</p>	<p>This section is where you consider any issues with your method and suggest potential improvements for any future investigation.</p> <p>If the data is inconclusive, it could mean that there are more variables that need to be controlled.</p>														

continued...

...continued

Section	Example	Explanation
Conclusion	In conclusion, the results show that more training hours improve race performance. This is shown by the data: runners who only trained for four hours completed their race in an average of 102 minutes, whereas the runners who trained for 32 hours finished their race in an average of 59 minutes. The hypothesis of 'an increase in training hours will increase race performance' is supported. The data could also be used to improve race performance in teen boys.	You need to answer your research question, justifying it with data that you collected. This will allow you to accept or reject your hypothesis.

Quick check 1.6

- 1 Define the term 'meniscus'.
- 2 Explain why measurements are taken from either the top or the bottom of the meniscus.
- 3 Explain how a concave meniscus forms.
- 4 Describe how you would minimise parallax error.

Section 1.2 questions

Retrieval

- 1 **Define** qualitative data and quantitative data.
- 2 **Define** the term 'trend'.
- 3 A scientist undertook the following experiment.
Step 1: Observe that a pot plant seems to grow better the closer it is to a window.
Step 2: Conduct an experiment where a flowering plant was placed in the window and a cactus was placed in a dark room. The flowering plant was watered and the cactus was not. The flowering plant was also given fertiliser but the cactus was not.
Step 3: Collect the data and conclude that plants grow better when they are exposed to more sunlight.

Identify the mistakes in the scientist's method.

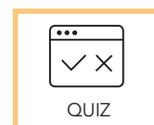
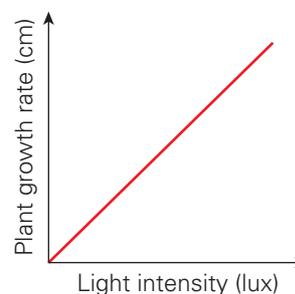
Comprehension

- 4 **Explain** the effect of the mistake you identified in Question 3 on the findings.
- 5 The student completed the experiment again after modifying their experiment. They produced the graph shown on the right:

Describe the trend shown in this graph.

Analysis

- 6 **Contrast** an observation with an inference.
- 7 **Classify** the following pieces of data as qualitative or quantitative.
 - a Tami scored 74% on the test, Aidan scored 90% on the test.
 - b Teachers rated their students' behaviour for 'Submits work on time' as Rarely, Sometimes, Often or Always.



- c Students mixed two chemicals and recorded what they saw. Aaron wrote down, 'The mixture went blue'. Hannah wrote down, 'The mixture went a dark greenish-blue. The test tube felt warm to the touch. Small bubbles appeared.'
 - d A scientist recorded the number of times a gorilla ate in a 24-hour period.
- 8 Look around you. Record one observation. What can you **infer** from this observation?

Knowledge utilisation

- 9 **Evaluate** the pot plant experiment described in Question 3. What could the scientist have done differently to ensure the experiment was fair?
- 10 **Propose** what a meniscus would look like if the molecules of a liquid inside a container were equally attracted to themselves and the container.

1.3 Where do scientists work?



Exploring the laboratory

Not all scientists work in laboratories, of course! Depending on the area of science, they may work 'in the field' such as out and about in the natural environment, on land or in the sea, and they can work in organisations like zoos, private companies or for the government. Now that you are studying science, you will get to participate in many exciting scientific experiments in the laboratory.

Lab safety basics

The laboratory can be a very dangerous place if you do not follow the safety rules, or if you misuse the equipment or forget to use safety gear. Throughout your science career in school, you could get burned, be exposed to dangerous chemicals or cut yourself on broken equipment. Therefore, it is extremely important to know some core rules.

Referring to Figure 1.19 on page 27, spot the differences between the students who

are ignoring the rules (top image) and those following the rules (bottom image). The class in the top image is making seven dangerous mistakes. Suggest what they might be. (The answers are on page 28.)



Figure 1.18 It is important to wear appropriate personal protective equipment at all times when working in a lab environment.





Figure 1.19 Good lab safety is essential.

Spot the difference answers: did you find all the lab safety issues?

- Always wear safety glasses over your eyes (not on top of your head) when you are handling chemicals or glassware. Chemicals and broken glass can be damaging to your eyes.
- Always wear a lab coat that can protect your school uniform from stains and your skin from harmful chemicals.
- If you are given rubber gloves by your teacher, wear them at all times. These will protect your hands from harmful substances. Always wash your hands after you have removed your gloves to be extra safe. Sometimes, safety glasses, lab coats and gloves are grouped together and called personal protective equipment, or PPE for short.
- Always wear enclosed footwear to make sure that nothing can fall onto your feet and hurt you.
- Use a safety mat/heatproof mat whenever you are using a Bunsen burner

to prevent damage to the bench and other equipment.

- Always follow your teacher's instructions.
- Never eat or drink in a lab.

It is important to be observant in the lab and be on the lookout for any potential hazards. Common hazards in the lab are something that you could trip or slip on, or cut or burn yourself on. If you see a hazard, it is important to make your teacher aware of it as soon as possible, so they will be able to stop anyone from getting hurt.

Hazard symbols

Each time you conduct an experiment in science, there are many potential hazards to be aware of.

How do you know what chemicals are dangerous? When you use chemicals, you will see that there are often symbols on the label of the bottle. These symbols tell you the possible dangers when handling any chemical.

Type of hazard	Risk	Assess	Control
Glass 	There are many pieces of glass equipment in the lab.	Glass can get hot, form sharp edges that can cut if broken and can also be heavy.	Always place glassware in the centre of the bench on a flat surface. Allow to cool before handling. Inform your teacher of breakages and avoid any broken glass.
Biological 	Biological material, such as organs for dissection, bacterial cultures, microbes or plants, are studied in the lab.	Any living or dead specimen could contain microorganisms that can make you ill.	Make sure you wash your hands thoroughly. Wear gloves when your teacher tells you to. Dispose of all biological material in the correct way.
Chemical 	You will use many chemicals for experiments.	Some of these can be toxic, corrosive or irritate your skin.	Make sure you always wear gloves and goggles, and wash your hands. NEVER get any chemicals in your mouth or eyes.

Table 1.2 Risk assessment table

Name of hazard	Symbol	Meaning	Examples
Corrosive	Symbol: Corrosion 	This chemical causes skin corrosion/burns or eye damage on contact, or is corrosive to metals.	Sodium hydroxide Sulfuric acid
Health hazard/ Hazardous to the ozone layer	Symbol: Exclamation mark 	This chemical will cause immediate skin, eye or respiratory tract irritations.	Many acids and alkalis
Flammable	Symbol: Flame 	This chemical will catch fire easily.	Ethanol Propanone
Hazardous to the environment	Symbol: Dead tree and fish 	The chemical will cause damage to all living things if it enters the waterways.	Copper sulfate
Explosive	Symbol: Exploding bomb 	This chemical is an explosive at risk of exploding, even without exposure to air.	Potassium Lithium

Table 1.3 Chemical hazard symbols

Name of hazard	Symbol	Meaning	Examples
Oxidising	Symbol: Flame over circle 	These chemicals produce oxygen, which causes other substances to burn more.	Potassium permanganate Nitric acid
Acute toxicity	Symbol: Skull and crossbones 	This substance will cause severe illness or death if it enters the body.	Mercury Lead
Serious health hazard	Symbol: Health hazard 	This chemical can cause serious long term health hazards such as damage to organs, cancer or genetic defects if it is swallowed or enters airways.	Turpentine Petrol
Gas under pressure	Symbol: Gas cylinder 	These gases are stored under pressure and may leak causing fire, poisoning, corrosion, suffocation or 'ice burns'.	Ammonia Liquid nitrogen

Table 1.3 (Continued)

Quick check 1.7

- 1 State the first thing you should do if you see a hazard in the science lab.
- 2 State when you should wear a lab coat.
- 3 Recall the name of the safety equipment that will protect your eyes.
- 4 Describe how your school labels hazardous chemicals that are being used in an experiment. Ask your teacher for an example and record how it is labelled.

Get to know your equipment

All experiments need to be safe, fair and exact. One of the ways to ensure that this happens is to choose the correct equipment for each task. This might sound obvious, but there are several pieces of equipment that can be used for even the simple task of holding a liquid. In Table 1.4 are several pieces of equipment used to hold and work with liquids, and their purpose.

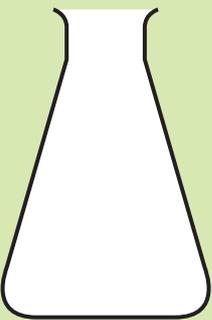
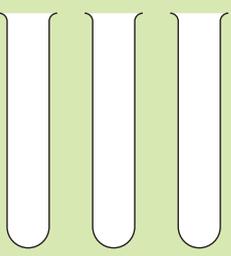
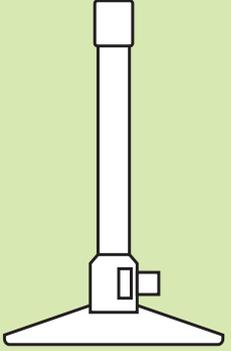
What it is used for	How it looks	How it is drawn
<p>A beaker is a common piece of equipment found in most labs. It comes in many sizes and is generally used for holding, mixing and heating liquids.</p>		
<p>A conical flask is similar to a beaker but the shape of its neck is different to reduce the likelihood of liquid spilling. It can be used to swirl liquids and prevent hot liquids from boiling over.</p>		
<p>Test tubes are used for holding small amounts of liquids. As they do not have a flat bottom, a test-tube rack is used to hold them.</p>		
<p>A measuring cylinder is used to accurately measure specific volumes of liquids. It must not be used to mix or heat liquids.</p>		
<p>A Bunsen burner is a common device used to add a controlled amount of heat to an object.</p>		

Table 1.4 Some common lab equipment

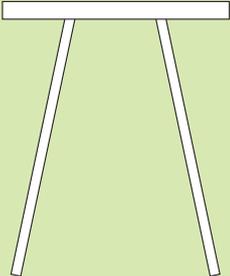
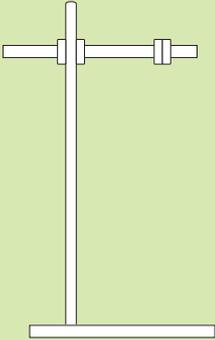
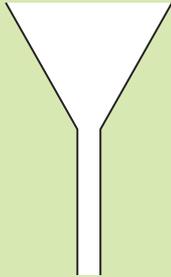
What it is used for	How it looks	How it is drawn
A tripod is used to hold an object above a Bunsen burner flame while it is being heated. A wire gauze mat usually sits on top of the tripod.		
A retort stand and bosshead clamp are used to hold objects in place while testing.		
A funnel can be used to separate mixtures or make it easier to transfer liquids from one container to another.		
An evaporating dish is used to heat up and evaporate small amounts of liquid.		

Table 1.4 (Continued)

You may have noticed that next to each image of the equipment in Table 1.4, you will see a two-dimensional drawing. Two-dimensional, or 2D, drawings show the dimensions of length and width but do not show depth. All 2D drawings are made up of shapes. These are called scientific drawings and you use these drawings when you draw the set-up for an experiment. Use the following rules when creating a scientific drawing.

- Use a sharp pencil.
- Use a ruler to draw a straight line (no freehand).
- Only draw in 2D.

Heating equipment

In many of the experiments you will conduct in your science classes, you will need to heat different objects. This can be done using a water bath, hotplate or microwave oven but one of the most common heating tools in the lab is the Bunsen burner. A Bunsen burner is a heating tool that uses gas and a flame of controlled intensity. Although not all Bunsen burners look the same, they all have the same parts, as shown in Figure 1.20.

Be careful

Remember these important safety points when using a Bunsen burner.

- Tie long hair back and secure loose clothing such as school ties.
- Roll up sleeves if they are too long.
- Never leave the Bunsen burner unattended.
- Turn the Bunsen burner to a yellow safety flame when not heating.
- Place the Bunsen burner on a heatproof mat.
- Wait for all equipment to be cool before handling.

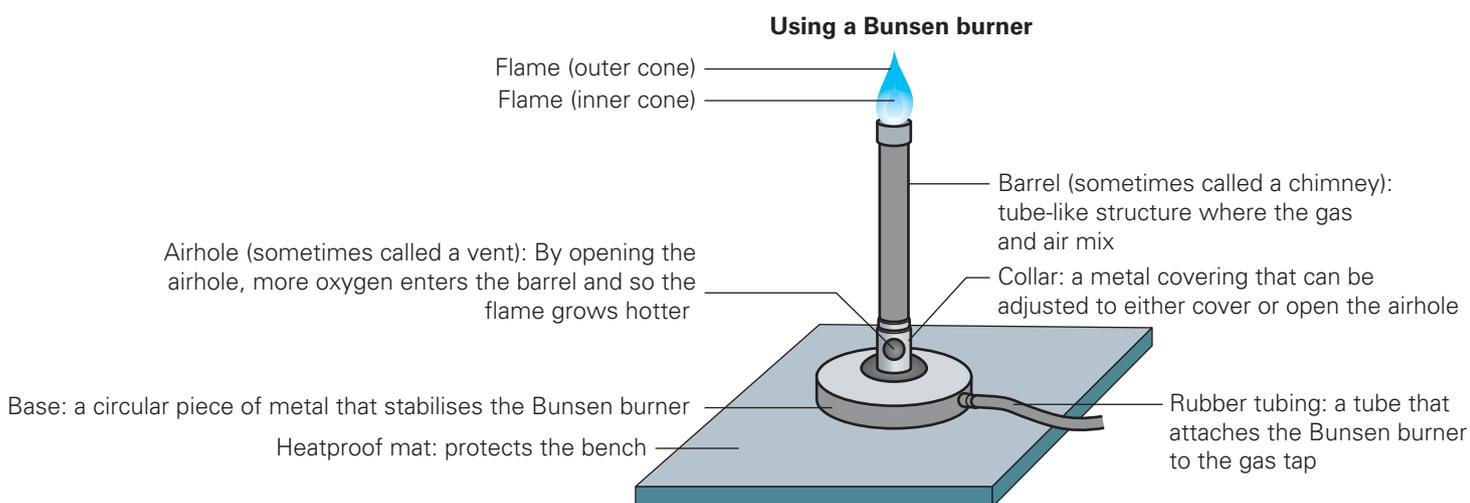
The Bunsen burner

Figure 1.20 A Bunsen burner

Controlling the flame

You can control the type of flame and the temperature of the Bunsen burner by changing the size of the airhole. The airhole size is adjusted by twisting the collar.

When you first light a Bunsen burner, you must close the airhole to produce a bright yellow 'safety flame'. This yellow flame is not as hot and can be easily seen. The flame is yellow because the gas does not mix in the barrel with oxygen from the air when the airhole is closed. Oxygen is necessary to produce a more intense flame. When the collar is turned and the airhole is open, more oxygen can mix with the gas and so this produces a much more powerful blue flame.



Figure 1.21 Blue flame, or roaring Bunsen flame, is produced when the airhole is fully open. It allows oxygen from the air to mix with the gas in the barrel.

Practical skills 1.2

Using a Bunsen burner

Aim

To practise the safe procedure for lighting a Bunsen burner.

Materials

- Bunsen burner
- matches
- heatproof mat

Method

- 1 Attach the Bunsen burner rubber tubing to a gas tap.
- 2 Ensure the Bunsen burner hole is closed to give a safety flame.
- 3 Strike a match away from your body.
- 4 Turn on the gas.
- 5 Bring the match up towards the tip of the barrel mouth to light the flame.
- 6 Shake out the match and place on the heatproof mat.
- 7 When heating anything, twist the collar to open the airhole and produce a blue flame.
- 8 When the Bunsen burner is not being used for heating, twist the collar to close the airhole and produce a safety flame.
- 9 Ensure the gas is turned off at the end of any Bunsen burner practical.

Planning

Consider the following questions while doing your risk assessment:

- 1 Explain why the airhole is closed before turning on the Bunsen burner.
- 2 Explain why the match is struck away from the body.

Be careful

Ensure that you follow measures to ensure general fire safety.

Practical skills 1.3

Heating water

Aim

To identify and use the appropriate equipment for heating water.

Materials

- 250 mL beaker
- boiling tube (large test tube)
- evaporating dish
- stopwatch
- Bunsen burner
- tripod
- gauze mat
- heatproof mat
- test tube tongs
- 250 mL measuring cylinder

Planning

Read the method below and create a risk assessment for this experiment.

Be careful

Ensure general fire safety measures are observed.
Ensure appropriate personal protective equipment is used when handling hot equipment.

continued...

...continued

Method

The diagrams in Figure 1.22 show how to set up your equipment for each test.

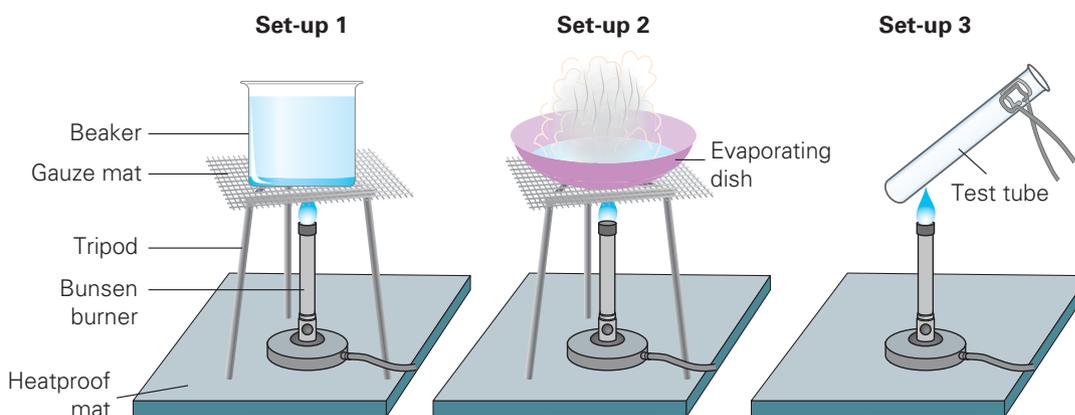


Figure 1.22 Experimental set-ups

Set-up 1

- 1 Add 50 mL of water to a beaker.
- 2 Place the beaker on the gauze mat over the tripod.
- 3 Light the Bunsen burner and measure the time taken for the water to reach boiling point.

Set-up 2

- 4 Fill the evaporating dish with water and pour into the measuring cylinder. Record the volume of water it can hold.
- 5 Repeat steps 1–3, replacing the beaker with an evaporating dish.

Set-up 3

- 6 Fill the evaporating dish with water and pour into the measuring cylinder. Record the volume of water it can hold.
- 7 Add 50 mL of water to a large test tube.
- 8 Hold the test tube over a blue flame using wooden tongs. Point the test tube opening away from yourself and anyone else and move it in a circular motion above the flame until the water boils.
- 9 Record the time it takes for the water to boil.

Results

Copy and complete the following results table.

Container	Maximum volume of equipment (mL)	Time taken to reach boiling point (s)
Beaker		
Evaporating dish		
Test tube		

Analysis

- 1 Describe any trends in your results.
- 2 Identify the best piece of equipment for holding and heating a small sample of substance.
- 3 Identify the best piece of equipment for removing some of the water.

Evaluation

Identify any limitations in the method.

Section 1.3 questions

**Retrieval**

1 **Name** three pieces of personal protective equipment you might use in the lab.

Comprehension

2 Clearly **communicate** the steps involved in safely lighting a Bunsen burner.

Analysis

3 **Organise** the lab equipment featured in this chapter into categories: Containers, Heating equipment, Measuring tools, Others.

4 **Compare** the use of a conical flask and a beaker.

Knowledge utilisation

5 Billy wanted to test how well different paper towels absorbed liquid. **Create** an equipment list and risk assessment for a possible experiment he could conduct.



Chapter review

Chapter checklist

You can download this checklist from the Interactive Textbook to complete it.

1	I can name different fields of science and what is studied in them. e.g. Name the science that involves the study of human physiology or botany.	
2	I can describe each stage of the scientific method or sections of a lab report. e.g. State the missing stage: Research Question, _____, Hypothesis, Methodology, Results, Analysis, Evaluation, Conclusion	
3	I can identify independent, dependent and controlled variables. e.g. State the variable that is tested or measured during an experiment to see what effect the other variables have on it.	
4	I recognise the difference between quantitative and qualitative data. e.g. State the type of data that is a numerical value or count.	
5	I can select the most appropriate piece of measuring equipment when collecting data. e.g. Describe the advantages of using a digital stopwatch.	
6	I recognise the difference between systematic and random errors. e.g. State the type of error that is unpredictable and was made by the experimenter.	
7	I can describe some common safety issues in the science lab. e.g. Create a general risk assessment for any experimental work in your lab.	
8	I can identify hazard symbols in the science lab. e.g. Describe what these symbols mean. 	
9	I can identify and draw common lab equipment. e.g. Draw a scientific diagram that shows the heating water experiment.	
10	I can summarise the instructions for safely lighting a Bunsen burner. e.g. Describe how a Bunsen burner can be safely used in a lab.	

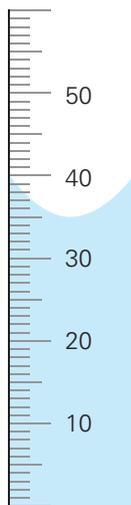
Review questions

Retrieval

- 1 **Recall** the units used to measure liquid volume.
- 2 **Name** two pieces of equipment used to measure length.
- 3 **Recall** three science safety rules.
- 4 **Name** four different fields of study in science.
- 5 **Identify** a piece of equipment, and unit of measurement, that could measure:
 - a the length of an ant
 - b the mass of a Bunsen burner
 - c the volume of liquid in a cup of coffee.



- 6 **Identify** the amount of liquid in the container shown below and explain your answer, with reference to the meniscus. The gradations are in mL.



- 7 Anisha set out to test paper-plane wing size and the distance the plane travels.
- Identify** the variable she is changing (testing) and how it might be measured.
 - She notices that planes with larger wing sizes appear to float higher, and yells out to her brother Chris, 'I think they must capture more wind!'. **State** if this is an observation, an inference or both.
 - Anisha records distance flown in metres, using a tape measure. **Identify** if this is qualitative or quantitative data.

Comprehension

- 8 **Explain** why it is important to choose the best piece of measuring equipment for a task.
- 9 **Describe** why some liquids form a concave meniscus.
- 10 **Propose** a reason why mercury forms a convex meniscus in a test tube.
- 11 **Describe** the trend found by the testing completed in Question 7.
- 12 **Explain** the reason why the airhole of a Bunsen burner is closed when it is not in use.

Analysis

- 13 What can you **infer** from the following observations?
- You are sitting in the science lab working on a laptop. Suddenly, the lights and projector go off so the lab is in darkness. However, your laptop is still working.
 - The ground outside was dry when you went into your double science lesson. However, the ground is wet when you go back outside for morning tea.

Knowledge utilisation

- 14 **Create** a flow chart showing the stages of the scientific method.
- 15 Chris remarks that the testing completed in Question 7 is not fair as they took it in turns to fly the planes and he is a better thrower. **Evaluate** the method, and suggest how it could be improved to make it fairer.

Data questions

You can measure 100 mL of water in a measuring cylinder by filling the glassware to the 100 mL line and making sure that the water level is read correctly from the bottom of the meniscus. Some Year 7 students measured out 100 mL of water in a measuring cylinder and weighed the amount of water on an electronic balance. They repeated this experiment 10 times and the results are shown in Table 1.5.

Measuring cylinder	Mass of water (g)
1	100.0
2	96.5
3	100.0
4	100.0
5	99.7
6	100.8
7	100.3
8	99.9
9	99.7
10	104.2

Table 1.5 Mass of 100 mL of water measured in a measuring cylinder and weighed on an electronic balance

Apply

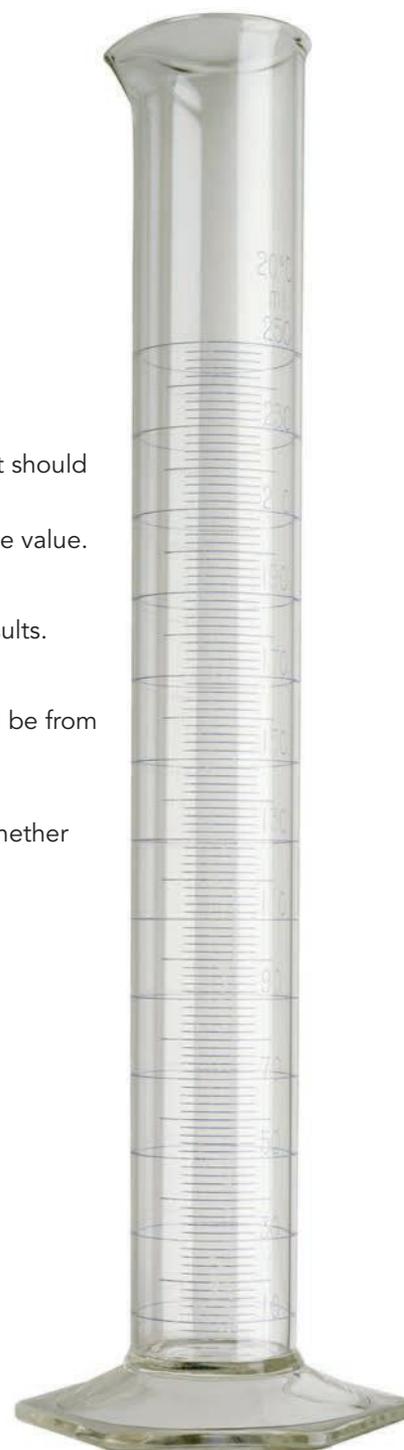
- 1 mL of water has a mass of 1 g. Use this information to **determine** what should be the accurate value for the mass of 100 mL of water.
- Identify** two results which are considered furthest away from the accurate value.

Analyse

- Use the data in Table 1.5 to **describe** the differences in the collected results.

Interpret

- Deduce** whether the differences in results identified in Question 3 could be from the measuring cylinder or the electronic balance or both.
- Infer** why there might be considerable differences in the collected data.
- If the students were to repeat this experiment 10 more times, **predict** whether the results would change.



Chapter 2

Classification



Chapter introduction

Whether you are answering questions about what food you would like to eat, what music you like or what movies you want to watch, you are unknowingly grouping many things together based on similarities. This process is called classification. In this chapter, you will explore the way scientists use classification systems to share their knowledge and group all of the living organisms on Earth.

Curriculum

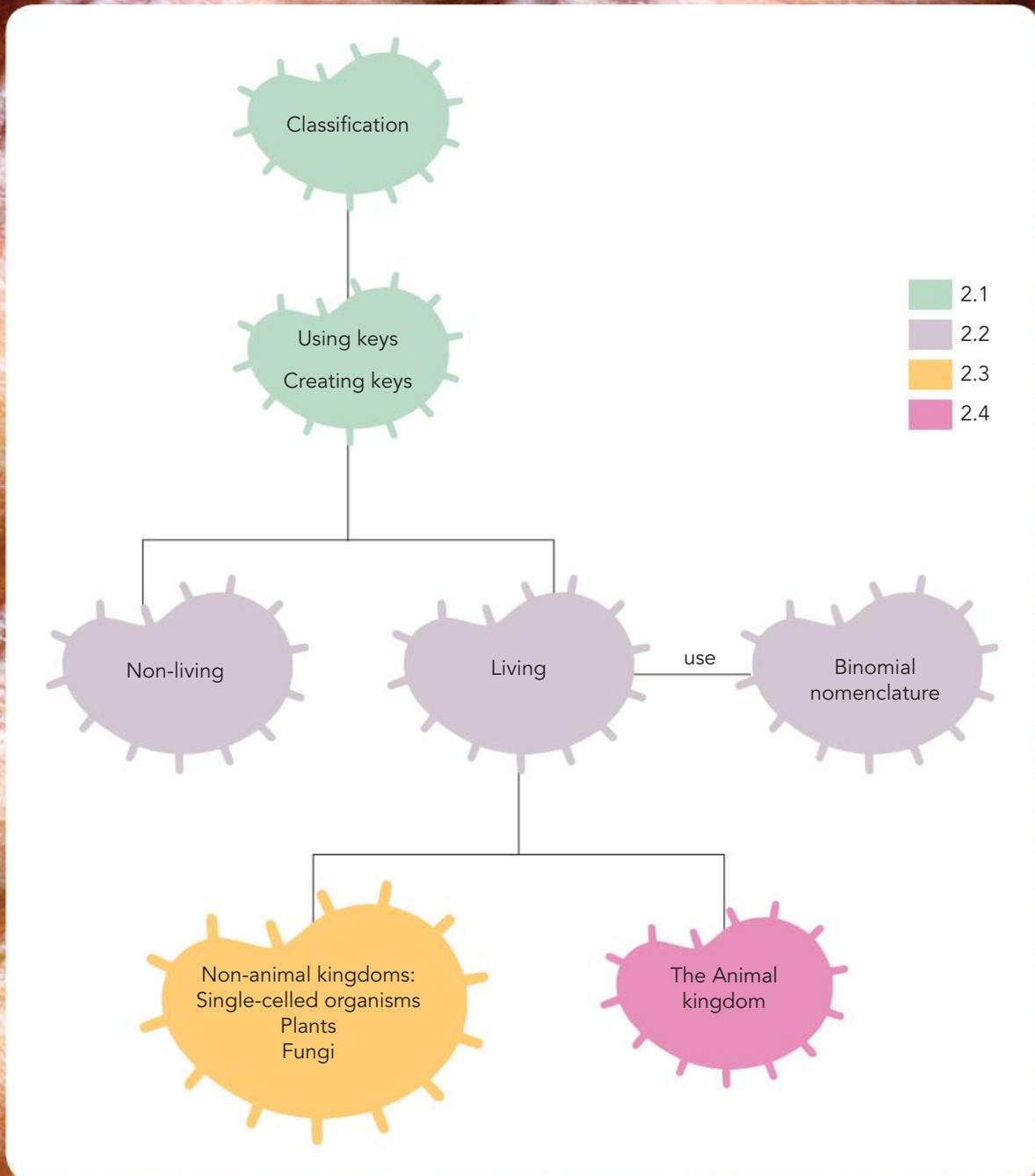
Classification helps organise the diverse group of organisms (ACSSU111)	
investigating classification systems used by Aboriginal and Torres Strait Islander peoples and how they differ with respect to approach and purpose from those used by contemporary science (OI.3, OI.5)	2.3
considering the reasons for classifying such as identification and communication	2.1
grouping a variety of organisms on the basis of similarities and differences in particular features	2.1
considering how biological classifications have changed over time	2.2
classifying using hierarchical systems such as kingdom, phylum, class, order, family, genus, species	2.2, 2.3
using scientific conventions for naming species	2.2
using provided keys to identify organisms surveyed in a local habitat	2.1, 2.2

© Australian Curriculum, Assessment and Reporting Authority (ACARA)

Glossary terms

anomalous	family	parasite
autotroph	genre	phylum
bilateral symmetry	genus	qualitative
binomial nomenclature	heterotroph	quantitative
botanist	invertebrate	radial symmetry
characteristic	key	sessile
class	kingdom	species
classification	metamorphosis	taxonomy
dichotomous key	microbiologist	unicellular
DNA	morphology	vascular
domain	non-vascular	vertebrate
ectothermic	order	
endothermic	organism	

Concept map



2.1 Classification and keys

You do it all the time!

Classification is the process of arranging similar things into groups. You do this every day without even thinking about it.

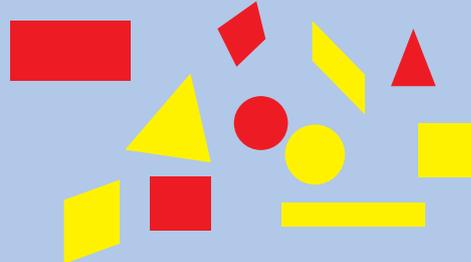
When you are looking for a show on a streaming platform, you automatically scroll through different **genres** such as comedy, drama, family or sci-fi to find what you want. Just imagine if all the shows that are available to you were just placed online in no particular order. It would be next to impossible to find what you were looking for. This is why classification is necessary.

People are also classified in many different ways. How many times have you been asked your year level, school name or date of birth? These are all ways that people can gather information about you and place you into a group.

Try this 2.1

Classification

Take a look at the image below.



- 1 Decide how many groups are in the picture.
- 2 Justify your answer.
- 3 Compare your answer with other people in your class.
- 4 Discuss why different people may have different answers.



classification
the grouping of similar objects or organisms together

genre
a category used to group media such as music, art or books

Figure 2.1 Supermarkets are a place where classification is really important; otherwise, how would you be able to run in and out in five minutes to get your microwave popcorn for movie night?

Communication is key

In science, it is important to be able to share and develop ideas with people all over the world. To do this, scientists across different fields need to create a universal language that everyone understands and agrees on. If universal classification systems were not put into place, biologists, for example, would not know if an organism they had discovered was new and one chemist wouldn't know if another

characteristic
a feature or quality of something

chemist was talking about the same substance as them.

To be able to classify, you must first make detailed observations about the characteristics of the things being classified, then you can group the things with the most similarities together. Consider the robots in the following picture. What are their observable **characteristics**? How could you classify or group them? Which robots are most similar and should be grouped together?



Figure 2.2 Even robots can be classified based on their observable characteristics.

Try this 2.2

Let's practise observing the different characteristics or features of living things. Describe the features you see in each animal. Compare your observations with your classmates. Did you observe the same features?



Did you know? 2.1

Not actually a panda

Although the red panda shares many similarities with the giant panda, with which it shares its name, it also shares many characteristics with raccoons. Since it fits in with neither, it has been classified in a unique group of its own.



Figure 2.3 Red panda (*Ailurus fulgens*) in the wild

Quick check 2.1

- 1 Define the term 'classification' in your own words.
- 2 Name three examples of classification systems that you named in *Try this 2.2* and explain how they demonstrate classification.
- 3 Explain why it is important that scientists all use the same language of classification.

Unlocking classification

Before you explore some different types of classification systems, it is important that you understand how to use **keys**. You usually think of a key as something that unlocks a door, but in science, the term is also used when you are 'unlocking' or sorting out a group of items into an order that makes sense. Keys allow you to follow a series of steps and identify objects that have already been classified. In Figure 2.5 on the next page, there are six different species of frog or toad that are found in Queensland. You can use the key to determine their names.

key
a tool used to identify organisms

Explore! 2.1

Aboriginal and Torres Strait Islander peoples classify organisms in different ways even though nothing is seen in isolation, rather everything is interconnected. One way is separating plants and animals into edible or non-edible. However, they also use totemic classification where plants and animals hold significant totemic relationships with individuals and clan groups. Research the significance of totems to Aboriginal and Torres Strait Islander peoples.

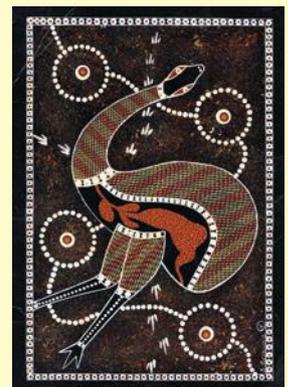


Figure 2.4 Aboriginal art showing an emu, the totem of the Karingbal people

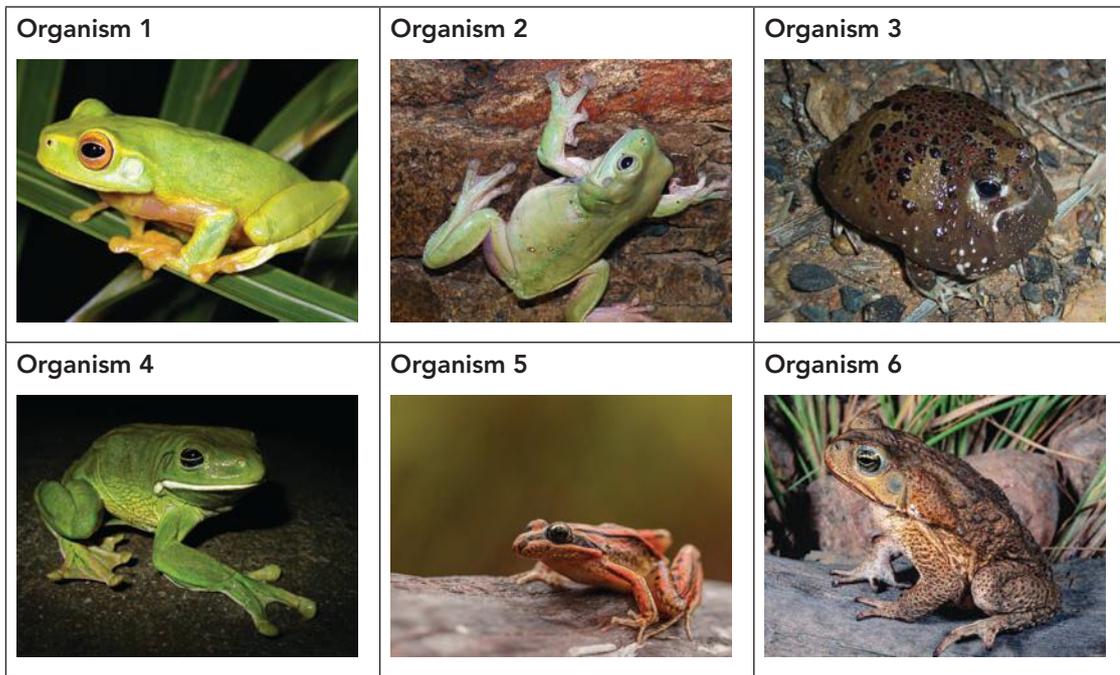


Figure 2.5 Some Queensland frog and toad species. Use the key in the Figure 2.6 to identify them.

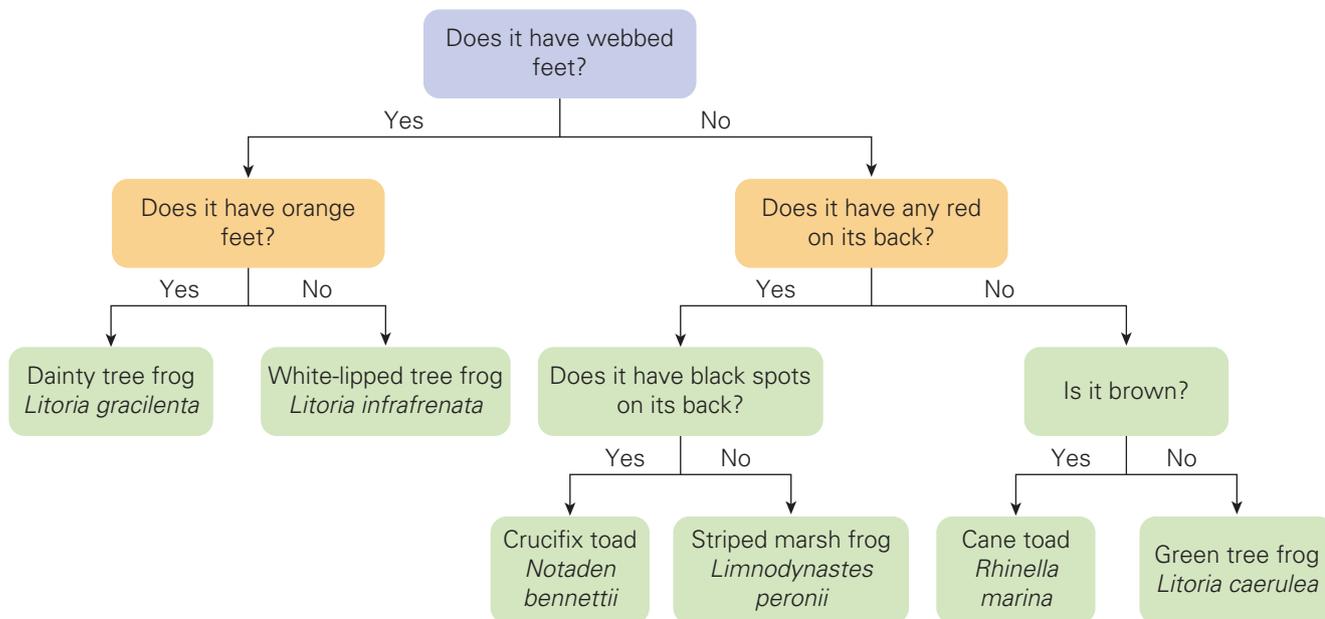


Figure 2.6 A branching dichotomous key for classifying the Queensland frog and toad species in Figure 2.5

Using keys

Imagine you are a scientist wanting to focus your research on the green tree frog. You have been sent a photo of Organism 2 as shown in Figure 2.5 but are not sure if it is the Green Tree Frog. To determine if you have the correct organism, you must use the key in Figure 2.6.

dichotomous key
a tool for scientists to identify an organism from a series of choices between two characteristics

Can you work out whether the name of Organism 2 is the green tree frog? Start at the top and at each step in the process, make a yes/no decision.

The key that you just used is known as a **dichotomous key**. A dichotomous key is an organised set of couplets of mutually exclusive

characteristics of biological organisms (in other words, an organism will always be one or the other, but not both items in each level of the key). The word dichotomous literally means ‘to cut in two’. At each stage, it gives you just two options based on the organisms you are looking at, allowing you to narrow down the possible choices. If the organism falls into one category, you go to the next indicated couplet. There is no right or wrong way to start a key, as long as it has two options and is specific. A key can also be drawn as a table. Test whether you get the same answer using this key in Table 2.1 as you do when using the branching key in Figure 2.6.

1a	Webbed feet	Go to Question 2
1b	No webbed feet	Go to Question 3
2a	Orange feet	Dainty tree frog
2b	No orange feet	White-lipped tree frog
3a	Red on back	Go to Question 4
3b	No red on back	Go to Question 5
4a	Black spots on back	Crucifix toad
4b	No black spots on back	Striped marsh frog
5a	Brown colouring	Cane toad
5b	No brown colouring	Green tree frog

Table 2.1 A dichotomous key in table format to identify the Queensland amphibians

Quick check 2.2

- 1 Explain the purpose of a key.
- 2 Define the term ‘dichotomous key’ and describe how it works in your own words.
- 3 Use the dichotomous key of Queensland amphibians in Table 2.1 and Figure 2.6.
 - a List the characteristics of the cane toad.
 - b Identify amphibians 1 to 6 in Figure 2.5.



Try this 2.3

Making a branching dichotomous key

As a class, discuss some ways that a deck of cards can be grouped by listing the different characteristics. Create groups of similar cards based on these characteristics. Are there different ways you could classify or group the cards? Challenge a classmate to find a certain card using one of the grouping methods you come up with. Perhaps they could race your teacher who is trying to find the same card but in a shuffled and ungrouped deck of cards. What can you conclude?

Now try to make a branching dichotomous key based on one of the ways you chose to group your cards. Test it on a classmate to see if it works.



Creating a key

Here are some things to think about when creating a key.

morphology

the study of the size, shape and structure of organisms

qualitative

a form of data that is a descriptive measurement

quantitative

a form of data that is a numerical measurement



VIDEO
How quickly do these animals change appearances?

Will the characteristics change over time?

Grouping organisms based on what they look like considers a creature's **morphology**. However, some characteristics, like colour, size and shape, are not so useful for making a key as these characteristics can change over time, or with the seasons. For example, think about your hair colour – was it the same colour when you were born? Will it change as you get older? Another example from the animal world is the stoat (Figure 2.7). It has a white winter coat that offers it camouflage when there is snow on the ground, while in summer it completely changes colour to brown!

Figure 2.7 This is an image of a stoat with its winter coat (white) and summer coat (brown). It seems like it could be two different animals!



Are the characteristics specific?

You might have noticed that the Queensland amphibian key on page 46 focused on specific observable characteristics of each creature at each stage of the key.



Figure 2.8 Height can be described (qualitative) or measured (quantitative), but to classify, you need to make sure the characteristic is clear and measurable (i.e. quantitative) where possible.

This is very important to remember when constructing a key, as otherwise scientists will get muddled and get different answers when they use the same key. If you were to design a key based on the three adult females shown in Figure 2.8, you might be tempted to describe their height as short, medium and tall. This would not be a dichotomous classification as it is very subjective – what someone else calls short may be different from what you call short! The term **qualitative** is used when a characteristic is described in this way. Starting your key with 'Is the adult female taller or shorter than 160 cm?' would be better as there are only two options to choose from in this case, and the answer is clear. The term **quantitative** is used when a characteristic is measured or described using numbers.

Narrowing down the choices

You need to make sure that the features of the object you are choosing are unique to that object or at least different from a few of the other options. If you were to classify the animals shown in Figure 2.9, you could not use 'striped' as a defining feature.



Figure 2.9 Can you name these striped animals?

Quick check 2.3

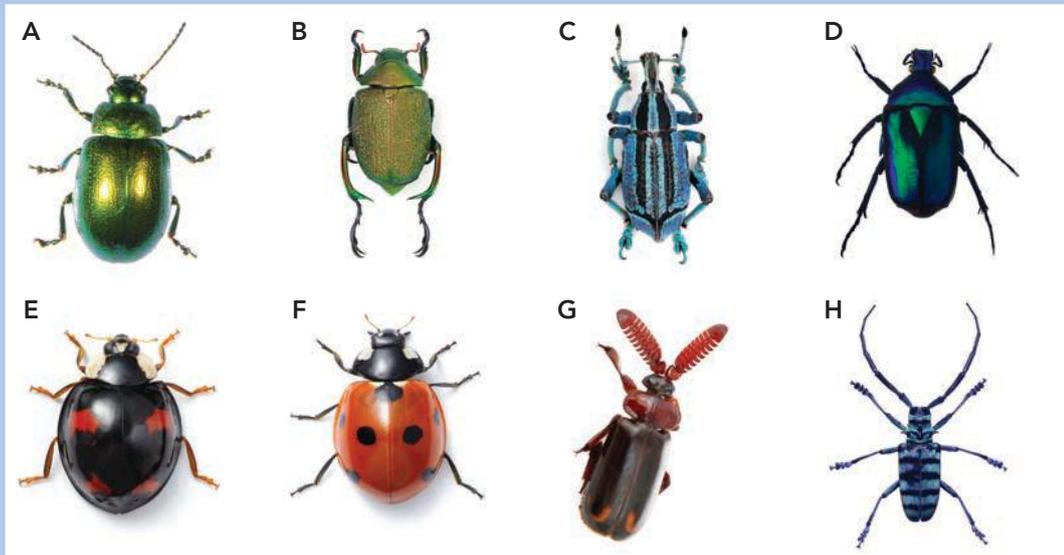
- 1 Summarise the key points to remember when selecting characteristics to create a key.
- 2 Define the terms 'qualitative' and 'quantitative' in your own words.
- 3 When making a key, discuss whether the characteristics need to be qualitative or quantitative.
- 4 In the table below, give an example of a quantitative description that would match each qualitative description for the characteristics.

Characteristic	Qualitative	Quantitative
Height	Tall	
Legs	Many	
Fur length	Short	
Wing size	Big	

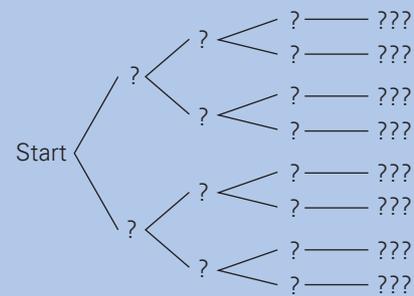
Try this 2.4

Creating a key for some insects

The diagram below shows eight different beetles (A–H).



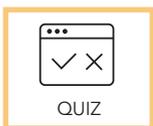
- 1 Observe the different insects and describe their main differences.
- 2 Use the main difference between the insects to separate them into two groups. Create and label a tree diagram, shaped like the example on the right on a piece of paper to show these divisions.
- 3 Separate each group into two further groups, and then continue until there are eight individual insects on the final level of the tree diagram.
- 4 Use the differences you have identified to construct a dichotomous key for the insects.
- 5 Pass the key to a classmate and get them to use it on your insects to make sure it is easy to follow. In other words, your classmate should arrive with the eight insects in the same categories at the bottom of the diagram, as you intended.
- 6 After you have tested the key, make any alterations that you need to in order for it to work.
- 7 Explain the main difficulties you faced when you constructed your key.
- 8 Discuss the reason for any changes you made after testing the key with a classmate.



Section 2.1 questions

Retrieval

- 1 **Define** the term 'classify'.
- 2 **Recall** the term given to a key that has two possible options at each stage.
- 3 **Select** which three of the following features would be the most clear and foolproof options to use when creating a dichotomous key to identify types of plants.
 - A Short leaves vs long leaves
 - B Smooth leaves vs spiny leaves
 - C Tall vs short
 - D More than 0.75 m tall vs less than 0.75 m tall
 - E Pink spots on leaf vs no pink spots
 - F Dark green colour vs light green colour



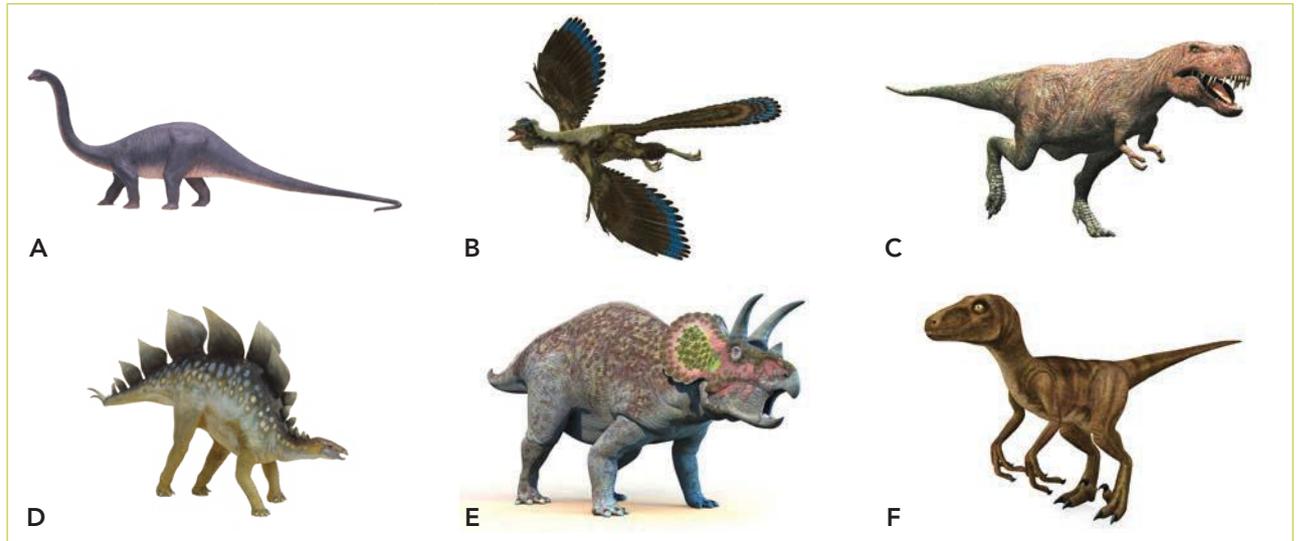
QUIZ

Comprehension

- 4 **Explain** why scientists need to classify things.
- 5 **Explain** why the shape of an animal may not be the best defining feature to focus on when creating a key. Suggest at least three other features that would be more useful.

Analysis

- 6 Copy the results table shown below, then **classify** the dinosaurs using the images and dichotomous key below.

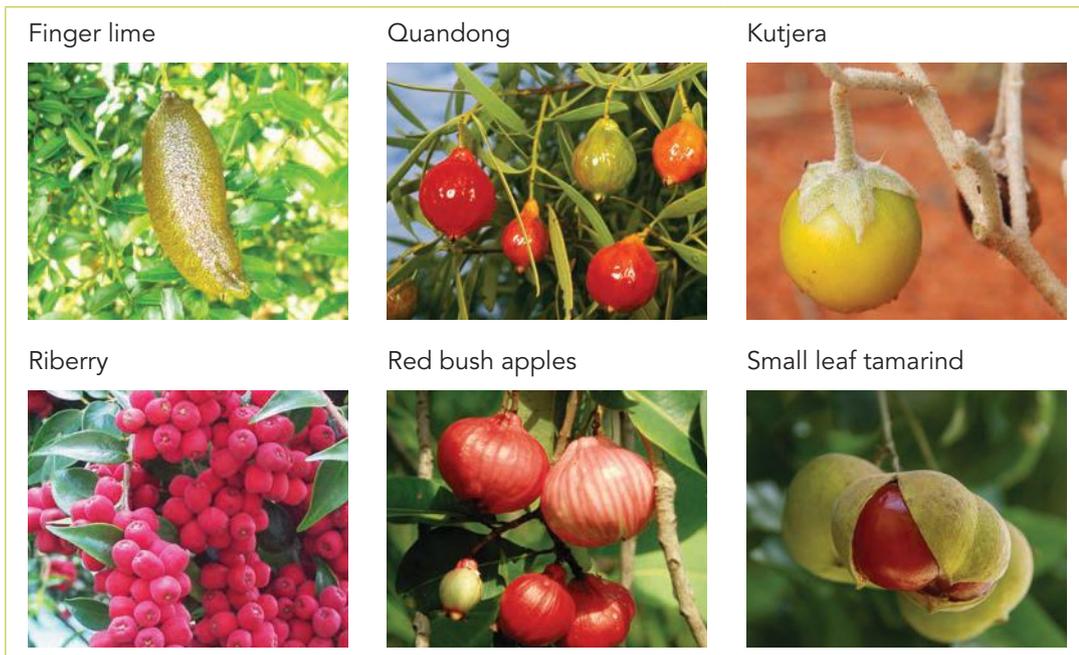
**Dinosaur dichotomous key:**

- | | | |
|---|--|--------------------------|
| 1 | Has four legs | Go to #2 |
| | Has two or fewer legs | Go to #3 |
| 2 | Has horns or plates | Go to #4 |
| | Has no horns or plates | <i>Diplodocus</i> |
| 3 | Has wings | <i>Archaeopteryx</i> |
| | Has no wings | Go to #5 |
| 4 | Has horns | <i>Triceratops</i> |
| | Has plates on back | <i>Stegosaurus</i> |
| 5 | Arms less than half the length of the legs | <i>Tyrannosaurus rex</i> |
| | Arms longer than half the length of the legs | <i>Velociraptor</i> |

Results

Dinosaur	Species
A	
B	
C	
D	
E	
F	

- 7 Aboriginal and Torres Strait Islander peoples use many native fruits for medicinal purposes. Some of these are shown below.



- a **Classify** the native fruits into two groups based on a specific characteristic. Outline the features of each fruit that led you to your classification.
 - b Now use the images again to **classify** these native fruits but this time into three groups. Outline the features of each native fruit that led you to your classification.
 - c Ask to see the groups your classmates came up with and **compare** with yours.
- 8 **Distinguish** between qualitative characteristics and quantitative characteristics.
 - 9 When you are older, you may be interested in buying a second-hand car. Most likely, you will jump online to a car sales website and begin your search. The state you live in might be one of the first things you enter to narrow down your search.
 - a **Elaborate** on the other features or characteristics you may need to use to refine your search.
 - b **Reflect on** if other people would follow the same search pattern.

Knowledge utilisation

- 10 Copy the following table.
 - a **Decide** whether the features are good or weak descriptors to use in a dichotomous key for humans.
 - b **Justify** your choices.

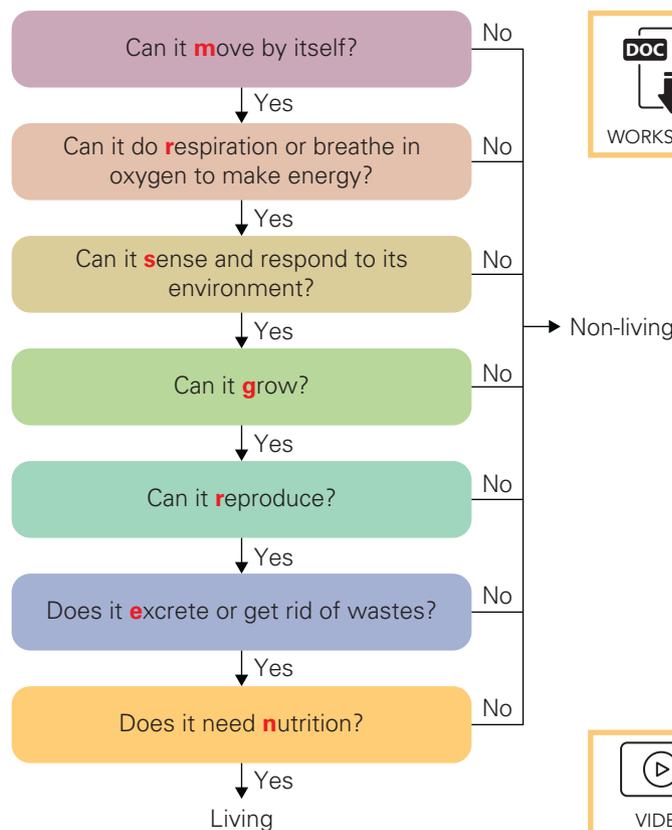
Feature	Good or bad descriptor	Justification
Blue or brown eyes		
Long hair		
150–160 cm tall		
Likes cats		
Size 6 shoe		

2.2 Classifying living things

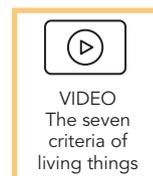
Is it alive?

One of the most basic classification groupings that can be used is 'living' or 'non-living'. The characteristics of living things are often summarised using the acronym MRS GREN. Can you work out what these characteristics are, based on this acronym? The flow chart in Figure 2.10 will give you some clues. It is important to keep in mind, that when a thing is described as non-living, it doesn't mean the same thing as dead. Something that is dead used to exhibit all the characteristics of living things, while something that is non-living never exhibited them.

The first characteristic, movement, needs some explanation. Movement from one location to another – locomotion – is easy to see, but the characteristic also refers to movement while staying in the same place, which may be difficult to observe, partly because it could be so slow. Examples are a change in orientation (e.g. plants moving leaves to catch sunlight); moving parts of the organism in relation to the whole (e.g. flowers opening and closing, or spores being released); or internal movement, such as movement of sap; or movement seen inside cells with a microscope.



WORKSHEET



VIDEO
The seven
criteria of
living things

Figure 2.10 Unless all seven criteria are met, a thing cannot be classified as 'living'.

Explore! 2.2

Search online for information on how crystals grow. Would you classify crystals as living things? What about an aeroplane? The Sun? Justify your answers by listing which criteria they meet and which criteria they do not meet.

Quick check 2.4

- 1 State the characteristics that all living things share and describe an example for each (plant/animal/insect).
- 2 Explain what non-living means.
- 3 Distinguish between non-living and dead.
- 4 Copy and complete the table on the next page:
 - Tick if the characteristic is present.
 - Classify the object as living, non-living or dead.

continued...

...continued

Object	Tick if the characteristic is present							Living? Non-living? Dead?
	M	R	S	G	R	E	N	
Fire								
Dolphin								
Yeast								
Car								
Squashed fly								
Paper								
Cactus								

Did you know? 2.2

Are you related to a banana?

Every living organism on this planet has evolved from a common ancestor. Scientists have discovered this by studying the similarities in **DNA**. DNA is found in every living cell and basically gives the cell or organism instructions on how to grow and function. Humans share about 60% of our DNA with chickens. This is not too surprising as we both have eyes, hearts, legs and many other similarities. However, we humans also share about 60% of our DNA with bananas. This does and not imply relation, however, rather similarities in cell processes such as cell division, the cell cycle and DNA replication. Can you see how classifying by DNA might not be the only answer?



Figure 2.11 Humans and bananas are quite different!

DNA

deoxyribonucleic acid, a chemical present in cells of living things that carries genetic information

organism

a living creature

taxonomy

a branch of science that groups organisms

Taxonomy

So far, you have learned why it is important to classify things and about the tools that help do that. Now you are going to look at how biologists

use these systems to classify all living things or **organisms**. The branch of science that classifies organisms is known as **taxonomy**. Taxonomy is just like a magical filing system for the 8.7 million different living things that exist in our world!

There is not always a clear way to classify each organism and sometimes whole groups of organisms get so big that they then must be broken down into smaller groups. This means that the detailed classification is constantly changing as new organisms are found and added to it. The basic structure of the system has been around for about 250 years and is widely accepted in all countries as the standard system to use.



Figure 2.12 Taxonomists maintain collections of living things to study their features and DNA for classification.

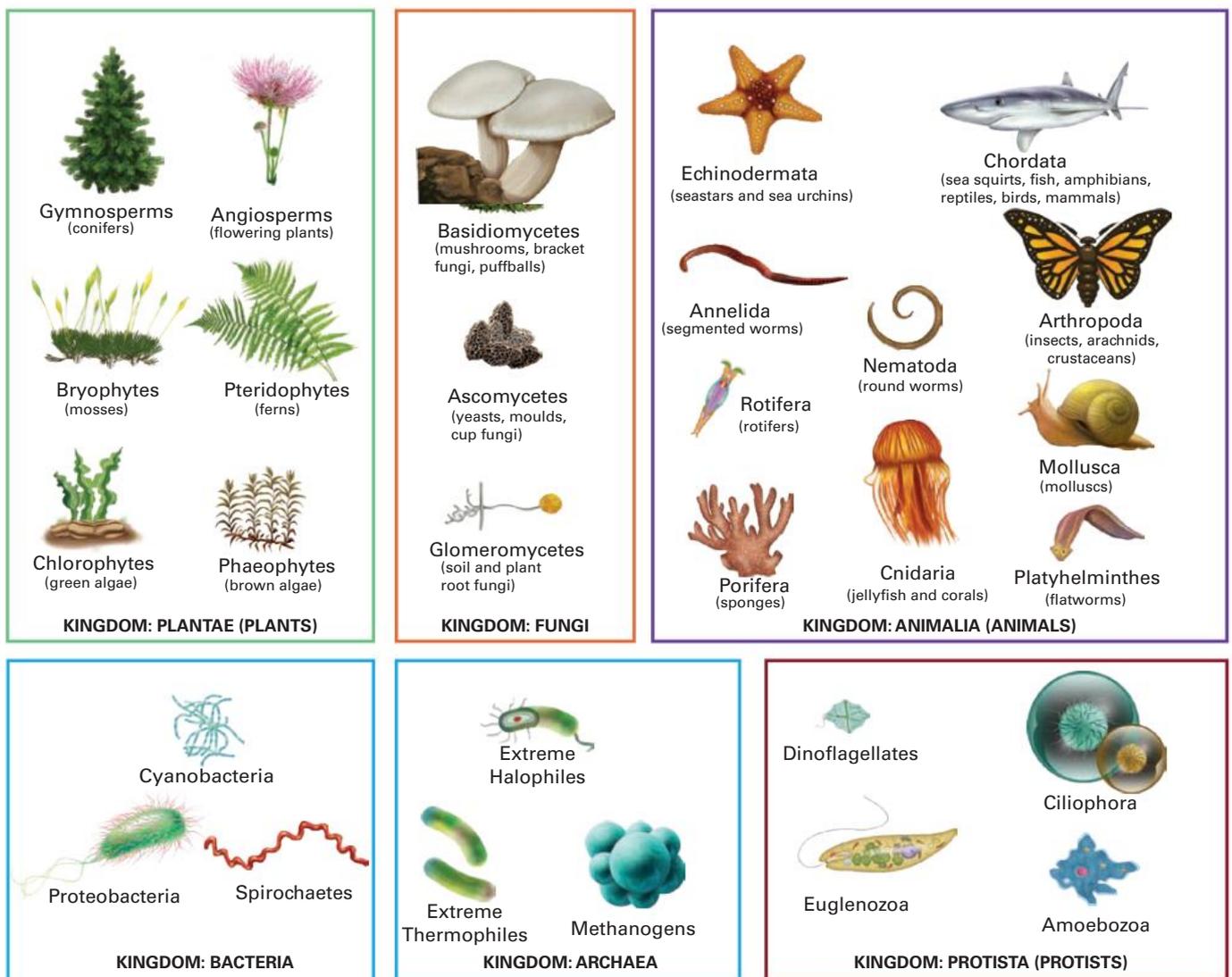


Figure 2.13 The six-kingdom classification of living organisms, with some representative groups within each. Note that there are many more groups than the ones shown, especially in the kingdoms Bacteria, Archaea, Protista and Fungi.



Figure 2.14 Linnaeus on a scientific expedition

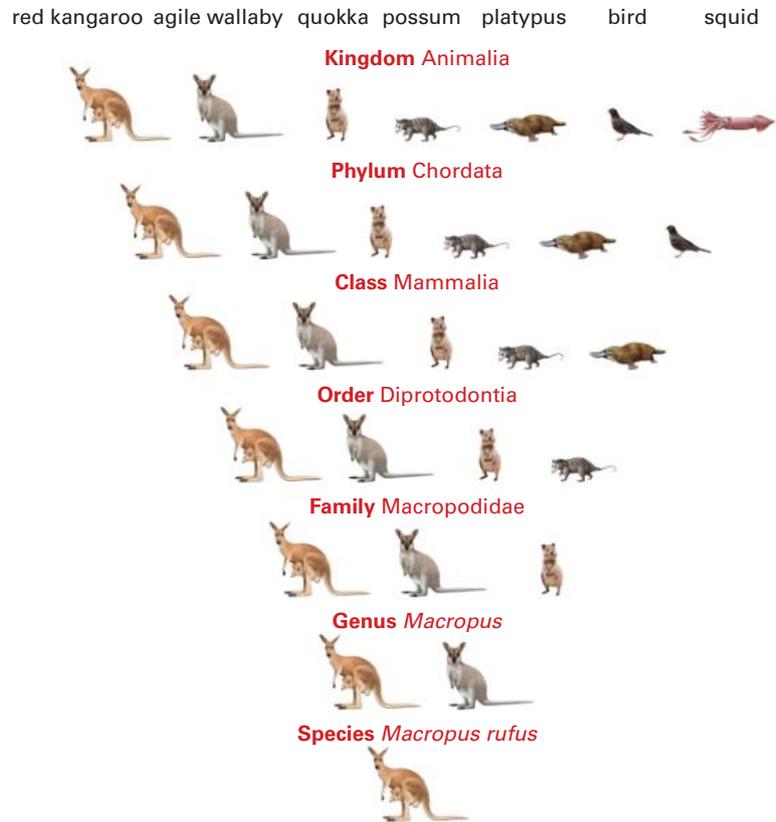


Figure 2.15 Linnaeus' classification hierarchy: at each level as you go down the organisms share more characteristics and are more similar.

Carl Linnaeus

botanist

a scientist who studies plants

kingdom

the highest classification on the Linnaean taxonomic rankings and the most broad

phylum

the taxonomic ranking below kingdom and above class

class

the taxonomic ranking below phylum and above order

order

the taxonomic ranking below class and above family

family

the taxonomic ranking below order and above genus

genus

the taxonomic ranking below family and above species

species

the most specific taxonomic ranking below genus

microbiologist

a scientist who studies very small living things like bacteria

domain

the highest taxonomic rank above kingdom and even more broad

Carl Linnaeus was a Swedish **botanist** born in 1707. He realised quite early on in his career that the classification system used at the time was not working. For example, the scientific name for a tomato plant during his time was:

Solanum caule inerme herbaceo foliis pinnatis incisives racemis simplicibus

– what a mouthful! Linnaeus noticed that as new organisms were discovered, the names for each got longer and longer, so the current naming system was going to have to change.

Linnaeus was responsible for sorting living things or organisms into groups based on their physical similarities. He called the largest group 'kingdom' and the smallest group 'species'. The levels of classification that he developed were **Kingdom, Phylum, Class, Order, Family, Genus** and **Species**.

He managed to classify over 10 000 organisms during the course of his life and his work forms the basis of the current classification system.

Try this 2.5

The order and names of Linnaeus' different levels of classification can be remembered by using a mnemonic device such as **Keep Pond Clean Or Froggy Gets Sick, or Kids Prefer Cheese Over Fried Green Spinach**. Try to make up your own mnemonic to remember each level.

Carl Woese

In addition to the original levels that Linnaeus suggested, a higher, broader level was proposed by Carl Woese (a **microbiologist**) in 1990. This level is called **domain** and it consists of Bacteria, Archaea and Eukarya. The domain Eukarya includes the kingdoms you are most likely familiar with, such as animals, plants and fungi.

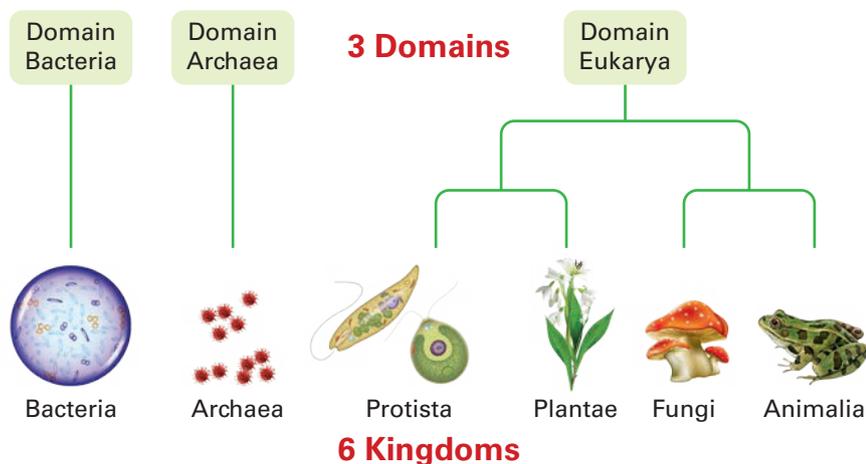


Figure 2.16 The links between Woese's domains and kingdoms

Explore! 2.3

Changes in classification

New advances in technology has allowed us to learn that certain organisms are more closely grouped than we thought. By analysing DNA, we can see that even things which don't look alike can be classified together! Research online the link between the whale and hippo; the elephant, manatee and hyrax; and the horse and rhino.

Quick check 2.5

- 1 Define the term 'taxonomy' in your own words.
- 2 Explain why the classification system is constantly being updated.
- 3 Recall the names of the six kingdoms.
- 4 Discuss how Woese's proposal changed the way organisms are classified.

How to write the names

You might have noticed that when writing an organism's scientific name, there are a few rules that need to be followed.

- The first part of the name (Genus) is written with a capital letter.
- The second part of the name (Species) starts with a lowercase letter.
- If you are typing a name, italics should be used.
- If you are writing the name, you should underline the name.

For example, *Hippocampus colemani*, *Hippocampus zebra*, *Hippocampus kelloggi* and *Hippocampus histrix* are all different types of seahorse found around Australia. The genus name (first part of the name) for all these species, *Hippocampus*, is from the words *hippos* meaning 'horse' and *campe* meaning 'sea monster'. As you can see from Figure 2.17, they share many similarities but are all unique.



Figure 2.17 (a) *Hippocampus colemani*, (b) *Hippocampus zebra*, (c) *Hippocampus kelloggi*, (d) *Hippocampus histrix*

That is why the species (the second part of the name) is also used to identify specific organisms.

Binomial naming

Linnaeus is also responsible for the two-part naming system described on page 56, which is known as **binomial nomenclature**. This replaced much longer names such as the one for the tomato plant given on page 56. Linnaeus renamed it *Solanum lycopersicum*. Earlier in this chapter, you learned about the importance of a universal language in science. Scientists usually use a form of Latin or Ancient Greek to name an organism, which is why it sometimes can sound like a spell from the *Harry Potter* books – ‘*Macropus giganteus*!’ – (that’s an eastern grey kangaroo!).

binomial nomenclature

a system of naming in which two names are used to identify an individual species of organism

	Common name	Eastern grey kangaroo
	Kingdom	Animal
	Phylum	Chordate
	Class	Mammal
	Order	Diprotodon
	Family	Macropod
	Genus	<i>Macropus</i>
	Species	<i>giganteus</i>
	Scientific name	<i>Macropus giganteus</i>

Table 2.2 *Macropus giganteus* taking a nap, and its classification

Try this 2.6

Classifying Australian animals

Find three similar Australian organisms, for example three snakes or three parrots, and draw up a table like Table 2.2. Find out their classifications and scientific names. How similar are the three organisms? List some characteristics they share. How different are they? List some characteristics that are unique. At what level do you notice they are different? What does this mean about how closely related they are?

Did you know? 2.3

In recent years, instead of using names derived from meaningful Latin or Greek words, scientists have started using made-up Latin-sounding names as more species are discovered every day. Some scientists are using the world of *Harry Potter* for inspiration! They have named a new species of crab, *Harryplax severus*, after both Harry Potter and his potions teacher Severus Snape. They also named a species of wasp, *Ampulex dementor*, after the spooky prison guards.

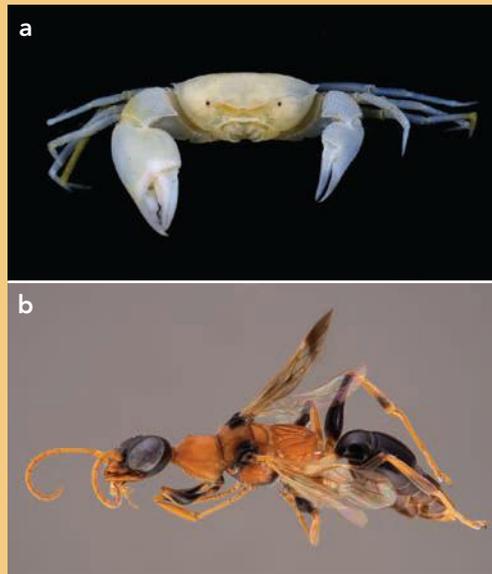


Figure 2.18 (a) *Harryplax severus*, (b) *Ampulex dementor*

Why are scientific names important?

In everyday life, it is quite rare to use the Latin names of plants and animals because the words are often hard to pronounce and remember. If you were asked to identify the organisms in Figure 2.19 as *Phascolarctos cinereus*, *Callistemon citrinus* or *Cracticus tibicen*, you probably would not be able to. However, if you were to use their common names – koala, bottlebrush and magpie – it would be easy.



Figure 2.19 (a) koala (*Phascolarctos cinereus*), (b) crimson bottlebrush (*Callistemon citrinus*), (c) Australian magpie (*Cracticus tibicen*)

You may ask, why can't you just use the common name? Well, some common names for animals are repeated all over the world, but they are not the same species. For example, the Australian magpie is a completely different species from the British magpie (Figure 2.20). In fact, they are not even in the same family! It is likely that the name originated from European colonial settlers, who saw a black and white Australian bird and named it after the most common black and white bird from their country of origin.



Figure 2.20 British magpie (*Corvus pica*)

Explore! 2.4

Australia once had lions!

In 2017, Australian scientists discovered a new species of extinct marsupial lion that roamed in Queensland around 19 million years ago! New species are discovered all the time, and that includes extinct organisms known only from fossils. Research and describe the process by which researchers determine whether an organism belongs to a new or existing species.

Quick check 2.6

- 1 Define the term 'binomial nomenclature' in your own words.
- 2 When looking at a list of scientific names, state how you would know which organisms were most similar.
- 3 Discuss some of the difficulties scientists would experience if they only used the common names of organisms.

Science as a human endeavour 2.1

The animal that would not fit the mould

Whenever there is a rule, there is a rule breaker, and the platypus is one of the biggest rule breakers of the living world! In 1799, scientists in Australia sent a sample of a platypus back to the British museum for cataloguing. The creature they received was so different from anything they had ever seen they had no idea how to classify it. In fact, they believed that the scientists in Australia had sewn together several different animals to play a prank on them! This is because the platypus displays features that are similar to mammals, birds and reptiles all in one creature.

It was not until 2008, more than 210 years later, that scientists finally had definite proof that the platypus is most closely related to mammals but also has some close links to birds and reptiles.



Figure 2.21 (a) Platypus young displaying their duck-like bill (b) Webbed platypus foot

Try this 2.7

Taxonomy exercise

Draw up a table for the Kingdom, Phylum, Class, Order, Family, Genus, Species and scientific name of the platypus. Then in a table, list the characteristics of a mammal in one column, a bird in another column and a reptile in a third column. This task will require you to do some research into the characteristics of these classes of animals. Now use your table and highlight which characteristics the platypus shares with mammals, birds and reptiles.

Try this 2.8

Creating an animal

In this activity you will create a new animal. You may draw it or use an online app.

- 1 Obtain sketch paper and pencils or search for 'make new animals' on the internet.
- 2 Draw your animals or use an online animal building tool to create a new animal with features of many different types of animals (e.g. Switchzoo).
- 3 Take a screenshot of your creation and then create a description of the animal.

Your description should include:

- Name of animal
 - Habitat: aquatic, terrestrial, both
 - Behaviours
 - Diet
 - How it uses the features you have chosen
 - Warm blooded or cold blooded
 - How its offspring are born
 - How long it lives
- 4 Classify your animal into a group (insects, birds, mammals, reptiles, etc).
 - 5 Using your description, justify why you classified your new animal as you did.

Section 2.2 questions

Retrieval

- 1 **Name** the person who is called the 'father' of modern taxonomy.
- 2 **Recall** the six kingdoms.
- 3 **State** the seven characteristics of living things.
- 4 **State** the seven levels of classification, from general to specific.
- 5 The scientific name for the Australian common bluetail damselfly is *Ischnura heterosticta*. **Identify** which country or countries in which this name applies.
- 6 **Recall** the main problems with the classification system that was used before the Linnaean system.
- 7 **Recall** what you have learned about scientific names.

Comprehension

- 8 Imagine you saw a platypus in the wild for the first time. **Describe** how you would classify it and why.

Analysis

- 9 The pangolin is one of the world's most illegally traded animals. Its body is covered in hard scales, they are nocturnal, and they give birth to live young that feed on milk from their mother. As an adult, they eat mainly ants and termites, which they capture with a tongue that is as long as their bodies. Use this information to **decide** what class the pangolin belongs to. Give reasons for your answer.

Knowledge utilisation

- 10 **Predict** how closely related each fish in Figure 2.24 is to the clownfish on the bottom left, based on physical characteristics.



Figure 2.22 Male common bluetail damselfly

Figure 2.23 A Cape pangolin, *Smutsia temminckii*

Figure 2.24 Tropical fish

2.3 Non-animal kingdoms



Single-celled organisms

Most of life on Earth is **unicellular**, meaning it only is made up of one cell. You might not instantly get excited about single-celled life, but some of these organisms can thrive in places that no other living creature could survive, like in a 300°C hot pool or freezing Antarctica!

Until recently, archaea and bacteria were grouped together in a kingdom called Monera.

unicellular
consisting of one cell

Due to the work of Carl Woese referred to previously, they are now split into two domains or kingdoms. Although both groups are ancient, have no nucleus and are protected by a cell wall, scientists discovered that archaea and bacteria are genetically distinct, and archaea have some genetic similarities to the Eukarya, the domain that includes plants and animals.



Figure 2.25 Unicellular organisms have only one cell, which performs all the cellular functions.

Archaea

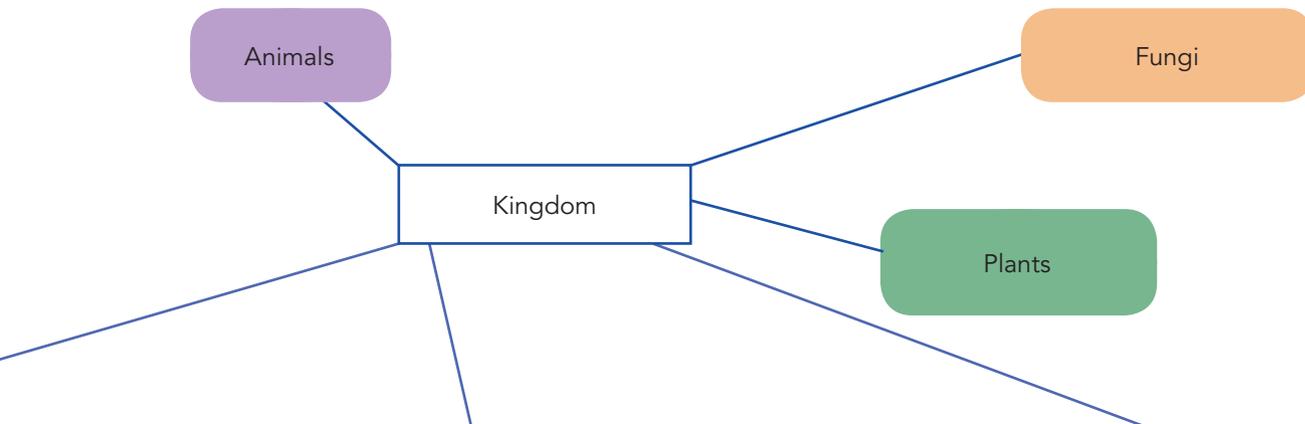
- Oldest form of life on Earth
- Date back to 3.5 billion years ago
- Found in the most inhospitable and extreme environments on Earth
- Common in oceans
- Used in treatment of sewage
- Found in the gut especially of ruminants and termites.



Figure 2.26 Archaea can be found in inhospitable (harsh) environments like these geothermal hot springs or even toxic oil wells.

Did you know? 2.4

We have one kind of archaea in our bodies. It is called a methanogen because it produces methane gas. So, you can blame the archaea next time you expel methane from your body!



Bacteria

- Nearly as ancient as Archaea, appeared about 2.5–3 billion years ago
- Vital for digestion in animals, including humans
- Decompose wastes
- Create fertile soil, vital for agriculture
- Used to produce food (cheese, yoghurt) and industrial materials
- Some are harmful, causing infectious diseases.



Figure 2.27 Bacteria adapt quickly to threats, which is a problem doctors are facing as some harmful bacteria become antibiotic resistant.

Protista

- Single cells like bacteria and archaea but complex in comparison
- Do not always have a cell wall and can be varied in size
- Organisms that do not fit into the other kingdoms get placed in the Protista kingdom
- Appeared in the fossil record about 1.7 billion years ago
- Most live independently but some form small colonies
- Some can cause disease but most are harmless to humans
- Most phytoplankton and many algae are protists, responsible for a huge proportion of photosynthesis
- Digest cellulose in the guts of ruminants and termites
- They also break down wastes and help make fertile soil.



Figure 2.28 These *Phacus* euglenoids can swim and make sugars by a process called photosynthesis, just like plants can.

Quick check 2.7

- 1 Name the kingdoms that contain single-celled organisms.
- 2 Define the term 'microscopic' in your own words.
- 3 Summarise the key characteristics of bacteria.
- 4 Name an organism in the Protista kingdom.
- 5 Decide whether all single-celled organisms are harmful.

Plants

autotrophs

an organism that produces its own food from light, carbon dioxide, water or other chemicals

non-vascular

not containing veins or specialised fluid vessels

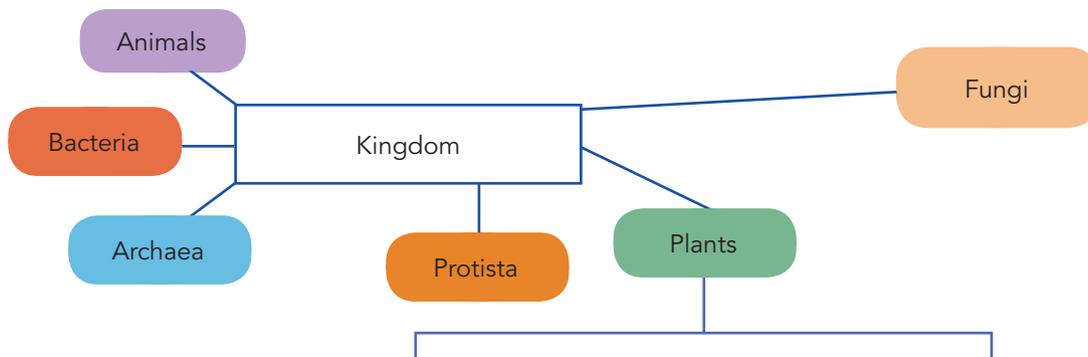
vascular

containing veins or specialised fluid vessels

Plants do incredible things for us! They turn the toxic greenhouse gas carbon dioxide into the very useful gas oxygen that allows us to stay alive. Plants have been on Earth for millions of years longer than animals and spent that time transforming the atmosphere into one that contains oxygen and can

support life. Plants are producers because they produce the primary food source for all life on land. This happens because they are **autotrophs** capable of converting the energy from the Sun into useful sugars that can be digested.

Figures 2.29 to 2.33 show how the Plant kingdom is divided, based on whether they have vascular tissue and if they produce seeds.



Non-vascular

Non-vascular plants do not have any specialised cells in their roots and stems to transport water and nutrients from one part of the plant to another. All the plants in this division share some common characteristics:

- Cannot grow very large or tall
- Often found spread across rocks or the ground in cool, moist, shaded areas
- Reproduce using spores (a single-celled reproductive unit)
- Include mosses, liverworts and hornworts, and some algae.



Figure 2.29 Mosses can take in water and nutrients through their leaves. They do not need to have roots, therefore they can grow on hard surfaces. They also reproduce using spores, which are single-celled and hence smaller than seeds.

Vascular

Vascular plants have a specialised vascular system; that is, roots and stems for transporting water and nutrients around the plant. The veins that you normally see on leaves are special pathways for water and nutrients to flow called xylem (for water transport) and phloem (for sugars and nutrients). Ferns, non-flowering plants and flowering plants all have these transport systems.



Figure 2.30 Veins that you see on leaves are special pathways for water and nutrients to flow.

Flowering plants

- Use brightly coloured flowers and sweet nectar to lure insects, birds and other animals to the flower
- Help spread the flowers' pollen to produce seeds
- Develop seeds inside the 'fruit', which in botany includes pods, capsules and all 'fruiting bodies'
- Can have fruit that is edible and attractive, so when animals eat the fruit, they spread the seeds over large distances.



Figure 2.31 Flowering plants are the most advanced form of life in the Plant kingdom.

Ferns

- Have been on Earth about 360 million years
- Are vascularised
- Can grow to large sizes
- Reproduce through spores
- Like moist, humid, shaded areas
- Do not have seeds.



Figure 2.32 Ferns mainly grow in moist, humid areas.

Non-flowering plants

- Include cycads and conifers
- Reproduce using seeds, which are a complex way of reproducing as seeds contain multiple cells, not just one. These cells are protected by a waterproof layer much like the hard shells of reptiles and birds, and it prevents the seed from drying out
- Include conifers that produce cones that are male (they contain pollen) or female (they contain seeds)
- Rely on wind to move the pollen from the male cone to the female cone.



Figure 2.33 The Wollemi Pine is an ancient non-flowering, seed-producing plant that is only found in Australia.

Quick check 2.8

- 1 Define the terms 'vascular' and 'non-vascular'.
- 2 Recall if organisms in the Plant kingdom are single-celled or multicellular.
- 3 Recall the groups of plants that produce seeds.
- 4 Copy and complete the following table to summarise the characteristics of different plant groups.

Characteristics	Non-vascular	Vascular		
		Ferns	Non-flowering	Flowering
Roots and stems				
Maximum height				
Spores or seeds				
Flowers or no flowers				
Examples				

Practical skills 2.1

Observing *Euglena***Aim**

To observe a single-celled organism under the microscope.

Materials

- *Euglena* sample
- pipette
- compound microscope
- dimple slide
- coverslip
- sharp pencil
- plain paper
- glycerol (optional)

Method

- 1 Set up the microscope on your bench.
- 2 Place a small drop of the *Euglena* sample into the dimple on the slide. One drop of glycerol can be added to slow the movement of the *Euglena*.
- 3 Lower the coverslip on an angle over the drop to protect the sample.
- 4 Place the slide onto the stage of the microscope and focus, using the lowest power magnification first.
- 5 Draw a scientific drawing of the *Euglena* you observe. Use a sharp pencil.
- 6 Use the internet to research the structure of *Euglena*. Label your scientific drawing.

Analysis

Euglena can make sugars like plants can, but they also have a simple 'eye' spot (sensitive to light, not a true eye). *Euglena* can also move, as you have observed. From your observations, justify whether you believe *Euglena* is more similar to animals or plants.

Be careful

Ensure proper microscope handling and use is observed.

Fungi

Fungi have traits that are similar to both plants and animals, but they are different enough to form their own kingdom. Fungi, like animals, cannot produce their own food as plants do. They absorb their nutrients from organic matter including dead organisms in their environment, or as parasites growing on or in living organisms. Unlike animals, most are **sessile**, meaning that they cannot move around too much. The Fungi kingdom ranges from microscopic single-celled organisms, such as yeast, to multicellular organisms, such as mushrooms.

sessile

an organism that does not independently move its location but may move body parts

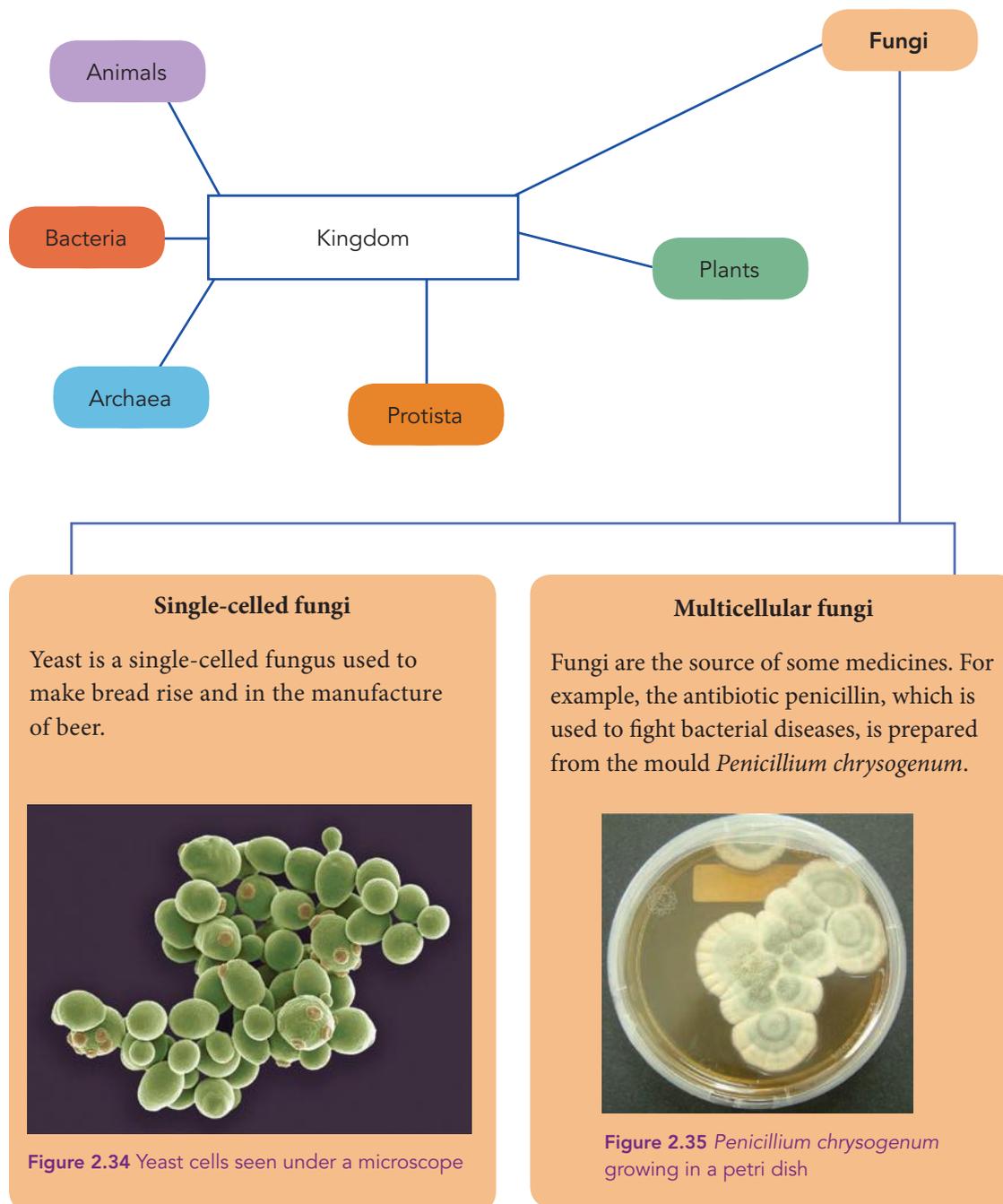


Figure 2.34 Yeast cells seen under a microscope

Figure 2.35 *Penicillium chrysogenum* growing in a petri dish

Fungi (as well as some bacteria, archaea and protists) have one of the most important roles on Earth. They feast on the deceased – they eat and break down all dead organisms, allowing nutrients to be recycled in the circle of life. Nutrient recycling is important. If there were no decomposers, life on Earth simply could not exist, as the nutrients that organisms take from soil or water would never return.



Figure 2.36 Fungi recycling a fallen tree

However, some fungi are **deadly**. *Batrachochytrium dendrobatidis* is a fungus that causes the deadly disease chytridiomycosis in frogs. When the disease enters a frog population, it kills all of them! This disease was first discovered in Australia in 1993 but it is thought to have been in Australia since the 1970s. Currently, it is found in all states and territories except the Northern Territory. The disease is believed to have been the cause of at least four recent frog extinctions and ten rapidly declining frog species in Australia. Currently, there is no cure or method of controlling this disease in the wild.



Figure 2.37 Dead Lesueur's frog, *Litoria lesueurii*, in a river

Some fungi are just plain weird!

Ophiocordyceps unilateralis is sometimes referred to as the zombie fungus. This fungus can infect ants, take control of their bodies and force them to leave their nests and climb a nearby plant. The fungus then bursts out of the ant's head and spreads its spores to other ants in the colony.

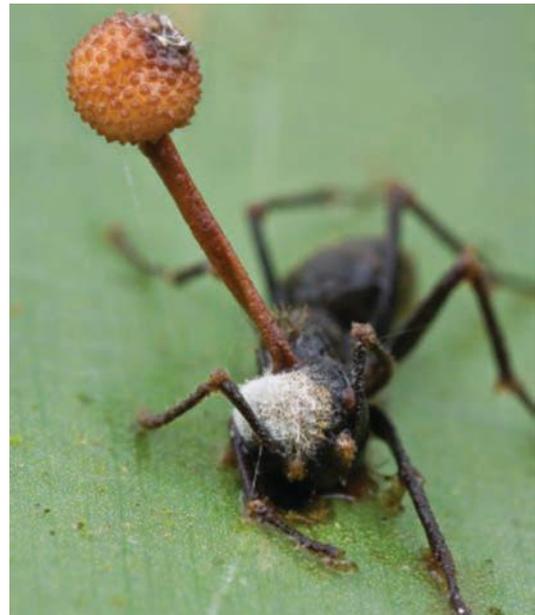


Figure 2.38 Fungi sprouting out of the brain of an ant!

Explore! 2.5

Can trees talk?

Surprisingly, they can! Research how scientists believe trees communicate with each other using fungi and what things this communication can accomplish.

Quick check 2.9

- 1 Recall the characteristics of fungi.
- 2 State the characteristics that plants and fungi have in common.
- 3 Do some research and identify some examples of fungi that can be both beneficial and dangerous to humans.
- 4 State the conditions that are best for mould or fungi to grow.

Investigation 2.1

Spores are all around us

Aim

To design a method to fairly investigate how different factors affect the growth of mould on bread.

Time period

Approximately 1 week

Prior understanding

Fungal spores are in the air all around us every minute of the day. You inhale these spores with every breath you take, and they try to grow in your lungs. Luckily, humans have a brilliant immune system that can fight them off. The food we store at home, on the other hand, does not have an immune system, so fungi that land on it can grow very easily. Most of the fungi that grows on food is known as mould. It is important to store food in an environment that slows down mould growth as much as possible, such as a cool pantry or a fridge or freezer. This keeps the food edible for longer.

Materials

- 9 slices of bread, or 3+ pieces per *independent variable* group, which are near or past their 'best before' date and preferably with no preservatives
- 9 zip-lock bags
- paper towels
- sticky labels
- permanent markers
- sticky tape

Planning

- 1 Read the prior understanding section and identify what environmental factor affects the growth of mould on food at home.
- 2 Create a research question that can be easily and safely investigated.
- 3 Identify one independent variable to test, based on your research question. Describe the different groups that you will set up for the experiment.
- 4 Identify the dependent variable and how you will measure it.
- 5 Develop a hypothesis by predicting how a change in the independent variable will affect the resulting dependent variable.
- 6 Identify the controlled variables and describe how these will be managed.

Method

- 1 After a few minutes exposed to air to pick up some spores, place each piece of bread into a zip-lock bag and seal the end well.
- 2 Cover the seal with a layer of sticky tape to prevent anyone opening it. **DO NOT OPEN AGAIN** – This is a safety issue as breathing in mould can be dangerous.

continued...

Be careful

Make sure you do not open or puncture the bag once growth has begun. Ensure that growing conditions remain under 30°C for safety considerations.

...continued

- Label each bag with the following information:

Group number:

Description:

Date:

Student/s name:

- Set up three bags for each independent variable group that you planned in the planning section.
- Monitor each group for 5–7 days.
- If any part of the set-up is changed over that period of time, then note the reason for this.

Data processing

- Collect each bag. *DO NOT OPEN for safety reasons.*
- Measure the amount of fungal growth for each independent variable group and record the results in a table. Your teacher may direct you to create your table on a spreadsheet.
- Calculate the average growth measurement for each independent variable group.
- Calculate the range for each independent variable group on the table.
- Graph the mean of each group's data on paper. Your teacher may direct you to create your graph on a spreadsheet.

Analysis

- Describe any trends, patterns or relationships in your results table.
- Identify any **anomalous** results that you found.
- Analyse how much variation was observed between the measurements within each group.

Evaluation

Reliability

- Describe how the set-up or method was adjusted, if at all, once the experiment was started.
- Critique your management of the controlled variables. Were they managed properly to ensure they did not change and affect the measurements?

Improvements

- Were there any obvious sources of error or parts of the procedure that caused the data to be less accurate than it could have been? Describe any changes that could be made to the method to improve the quality of the data in future experiments.

Conclusion

- Propose a valid conclusion that can be drawn from these results.
- Justify this conclusion using data from your results.
- State whether your hypothesis is supported or not.

anomalous

an outlying result that does not fit in with the pattern of the other results

Try this 2.9

Classification super-challenge!

To check if you know the key characteristics of the different kingdoms, try this super challenge! Read the description, see if you can identify the kingdom the organism belongs to and then find a picture of a possible organism that fits the description.

Description	Kingdom	Picture
I am a single-celled organism. I live in the large intestine of mammals like humans to help food break down. I reproduce very quickly.		
I am a multicellular organism that uses sunlight to make my own food. I grow flowers to produce seeds inside of fruits.		
I cause dead animals to really reek when I slowly digest their tissues, producing methane. I am a single-celled organism with no nucleus in my cell.		
I am a unicellular organism that can move and live in pondwater. My body is covered with little hairs to help me move and I can swim very fast. I eat bacteria.		
I make my own food using the sunlight and I am multicellular. I get my nutrients from insects I can catch in my folding leaves.		



Section 2.3 questions

**Retrieval**

- 1 **State** three examples of fungi.
- 2 **Define** 'vascular plant'.
- 3 **State** the kingdom that *Penicillium* mould belongs to.
- 4 **Identify** why animals depend on bacteria and fungi.

Comprehension

- 5 **Explain** the benefits of a seed compared to a spore.
- 6 **Describe** two ways in which seeds can spread.

Analysis

- 7 **Distinguish** between unicellular and multicellular organisms.
- 8 **Classify** each of these species by placing them into the correct kingdom.
 - a *Streptococcus pneumoniae* is an organism that can make you very sick. It belongs to the second oldest kingdom and is made up of single cells.
 - b *Trypanosoma evansi* is a single-celled organism that needs to eat other organisms to survive. Its cells have specialised structures inside of them.
 - c *Osmunda regalis* is an organism that uses the Sun to make sugars and reproduces using spores. This organism has specialised vascular tissue.
 - d *Tremella fuciformis* is an organism that reproduces using spores and is a parasite of other organisms to gain food.
 - e *Haloferax volcanii* is a single-celled organism that can survive in extreme environments that no other organism could survive in.

Knowledge utilisation

- 9 In the past, fungi were considered to be part of the Plant kingdom. **Propose** reasons why this might have been the case.
- 10 Suzi discovered that a piece of bread left in a zip-lock bag had developed a black fuzzy mould-like substance. She decided to investigate the factors affecting mould growth. She used the same brand of bread and zip-lock bags. She placed the sealed bags in environments with different temperatures.
 - a **Determine** the variable she was changing or testing (independent variable).
 - b **Determine** the variable she was measuring (dependent variable).
 - c **Propose** some examples of variables she kept the same or controlled.
 - d **Propose** two other variables she could test with a similar experiment to assess the growth of mould.



2.4 The Animal kingdom

When you think of an animal, your first thought is most likely of a large and probably charming creature such as a sloth or penguin. What you probably do not think of is a sponge or coral. It might surprise you to know that most of the animals on our planet are microscopic and look nothing like the animals you first thought of. All organisms that are placed in the Animal kingdom share some defining features that set this kingdom apart from the others.



Figure 2.39 A tardigrade is an example of a microscopic animal.

All animals:

- are multicellular (made up of more than one cell working together)
- have cells that contain special structures inside of them
- are **heterotrophs**, meaning they eat other organisms or their secretions, excretions or remains to gain energy
- can independently move their location (they are motile) or their body parts if they stay in one location (if they are sessile)
- can digest food inside their body (the majority) or in some cases outside their body.

Animal phyla

There are more than 35 phyla in the Animal kingdom, but you are going to just focus on the nine key ones, as shown in Table 2.3. Often, scientists will talk about **vertebrates** or **invertebrates**. A vertebrate is an animal with an internal backbone or endoskeleton, while an invertebrate is an animal with no internal backbone. Instead, invertebrates may have a hard outer casing called an exoskeleton. However, despite vertebrate and invertebrate being important terms to know and understand, they are not used as an official level in the classification system.



heterotroph

an organism that cannot make its own food, instead relying on other organisms for energy

vertebrate

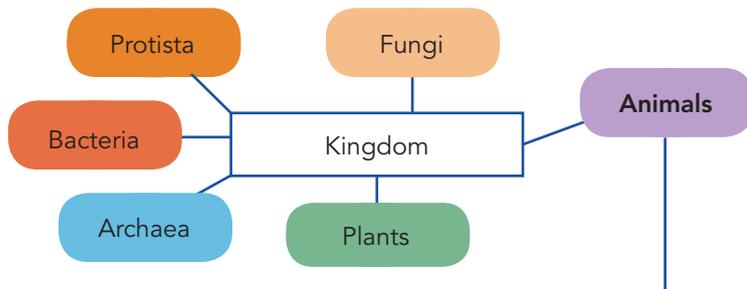
has a backbone

invertebrate

does not have a backbone

ANIMAL KINGDOM		
Phyla (scientific name in brackets)	Examples	Invertebrate or vertebrate
Poriferans (Porifera)	Sponges	Invertebrates (they have no backbone)
Cnidarians (Cnidaria)	Jellyfish, sea anemones, coral	
Platyhelminths (Platyhelminthes)	Flatworms	
Nematodes (Nematoda)	Roundworms	
Annelids (Annelida)	Earthworms	
Molluscs (Mollusca)	Shelled animals	
Arthropods (Arthropoda)	Insects, spiders, crustaceans	
Echinoderms (Echinodermata)	Seastars, sea urchins	
Chordates (Chordata) (not all chordates have backbones)	Fish, amphibians, reptiles, birds, mammals	Mainly vertebrates, but some invertebrates

Table 2.3 Summary of the nine key phyla in the Animal kingdom. Note that eight of the nine phyla contain animals with no backbone.



The Animal kingdom is divided into many phyla; Figures 2.40 to 2.48 show the nine key ones. Animals are also divided informally into two large groups: invertebrates and vertebrates.

Invertebrates

Poriferans

(pron. *pore-if-er-ans*)

- 'Pore-bearers', have holes
- Use filters to obtain food
- No organs
- Sessile (do not move)
- Simple animal, no specialised organs
- Include sponges.



Figure 2.40 A sponge with its simple tube form for filtering water

Cnidarians

(pron. *nigh-dare-ee-ans*)

- 'Stinging nettle'
- Soft, hollow body
- Fires stinging spine at target like a harpoon
- One opening for food and waste
- Include anemones, coral and jellyfish.



Figure 2.43 The box jellyfish, whose venom is strong enough to kill humans, can be found in the Northern Territory and northern Queensland.

Platyhelminthes

(pron. *plat-ee-helm-in-thees*)

- 'Flat worms'
- No segmentation, unlike Annelids
- Have a simple brain and eyes
- Can be cut in half and they will continue to live
- Many are decomposers – they recycle waste, or are parasites living in other organisms
- Include all flatworms.



Figure 2.41 Flatworms display many vibrant colour combinations.

Nematodes

(pron. *nee-ma-toads*)

- An unsegmented worm found in soil, water and the bodies of other organisms as **parasites** and pests
- Also known as roundworms
- Most are very small or microscopic
- Widespread and very numerous.



Figure 2.44 Many nematodes are parasites.

parasite
an organism that lives in or on another organism and takes its food from its body

Annelids

(pron. *an-e-lids*)

- 'Ringed worms', meaning have ringed body segments
- Soft bodies
- One hole for food, one for waste
- Need a moist environment, can survive on land
- Include earthworms.



Figure 2.42 The tiger worm is named so because of its stripes.

Molluscs

(pron. *mol-usks*)

- Second largest of all of the phyla, second only to Arthropods
- Have a muscular foot and soft body
- Have a mantle (a cover or outer layer like a cloak), and for some it forms a shell
- Have a radula, a scraping device for eating
- Include squid, snails, slugs, octopuses and oysters.



Figure 2.45 A snail taking a ride on another snail

Vertebrates

Arthropods

(pron. *arr-throw-pods*)

- ‘Jointed foot’, means their limbs are made of jointed segments
- Exoskeleton
- Contain 80% of all animal species
- Found in every habitat, in the air, in fresh and salt water, and underground
- Have complex sensory organs such as compound eyes and antennae for hunting and detecting threats
- Include insects, spiders, scorpions, millipedes, crustaceans (crabs, lobsters, prawns) and many more.



Figure 2.46 Spider wasps paralyse spiders and drag them to their nests where they lay an egg on the spider. When the young hatches, it will eat the spider.

Echinoderms

(pron. *ee-keh-ine-o-derm*)

- ‘Spiny skin’
- Found in the ocean, not freshwater
- Have specialised organs, but no brain and no blood
- Most have radial symmetry
- Include sea urchins, sea cucumbers, brittle stars.



Figure 2.47 When a starfish loses a limb, it can grow back.

Chordates

(pron. *core-dates*)

The Chordate phylum contains the most complex group of animals – they all have a spinal cord. The spinal cord is a long nerve that connects the brain of the animal to the rest of the body. This nerve is usually, but not always, protected by bones that are called vertebrae. Run your fingers down your back to feel your vertebrae that are protecting your spinal cord. You may remember that animals with such bones are called vertebrates. Humans, all other mammals, fish, reptiles, amphibians and birds all belong to the Chordate phylum but are further grouped into classes based on their similar characteristics.



Figure 2.48 Elephant seals and penguins are both examples of chordates.

Explore! 2.6

Some scientists believe they have found an immortal jellyfish (*Turritopsis dohrnii*). Research how the scientists explain this immortality and propose whether the same biological trick could ever be used by humans.

Symmetry

radial symmetry

organism is symmetrical around a line drawn through the centre in more than one position

bilateral symmetry

organism can be divided into two symmetrical halves

When classifying animals into their correct phyla, their symmetry is also used as a structural feature to help classify it. **Radial symmetry** means you can draw an imaginary line in several

directions through the centre of the animal and you will get identical halves. **Bilateral symmetry** means you can only draw an imaginary line in one position to get identical halves. As seen in Figures 2.49, 2.50 and 2.51, some animals are not entirely symmetrical.

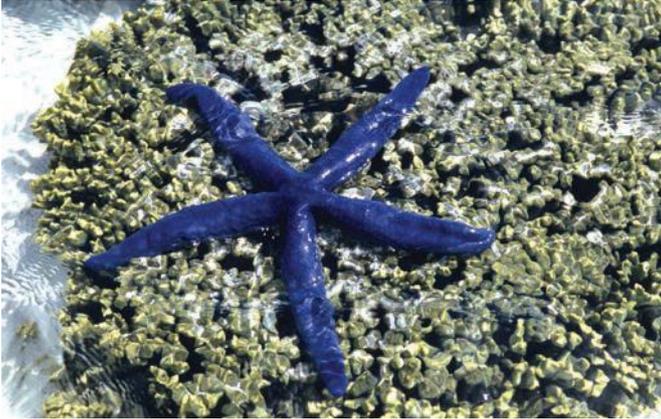


Figure 2.49 The blue seastar shows radial symmetry.

Figure 2.50 Australia's brown falcon shows bilateral symmetry.

Explore! 2.7

Most but not all animals have symmetrical body shapes. Investigate and find examples of animals that do not have symmetrical bodies.

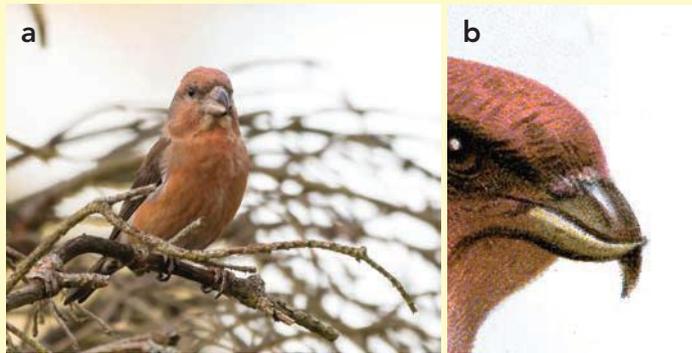


Figure 2.51 (a) A male crossbill; (b) Close up of its crossed bill

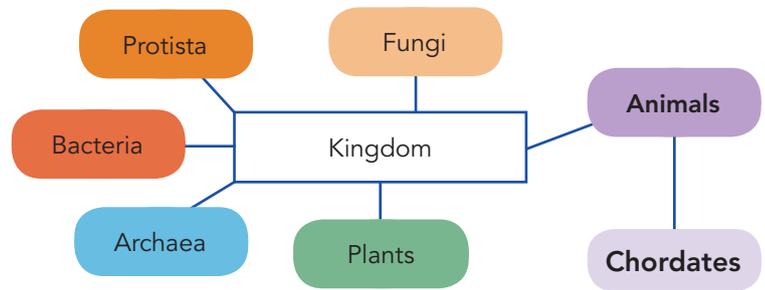
Try this 2.10

Look at each of the following animals then decide whether they show radial symmetry, bilateral symmetry or no symmetry.



Animal classes

Kingdoms are divided into phyla and the next grouping down after phylum is Class. You will now take a closer look at the seven classes of Chordates: Agnatha, Chondrichthyes, Osteichthyes, Amphibia, Reptilia, Aves and Mammalia (Figures 2.52 to 2.61).



Agnatha (jawless fish)

(pron. *ag-na-tha*)

- Flexible
- Often parasites or scavengers
- Oldest chordates
- Include all jawless fish.



Figure 2.52 The hagfish is extremely flexible.

Chondrichthyes (cartilaginous fish)

(pron. *con-drik-thees*)

- Have cartilage (softer and more flexible than bone)
- Have fins on the sides of their bodies (lateral fins) and on their backs (dorsal fins)
- Very manoeuvrable and fast swimmers
- Efficient hunters
- Include sharks, skates and rays.



Figure 2.54 The great white shark is a fearsome hunter.

Osteichthyes (bony fish)

(pron. *ost-ee-ick-thees*)

- Bony fish with a skeleton of ridged bone (not as flexible as cartilage but offers more protection of organs)
- Include salmon, tuna, eels, trout and clownfish
- **Ectothermic** (cold-blooded) – the temperature inside their bodies is

ectothermic

a cold-blooded organism that cannot regulate its internal temperature

controlled by the temperature of their environment.



Figure 2.53 A salmon swimming upstream to spawn

Amphibia (amphibians)

- Can live in and out of water
- Always need a water source nearby to lay their eggs
- Their eggs do not have a waterproof shell
- Develop from an egg and then into a tadpole or larvae
- Undergo **metamorphosis** (a change in form, in this case from a tadpole with gills and a tail to having lungs, legs and no tail)
- Use their moist skin and lungs to take in oxygen from the air
- Include toads, frogs, newts and salamanders.

metamorphosis

the process of transformation from an immature form to an adult form



Figure 2.55 The White's tree frog is found in Australia.

Explore! 2.8

Chordata is the only phylum that contains vertebrate animals. Most, but not all, chordates are vertebrates. Search on the internet for a chordate that is not a vertebrate.

Reptilia (reptiles)

- Have waterproof scales as covering
- Most lay eggs, but have a leatherier shell than amphibian eggs and do not dry out
- Ectothermic
- Have lungs for breathing
- Include snakes, lizards, turtles and crocodiles.



Figure 2.56 Frilled lizards use their frill to catch more heat from the sun to warm up.

Aves (birds)

(pron. *ah-vays*)

- Have feathers covering their body
- Lay eggs with hard shells
- Beak for feeding
- Winged, but not all birds can fly
- **Endothermic** – they can control the internal temperature of their bodies and do not have to rely on their environment to remain warm
- Control of internal temperature – allows birds like penguins to live in freezing cold places such as Antarctica where reptiles would never be able to survive
- Include all living birds.

endothermic

a warm-blooded organism that can regulate its body temperature



Figure 2.59 Birds such as emus and cassowaries have grown too large to fly and have adapted to a life on the ground.

Mammalia (mammals)

- Feed their offspring on milk produced by the mother
- Have a covering of hair or fur
- Endothermic
- Have three subclasses based on how they produce offspring: placentals, monotremes and marsupials.



Figure 2.57 Dogs are not only very good friends, they are also placental mammals like us!



Figure 2.58 Quokkas are very friendly marsupials found on Rottnest Island in Western Australia.

The class Mammalia is divided into three subclasses based on how they produce offspring.

Placentals nourish their young inside the mother's body until the offspring is fully developed. The young is attached by a cord to the mother's placenta, which supplies their food. Most mammals are placental mammals and include mice, horses, dingoes, whales and humans, among others.

Monotremes lay eggs just like reptiles, in leathery shelled eggs. They include echidnas and platypuses; in fact these are the only monotremes that exist now.

Marsupials have offspring that live in a pouch from a very early stage in development. The offspring latch onto their mother's nipple inside the protective pouch and remain there until they are fully developed. They include kangaroos, wombats, possums and koalas. Marsupials are only found in Australasia, South America and, in smaller numbers, in Central America and North America..



Figure 2.60 A mother giraffe with her newborn offspring



Figure 2.61 Echidnas use their long nose to hunt for termites.

Did you know? 2.5

How mosquitoes hunt

If you have ever been out on a warm summer night near water, you may have been bitten by a mosquito. Mosquitoes are found in the phyla Arthropoda. They have many specialised sensory organs that allow them to detect the presence of food, in your case, blood. In fact, it is only the female mosquito that feeds on blood as they need it to develop their eggs. You are an easy target as you do not have a thick layer of fur to protect your skin. Mosquitoes can sense the carbon dioxide that you breathe out from up to 50 metres away and will follow it, knowing that a human is nearby, until it leads to their target. When they are about 1 metre away, they will then use their vision and a special thermal sensor to detect their prey.

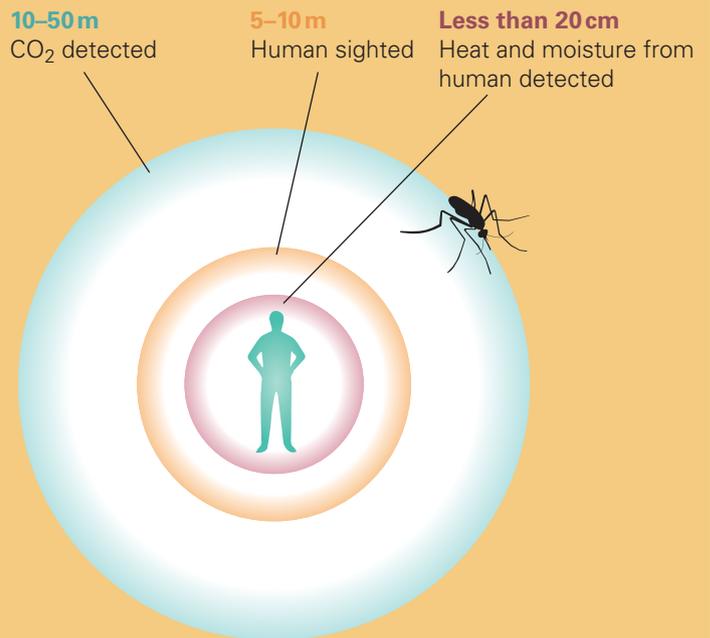


Figure 2.62 Zones of human detection for mosquitoes

Practical skills 2.2

Dissecting a squid**Aim**

To explore the anatomy of the squid and observe its simple organ system.

Materials

- 1 squid
- dissecting tray (plastic chopping board)
- dissecting scissors
- probe
- newspaper
- 11 toothpicks
- 11 sticky labels
- gloves
- lab coat
- Optional: dissecting microscope
- Recommended: Laminated copies to Squid Internal and External Anatomy for reference during dissection.

Be careful

Ensure that disposable gloves and a lab coat or apron are worn when the squid is being handled.

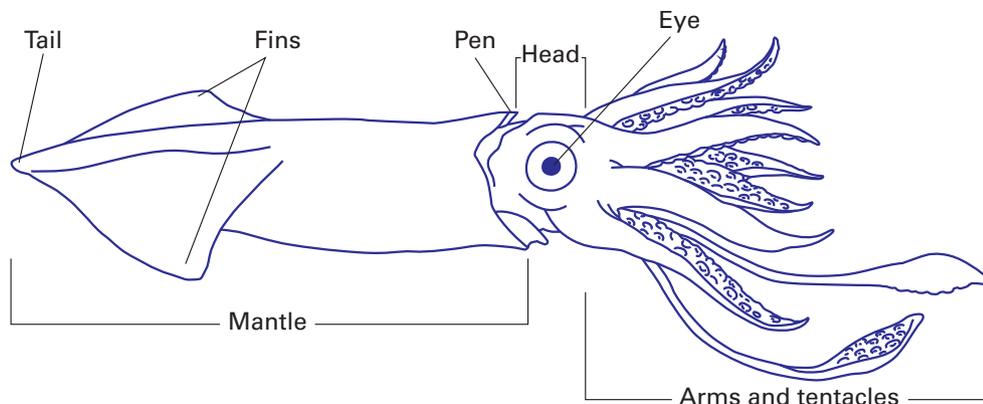


Figure 2.63 External anatomy of the squid

continued...

...continued

Method

- 1 Create 11 toothpick label flags with the toothpicks and sticky labels, by folding the labels over like a flag at the top of each toothpick. Add each of the following to the labels: heart, ink sac, gills, tentacles, arms, eyes, mantle, pen, fins, siphon, gonads.

External anatomy

- 2 Place the squid on the dissecting tray and lay it out flat.
- 3 Study the external anatomy diagram in Figure 2.63. Place your toothpick labels to identify all the external parts of your squid.
- 4 Count the number of arms the squid has. Arms are different from the tentacles, as they are shorter and have suction pads all the way along them.
- 5 Count the number of tentacles the squid has. Tentacles are longer than the arms and only have suction pads at the end.
- 6 Pick up the squid and hold the mantle like an ice-cream cone. Allow the arms to spread backwards over your hand. This will expose the mouth of the squid.
- 7 Locate the beak of the squid. It will be hard and brown.

Internal anatomy

- 8 Place the squid back on the dissecting tray and use the scissors to cut the mantle upwards from the tentacles to the top.
Be careful to cut away from the centre of the squid so you don't damage its organs.
- 9 Open up the mantle of the squid, like opening a book.
- 10 Locate the gills, ink sac, heart and gonads and label them using your toothpicks.
Be careful not to puncture the ink sac at this point, as it will spill all over the squid.
- 11 Once you have labelled all the internal parts of the squid, try to remove each organ very carefully and place around the dissecting tray.

Optional

- 12 Locate and remove the pen. The pen is a hard, transparent part of the squid's internal anatomy. It is the remains of a shell and offers support for the squid when moving. It is located in the centre of the mantle. Once you locate the pen, you should be able to peel it away from the surrounding tissue using your fingers.
- 13 Remove the ink sac from the squid. Place it on a dish to catch any mess, and try popping it with a toothpick. Use the pen of the squid or the toothpick to write your name on a piece of paper.
- 14 If you have successfully located and removed the beak and radula, observe these structures under a dissecting microscope.

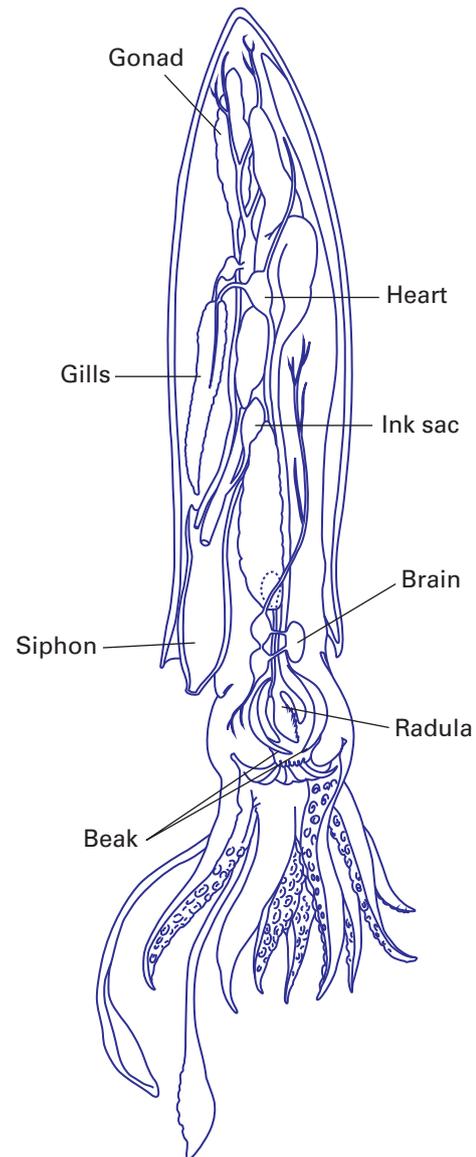


Figure 2.64 Internal anatomy of the squid

continued...

...continued

Data processing

- 1 Develop a table to record the following:
 - a Main features identified (see method)
 - b Number (how many times was this feature observed)

Analysis

- 1 Squids are classified in the class of Cephalopoda, which comes from the Greek words for 'head-foot'. Discuss how this name relates to the squid's anatomy.
- 2 Squids are classified in the phylum of Mollusca, which includes all shellfish. Discuss a probable reason for why the squid is classified this way when it does not have a shell.
- 3 Propose a reason why it would be beneficial for a squid to be able to produce ink.

Did you know? 2.6

Reptile roadkill

When you drive through the countryside, you often see reptiles as road kill. This is because the tarmac that the road is made from holds the day's heat better than the sandy soil around it. At night, reptiles seek out warm rocks to keep themselves warm but, unfortunately, vehicles drive on that warm tarmac as well.



Figure 2.65 Reptiles looking for warmth may often be run over.

Quick check 2.10

Which phylum?

Use the information about each of these species to decide which phylum they should belong to.

- 1 *Asaphus kowalewskii* is an extinct member of the largest phylum. All the members of this phylum had an exoskeleton, segmented body and jointed limbs.
- 2 *Ailurus fulgens* has a long tail and a nerve cord that runs down its back. This nerve cord is protected by hard bones.
- 3 *Monanchora arbuscula* is an animal that obtains food by filtering sea water through pores on its body.
- 4 *Pseudoceros susanae* is a colourful animal that is completely flat. It has bilateral symmetry and can be cut in half and survive.
- 5 *Cassiopea andromeda* has a soft body and a specialised cell called a nematocyst (pron. *nee-ma-toe-sist*) that fires a stinging spine at its target like a harpoon.
- 6 *Pisaster ochraceus* has radial symmetry and cannot survive in fresh water. It digests its prey by pushing its stomach out of its mouth.

Quick check 2.11

- 1 Describe two differences between amphibians and reptiles that allow reptiles to live away from water.
- 2 Identify the difference between birds and reptiles that allows birds to survive in more environments than reptiles.
- 3 Recall how an amphibian gets oxygen from the air.
- 4 Name two members of the Osteichthyes class.

Did you know? 2.7

Wombats have developed a pouch that faces in the opposite direction from the pouches of other marsupials to protect their young from dirt when the mother is digging a burrow.



Figure 2.66 Australia is home to three existing species of wombat: the common wombat (shown above), the southern hairy-nosed wombat and the northern hairy-nosed wombat.

Quick check 2.12**Identify the chordate class**

- 1 *Pseudonaja textilis* is an ectotherm with a skin made of waterproof scales. This animal lays leathery eggs that do not need to be submerged in water.
- 2 *Vulpes lagopus* is an endotherm that is covered in fur. It gives birth to fully developed young and feeds them on milk.
- 3 *Trichoglossus moluccanus* is a colourful animal that is an endotherm. It possesses several adaptations including wings and feathers, which allow it to fly.
- 4 *Litoria caerulea* can survive on land but will always be found near a body of water as it needs to keep its skin moist, and can only lay its eggs in water.
- 5 *Thunnus albacares* is a marine animal that has specialised fins, a jaw with teeth and a bony skeleton.

Try this 2.11**Exploring the Animal kingdom**

Use your preferred web browser to research any four living species that you want. Your choices should each be from a different phylum.

Make a cue card for each one. Print out a small picture of the species, and include the following information for each one.

- Common name
- Scientific name
- Phylum

continued...

...continued

- Characteristics of the phylum
- Three features of this species
- Three interesting facts about it

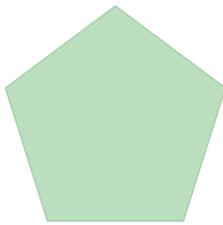
Now you have gathered information on your animals, it is time to play 'Two truths, one lie' with a partner.

- 1 Choose two facts about each of your chosen species and create one lie about the species.
- 2 Read the two truths and one lie out to your partner to see if they can correctly guess the lie.
- 3 Swap after each animal to give your partner a chance to trick you.
- 4 When you have played this game with your partner, swap partners and play again.

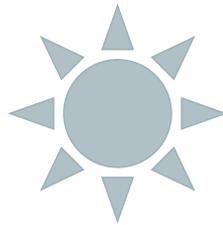
Section 2.4 questions

Retrieval

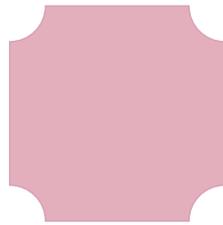
- 1 **Recall** where you would find living sponges.
- 2 **Name** three examples of arthropods.
- 3 **State** whether each of the following shapes has bilateral or radial symmetry:



a



b



c



d

Comprehension

- 4 **Describe** the difference between a vertebrate and an invertebrate.
- 5 **Explain** why reptiles can live in deserts, whereas amphibians need a moist environment.

Analysis

- 6 **Differentiate** between the following animals:
 - a jellyfish and earthworm
 - kookaburra and koala
 - frog and tuna.



- 7 The sea pig (*Elpidiidae scotoplanes*) is an unusual animal that lives on the bottom of the ocean. It can only survive in salty water. It has feeding tentacles and five to seven pairs of feet. Its body has bilateral symmetry and is soft.
- a **Identify** which animal phyla the sea pig shares features with.
 - b **Categorise** the phyla that the sea pig belongs to, and give reasons for your answer.
- 8 **Compare** animals found in the Amphibia and Aves classes.

Knowledge utilisation

- 9 **Discuss** the reason why many animals that live in water are ectotherms rather than endotherms.



Figure 2.67 A sea pig



Chapter review

Chapter checklist

You can download this checklist from the Interactive Textbook to complete it.

1	I can explain the reasons for classifying organisms. e.g. Explain some reasons for grouping things together.	
2	I can group organisms on the basis of their similarities and differences. e.g. Recall some of the issues of classifying based on physical characteristics.	
3	I can explain how biological classification has changed over time. e.g. State who developed the binomial system of classifying living organisms.	
4	I am able to classify using a hierarchical system. e.g. Identify the missing words: kingdom, ?, ?, ?, ?, ?, species.	
5	I can use scientific convention when naming species. e.g. Explain the term 'binomial nomenclature'.	
6	I can recall the six kingdoms. e.g. State the correct kingdom for the following organisms: Moss, Yeast, Mammal, Cyanobacteria, Extreme Thermophile, Dinoflagellate	
7	I can use keys to identify organisms. e.g. Construct a dichotomous key to identify the dogs A–F below. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">A </div> <div style="text-align: center;">B </div> <div style="text-align: center;">C </div> <div style="text-align: center;">D </div> <div style="text-align: center;">E </div> <div style="text-align: center;">F </div> </div>	
8	I can describe the differences between the classification systems used by Aboriginal and Torres Strait Islander peoples and those used by contemporary science. e.g. Explain how totemic classification differs from contemporary classification.	

Review questions

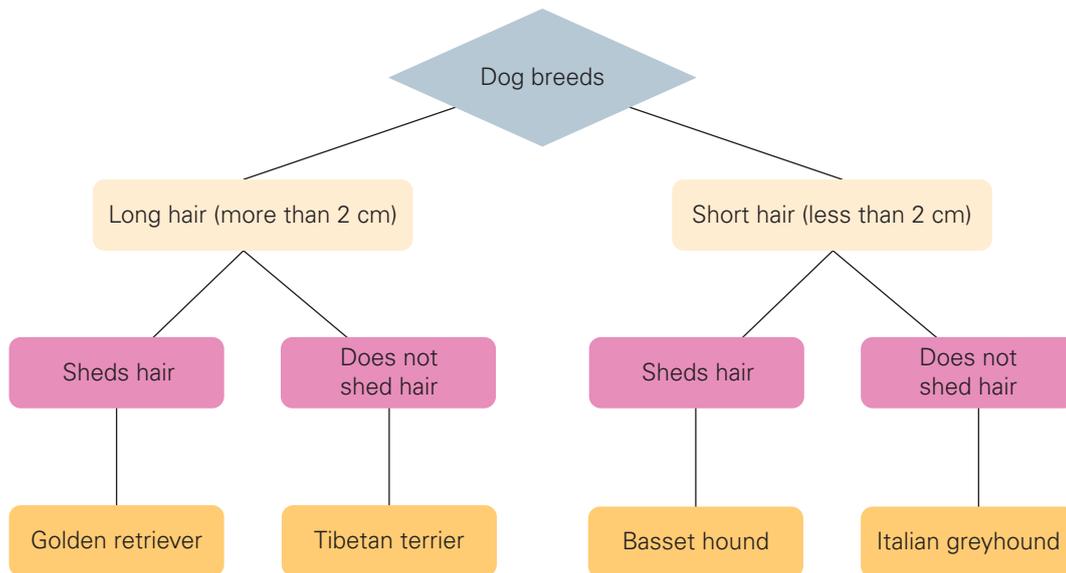
Retrieval

- 1 **Recall** the term used to describe the most general group of living things.
- 2 **Name** the kingdoms in the Linnaean taxonomy.
- 3 **Identify** the language that the scientific names for genus and species names are mostly taken from.
- 4 **Recall** the correct way to write the genus and species name of the domestic cat. *Hint*: the unformatted name is felis catus.



Comprehension

- 5 **Summarise** why it is useful to classify organisms and give them a unique universal scientific name.
- 6 **Explain** the effect of using qualitative descriptions in a dichotomous key.
- 7 Mosses and fungi both produce spores. **Describe** two differences between these organisms.
- 8 Each step of the key below can be used to describe an organism. Use it to **describe**:
 - a a Tibetan terrier
 - b an Italian greyhound.



Analysis

- 9 **Organise** the following objects into three groups and give each group a name that best describes the objects you have placed in that group.
skateboard pen spoon scissors pencil bicycle car paint plate

Knowledge utilisation

- 10 **Create** a dichotomous key to classify the contents of your pencil case.
- 11 The number of kingdoms has changed over time as more information is gathered about the natural world. **Propose** why it is likely that the levels of classification will continue to change.
- 12 **Predict** what would happen if all the decomposers in the world were suddenly to die out.
- 13 *Euglena* are single-celled organisms that can detect light, can swim and are able to photosynthesise. **Discuss** why it would be difficult to classify this organism.
- 14 Scientists used to classify all life as plants or animals. **Justify** which kingdom (plants or animals) you would place fungi, based on what you have learned in this chapter.



Data questions

Apply

1 Identify the taxonomic group that is under the least threat using Figure 2.68.

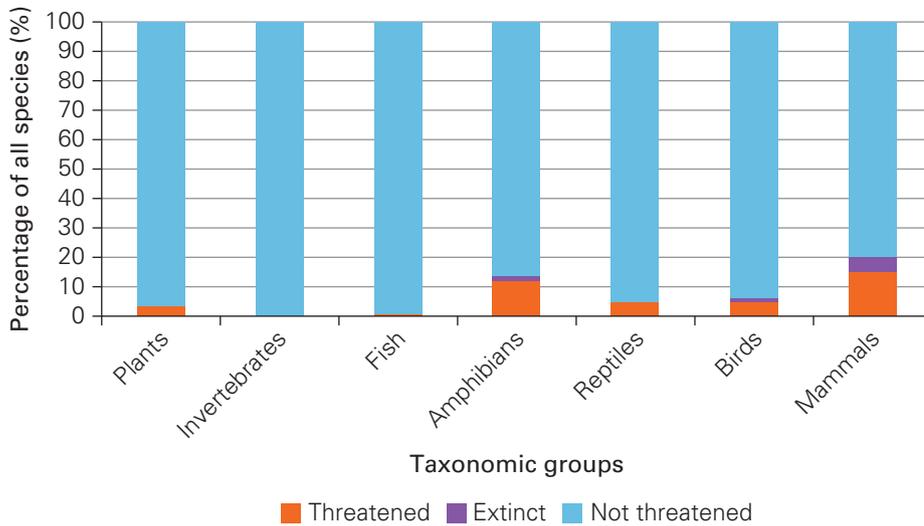


Figure 2.68 The conservation status of different taxonomic groups in Australia

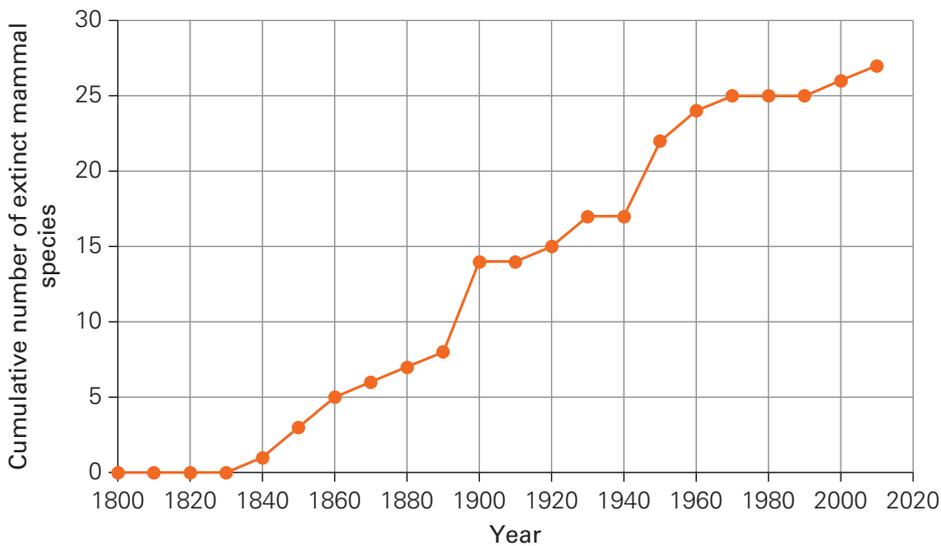


Figure 2.69 The cumulative number of extinctions of mammal species in Australia since 1800

- 2 There are 828 bird species in Australia. 6% of these species are considered as threatened. Calculate the number of species of birds that are considered as threatened.
- 3 Calculate the average rate of mammal extinctions per year from 1800–1920 using Figure 2.69.

Analyse

- 4 Organise the taxonomic groups in the graph from most threatened to least threatened using Figure 2.68.
- 5 Contrast the number of extinct and threatened species in mammals with the number of extinct and threatened species in amphibians in Figure 2.68.

Interpret

- 6 Predict the number of extinct Australian mammal species in the year 2020, using Figure 2.69.
- 7 Infer the two worst decades for Australian mammal extinctions using Figure 2.69.
- 8 Justify your answer to Question 7.

STEM activity: Applying biomimicry to solve a human problem

Background information

Engineering is a varied and exciting industry. Engineers often work with designers and architects to use the natural world as inspiration for solving engineering problems and to develop new products that improve our lives. Some examples of biologically inspired designs include Velcro® (based on those pesky prickly seeds that stick to your socks on a bush walk), adhesives that mimic the sticky feet of geckos, and sonar navigation technology (inspired by the echolocation abilities of bats).

This new area of science is called 'biomimicry', which means to imitate life or to learn from nature. Because biomimicry copies nature, it offers

millions of possibilities for technologies due to the almost endless number of animals, plants and insects.

Consider some of the challenges that we face as humans. The natural world faces these challenges too, therefore engineers can study the way plants, animals and insects approach these challenges and then improve their own designs. For example, the water filters in water treatment plants are designed to act like animal cell membranes, which let certain substances pass through, while others are kept out. In addition, studying a leaf and how it captures the Sun's energy allowed for the creation of more effective solar cells by engineers.



Figure 2.70 Bobsled outfits were designed to mimic shark skin. They are made from a woven ribbing fabric that reduces drag while still allowing movement.

Design brief: Applying biomimicry to solve a human problem

Activity instructions

In teams, you will become design engineers who will use the biomimicry of plants, insects or other animals to develop and design a sustainability-related invention that solves a human problem. Examples of problems you may like to look at could be transportation, building design, lighting, landscaping,

water use etc. Your team will not only draw a detailed and labelled diagram of your design, but also describe your design by listing the special features and which plant, insect or other animal inspired those features. Remember to ask yourselves throughout the process: 'What would nature do here?'

Suggested materials

- A3 and A4 paper
- pens, pencils
- ruler

Research and feasibility

- 1 Discuss and agree on a human problem to study with your group. Start to research the issue by making a list of all the main ideas of the human problem and the effects they have. An example is given below for the issue of road traffic.

Major causes of traffic	Effects	What would animals do here?
Too many cars	Too many cars on the road causes traffic jams.	Ants have specialised patterns of movement as they encounter traffic. They actually move faster but add additional lanes.
Blockages on the roads	Traffic comes to a complete stop	If there is anything blocking an ant's path, an ant will remove it, which allows the other ants to move past without interference.

- 2 Explain the human problem in a statement and the cost on society (this is not just monetary, but includes environmental, social, and psychological costs, among others).

Design

- 3 Identify your plant, insect or other animal and its scientific name, and briefly describe why mimicking the organism could help with a prospective solution to the human problem.
- 4 Describe the unique features of your organism. Are these characteristics linked to its classification?
- 5 Describe how you mimic the material, colour and structure of the organism to design something new.
- 6 List the materials and their physical properties required to realise your design (remember that you do not need to build your design, so think about all possibilities).
- 7 Describe how each material was used and for what purpose. You may wish to use a table.

Materials	Physical properties	Purpose of material

Create

- 8 Sketch out ideas within your group, and vote on which uses biomimicry to solve the human problem the best.
- 9 Create a scale drawing of your invention, including a front and side view of your invention.
- 10 Describe your design by listing the special features of the design and which aspect of your organism inspired those features.

Evaluate and modify

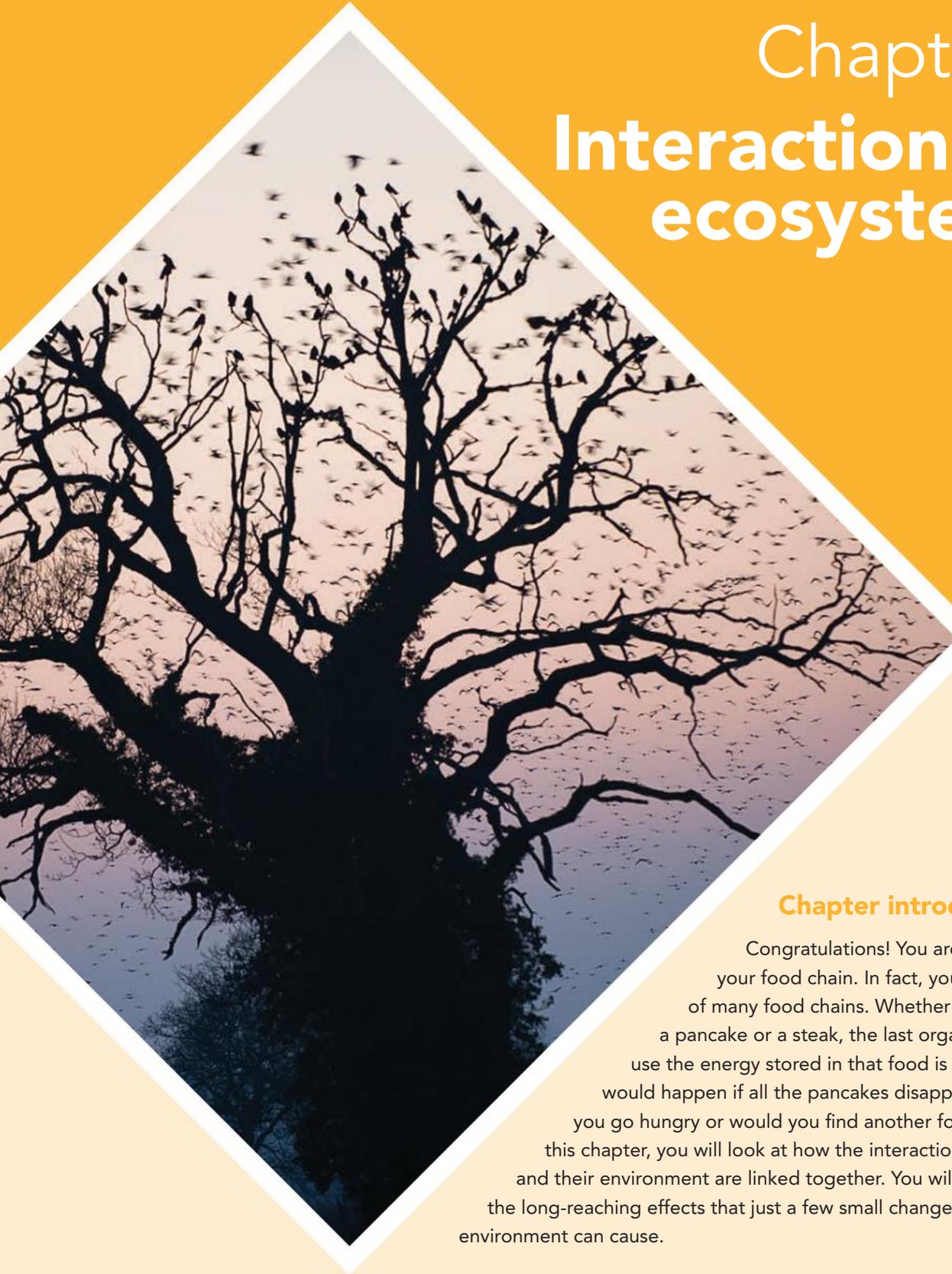
- 11 Evaluate your design and its ability to solve the problem you identified. What improvements would you make?



Figure 2.71 A simple shell could be your inspiration for an ethically sustainable house.

Chapter 3

Interactions in ecosystems



Chapter introduction

Congratulations! You are at the top of your food chain. In fact, you are at the top of many food chains. Whether you are eating a pancake or a steak, the last organism that will use the energy stored in that food is you. But what would happen if all the pancakes disappeared? Would you go hungry or would you find another food source? In this chapter, you will look at how the interaction of organisms and their environment are linked together. You will also explore the long-reaching effects that just a few small changes to an environment can cause.

Curriculum

Interactions between organisms, including the effects of human activities can be represented by food chains and food webs (ACSSU112)

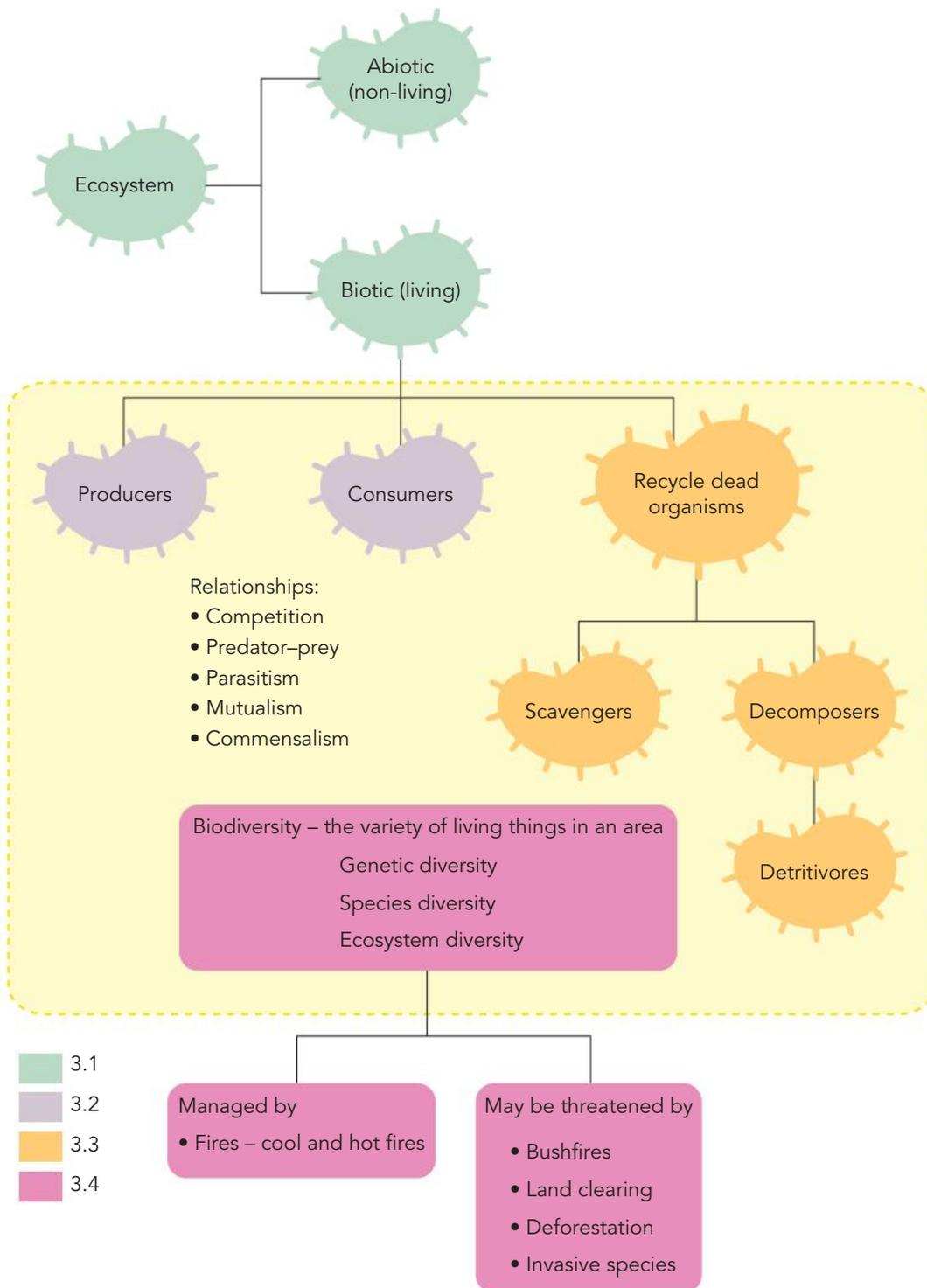
investigating Aboriginal and Torres Strait Islander peoples' responses to the disruptive interactions of invasive species and their effect on important food webs that many communities are a part of, and depend on, for produce and medicine (OI.2, OI.5, OI.6)	3.4
using food chains to show feeding relationships in a habitat	3.2
constructing and interpreting food webs to show relationships between organisms in an environment	3.1, 3.2
classifying organisms of an environment according to their position in a food chain	3.2
recognising the role of microorganisms within food chains and food webs	3.3
investigating the effect of human activity on local habitats, such as deforestation, agriculture or the introduction of new species	3.4
exploring how living things can cause changes to their environment and impact other living things, such as the effect of cane toads	3.4
researching specific examples of human activity, such as the effects of palm oil production in Sumatra and Borneo	3.4

© Australian Curriculum, Assessment and Reporting Authority (ACARA)

Glossary terms

10% rule	community	invasive species
abiotic	consumer	microorganism
abundance	decomposer	omnivore
algae	deforestation	pathogen
apex predator	detritivore	photosynthesis
barnacle	detritus	population
biodiversity	ecosystem	primary consumer
biological control	energy	producer
biopiracy	environment	scavenger
biotic	firestick farming	secondary consumer
calicivirus	food chain	symbiotic
carnivore	food web	tertiary consumer
cellular respiration	habitat	trophic level
chemotroph	herbivore	

Concept map



3.1 Ecosystems

Ecosystems are all the living and non-living parts of a particular area. All parts of an ecosystem are linked and even the smallest of changes can produce massive results. Deserts, forests, coral reefs and grasslands are among the many ecosystems found on Earth.

Describing ecosystems

When scientists discuss ecosystems, they are referring to all the living (**biotic**) and non-living (**abiotic**) features within an area and how they interact. The **environment** of an ecosystem includes the abiotic conditions that affect an organism in its habitat. For example, the temperature, amount of light, amount of rain and type of soil.

Some examples of the biotic and abiotic features of an environment are listed in Table 3.1.

Biotic	Abiotic
Animals	Water
Trees	Rocks
Fungi	Weather
Food	Temperature
Diseases	Light

Table 3.1 Some examples of biotic and abiotic features of ecosystems

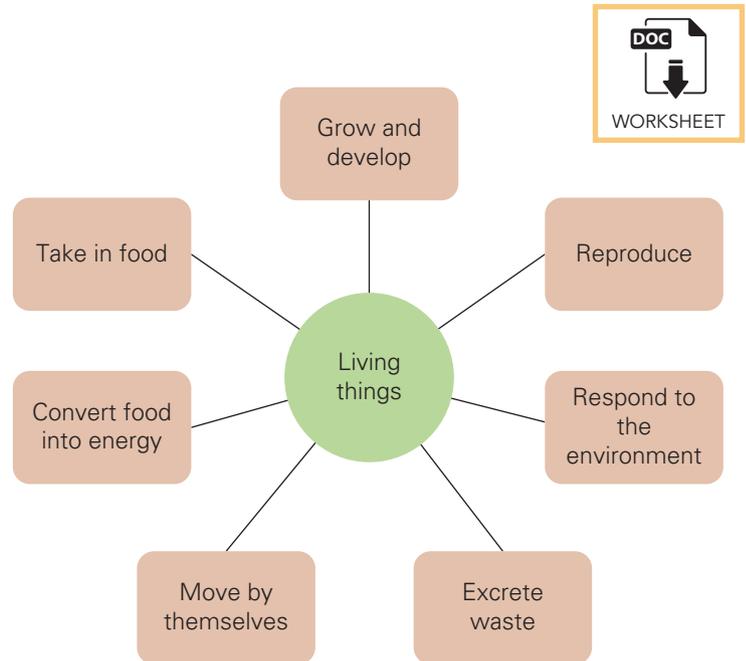


Figure 3.1 All living things demonstrate these processes.

If you are trying to decide if a feature of an environment is biotic (living) or abiotic (non-living), you may like to remind yourself of the life processes displayed by all living things that you learned about in Chapter 2.

ecosystem
the living and non-living components of a specific area

biotic
relating to the living things in an ecosystem

abiotic
relating to the non-living things in an ecosystem

environment
the air, water and land conditions in which an organism lives

Try this 3.1

Coral reefs

A coral reef is an example of an ecosystem. List as many biotic (living) and abiotic (non-living) features of this type of ecosystem as you can. The images in Figure 3.2 may help to inspire you. After you have tried on your own, chat with your classmates to see what other ideas they had that you can add to your two lists.



Figure 3.2 Three images of the beautiful ecosystem that is our Great Barrier Reef

Explore! 3.1

Antarctica

In the 4th century BC, Aristotle hypothesised that a landmass could exist in the southern hemisphere. He used the Greek word 'Antarktikos' (meaning the opposite of the arctic) to describe it. In 1775 during his second voyage, Captain Cook described the existence of such a polar continent as 'probable'. The continent was largely neglected for the remainder of the 19th century due to its inhospitable environment, isolation and lack of resources.

In 1820, at least four explorers from various countries saw the coastline of the continent of Antarctica. 1821 was possibly the first time any humans ever put a foot on the shores of Antarctica, but many historians dispute this claim. The first recorded confirmed landing was in 1895 by a Norwegian-Swedish Whaling ship (Antarctica). Starting in the late 1890s, adventurers from different countries raced to hike to the geographic South Pole. Many of them failed until Roald Amundsen, a Norwegian, succeeded in 1911.

Since then, a number of governments have built permanent research stations in Antarctica. Scientists are excited to learn as much as they can about the unique Antarctic ecosystem. The international Antarctic Treaty of 1959 guarantees that Antarctica should be used for peaceful and scientific reasons only, and many nations participate in conferences to discuss ongoing agreements about the details of this. Between one thousand and four thousand international scientists are usually on Antarctica, depending on the season.

Research a project that is taking place at one of Antarctica's transnational research stations. Present a summary to your classmates.



Figure 3.3 An adult Weddell seal (*Leptonychotes weddellii*) is pictured in front of the Mawson station, one of several permanent research stations in Antarctica maintained by the Australian Antarctic Division. The red vessel behind the seal is *Aurora Australis*, which was the Australian ice breaker ship until March 2020.

Habitats

Imagine an emperor penguin in a desert. He is surrounded by sand as far as the eye can see, no water, and it is extremely hot. This penguin is not very happy and that is because he is not in his natural **habitat**. He does not have any of the things near him that he needs

to survive like water, fish and other penguins. The same could be said for a desert snake in Antarctica. All organisms have a specific set of needs that will allow them to thrive, and the area in which they live that provides these needs for them is called their habitat.

habitat
the natural home of an organism

Some examples of these needs that make up an organism's ideal habitat include:

- food
- water
- shelter
- space to live
- environmental conditions, like temperature and light intensity
- other similar organisms for reproduction.

A habitat has specific living and non-living conditions within it. For example, the Daintree River ringtail possum lives high up in the canopy of rainforest trees, where it can keep cooler than organisms living lower down. Their habitat suits their needs perfectly. Each ecosystem is made up of many individual habitats that are the perfect places for specific organisms to survive.

Try this 3.2

Ecosystems

In groups of five, come up with five different ecosystems and write them down. Then as a class, list them on the board, avoiding any repetitions. Discuss whether some areas can be further broken down into several habitats.



Figure 3.4 An example of many habitats in one area

Levels in an ecosystem

When scientists discuss an ecosystem, they can also describe the biotic (living) organisation at different levels from large to small: **community**, **population** and individual. Table 3.2 summarises each level.

community

a group of animals or plants that live or grow together

population

all organisms of a particular species or group who live in one area

abundance

the number of individuals of a species within a community or ecosystem

Level of organisation	Description
Community	A group of different organisms that live in the same area. For example, a community that is found near the city bend on the Brisbane River consists of mangrove trees, which provide shelter for the young and adults of many fish species. They also provide roosting and feeding opportunities for birds and bats. Their root network provides a habitat for crabs, snails, worms and insects.
Population	A group of the same species of an organism living in the same area. Their total number is called their abundance . For example, there is a population of the brush-tailed phascogale living in Brisbane Forest Park.
Individual	One living organism.

Table 3.2 The levels of organisation in an ecosystem

Quick check 3.1

- 1 Define these terms in your own words: ecosystem, biotic, abiotic, habitat.
- 2 Name four different types of ecosystem.
- 3 Name three examples of biotic and abiotic factors in an ecosystem.
- 4 Discuss what it is that makes a habitat a home for a particular organism.

Explore! 3.2

Look at Figure 3.5. It illustrates how the different levels of organisation of an ecosystem are related and can be demonstrated. But there are two levels you have not looked at yet. Use your preferred browser to research the following questions.

- 1 Define what a biome is. What does it include?
- 2 Define what a biosphere is. What does it include?

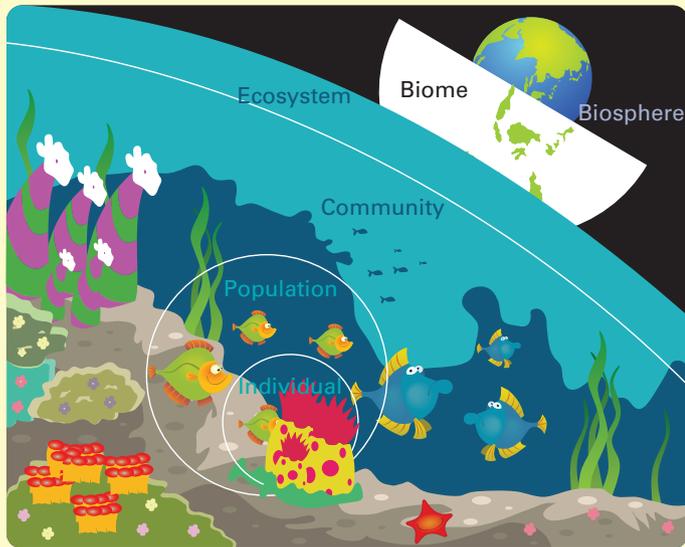


Figure 3.5 Levels of organisation

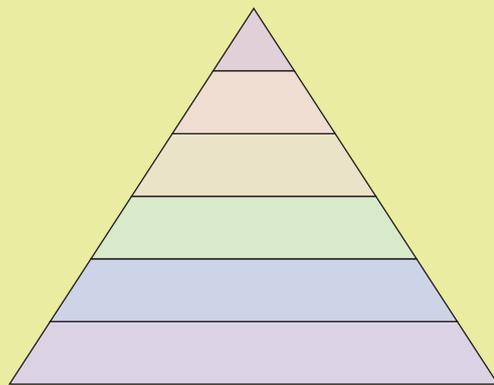
Try this 3.3**Demonstrating the organisation of ecosystems**

Select an Australian organism you find interesting. Some examples are wombats, bilbies and turtles. On a piece of A3 paper, put the name of this organism in a small circle in the centre of your page – this is your individual. You may like to include a picture of your organism. Now draw a larger circle around your individual. This will be your population. List or draw what would be in your organism's population. Continue to add examples of each level of organisation as you work all the way up to biosphere.

If you study a community, you might observe how a bird eats the fruit from a specific plant. However, a scientist studying an ecosystem would also study the effects of a bushfire on an entire habitat, which would include many living and non-living features.

Quick check 3.2

- 1 Define the terms 'environment', 'community' and 'population' in your own words.
- 2 Name a specific habitat and propose a community, population and individual that would be found in that habitat.
- 3 Draw a pyramid similar to the image shown. Sequence the following terms to demonstrate the levels of organisation: individual, ecosystem, biosphere, biome, population, community.



Science as a human endeavour 3.1

Ecosystem case study: Saving the Great Barrier Reef



Figure 3.6 Aerial photo of the magnificent Great Barrier Reef



Figure 3.7 A healthy reef contains hundreds of species of fish and coral of many wonderful colours.



Figure 3.8 A green turtle supports a community of other living things.

The Great Barrier Reef is the largest coral reef on Earth with an area of 344 400 square kilometres. That is almost 70 million football fields! The water temperature in the reef can range from 24–30°C throughout the year. Due to the clean waters, light can penetrate to a depth of around 20 metres.

The reef structure is composed of and built by billions of living organisms called coral polyps. It is home to around 1625 species of fish, 133 species of sharks and rays and 600 types of corals. There are also hundreds of reptiles, mammals and birds found around the reef.

One example of a reptile found at the reef is the green turtle. There are around 16 000 green turtles on the reef. These turtles can carry **barnacles** and **algae**, which some fish in the community feed on.

barnacle

small sea creature with a shell that sticks to rocks and the bottom of boats

algae

small protist organisms (see Chapter 2) without leaves or roots; a valuable food source in aquatic ecosystems

continued...

...continued

In 2016 and again in 2017, the Great Barrier Reef suffered mass coral bleaching. This was the first case of back-to-back mass bleaching on the reef. Coral bleaching is when, because of global warming or pollution, the water gets too warm or dirty for the algae that live in the coral. Then, the stressed algae move out of the coral. Algae provides up to 90 per cent of the coral's energy. This means the coral loses its major source of food and eventually starves to death. In 2016, the result was a 30% loss of coral, and a further 20% loss in 2017.



Figure 3.9 A coral that has undergone coral bleaching

In September 2017, there was good news from Southern Cross University. Australian scientists working in the Philippines had been working with a team to repair their damaged reefs by encouraging the reproduction of coral larvae in special tanks to then be released. This is not always successful, but these amazingly talented scientists have now been the first in the world to successfully re-establish a breeding coral population from larvae directly on a reef. This means there is so much more hope for being able to save the Great Barrier Reef.

Interactions in an ecosystem

symbiotic

a relationship between two types of living things that helps at least one of them survive

Organisms do not live by themselves – they live in communities and are constantly interacting with other species. Some interactions help both species, some help just one of the species, and some can be negative for one or both species. All these interactions are needed to maintain balance in an ecosystem. Competition,

predator–prey and **symbiotic** relationships are all examples of different types of interactions between organisms. Symbiosis means ‘to live together’, and it happens when two species have a close relationship with each other. Interactions that fall under the category of symbiosis are mutualism, parasitism and commensalism. These interactions are summarised in Table 3.3.



Figure 3.10 Examples of (a) an Australian parasite, (b) a mutualistic relationship and (c) commensalism

Interaction	Species 1	Species 2	Definition	Example
Competition	Harm	Harm	When two organisms (same or different species) compete for the same resource (shelter, food).	Humans compete with all species for space.
Predator–prey	Benefit	Harm	One species kills and eats another species.	Small fish on the Great Barrier Reef predate on coral polyps.
Parasitism	Benefit	Harm	One species is the parasite (benefits), which lives in and feeds on a host species (harmed).	Kangaroos are susceptible to ticks which suck their blood. The kangaroo is harmed and the tick gets food and shelter.
Mutualism	Benefit	Benefit	Both species benefit.	Cape sugarbirds feed on the nectar from the king protea flower. As they reach the nectar, pollen gets stuck on their beak, so helping to pollinate the flower.
Commensalism	Benefit	No effect	One organism benefits and the other is unaffected.	The remora, also called a sharksucker or suckerfish, rides sharks by using a flat oval sucking disk structure on its head.

Table 3.3 Summary of some of the different interactions that occur in an ecosystem. The three bottom-most interactions are symbiotic interactions.

Try this 3.4

What is the interaction?

Look at each of the following images and with a little research, decide which type of interaction is being demonstrated.



Figure 3.11 Examples of different types of interactions between organisms: (a) echidna eating ants, (b) lichen and algae on a rock and (c) two adult seals fighting

Section 3.1 questions



Retrieval

- 1 **Identify** the components of an ecosystem, from largest to smallest.
- 2 **Identify** some abiotic features found at the Great Barrier Reef.
- 3 **Identify** three biotic features of the Great Barrier Reef.
- 4 **Define** the terms 'parasitism', 'mutualism' and 'commensalism'.
- 5 **Name** a population in the reef and state its abundance.
- 6 **Define** the term 'habitat'.
- 7 Using what you have learned about interactions in ecosystems, **name** an example of each of the following interactions in which humans are involved.
 - a mutualism
 - b parasitism
 - c commensalism
 - d competition
- 8 Look at Figure 3.12 and **identify** parts of the ecosystem such as communities, abiotic and biotic factors, populations, and habitats.



Figure 3.12 A rich ecosystem

Comprehension

- 9 A bee feeds on the nectar from a flower. **Explain** why this is an example of mutualism.

Analysis

- 10 **Compare** the terms 'ecosystem' and 'environment'.
- 11 Using a Venn diagram, **compare** abiotic and biotic factors in an ecosystem. Give an example of each.

Knowledge utilisation

- 12 Environmental conditions are changing in ecosystems every day. **Propose** what changes in abiotic factors occur in a desert ecosystem over the course of a day and how these changes would affect the biotic parts of the ecosystem.
- 13 'All populations living together within a community interact with one another and with their environment to survive and maintain a balanced ecosystem.'
Decide if you agree with this statement. Give reasons for your decision.

3.2 Food chains and food webs

Energy

We have a lot in common with all the living creatures around us, such as dogs and fish and even a slug, but the main similarity is that we all eat. We all need to gain **energy** from eating other organisms to live. In humans, we use this energy to grow, move, reproduce, repair and stay warm. Even plants need energy, but because they do not have mouths to eat, they do it differently, they make their own food. They then do what we do, and use this energy to grow, move, reproduce and repair.

Plants make their own food and animals eat ready-made food that they find. Once an organism has acquired the food, it then needs to turn this food into energy. It does this at a cellular level by using the glucose produced in the digestion of food, in a process called **cellular respiration**.

This is the cellular respiration word equation:
glucose + oxygen → energy + carbon dioxide + water

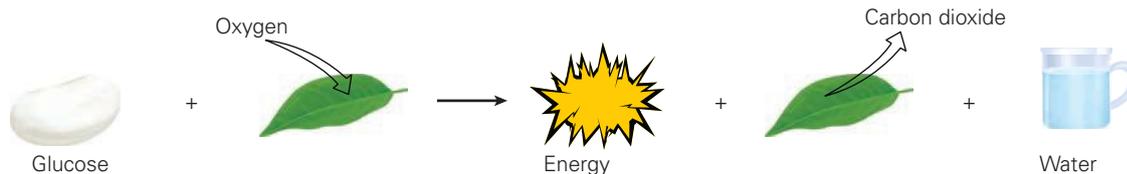


Figure 3.13 The process of cellular respiration

The energy produced in cellular respiration is used for all the processes in each living organism. A common mistake is to think that plants do not perform cellular respiration because they make their own food. In fact, they must do cellular respiration, otherwise the food they produce would never get turned into energy, so they would never be able to grow.



energy
the ability to do work by producing heat or motion

cellular respiration
the chemical process by which cells release energy from food

Quick check 3.3

- 1 Define the term 'energy' in your own words.
- 2 Explain what energy is needed for.
- 3 Explain why cellular respiration is a necessary process carried out by all living things including plants and animals.
- 4 Name the inputs and outputs of the process of cellular respiration.

Producers

Think about your garden at home or at school. How are the plants kept alive? You would probably say that someone has to make sure the plants have access to sunlight and water them every so often. You are right, plants use the water in soil along with the light energy from the Sun and carbon dioxide in the air to form sugars called glucose in their leaves.

This process is known as **photosynthesis** and it is how plants make their own food.

photosynthesis
the process by which a plant uses the energy from the light of the Sun to produce its own food



Figure 3.14 We all need to eat.

producer

an organism capable of producing food from photosynthesis

This is the reason that plants are also called **producers** – they produce or make their own food.

This is the word equation for photosynthesis:

carbon dioxide + water $\xrightarrow{\text{light}}$ glucose + oxygen

Plants then break down these sugars in their bodies just like you do and use these sugars for energy. This energy is used to grow, reproduce and repair themselves.



Figure 3.15 Green leaves absorb light energy from the Sun to make food.

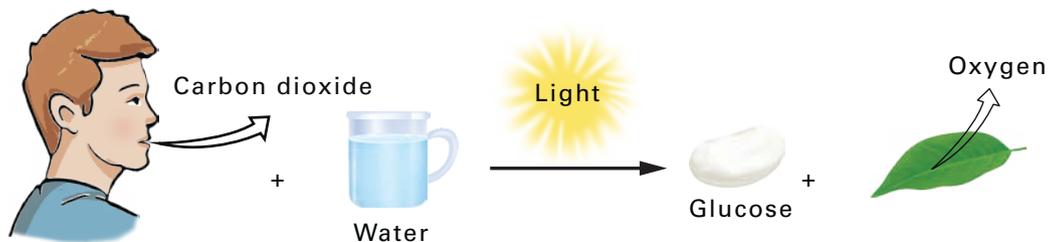


Figure 3.16 Photosynthesis

Investigation 3.1

Observing photosynthesis

Aim

To investigate the effect of changing light intensity on photosynthesis.

Time period

Approximately 2–3 days

Prior understanding

Photosynthesis uses carbon dioxide (CO_2), water and light energy to make glucose and oxygen. Aquatic plants extract dissolved carbon dioxide from the water to photosynthesise. A way to measure the amount of dissolved carbon dioxide in the water is to add the indicator bromothymol blue. Water will appear yellow when a high concentration of carbon dioxide is present and turn to blue as the concentration of dissolved carbon dioxide is reduced.

Materials

- aquatic plant
- bromothymol blue solution (acts as an indicator to show if photosynthesis is occurring)
- 4 small conical flasks
- 500 mL beakers
- large measuring cylinder
- straws
- balloons
- aluminium foil or stopper

Be careful

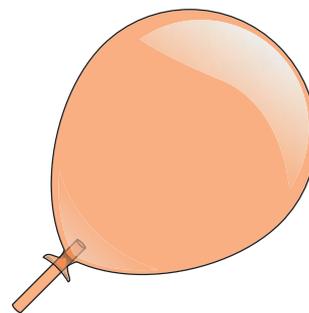
Bromothymol blue can be harmful when inhaled. Blow into the balloon, and then use the balloon to bubble carbon dioxide into the water. Do not blow directly into the solution. Ensure the room is well ventilated and wear appropriate personal protective equipment.

continued...

...continued

Method

- 1 Pour 320 mL of water into a 500 mL beaker.
- 2 Add enough drops of bromothymol blue solution to turn the water a pale blue colour.
- 3 Blow up a balloon and insert a straw into the end of it as shown, pinching it shut to hold in the air.
- 4 Dissolve carbon dioxide into the water by inserting the straw into the beaker and gently releasing the air into the solution causing it to bubble through for approximately 1 minute until the water turns pale yellow.
- 5 Label each conical flask with the following information:



Group 1: Control	Group 2: Light	Group 3: Control	Group 4: Dark
Description: No plant in light	Description: Plant in light	Description: No plant in dark	Description: Plant in dark
Date:	Date:	Date:	Date:
Student/s name:	Student/s name:	Student/s name:	Student/s name:

- 6 Measure out 80 mL of bromothymol blue + water solution from step 4 and pour it into one of the four conical flasks. Repeat this for each of the three remaining flasks.
- 7 Add a 7 cm piece of the aquatic plant to the Group 2 and Group 4 flasks. Use the straw to gently push the plants into the water to make sure they are submerged.
- 8 Cover each flask with aluminium foil or a stopper.
- 9 Copy the table shown in the results section into your science book.
 - o Label the independent variable and its groups in the table.
 - o Label the dependent variable in the table.
- 10 Record the initial colour of the water in each flask.
- 11 Position the flasks as described on the label.
 - o Group 1 and Group 2 flasks next to a window.
 - o Group 3 and Group 4 flasks in a cupboard away from any light.
- 12 Observe the flasks after 2–3 days. Has the colour changed?

Results

Independent variable	Dependent variable		
	Initial water colour	Final water colour	Change in dissolved carbon dioxide? <ul style="list-style-type: none"> • None • Some reduction • Substantial reduction
Group 1 _____			
Group 2 _____			
Group 3 _____			
Group 4 _____			

continued...

...continued

Analysis

- 1 Identify any trends, patterns or relationships in your results.
- 2 Explain what a change of colour means in terms of whether photosynthesis is occurring in the plant. What does it mean when the solution is yellow? What does it mean when the solution is blue?

Evaluation

Limitations

- 1 Discuss if there was any change in the control flasks. Explain why you think that is.
- 2 Explain the importance of having flasks with no aquatic plants.

Improvements

- 3 Did you have any errors during this experiment that you could have minimised? Propose any changes that could be made to the method to improve the quality of the data in future experiments.

Conclusion

State a conclusion about the relationship between light and photosynthesis in plants.

Quick check 3.4

- 1 Discuss why plants are called producers.
- 2 Explain why photosynthesis is a process carried out by plants.
- 3 Name the inputs and outputs of the process of photosynthesis.

Consumers

Humans do not have the ability to photosynthesise, so we, and other animals, need to eat plants or other organisms to gain their sugars (glucose) to turn it into energy. You might think, ‘how come we don’t have the ability to photosynthesise?’ The fact is, we need a lot more energy in our everyday lives compared to plants. If we could photosynthesise, we would need massive sails of skin and to spend every minute outside to produce even a fraction of the energy we would need. This would not give us much time to do anything else!

consumer

an organism that obtains food from consuming other organic material

The fact that animals eat food that is ready-made, means that we are all considered to be **consumers**.



Figure 3.17 A koala and a giraffe consuming producers

Try this 3.5

Producers and consumers

Look at the pictures of Australian organisms in Figure 3.18 and organise them into producers and consumers.



Wattle



Quokka



Fruit bat



Eucalyptus



Koala



Bottlebrush



Kangaroo paw



Kangaroo

Figure 3.18 Australian organisms

Did you know? 3.1

Life deep under the sea

Figure 3.19 Examples of life around a deep-sea hydrothermal vent

Up until around 35 years ago, scientists believed that all life relied on energy gained from the photosynthesis process. However, with specialised deep-sea submarines, scientists discovered ecosystems deep down in the ocean, much further down than light can penetrate. These ecosystems are gathered around hydrothermal vents that produce large amounts of heat and expel chemicals and minerals. The producers in these hydrothermal habitats use these chemicals and minerals to produce chemical energy in a process known as chemosynthesis and are known as **chemotrophs**. This discovery has led scientists to believe that we may find life in places such as Europa (a moon of Jupiter) that has a liquid water ocean under a thick layer of ice that light cannot penetrate.

Types of consumers

In every ecosystem, there are many different types of animals that eat a wide variety of things. Usually we do not eat the same food for every meal of every day. The types of food that we eat, or consume, place us into special groups. If you only eat plants, you are called a **herbivore**, if you eat both plants and animals, you are known as an **omnivore** and if you only eat other animals, you are called a **carnivore**. The one thing that all these

groups have in common is that they are all consumers.

Most herbivores, carnivores and omnivores display similar features to others in their group. These features allow biologists to identify their eating habits without observing them eating. For example, one of the main tools biologists can use to identify the diet of a mammal is to look at its teeth.

chemotroph

an organism that obtains energy through chemical processes in its environment

herbivore

an animal that eats only plants

omnivore

an animal that is naturally able to eat both plants and meat

carnivore

an animal that eats only meat

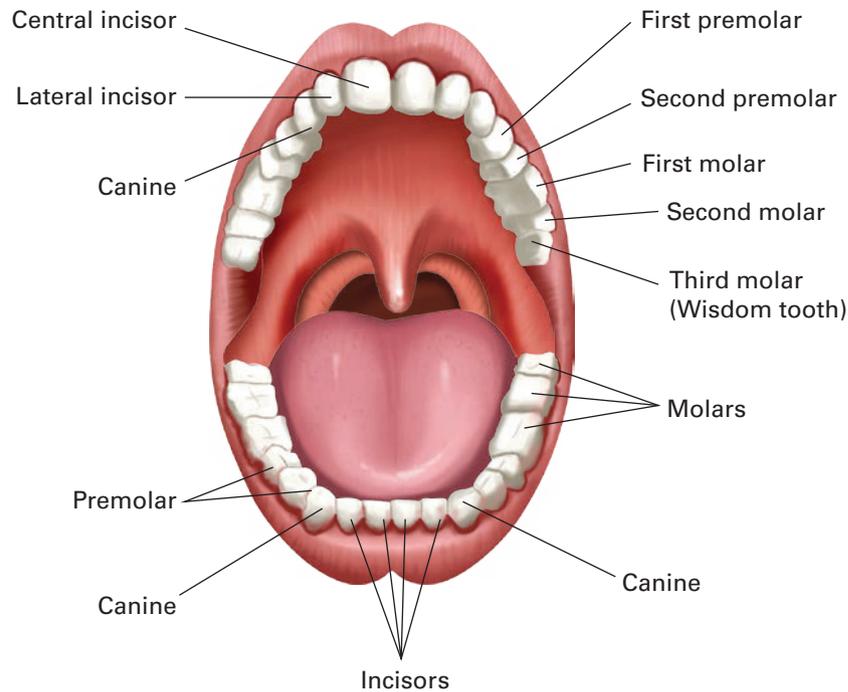


Figure 3.20 Human teeth identify us as omnivores.

Humans are natural omnivores, which means that we have evolved to eat both plant and animal products. Because of this, we have a range of different teeth in our mouths. Starting at the front are the incisors. These are sharp, flat, cutting teeth, like scissors. They are used to bite off pieces of food. Herbivores use these teeth to nibble away at plants and, as they are used constantly, they tend to wear down. Due to this, the incisors of animals like rabbits and wombats continue growing throughout their lives.

The long, sharp, pointed teeth next to incisors are called canines. They are near

the front of the mouth and are used to hold and tear at food. Carnivores have large well-developed canines that they use to catch and kill their prey. Many herbivores lack canines as they do not hold and tear at the food they eat.

The flat teeth at the back of your mouth are known as molars. These teeth are for chewing and grinding and are found in herbivores, carnivores and omnivores. Herbivores have large, almost flat molars that allow them to grind plant material into very small pieces before swallowing.

Figure 3.21 A rabbit's incisors keep growing throughout its life.

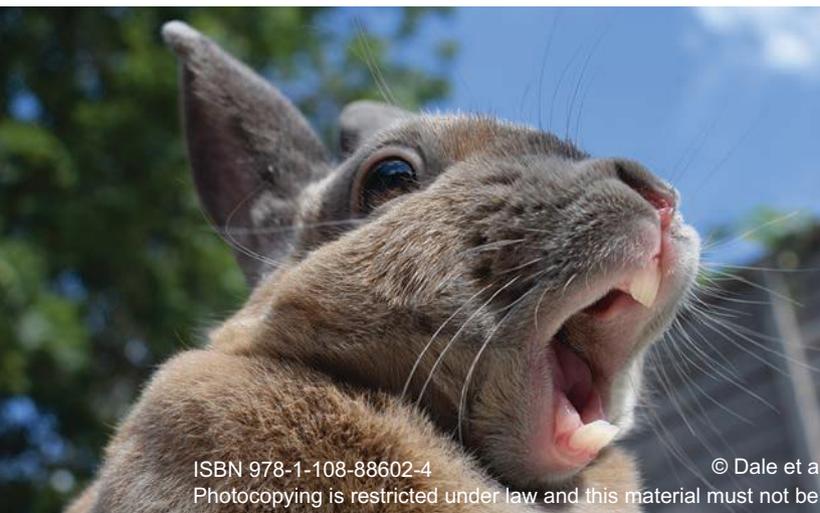


Figure 3.22 This leopard is showing off her impressive canines.





Figure 3.23 A cow using her molars to chew some grass

Try this 3.6

Animal teeth

Ask your teacher if you can view a random selection of animal skulls. You may be able to identify some of the animals you see but take on the role of a scientist and check their teeth. Do they have incisors? Canines? Molars? Can you confirm what the animal might eat and therefore have more evidence as to what the animal is? You may like to tabulate your observations and then compare with your classmates.

Quick check 3.5

- 1 Define the term 'consumer' in your own words.
- 2 There are three main types of consumer.
 - a Name the three types.
 - b State what each group eats.
- 3 Examine the images in Figure 3.24 and for each determine:
 - i the type of teeth
 - ii the structure and function
 - iii the animal types in which those kinds of teeth are found.

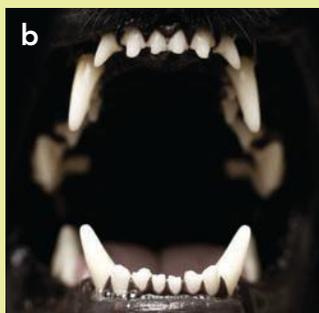
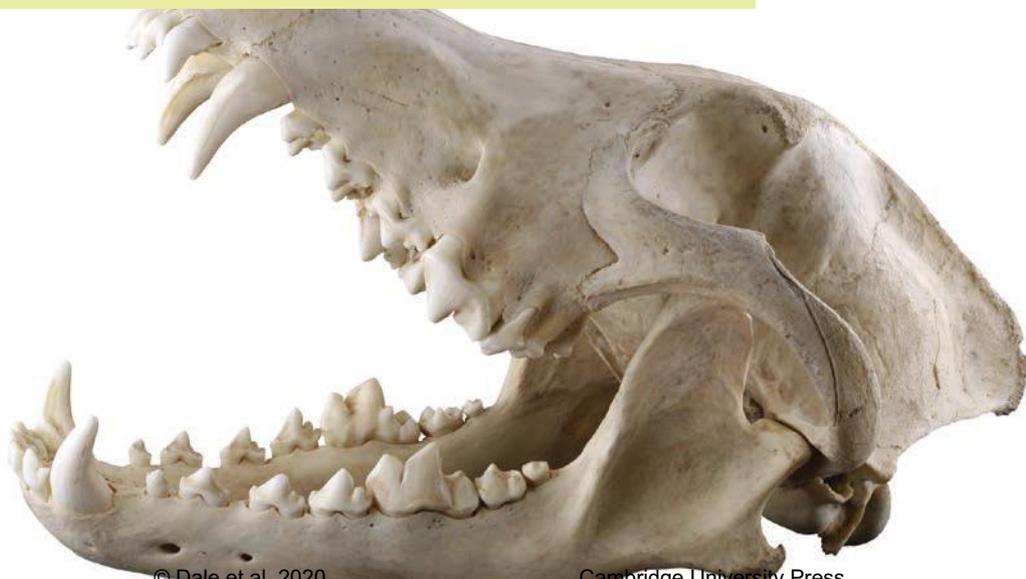


Figure 3.24 Images of different types of teeth





VIDEO
Create the food web for one of these animals

Food chains: Who eats whom?

In an ecosystem, it is important to know what eats what. This allows scientists to follow the flow of energy starting from the Sun, to the producers and making its way through the consumers. This flow of energy is known as a **food chain**.

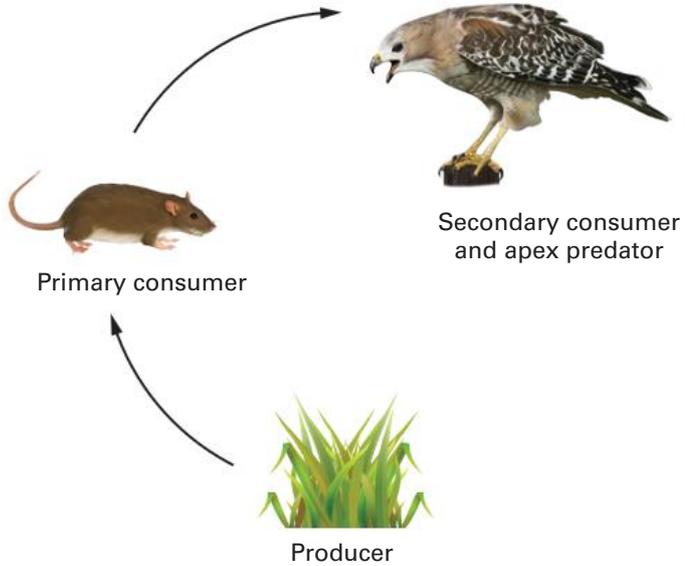


Figure 3.25 A hawk is an example of an apex predator as it has no natural predators.

food chain
the flow of food energy through an ecosystem passing from plants and bacteria to consumers

An example of a simple food chain would be:

grass → mouse → hawk

The food chain in Figure 3.25 introduced some new terms, which are explained in Table 3.4.

primary consumer
an animal that eats plants

secondary consumer
an animal that eats other animals

tertiary consumer
an animal that eats secondary consumers

apex predator
a predator at the top of a food chain

Term	Definition	Example
Primary consumer	The first consumer in the food chain that eats the producer and is therefore always a herbivore.	Termites eat a wattle tree (producer)
Secondary consumer	A consumer that eats the primary consumer or herbivore. Are usually carnivores, but can be omnivores.	Echidna eats the termites (primary consumer)
Tertiary consumer	A consumer that eats the secondary consumer.	Dingo eats the echidna (secondary consumer)
Apex predator	A consumer at the top or end of the food chain that usually only has humans as a possible predator.	Dingo

Table 3.4 Consumers can be classified into these groups, based on their position in a food chain.



Figure 3.26 Broccoli food chain

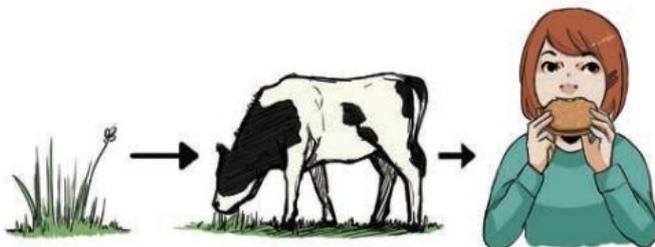


Figure 3.27 Burger food chain

As you learned at the start of this chapter, you are at the top of your food chain. You are an apex predator. But you are not just at the top of one food chain, you are at the top of many. You are at the top of the broccoli food chain and also the burger food chain.

Try this 3.7

What food chains can tell us

Consider the food chain in Figure 3.28 to answer the questions.

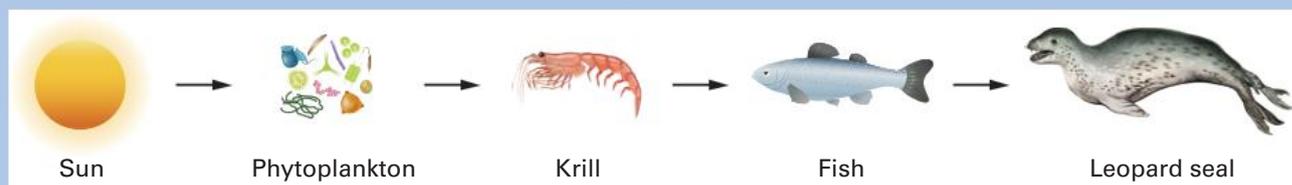


Figure 3.28 What does this food chain tell us?

- 1 State what the arrows show the flow of.
- 2 Identify where all the energy originally comes from.
- 3 Identify the producer, first consumer, second consumer, tertiary consumer and apex predator.
- 4 Identify the herbivore.
- 5 Predict what would happen if:
 - a fairy penguins moved into the area and ate all the krill before the fish could get to it
 - b a local commercial fishing company over-fished the area
 - c chemicals running off farmland killed all the phytoplankton.

Quick check 3.6

- 1 Define the term 'food chain' in your own words.
- 2 Recall where the Sun should go in a food chain and why.
- 3 Draw an Australian food chain of your choice and identify the producer, primary consumer, secondary consumer, tertiary consumer and apex predator.
- 4 Recall what sort of information you can find out from looking at a food chain.

Food webs

There are many different types of organism in any habitat. There are also many food chains that are interlinked. These interlinked food chains are known as a **food web**.

food web
a group of interweaving food chains

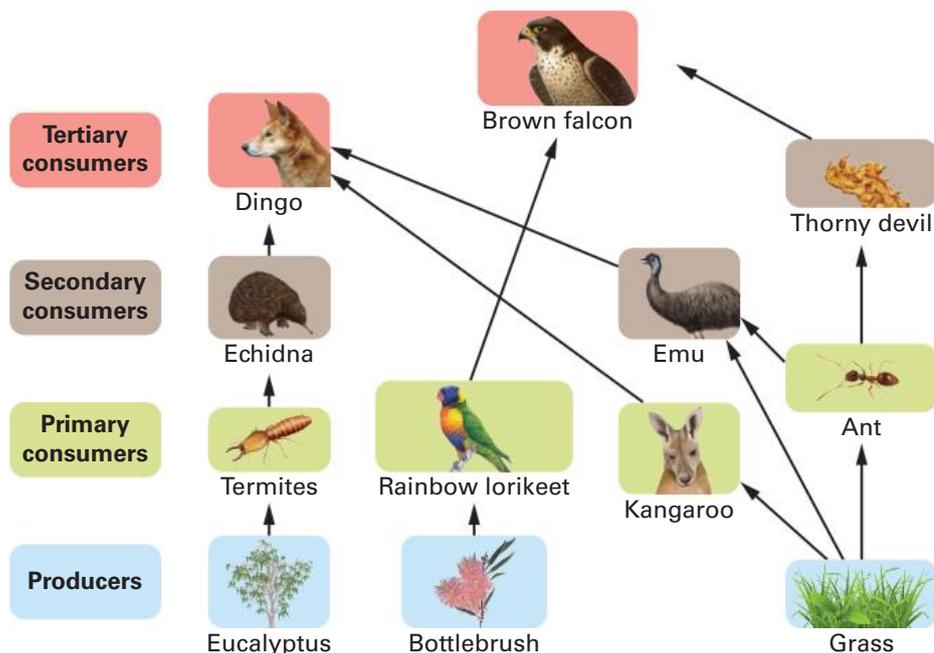


Figure 3.29 An example of an Australian food web

If you look at the food web in Figure 3.29, you can see the interaction between many Australian organisms found in an ecosystem. You might notice that although there are many food chains displayed in this particular example, there is a maximum of four organisms in each food chain. This is because energy is lost from each **trophic level** of the food chain as it passes from the Sun to the producer and consumer. Generally speaking, only 10% of the energy is passed on to the next level. This is the **10% rule**. Each organism uses up most of the energy it consumes in the following ways:

trophic level

refers to an organism's level or position in a food web. It is based on an organism's feeding habits, where producers occupy the first trophic level, primary consumers the second trophic level, and secondary consumers the third trophic level, etc.

10% rule

when energy is passed from one trophic level to another, only 10% of the energy will be passed on

- carrying out processes like growing, moving and reproducing
- lost as heat when the organism uses the food to fuel its living processes such as respiration
- lost in bodily waste as the organism does not digest and use all the food it eats.

This means that there can only be a limited number of animals at the top of the food chain as less energy is getting to them. Figure 3.30 shows this loss of energy. Note that kcal is a unit of energy. It is equal to about 4000 joules.

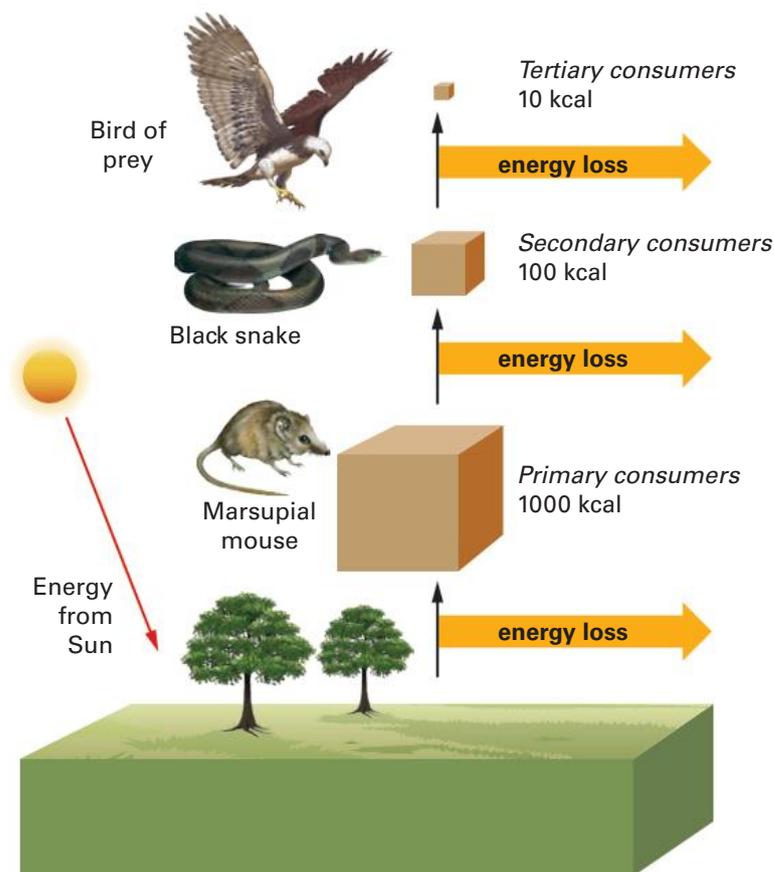


Figure 3.30 The energy flow and loss through a food chain

Worked example 3.1

Use Figure 3.30 to answer the following questions.

- If the snake consumes 350 kcal of energy, and it is eaten by the eagle, calculate how much energy would be available to the eagle.
- Calculate how much energy was originally available to the mouse from the producers.

continued...

...continued

Working	Explanation
<p>a energy for eagle = $10\% \times 350 \text{ kcal}$</p> <p style="padding-left: 40px;">$= \frac{10}{100} \times 350 \text{ kcal}$</p> <p style="padding-left: 40px;">OR $0.1 \times 350 \text{ kcal}$</p> <p style="padding-left: 40px;">$= 35 \text{ kcal}$</p>	<p>By the 10% rule, only ten per cent of 350 kcal will be available to the eagle.</p> <p>10% is equivalent to $\frac{10}{100}$ or 0.1.</p>
<p>b $350 \text{ kcal} = \frac{10}{100} \times \text{energy for mouse}$</p> <p style="padding-left: 40px;">energy for mouse = $\frac{100}{10} \times 350 \text{ kcal}$</p> <p style="padding-left: 40px;">$= 10 \times 350 \text{ kcal}$</p> <p style="padding-left: 40px;">$= 3500 \text{ kcal}$</p>	<p>If the snake had 350 kcal available, and that was ten per cent of what was available to the mouse, then the mouse would have had 3500 kcal available to it.</p>

Quick check 3.7

- 1 Explain what a food web is.
- 2 Recall what organisms need energy for.
- 3 Describe how energy is lost from an organism or a food chain.
- 4 Summarise what you notice about the amount of energy (kcal) that is passed on from the producers to the primary consumers and from the primary consumers to the secondary consumers.
- 5 *Challenge question:* Using Figure 3.30, calculate how much energy is passed on as a percentage of the original amount of kcal.

Try this 3.8**Food web model**

Model the flow of energy in food webs from producer to consumers using the following materials:

- photos of producers, primary consumers, secondary consumers, tertiary consumers and apex predators, in the normal ratio of these types of organisms in the wild
- different coloured balls of yarn
- scissors

Instructions

- 1 Each student will be allocated a photo.
- 2 Stand in a circle as a class. A student with a photo of a producer will take the end of the piece of yarn. The piece of yarn will represent the flow of energy along the food chain.
- 3 The producer should choose what primary consumer it wishes to be eaten by, and pass that person the ball of yarn. (The producer should keep hold of the end of the yarn.)
- 4 The primary consumer will then choose the secondary consumer they wish to be eaten by, and pass them the ball of yarn.
- 5 Repeat this process with the secondary consumer.
- 6 When the yarn reaches the apex predator, cut it, but each person in the chain should keep hold of it.
- 7 Take a photo each time a food chain is made, so that the development of the web can be seen.

continued...

...continued

- 8 Start a new chain, by starting a new piece of yarn in a different colour. Try to pick different organisms at first, but you can also re-use organisms. Repeat this process many times, starting with different producers.
- 9 A complex web will form between you and your classmates.
- 10 Discuss the complex nature of the food web you have produced as a class.
- 11 Ask one organism in the food web to 'die' by dropping the string. Discuss as a class the effect that the loss of that organism from the ecosystem would have on the remaining organisms.

Discussion

- 1 Follow one of the threads of yarn and write down a food chain.
- 2 Describe the effect that removing a producer from this food web would have.
- 3 Explain why an ecosystem with many types of organisms would be able to cope with the loss of one species.
- 4 Critique whether your model of a food web accurately depicts a real ecosystem.
- 5 Propose one way in which this model could be improved.

Explore! 3.3

How wolves changed the course of a river

Yellowstone National Park is a national park in the USA. Wolves were once one of the apex predators found in the park but the population was wiped out by the government in the 1920s.

Although other predators such as grizzly bears and cougars remained, the park was left without wolves for 70 years. They were reintroduced into the area in 1995 to help control a growing elk population.

This reintroduction gave biologists a unique opportunity to study how the return of an apex predator affects an ecosystem. The results showed a bigger change than the scientists ever thought possible.

Without wolves, the elk population in Yellowstone grew unchecked. This meant that they consumed too much food such as willow trees that were needed by other species. This included beavers, whose numbers then started to drop.



Figure 3.31 Grey wolf in Yellowstone National Park



Figure 3.32 Elk crossing a river

continued...

...continued

To help restore the population of beavers, 129 beavers were released into drainages. When park-wide aerial surveys began in 1996, there were 49 beaver colonies. When the wolves began reducing the elk population, the number of beaver colonies had risen to around 100 in 2015.

Beavers are famous for building dams and that is exactly what they have done. There are now many more dams found in Yellowstone, which can even out water flow when storms hit and provide cold shaded water for fish. As there are more willows, there are more trees to provide habitats for birds.



Figure 3.33 Loss of habitat for beavers

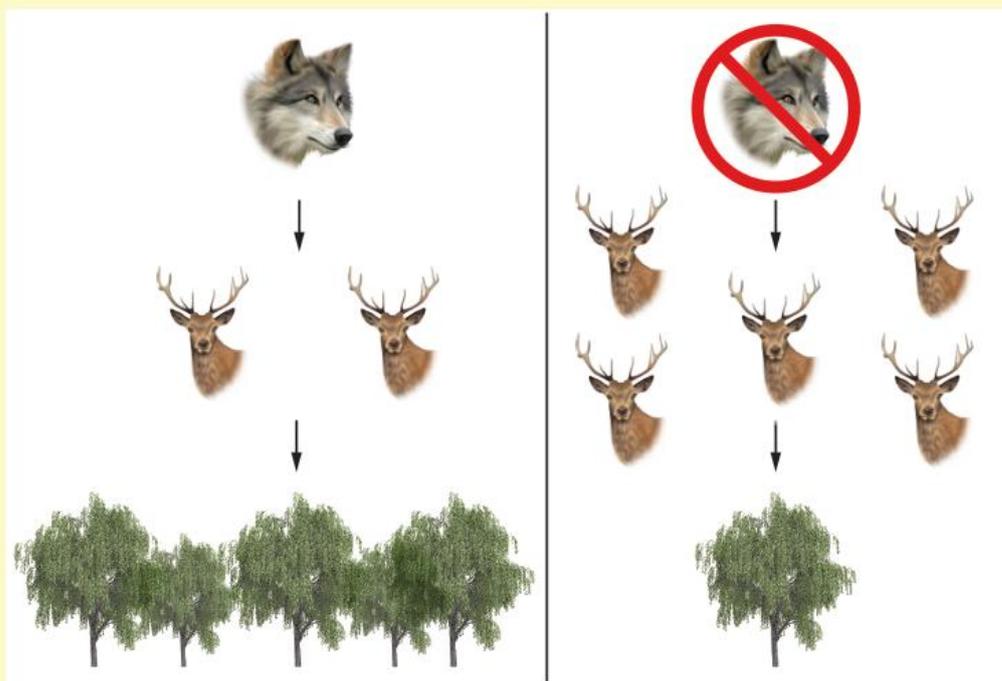


Figure 3.34 A pictorial representation of how the wolves have brought balance back to Yellowstone National Park.

Research this amazing change brought about by the reintroduction of wolves.

- 1 Name four organisms that were affected by the presence of wolves.
- 2 Draw as many food chains as you know to exist in Yellowstone park.
- 3 Explain how the reintroduction of wolves saved the Yellowstone park ecosystem.
- 4 'The impact of producers on an ecosystem is greater than that of apex predators.' Evaluate this statement and give your opinion.



Section 3.2 questions



Retrieval

- 1 **State** how the flow of energy is represented in a food chain.
- 2 **State** the process by which plants produce their own food.
- 3 **Name** the components that plants need to make food.
- 4 **Define** these terms:
 - a carnivore
 - b herbivore
 - c omnivore.
- 5 Look at the food web in Figure 3.35.
 - a **Identify** three food chains in the food web.
 - b **Identify** the producers and apex predators based on the diagram.
 - c **State** the organisms that dingoes eat.
 - d **Identify** any organisms that are secondary and tertiary consumers.

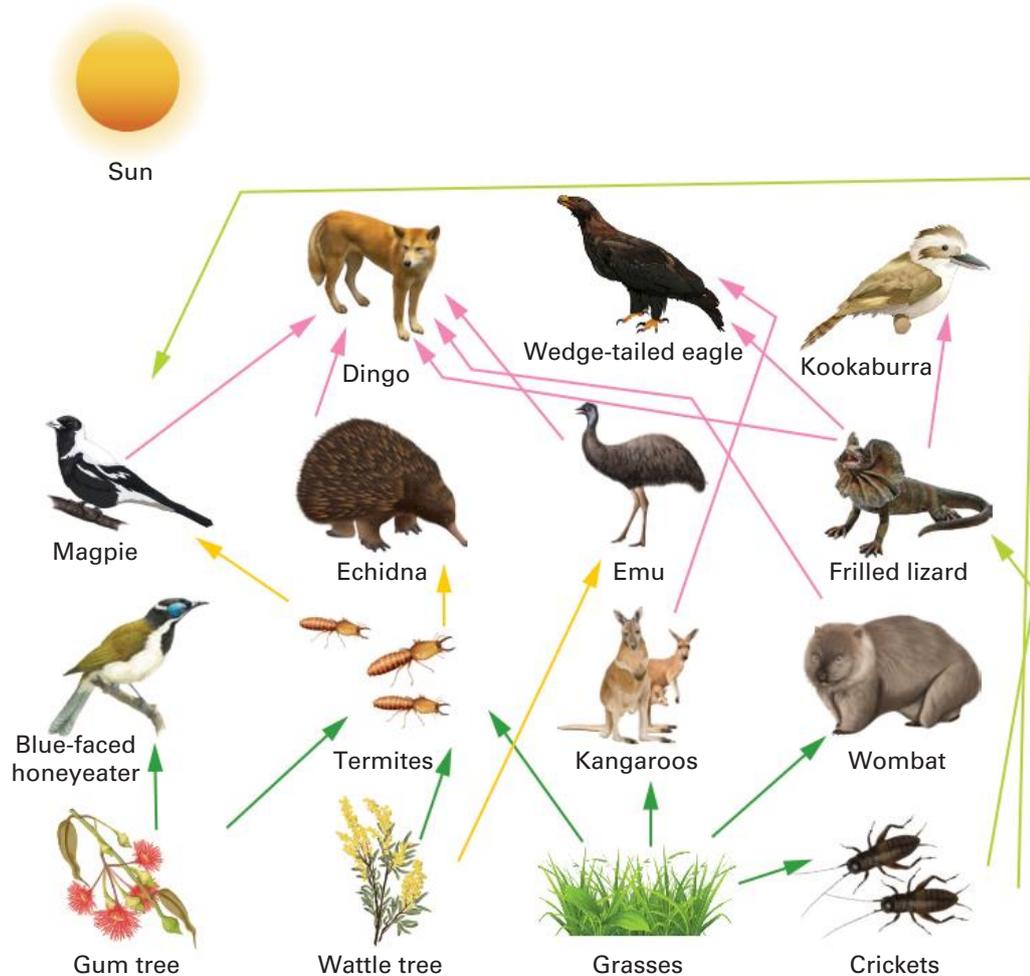


Figure 3.35 A food web

Comprehension

- 6 **Explain** why all food chains must contain a producer.
 7 **Describe** the impact on the ecosystem in Figure 3.35 if a fungus killed all the grasses.

Analysis

- 8 **Compare** a herbivore to an omnivore.
 9 **Distinguish** between food chains and food webs and then determine why food webs are more useful to scientists.

Knowledge utilisation

- 10 Look at the ecosystems in Figure 3.36 and **discuss** which food web is more likely to survive an environmental disaster.

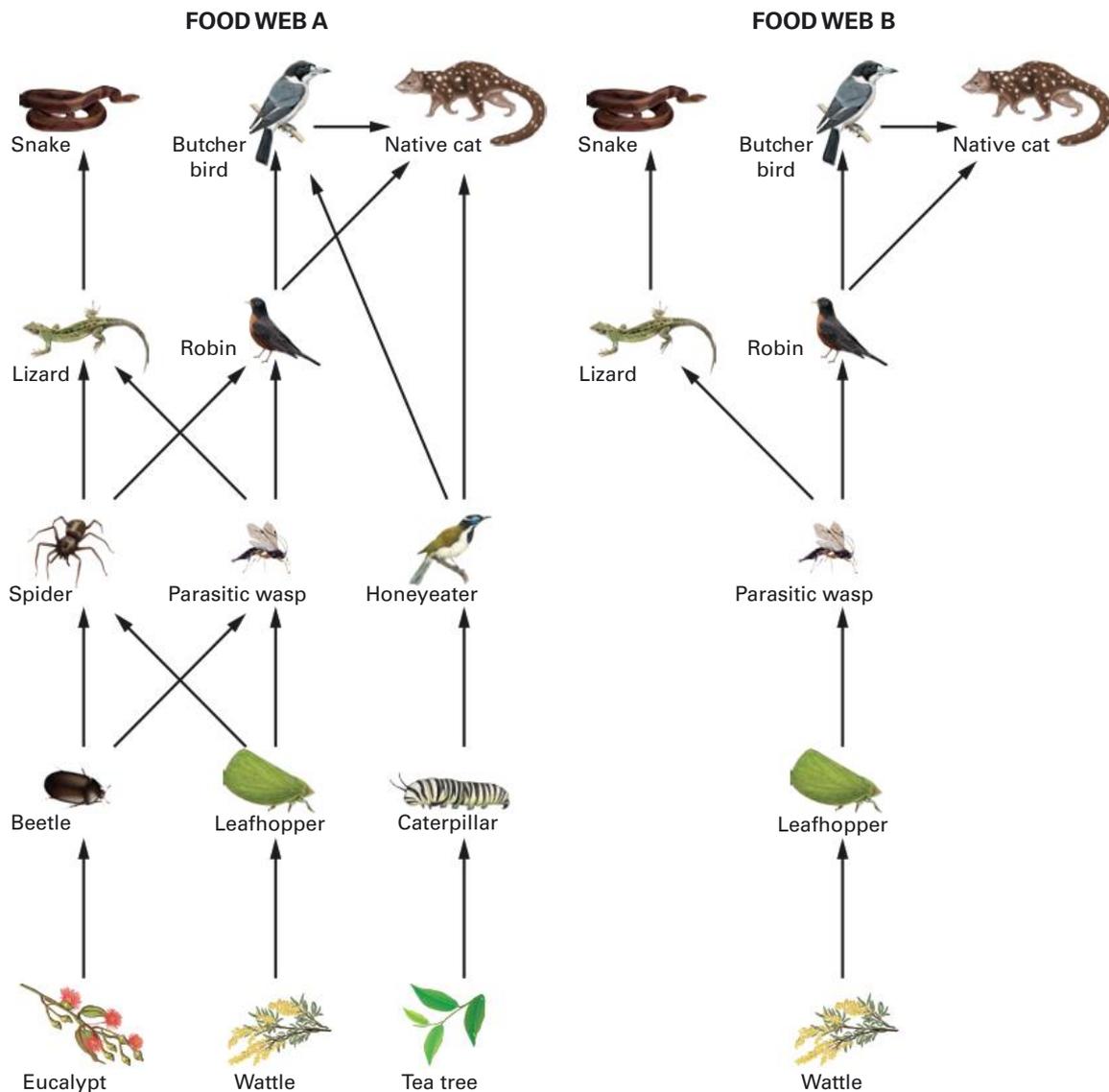


Figure 3.36 Two different ecosystems support these two food webs.

- 11 **Propose** a reason that a herbivore would not be able to eat meat easily.
 12 **Predict** two effects of removing a predator from a food web.

3.3 Recycling in ecosystems



All living things within an ecosystem fall into three categories:

- organisms that make their own food (producers)
- organisms that eat other living organisms (consumers)
- organisms that contribute to recycling dead organisms (**scavengers, detritivores and decomposers**).

scavenger

an organism that feeds on dead animals that it has not killed itself

detritivore

an organism that feeds on dead or decaying organic matter

decomposer

an organism such as a bacterium or fungus that makes dead plant and animal material decay

Scavengers

Scavengers start the recycling process of dead and decaying

animals. They can be found anywhere in the world – on land and in marine environments. In Australia, they include monitors (carnivorous lizards), spotted-tail quoll, dingoes and crows. The role of scavengers is vital for any ecosystem as they contribute to the decomposition process. Decomposers and detritivores, which you will learn about shortly, are responsible for completing the process of breakdown and returning the nutrients to the ecosystem. Scavengers do not use energy to kill their prey, but they use their sense of smell to find their food.



Figure 3.37 Scavengers: Torresian crows (left) and dingoes (right) in Australia

Decomposers

Decomposers gain their energy by breaking down already dead organisms. Bacteria and fungi are examples of decomposers. They secrete chemicals called enzymes that break down the dead organisms. They then absorb the broken down substances.

When decomposers break down dead organisms, the decay returns much needed nutrients back into the soil, which plants then use to grow. This makes them a vital part of the circle of life.



Figure 3.38 Decomposers and detritivores hard at work

Most decomposers on Earth are **microorganisms** – organisms so small that they can only be seen with a microscope. Microorganisms are around us all the time, floating through the air or lying on a surface. Most of these microorganisms are harmless and only begin to grow and spread when an organism dies.



Figure 3.39 Bacteria are an example of a microorganism, in this case, growing on agar in a Petri dish.

Detritivores

Detritivores are also involved in recycling nutrients. They have mouthpieces which help speed up decay by ingesting and digesting **detritus** (dead and decaying material). The detritus is excreted as smaller sized pieces which

increases the surface area available for decomposers like bacteria and fungi to feed off. Detritivores include insects such as beetles, flies, slugs, snails and earthworms. Marine detritivores include crabs, lobsters, sea stars and sea cucumbers.

microorganism
a living thing that on its own is too small to be seen with the naked eye

detritus
waste or debris

Figure 3.41 Examples of detritivores: (a) flies, (b) beetles and (c) earthworms.



Did you know? 3.2

Echinoderms like sea urchins, sea stars and sea cucumbers hunt for their own food, but they are also detritivores. They can move around and consume decaying organic matter.

Some sea worms such as the Christmas tree worm, *Spirobranchus giganteus*, even have feathery appendages that can spread out in the water to collect this matter.



Figure 3.40 Christmas tree worm (*Spirobranchus giganteus*)

Quick check 3.8

- 1 Define the terms 'scavenger' and 'decomposer' in your own words.
- 2 Define the term 'detritivore'.
- 3 Explain why plants rely on decomposers.
- 4 Distinguish between detritivores and decomposers.

Investigation 3.2**Friendly bacteria****Aim**

To design a method to fairly investigate how different types of yoghurt affect the growth of harmful bacteria.

Time period

Approximately 1.5 weeks

Prior understanding

Pathogenic bacteria are in the air and on all surfaces around us. Raw food, such as fruits bought at the grocery store, can be contaminated by pathogenic bacteria due to handling. These **pathogens** do not usually cause a problem: when the fruit is consumed, the bacteria are destroyed either by acidic environment of the stomach or by the good bacteria that live in each person's intestine. However, some bacteria evade these immune defenses and cause food poisoning.

pathogen
an organism that can cause illness

It is recommended that fruits be washed well before consuming to avoid food poisoning. However, this is not easily done with soft fruits such as strawberries. Another option has been presented and requires investigation. Could covering fruit with yoghurt (which contains cultures of good bacteria) be used to disinfect soft fruit before consumption?

Materials

- different types of cultured yoghurt (3 is recommended)
- 1 strawberry or another type of soft fruit
- 4 sealable food containers
- 1 small paint brush

Be careful

Do not open the experimental container once the experiment begins. Do not consume any food products in the lab. Ensure all materials are disposed of in the appropriate manner.

Planning

- 1 Develop a research question for this investigation.
- 2 Identify the dependent variable and state how it will be measured.
- 3 Identify the independent variable and describe the different groups that will be set up for the experiment.
- 4 Develop a hypothesis by predicting how a change to the independent variable will affect the dependent variable.
- 5 Identify the controlled variables and describe how these will be managed to prevent any controlled variables from affecting the measurements.

continued...

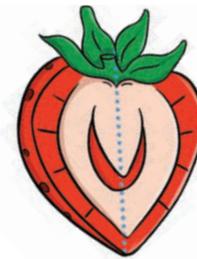
...continued

Method

- 1 Label each container with the following information:

Group number: Type of yoghurt: Date: Student/s name:

- 2 Cut each strawberry into four pieces vertically as shown.
- 3 Leave one piece of strawberry untouched to use as a control (comparison) and paint each of the three remaining pieces with a different type of yoghurt.
- 4 Place each piece of strawberry in separate containers labelled with the yoghurt type.
- 5 Seal the container by placing the lid on tightly.
- 6 Monitor the experiment for 9 days, recording observations and taking photographs of each container, every 3 days.
- 7 If any part of the set-up is changed, then note the reason for this.



Results

- 1 Collect each container but DO NOT OPEN for safety reasons.
- 2 Measure the amount of bacterial growth (in terms of area) for each group and record the results. Your teacher may direct you to create a table and graph on a spreadsheet or on paper.
- 3 Calculate the mean measurement for each *independent variable* group.
- 4 Calculate the range for each independent variable group on the table.
- 5 Graph the mean of each group's data.

Analysis

Describe any trends, patterns or relationships in your results.

Evaluation

Reliability

- 1 Describe how much variation was observed between the measurements within each group.
- 2 Discuss whether the controlled variables were managed properly to ensure they did not change and affect the measurements.

Improvements

- 3 Describe changes that could be made to the method to improve the quality of the data in future experiments.

Conclusion

Discuss which yoghurt (if any) could best be used to disinfect soft fruit instead of washing it. Justify your answer by discussing your experimental results.

Brown food chain

You already know consumers get their energy from producers or other consumers, and that producers get their energy from the Sun. You also know that producers use this light energy along with carbon dioxide and water, to form glucose through the process of photosynthesis. Green plants form the base of the green food chain, but not all parts of a plant may be available to eat. For example, the woody parts or some roots may be inaccessible. So what happens to all the energy stored in this plant material that does not get eaten? It becomes detritus and forms the base of the brown food chain.

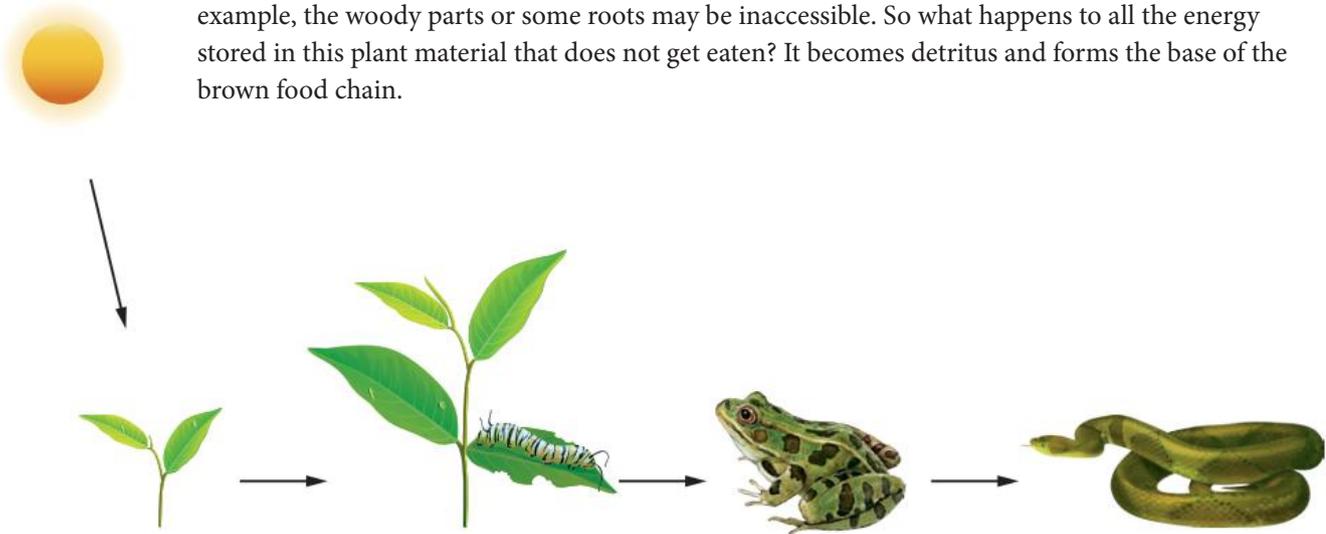


Figure 3.42 Green food chain

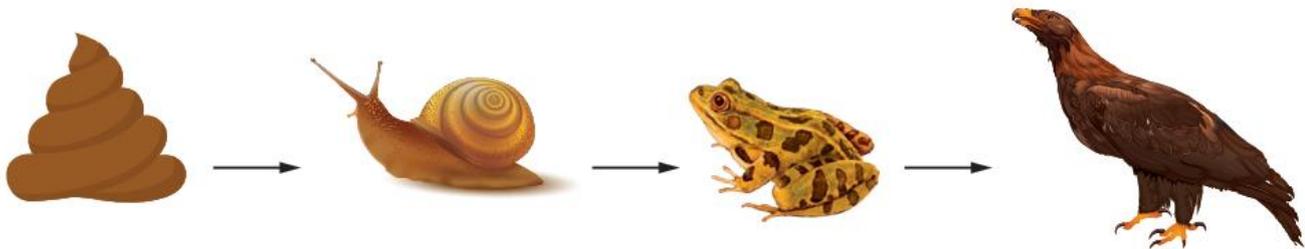


Figure 3.43 Brown food chain

All other dead organisms add to this brown food chain, as well as all the waste they excrete throughout their lives. As humans, we are rather squeamish when it comes to dead and rotting material, as we did not evolve eating waste and it can make us very sick. However, many organisms on Earth get at least some of their energy directly from detritus. Species within the Lagomorpha family such as rabbits and hares produce a hard and a soft type of faeces. These animals will reingest their soft faeces to extract more nutrients.

The brown food chain is directly linked to the green food webs found in every ecosystem. When detritus is included in a food web diagram, it shows the complex and important interaction that decomposers have in an ecosystem.



Figure 3.44 Pikas (shown here), rabbits and hares are part of the Lagomorpha family. They can produce a different kind of faecal matter called 'caecal matter' that is soft, full of nutrients and can be eaten again.

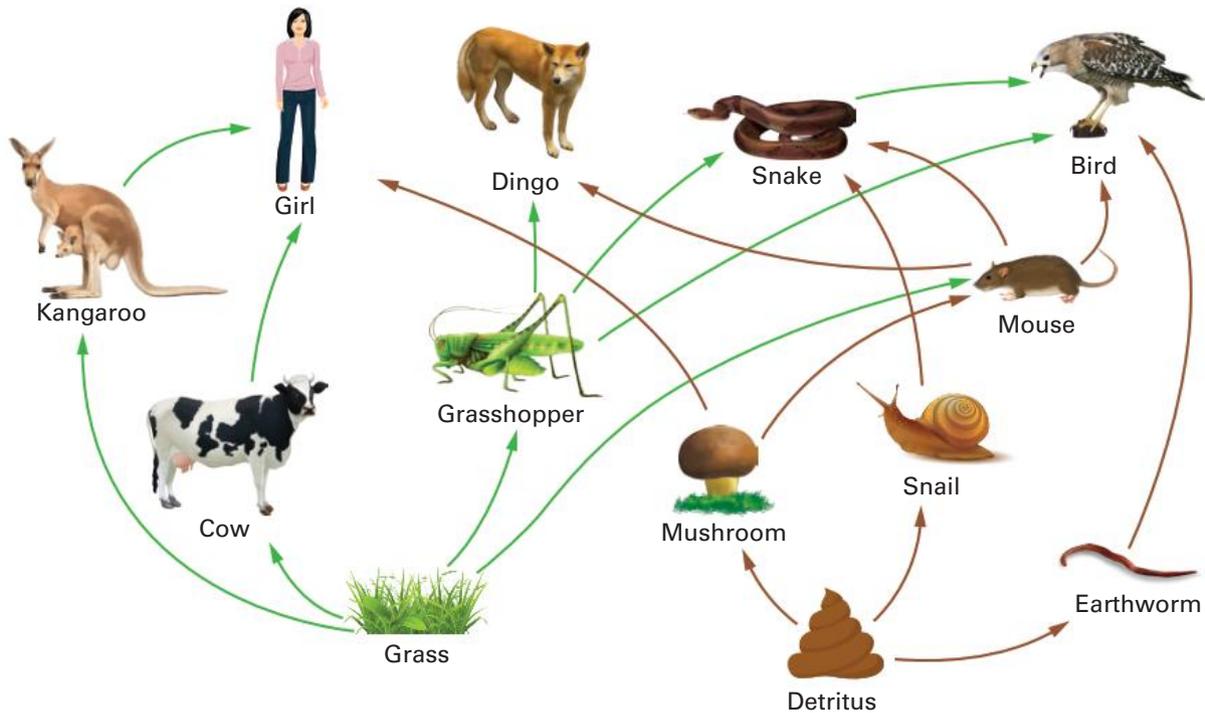


Figure 3.45 Combined green and brown food webs

Section 3.3 questions

Retrieval

- 1 **State** what happens to an organism in an ecosystem after the organism dies.
- 2 **Name** three examples of decomposers.

Comprehension

- 3 **Describe** why decomposers are an important part of an ecosystem.
- 4 **Describe** what could happen to the world if scavengers and decomposers did not exist.
- 5 A brown food chain that could be found on a coral reef is: detritus → snail → small fish → sea turtles. **Classify** each of the organisms in the food chain as decomposer, primary consumer or secondary consumer.
- 6 **Summarise** the role/s that scavengers can play in an ecosystem. Are they only scavengers or can they have other roles too?
- 7 Look at Figure 3.46 and use your knowledge of decomposers to **describe** what is happening.



Figure 3.46 A decomposer in action

Analysis

- 8 **Compare** the role of a producer with the role of detritus.
- 9 **Distinguish** between a decomposer and a detritivore.

Knowledge utilisation

- 10 **Propose** a reason why decomposers can be found wherever there is life.
- 11 **Predict** how a food web would change if all the decomposers in an ecosystem died. Give reasons for your decisions.



3.4 Human impact on ecosystems



WORKSHEET

biodiversity
the number and types of
plants and animals that exist
in an area

Biodiversity

When scientists look at all the different types of animals found in an area, they start to talk about **biodiversity**. Biodiversity refers to the variety of all living things found in a specific area. There are three different types of biodiversity.

- **Genetic diversity:** This is the number of differences within one species. Humans are very genetically diverse, as people have

many shapes, sizes and abilities. If a species is very genetically diverse, it is thought to be healthy.

- **Species diversity:** This is the variety and abundance (total number) of different species found in an area. Places like coral reefs and rainforests are said to be extremely biodiverse because many different species live in a small area.
- **Ecosystem diversity:** This is the variety of ecosystem types found in an area.

Did you know? 3.3

Ninety per cent of the bananas that you buy from the supermarket are identical! Even though there are around 1000 species of banana in the wild, the one that may be squished at the bottom of your school bag is probably a clone of the Cavendish variety. Cavendish accounts for 47% of the bananas grown worldwide and 99% of all bananas sold commercially for export to developed countries. This variety grows fast, stays fresh for weeks and has no seeds, which makes it great for eating. However, as they are all clones, if the plant were attacked by a disease, a large supply of bananas could be wiped out very quickly.



Figure 3.47 Many bananas are clones.

As we discovered in the classification chapter, all life on Earth is categorised into six kingdoms. These kingdoms indicate the species biodiversity on our planet. It is estimated that there are more than 8 million species on Earth, and that number is growing as new species are discovered. About 76%

of all species have been classified into the Animal kingdom. This means that the Animal kingdom is the most diverse of all the kingdoms. Within the Animal kingdom, the phylum Arthropoda is by far the most diverse and within this phylum, the class Insecta makes up about 73% of all animal species.

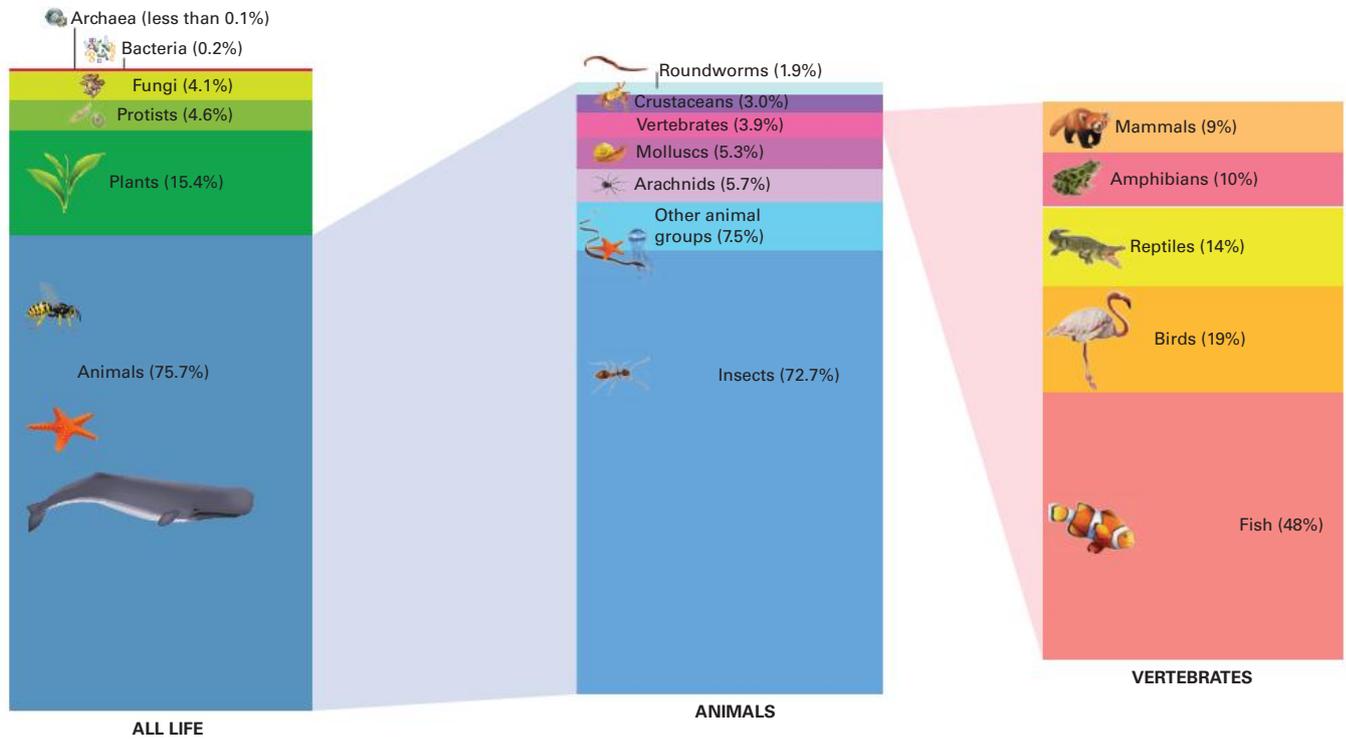


Figure 3.48 Species biodiversity on our planet (approximate percentages shown)

Threats to biodiversity

It is important to be able to measure the biodiversity of ecosystems and habitats in order to monitor the number of species and individuals found there. The more biodiverse

an area is, the more likely it will be able to recover from natural or human-caused threats such as disease, fire, habitat loss or introduced species. Therefore, when an area is extremely biodiverse, it is healthy.

Investigation 3.3

Assessing biodiversity at your school

Aim

To compare the biodiversity of two different areas in the school grounds.

Prior understanding

Biodiversity is a measure of how many *different* species live in an area *and* whether these species are equally abundant in numbers, or does one species dominate the others with a comparatively larger number of individuals. Healthy habitats have a higher biodiversity index.

One biodiversity index that can be used is called the Menhinick index. It can be calculated using the following equation. Higher numbers indicate higher levels of biodiversity.

$$\text{biodiversity index} = \frac{\text{number of species in survey area}}{\sqrt{\text{total number of individuals}}}$$

For example, in a survey recording 26 individual invertebrates belonging to five different species, the biodiversity would be

$$\text{biodiversity index} = \frac{5}{\sqrt{26}} = 0.98$$

Be careful

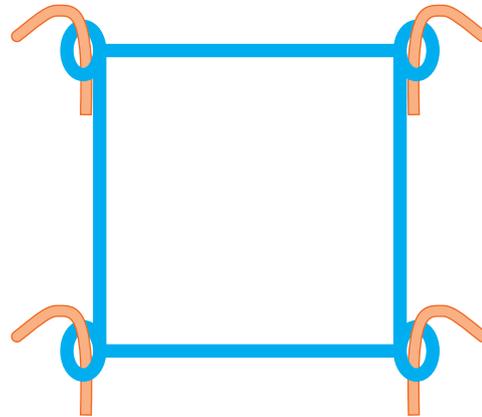
Try to avoid biting and stinging insects.

continued...

...continued

Materials

- Invertebrate Identification Key
- magnifying glass
- quadrats, if available, or if they are unavailable: four tent pegs and 4.5 m of fine string-line with loops tied every metre (the tent pegs must be able to fit through the loops). A one metre quadrat can be created by pegging out the string-line into the shape of a square. Push the tent pegs through each loop to pin the corners to the ground.



Method

- 1 Choose two different survey areas to assess within the school grounds, such as a grassy area and a garden.
- 2 Take all equipment to the first survey area.
- 3 Randomly choose a spot to place your quadrat.
- 4 Take photos of any invertebrates you record. This will help you to later identify any species you cannot name.
- 5 Repeat steps 3 and 4 in another four random spots.
- 6 Move to the second survey area and repeat steps 3–5.

Data processing

- 1 Develop a table to record the data from each survey area. Include a place to record survey area, type of invertebrate and number of individuals.
- 2 Identify any unknown invertebrates using an Invertebrate Identification Key. Record this data in the table.
- 3 Count up the number of each invertebrate. Record this data in the table.
- 4 Calculate the total number of individual invertebrates found in each survey area.
- 5 Calculate the Menhinick biodiversity index (how biodiverse an area is) for each survey area by using the equation on the previous page. Show your working for each area.
- 6 Record the level of biodiversity for each survey area in the table.

Analysis

- 1 Contrast the Menhinick biodiversity index results for the two areas.
- 2 Identify the survey area that would be considered more biodiverse.
- 3 Discuss the reasons for any differences found when comparing the two survey areas.

Peer review

- 1 Swap your data with another group to give each other feedback on how easily the table can be used to compare the two survey areas. Your feedback should discuss the following:
 - how well the table is organised to compare the two survey areas
 - how clearly the biodiversity calculations have been written
 - any other suggestions to improve the quality of the data presented in the table.
- 2 After receiving feedback, make alterations to the table to address the identified issues and write up a final copy to present to the class.

continued...

...continued

Evaluation

Reliability

- 1 Compare the level of biodiversity calculated by each of the other groups. Determine how much variation was found between different group results.
- 2 Compare the different types of species found in each survey area with other groups. Identify species that were not found consistently in each survey area.
- 3 Discuss if the biodiversity of the two survey areas can be reliably compared, based on your response to the previous question.

Improvements

- 4 Decide upon some changes that could be made to the method to improve the quality of the data in future experiments.
- 5 The equation only takes into account the number of different species, instead of the number of different species and their abundance. Complete some research to find a better equation that can be used to determine the level of biodiversity.

Aboriginal land management

Bushfires are common in Australia. With our dry climate, they are one of the most dangerous and threatening events that can happen to an ecosystem. However, many Australian ecosystems rely on occasional bushfires to encourage biodiversity.

Bushfires can occur naturally or can be human induced. Some of the natural causes of bushfires are dry conditions, high temperatures, low humidity, strong winds and lightning. Spontaneous combustion due to extremely hot temperatures can also start bushfires, but this is less common than lightning. Humans can light fires either deliberately or accidentally.

Aboriginal and Torres Strait Islander peoples have a deep understanding and connection to

the land. They have thrived in a particularly harsh environment using techniques passed down from Elders to young over many generations. The use of fire is one of the most important techniques that they have used to gather food, shape the landscape and regenerate ecosystems.

Firestick farming

Firestick farming involves burning a small controlled area. Aboriginal and Torres Strait Islander peoples have known for thousands of years that this will promote plant growth, attract new animals to an area and cause any animals hiding in burrows to come out into the open. With animals no longer in their burrows and less vegetation for them to hide behind, people were able to hunt easily.

firestick farming
the burning of areas of bush in stages, by the application of firesticks, to encourage new growth



Figure 3.49 Lightning naturally starting a bushfire

ISBN 978-1-108-88602-4

Photocopying is restricted under law and this material must not be transferred to another party.



Figure 3.50 Regrowth of plants after a bushfire

© Dale et al. 2020

Cambridge University Press

By burning areas of bush, they made room for new plants and activated seeds stored in the ground, which provided new sources of food for animals in the area.

Two types of fires are used for firestick farming.

- **Cool fires** are low intensity and happen regularly to clear the undergrowth. They do not damage the larger plants and are used to clear paths and promote the growth of native plants for both humans and grazing herbivores. This is important because Aboriginal and Torres Strait Islander peoples use many endemic plants for both culinary and medicinal purposes. Management of these valuable resources is necessary, especially where **biopiracy** is a potential risk.
- **Hot fires** are used more sparingly as they burn areas of thick vegetation including trees and shrubs, which are important habitats for animals. These fires are very dangerous and destructive, killing everything in their path. Because of this, they are only used in overgrown areas where vegetation is struggling to thrive so as to revitalise the area.

biopiracy

when naturally occurring biological material is commercially exploited



VIDEO
Name one danger of prescribed burning



Figure 3.51 Devastating hot fire

Quick check 3.9

- 1 Propose some causes of fire in Australia before Aboriginal and Torres Strait Islander peoples arrived.
- 2 Recall three main uses of firestick farming.
- 3 Describe how firestick farming helped to promote new plant growth.
- 4 Contrast the two types of fire used in firestick farming.
- 5 Currently, we use controlled burns in winter to reduce natural bushfires in summer. Predict a problem with disrupting this natural event.

Science as a human endeavour 3.2

Firefighting in virtual reality

Researchers at Deakin University in Australia have created a virtual reality training simulator for firefighters. It is called FLAIM Trainer. The simulator creates a training scenario that uses a touch technology feedback system. The trainee is required to wear a heavy uniform, breathing apparatus and protective clothing that heats up to make the experience extremely realistic.

Thanks to this technology, firefighters will now be able to practise key skills and knowledge in a safe and more cost-effective environment. This makes it safer for a firefighter to do their job and more likely that they can save lives and the environment.



Figure 3.52 A helicopter used for fighting fires in Western Australia

Land clearing for palm oil

Rainforests are one of the most important ecosystems. Up until very recently, they stretched like a band around the equator of Earth where climate conditions are perfect for their growth. Rainforests are often referred to as the lungs of Earth, as the high volume of plants photosynthesise and produce huge amounts of oxygen. They are also like air filters because they take in carbon dioxide during photosynthesis and store it internally. This is especially important considering the large amount of carbon dioxide humans are producing and the warming effect it has on

our planet. Rainforests are also biodiversity 'hot spots' with more than 50% of the world's species living there.

What are we doing?

Unfortunately, humans are cutting down vast areas of rainforest every day. In fact, each year an area bigger than the whole state of Victoria is destroyed. Some of the biggest rainforests closest to Australia can be found in Borneo and Sumatra. These rainforests contain some of the world's last remaining pygmy elephants, Sumatran tigers, rhinoceroses and orangutans. The main threat to these species and the rainforests is palm oil farming.



Figure 3.53 Orangutans are treated as pests by farmers in Borneo and Sumatra.

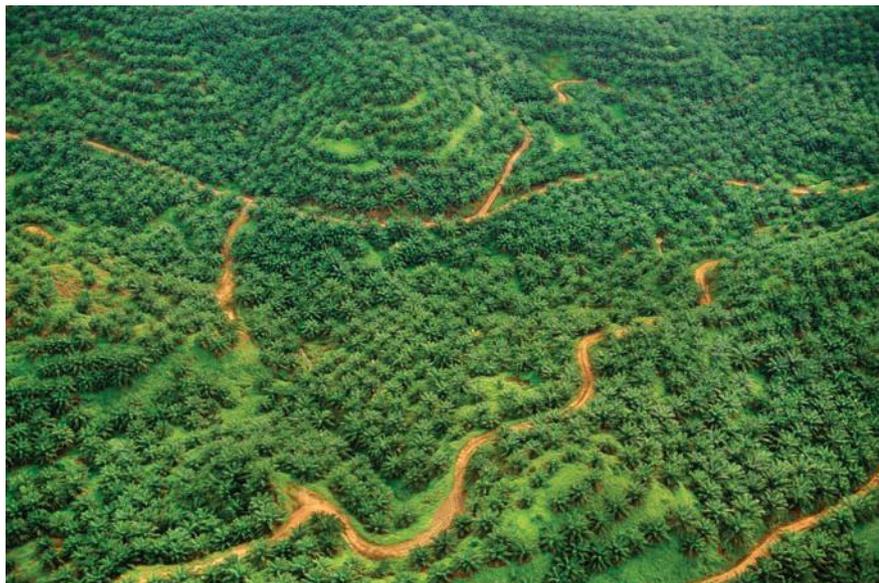


Figure 3.54 Areas of land like this are often cleared for palm oil farming.

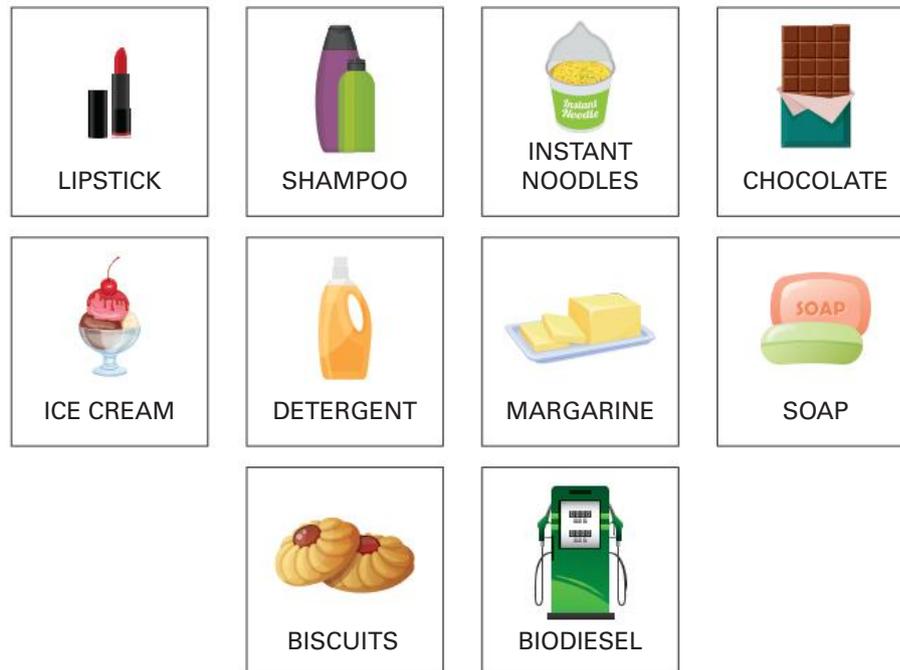


Figure 3.55 These everyday products are likely to contain palm oil.

You may not know it, but you will probably have eaten or used palm oil daily. That is because it is found in many of the products you buy at the supermarket, from shampoo to pizza dough. Palm oil is used by many companies because it is cheap and so the global need for palm oil is growing rapidly. The Borneo and Sumatran rainforests are perfect environments for palm oil trees to grow fast, even though they are originally from West Africa. Many of the citizens in these countries are extremely poor, so palm oil farming is crucial for jobs and the economy of these countries.

Why is it a problem?

As the demand for palm oil increases, more and more areas of rainforest are being cut down to make way for palm oil farms. This means less and less room for already endangered species such as the orangutans, elephants and tigers. Not only are these animals forced out of their homes but if they wander onto the farms they are treated like pest species and killed.

In an attempt to protect the small numbers of Sumatran tigers left, the government

of Sumatra opened the Gunung Leuser National Park wildlife reserve in 1934. It was established as a national park in 1980. The Gunung Leuser National Park itself was put on UNESCO's danger list in 2011 due to the 'threats posed by poaching, illegal logging, agricultural encroachment, and plans to build roads through the site'.

Many people blame the palm oil sector as a main offender in the degradation of the protected areas.



Figure 3.56 Sumatran tiger



Figure 3.57 Dangerous clearing fires

Deforestation is also a threat to the environment of these areas. By removing plants and their roots, the thin layer of soil found in rainforests is easily washed away, meaning that nothing will grow in that area again.



Figure 3.58 Can you spot the various things palm oil may be labelled under?

All of these can be labels for palm oil.

The pesticides and herbicides used to promote palm oil growth can pollute local waterways.

Much of the clearing that is occurring in the rainforests to produce palm oil tree farms is done using fire. This kills the local wild life, including many animals. It also releases massive amounts of stored carbon into the air, which contributes to global warming.

What can we do?

All this information can be upsetting and it might feel like the problem is too big for you to do anything about, especially as you are still in school. Here are a few things that you can start to do that will help the situation.

- Be aware if your product contains palm oil. Palm oil can be called many things on an ingredient list including the items seen in Figure 3.58.
- Encourage friends and family to buy products with sustainable palm oil. This is palm oil that has been grown by companies that promise to protect the environment. Look for products with the logo in Figure 3.59.

deforestation
clearing a wide area of trees or natural land



Figure 3.59 The Roundtable on Sustainable Palm Oil logo

Quick check 3.10

- 1 Explain why rainforests are referred to as 'Earth's lungs'.
- 2 Name five products that contain palm oil.
- 3 Identify why palm oil is widely used in many products.
- 4 Explain why using palm oil is a problem.
- 5 Be aware of how palm oil is labelled in ingredient lists. Encourage friends and family to buy products that use sustainable palm oil. Download the POI palm oil barcode scanner and do a home audit. Identify products you use that contain palm oil.

Science as a human endeavour 3.3**Palm oil farming**

Scientists are currently studying different practices to make palm oil farming more environmentally friendly and sustainable. By collecting data from plantations, they can study the effects of cropping practices, such as fertiliser application and sowing of legume cover crops. This information will help growers make decisions that improve yield and productivity, meaning that forests do not need to be cleared to create land for farms.



Figure 3.60 Palm oil seeds



Explore! 3.4

Deforestation in Australia

Queensland's Brigalow Belt is one of Australia's most significant biodiversity hotspots. Named after the brigalow tree (*Acacia harpophylla*) that was once commonly found in this region, the belt extends for over 36.4 million hectares. Since the 1850s, 90% of Brigalow Forest has been cleared, leading to a massive loss of habitat for a number of species. Some ecologists say that there should be a new national park in this region. This would mean a loss of jobs from local logging and agricultural industries, but it might mean a boost in tourism.

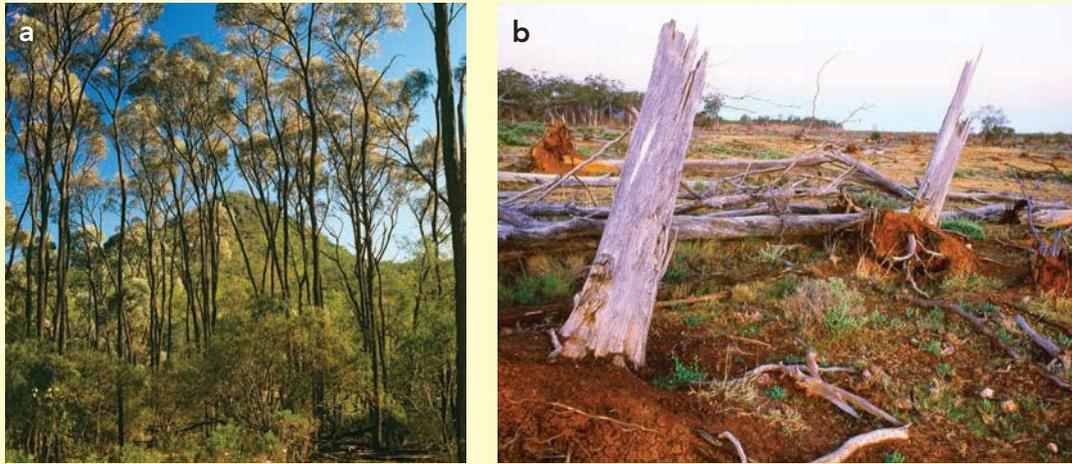


Figure 3.61 (a) Pristine brigalow trees and (b) deforestation of native vegetation by land clearing in the Brigalow Belt

Your task is to research the benefits and limitations of creating this new national park and present a balanced argument to the Minister for Environment.

You should include the following points.

- Explain how the national park will increase biodiversity in the area.
- Include a named animal or plant that will benefit from the national park.
- Present a map of the area.
- Explain how the national park could be both good and bad for local residents.
- Suggest solutions for any problems the national park will cause.
- Give your opinion based on your research.



Figure 3.62 The bridled nail-tail wallaby

Invasive species

An **invasive species** is an organism that has been introduced to a new ecosystem by humans. This is usually done by accident but sometimes it is done on purpose. Australia has many invasive species such as foxes, rabbits, goats, and feral cats and pigs. All these

species were introduced by European colonists for hunting, farming or to make Australia feel more like Europe. Sometimes invasive species are introduced to help control the numbers of another organism. This is an example of a **biological control**.

invasive species
an organism that is not native to an environment and causes harm to native organisms

biological control
the practice of introducing an organism into an ecosystem with the intention of limiting the spread of another organism

Explore! 3.5

Rabbit-proof fences

Rabbits are considered a major pest in Australia, so much so that it is illegal to keep a rabbit as a domestic pet in Queensland. In 1995, the **calicivirus** was introduced as a biological control, to reduce the massive rabbit population. However, some rabbits were immune to the virus, and foxes (another pest) had now lost a food source and so were eating native wildlife instead.

Go online to investigate the following.

calicivirus

a disease that damages a rabbit's internal organs and can cause bleeding

- 1 Find out about the rabbit-proof fences built in Western Australia in the 1900s, as shown in Figure 3.63. Report on how they were used to try to limit the spread of plagues of rabbits.
- 2 Find out about the myxoma virus and its release in Australia in 1950 in an attempt to control the rabbit population. Summarise your findings.



Figure 3.63 Rabbit-proof fences were built to try to limit the devastation caused by rabbits.

Disastrous control

The cane toad originally comes from Puerto Rico but was brought to Australia to try to manage beetles that were eating sugar cane crops. The cane toad had been introduced to Hawaii for the same purpose and had done a great job. However, after they were released in the sugarcane plantations of north Queensland in 1935, their population exploded, and they quickly became a huge pest. Cane toads have many ecological impacts such as competing with native species for food and space. They are also poisonous and so kill any predatory native species such as quolls, snakes and crocodiles that eat them.

Effective control

Not all examples of biological controls have gone wrong. European settlers brought a cactus known as the 'prickly pear' to Australia to use as a food source for a beetle. This was not just any old beetle, as it produced a red dye for the production of soldiers' uniforms. The cactus thrived in Australia and soon covered an area larger than Victoria. The cactus moth (*Cactoblastis cactorum*), which eats only the prickly pear was then introduced as a biological control to help slow down



Figure 3.64 A cane toad

the spread of the cactus. Another benefit of the moth is that when there is no cactus left, it dies off because the cactus is its only food source. Several years after the introduction of the moth the cactus population was under control, even though it is



Figure 3.65 Prickly pear plant

still around today in smaller numbers. Aboriginal and Torres Strait Islander peoples may use cool fires to control the growth of invasive species such as African Lovegrass (*Eragrostis spp.*) and Lantana (*Lantana camara*).

Try this 3.9

Find the PestSmart website online and use it to research three pest animals in Australia. Record your findings in a table like this one.

Name	Areas found	Main problems caused	Control measures

Section 3.4 questions

Retrieval

- 1 **Name** the three types of biodiversity.
- 2 **State** four examples of an invasive species.
- 3 **Define** the following terms:
 - a species diversity
 - b genetic diversity
 - c ecosystem diversity.
- 4 **Identify** which phyla in the Animal kingdom is most diverse.

Comprehension

- 5 **Describe** the use of 'firestick' farming by Aboriginal and Torres Strait Islander peoples.
- 6 **Explain** why some introduced species are classified as pests.
- 7 **Explain** why the cactus moth is referred to as an effective biological control.
- 8 **Describe** some of the impacts that humans are having on oceanic ecosystems.

Analysis

- 9 **Compare** the use of 'hot fire' and 'cold fire' burning techniques by Aboriginal and Torres Strait Islander peoples.
- 10 Go online to research the work a group is doing to counteract the impact humans are having on biodiversity loss. Try to choose a group that you may find interesting. An example could be the Orangutan Foundation. Write a journal **reflection** of your findings.

Knowledge utilisation

- 11 Bushfires naturally occur in Australia and many organisms have adapted to cope with this. Natural bushfires may occur every 5–10 years. However, humans in many areas have decided to start controlled burns yearly to prevent larger bushfires. **Propose** how this might damage the ecosystem.
- 12 **Create** a list of pros and cons about the role of invasive species.



Chapter review

Chapter checklist

You can download this checklist from the Interactive Textbook to complete it.

1	I can construct a food chain to show feeding relationships in habitats. e.g. Describe what the arrows in a food chain show.	
2	I can recognise the difference between abiotic and biotic factors in an ecosystem. e.g. Organise the following into 'abiotic' and 'biotic': temperature, salinity, dingo, wind speed, fire ant, koala, pH.	
3	I can construct and interpret a food web to show relationships. e.g. Describe what would happen to an ecosystem if all primary consumers were removed.	
4	I can classify organisms according to their position in a food chain. e.g. Define the terms 'producer' and 'consumer'.	
5	I can explain the 10% rule for energy transfer in food chains. e.g. Explain why there are often not more than three trophic levels in a food web.	
6	I can describe species interactions within ecosystems. e.g. State if there is benefit or harm to the two organisms present in the following interactions: competition, parasitism, mutualism.	
7	I can explain the importance of microorganisms in food chains and food webs. e.g. Compare detritivores and decomposers.	
8	I can explain the impact of human activity on local habitats. e.g. Describe the impact of deforestation on an ecosystem.	
9	I can describe how living things can cause changes to the environment and impact other living things. e.g. Describe the impact of cane toads being introduced to Australia.	
10	I can describe the concept and importance of biodiversity. e.g. Compare the following types of diversity: genetic, species, ecosystem.	
11	I can describe the impact and management of invasive species that can affect food webs that are of importance to Aboriginal and Torres Strait Islander peoples. e.g. Describe a technique that Aboriginal and Torres Strait Islander peoples may use to prevent the spread of an invasive grass species such as African Lovegrass (<i>Eragrostis spp.</i>) or an invasive flowering plant such as Lantana (<i>Lantana camara</i>).	

Review questions



Retrieval

- 1 **Identify** two natural and two human threats to an ecosystem.
- 2 **Name** the type of teeth that most herbivores are missing.
- 3 **State** what incisors are used for.
- 4 **Recall** the characteristics of all living things.
- 5 **Define** 'community' in an ecosystem.

Comprehension

- 6 **Describe** how energy is lost along a food chain.
- 7 **Explain** how high biodiversity could be a sign of a healthy ecosystem.

- 8 **Summarise** the five key interactions between species in an ecosystem. For each interaction, provide an example that was not mentioned in the text.
- 9 A producer is always part of a food chain. **Explain** how a producer fits into the brown food chain.

Analysis

- 10 **Consider** some reasons why palm oil farmers treat local wildlife as pests.
- 11 Copy Figure 3.66 into your notebook.
- a Use arrows to **connect** the interactions between each organism.



Figure 3.66 Various parts of a food web

- b **Classify** each organism as producer, consumer and decomposer. Each organism may have more than one label.
- c **Classify** (if any) the herbivores, carnivores, omnivores or detritivores.
- 12 **Compare** the roles of decomposers and consumers.

Knowledge utilisation

- 13 Using the pictures of organisms in Figure 3.67, **create** a food web.



Figure 3.67 Organisms in an ecosystem

- 14 A grassland ecosystem changes dramatically throughout the year. **Propose** several abiotic and biotic changes that may occur in a grassland ecosystem during summer and winter.
- 15 Look at the food web in Figure 3.68. **Predict** what would happen if the mouse was removed from the food web.

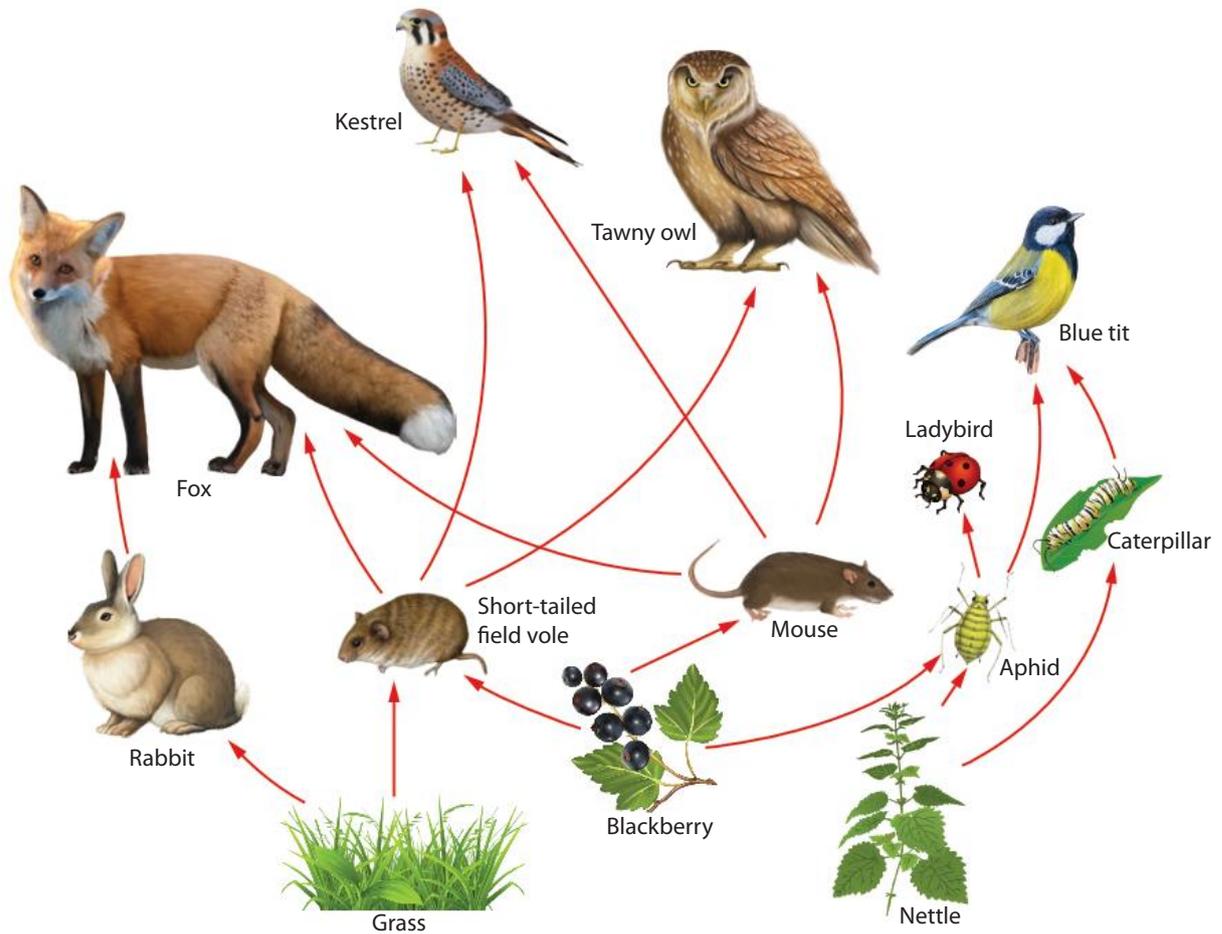


Figure 3.68 A food web

Data questions

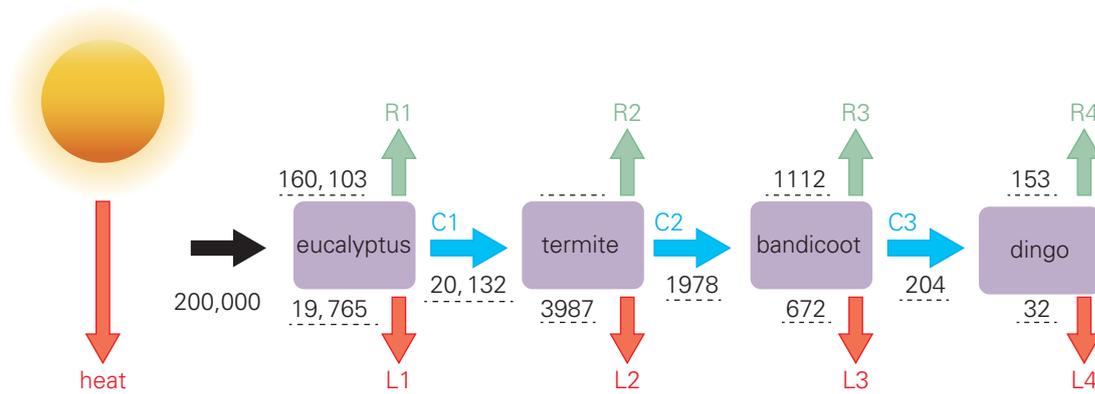


Figure 3.69 Energy transfer in an Australian food chain. All values are in kJ. Blue arrows (C1–3) represent energy transferred through the food chain; green arrows (R1–4) represent energy lost as heat and through respiration; and the red arrows (L1–4) represent the energy lost as detritus (dead organic matter and waste).

Apply

- 1 **Identify** the secondary consumer in Figure 3.69.
- 2 **Calculate** the R2 value.
- 3 **Calculate** the efficiency of the energy transfer through the termite in Figure 3.69.

Analyse

- 4 **Organise** the efficiency of energy transfers (C1, C2 and C3) from highest to lowest, using Figure 3.69.

Interpret

- 5 **Deduce** why the food chain does not extend further than the dingo.
- 6 Geckos will also eat termites. They are far smaller than a bandicoot. **Predict** if the gecko's L3 value would be higher or lower than the bandicoot's L3 value in Figure 3.69.
- 7 **Justify** your answer to Question 6.



STEM activity: Designing a cane toad trap

Background information

Queensland is home to many beautiful amphibians, but the cane toad is not one of them. It is classified as both an amphibian and a pest. Cane toads were introduced to Queensland in 1935 to control cane beetles, and the toads adapted quickly to the Australian environment.

Cane toads are gluttonous feeders and can significantly reduce the population of native creatures. They have a toxic venom in their skin, which protects them from predators. Cane toads have no natural predators and are a threat to native animal species. Only human intervention can control and reduce the population.

Design brief: Create a prototype of a device that can be used to reduce the population of cane toads humanely.

Activity instructions

In this task, you will investigate the different ways you can control the cane toad population. Then you will design and construct a prototype device that could be used by individuals and government organisations to trap cane toads or their tadpoles. You will need to consider the following information and design constraints.

- 1 The design and construction must be cost-effective.
- 2 The prototype must be constructed so that no animal (including the cane toad) is harmed.
- 3 The prototype must be able to be left in a way so that curious people cannot injure themselves from touching the device or possibly touching a captured cane toad/tadpoles.
- 4 The prototype device must be able to be transported for safe removal of toads/tadpoles.

Figure 3.70 A cane toad



Suggested materials

- recyclable materials such as plastic bottles, containers, boxes.
- duct tape
- scissors
- ruler
- balls the size of cane toads

Research and feasibility

- 1 Identify other animal species that live in the same ecosystem as cane toads. If necessary, research this information.
- 2 Research and explain what 'humane' means, and discuss in your group why your prototype design must be humane.
- 3 Research the lifecycle and identify why the cane toad has become such a pest in Queensland.
- 4 Research and identify the ways that the cane toad population can be controlled.

Design

- 5 Decide in your group the method you are going to use to reduce the population of cane toads. You may want to use a table like this one to list the positives and negatives of each method.

Method of control	Positive	Negative
Adult toad trap		
Tadpole trap		
Barrier		

- 6 Design your prototype device and label the key components of the design. How do the components of the design help your invention to be humane, safe, effective and affordable?

Create

- 7 Construct your prototype device using the available materials.
- 8 Test your prototype device for durability and get other groups to test how well it works.

Evaluate and modify

- 9 Discuss in your group how well your prototype device worked, and reflect on how effective you think it will be.
- 10 Evaluate if you now think that other methods of controlling the population would be more effective. Would you like to make any changes to your prototype?
- 11 Present your prototype to the class and ask your peers how effective the prototype would be where they live, and what suggestions they can offer to improve it.

Chapter 4

Mixtures



Chapter introduction

Our world is an amazing place. It is made up of many different substances like wood, food, metal, fibres, air, glass, plastic and ceramics. Some of these substances are pure substances, while others are mixtures. This chapter will help you understand how to identify pure substances and mixtures and the differences between them, and the role of chemistry in helping us separate mixtures into their parts. You will also look at mixtures and their separation in your home, as well as how people in different occupations use separation techniques.

Curriculum

Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (ACSSU113)

investigating separation techniques used by Aboriginal and Torres Strait Islander peoples, such as hand picking, sieving, winnowing, yandying, filtering, cold-pressing and steam distilling (OI.5)	4.3
recognising the differences between pure substances and mixtures and identifying examples of each	4.1
identifying the solvent and solute in solutions	4.1, 4.2
investigating and using a range of physical separation techniques such as filtration, decantation, evaporation, crystallisation, chromatography and distillation	4.3, 4.4
exploring and comparing separation methods used in the home	4.3, 4.4

© Australian Curriculum, Assessment and Reporting Authority (ACARA)

Glossary terms

aqueous solution

centrifuge

chromatography

colloid

concentrated

crystallisation

decantation

dilute

dissolve

distillation

emulsion

evaporation

filtrate

filtration

flocculant

flotation

heterogeneous mixture

homogeneous mixture

insoluble

mixture

pure substance

residue

saturated

smog

soluble

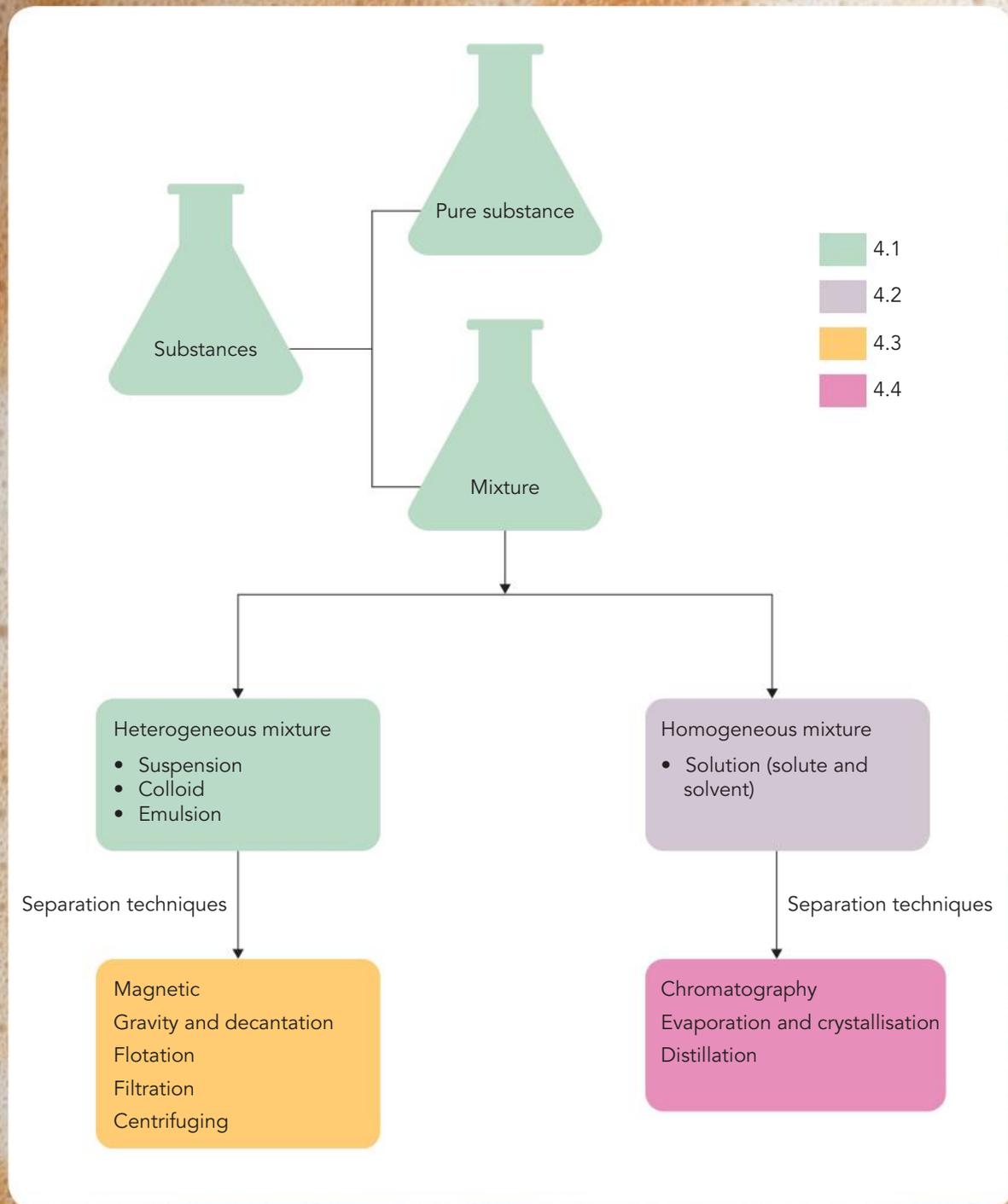
solute

solution

solvent

suspension

Concept map



4.1 Pure substances and mixtures

Look around you. What do you see? It does not matter where you are or what you are looking at, almost everything that you can see is a mixture of different pure substances. In science, the area where you find out more about pure substances and mixtures is called chemistry.

Try this 4.1

What is this?

Gather some everyday substances such as tea, milk, cheese and peppercorns. List their unique physical properties in a way that your classmates could guess the substance from the physical description.

Pure substance

So, what is a pure substance? And how is it different from a mixture? Well, a **pure substance** is a substance that is made up of just one type of material or one type of particle, for example, pure water, pure gold and oxygen. Every pure substance has unique

physical properties such as different states, densities, size, magnetism, colour, mass, melting points and texture. Scientists need an understanding of these different physical properties to be able to distinguish one type of material from another.



Mixtures

Mixtures are substances made from two or more different substances mixed together that can be physically separated. Mixtures can be separated because they are not combined in a chemical way. Some examples of mixtures that you may be familiar with include soft drinks (a mixture of sugar, water, carbon dioxide, flavours and colouring), a cup of tea (a mixture of tea leaves and water), tap water (a mixture of water, fluoride salts, salts **dissolved** from ground water and chlorine), spaghetti bolognese (a mixture of pasta, tomatoes, beef, garlic, chillies and thyme) and healthy fruit salad (a mixture of kiwi fruit, apples, bananas and raspberries).

pure substance
material that is made up of just one type of particle

mixture
material made up of two or more different substances

dissolve
cause to become mixed in a substance so that it cannot be seen



Figure 4.1 Spaghetti bolognese sauce is a mixture you may love to eat.

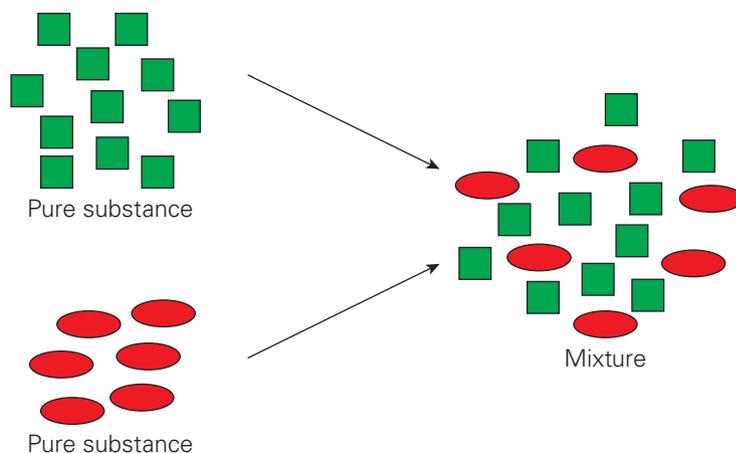


Figure 4.2 A mixture is made of two or more substances.

Quick check 4.1

- 1 Define the terms 'pure substances' and 'mixtures' in your own words.
- 2 Draw up a table with the headings 'pure substances' and 'mixtures' and classify the names of the following substances by writing them into the correct column.

smoke	pen ink	iron
soft drink	aluminium foil	cough medicine
trail mix	margarine	filtered water
hand cream	chocolate milk	jelly
salt water	ice cream	cheese
oxygen	carbon dioxide	blood

solution

a mixture where one substance is evenly dissolved in another

suspension

a mixture where one substance will eventually settle out of the solvent

colloid

a mixture where particles of one substance will not dissolve but remain distributed through another substance

emulsion

a colloid of two or more liquids

Types of mixtures

Mixtures can be classified into different types based on their properties and the way they behave.

The following table introduces the four main types of mixtures: **solutions, suspensions, colloids** and **emulsions**.

Try this 4.2

Identifying mixtures

Have a look at a glass of vinegar (a solution). Look at it closely and try to identify the characteristics mentioned in Table 4.1. For example, solutions are usually transparent or see-through. Then observe an example of a suspension, a colloid and an emulsion and practise identifying the characteristics that define them.

Type of mixture	Definition	Examples
Solution	A type of mixture that is formed when one substance (solute) dissolves evenly into another (solvent). It is usually transparent.	Vinegar (a mixture of water and acetic acid) Lemonade Cordial
Suspension	A type of mixture that is formed when a substance does not dissolve in a liquid and will separate and settle to the bottom if left to stand. They are usually cloudy only after mixing.	Muddy water Snow domes
Colloid	A type of mixture that is formed when you have a suspension that does not separate or settle. The larger particles of one substance stay distributed through the other substance.	Whipped cream (the gas air is distributed throughout the liquid cream) Hair gel (thickeners and polymers distributed in water) Wet paint (a solid pigment distributed in liquid)
Emulsion	A type of mixture that is formed when a colloid of two or more liquids spread evenly through one another.	Salad dressing only when shaken together (the liquid oil is spread out throughout the liquid vinegar) Milk (an emulsion of fat droplets and oils in water)

solute
the component of a solution being dissolved

solvent
the component in a solution capable of dissolving another substance

Table 4.1 Types of mixtures

Quick check 4.2

Copy and complete the following table and select the correct mixtures from Figure 4.3 for the 'Examples' column.

Type of mixture	Transparent or cloudy?	Separates/settles when left to stand?	Examples
Solution			
Suspension			
Colloid			
Emulsion			



Figure 4.3 What type of mixtures are illustrated in these images? What are they mixtures of?
 1. milk – emulsion of fat in water; 2. vinegar – solution of acetic acid and water; 3. whipped cream – colloid of air in cream, or chocolate sauce – suspension; 4. tea – solution of tea and water; 5. wet paint – colloid of solid pigment distributed in liquid; 6. salad dressing – when mixed it is an emulsion of oil in vinegar; 7. fog – colloid of water in air; 8. snow globe – suspension of plastic and water; 9. muddy water – suspension of mud and water.

Did you know? 4.1**Milk used to come with cream!**

In days gone by, milk in glass bottles with little foil caps used to be delivered by a milkman to your home. Those bottles had a layer of cream at the top, because the fresh cow's milk, when left in the fridge, would separate into skim milk and a layer of fatty cream that floated to the surface.

Nowadays, the process of homogenisation forces hot milk, under high pressure, through small nozzles so that the creamy fat globules become so small that they remain evenly dispersed throughout the milk. As the fat does not separate out any more, the milk is an emulsion of two liquid colloids (the fat and the milk).



Figure 4.4 A milkman delivering bottles of unhomogenised milk (in the 1950s) and a bird feeding off the cream at the top of the unhomogenised milk.



Figure 4.5 Milk homogenisation machinery

Separating mixtures

Mixtures are not chemically combined, so this means they can be separated into their components based on the physical properties of the substances in the mixture for example, by sorting, filtering or evaporation. Remember, physical properties are how a substance looks (size, mass, texture, shape, volume) or how it behaves around other substances (magnetism, density, solubility).

Recycling sorting

Your weekly recycling is sorted using a variety of different separation techniques because of the different properties of the substances you recycle, like paper and cardboard, plastics, glass, steel cans and aluminium drink cans. This includes manual sorting, the use of sieves, magnets and machines that sort by weight and more manual sorting. The separated elements are then taken to their respective recycling companies.



Figure 4.6 Your weekly recycling is sorted using a variety of different separation techniques because of the different properties of the substances.

Try this 4.3

Creating a photo essay or blog post

Note: You need a smartphone or camera for this activity.

Create a time sequence photo essay or blog post. To do this you will need to take photos of each stage of this activity and save them into a Word file or similar document.

- 1 With your parent/guardian's permission, take a small bowl and make a mixture of some chickpeas (or beans), uncooked rice, paperclips, small leaves from the garden and water. Remember, this is a photo essay so take a photo each time you add a substance to your bowl. Stir the substances together.
- 2 Your job is to now try to separate the five substances. What are the properties of the different substances? What tools do you have in the kitchen you could use? What should you remove first? What will you do? Consider your steps of action and then begin. (There is no right answer so enjoy investigating).
- 3 Document each step of the separation by taking a photo of what you do and any tools you use.
- 4 Share your photo essay with your classmates and teacher, or publish your blog to the internet. Did you all separate the substances in the same way and in the same order using the same tools? What were the properties of the components of the mixture that allowed them to be separated?

Classifying mixtures

Mixtures can be broadly classified into two categories: **homogeneous mixtures** and **heterogeneous mixtures**. You need to understand these terms because they help you determine the properties of mixtures, and you need to know these before you can even attempt to separate a mixture into its components.

Homogeneous mixtures are mixtures where you cannot tell that two or more substances

have been mixed together as they don't settle or separate out when left to stand. The components of the mixture are all evenly distributed and the entire mixture has the same properties. For example, air, tap water and soft drinks are all homogeneous mixtures, because wherever you take a sample from, the properties of the samples will be the same. Solutions are homogeneous.

homogeneous mixture
a mixture where components are evenly distributed

heterogeneous mixture
a mixture that can be easily separated into its parts, and those parts retain their original properties

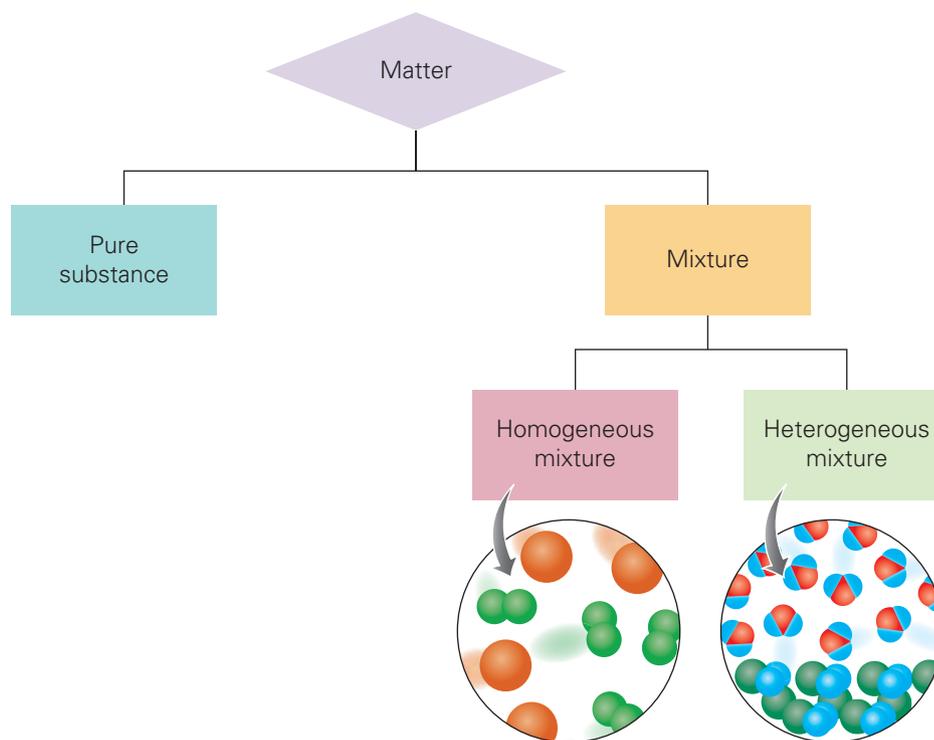


Figure 4.7 How particles may be organised in a heterogeneous mixture and a homogeneous mixture.

smog

a mixture of smoke, gases and chemicals, especially in cities

Heterogeneous mixtures are mixtures that can be easily separated into their parts, and those parts retain their original properties. The mixture is not blended together evenly and is not the same consistency throughout, so if you were to take a sample from different parts of the mixture, you would find all of your

samples have different properties. Examples include, trail mix, fruit salad, pizza, choc chip cookies, **smog** and salad dressing. Suspensions, colloids and emulsions are generally considered to be heterogeneous, although, to the naked eye, they do have some of the same qualities of homogeneous mixtures as well.

Try this 4.4

Observing mixtures

Observe a selection of the following mixtures, firstly with only your eyes, then with a magnifying glass and then with a microscope. Record your observations and classify the mixtures as heterogeneous or homogeneous. Remember, your opinion may change as you move through the three levels of observation, and that is just like being a scientist. As a scientist investigates and delves deeper into something, their opinions and theories can change.

Mixtures you could look at: orange juice with pulp, tomato sauce, chicken noodle soup, mustard, homogenised milk, salsa, relish, jam, toothpaste, soda water, chocolate chip cookie, shampoo, dish detergent.

Quick check 4.3

- 1 Define the term 'heterogeneous'.
- 2 Recall the characteristics that allow you to identify if a mixture is heterogeneous.
- 3 Define the term 'homogeneous'.
- 4 Recall the characteristics that allow you to identify if a mixture is homogenous.
- 5 Classify the following substances as either a homogenous mixture, heterogenous mixture or a pure substance.
Substances: pure water, cola, iron nails, green paint, chunky salsa, silver ring, chocolate chip cookies, concrete, orange juice with pulp, table salt.
- 6 Research online to find out about your local recycling process and then describe the properties of the different components of the recycling that allow the parts to be separated.

Section 4.1 questions

Retrieval

- 1 **Select** which of the following would not be described as a colloid:
smoke, foam, salt water, hair gel, jelly.



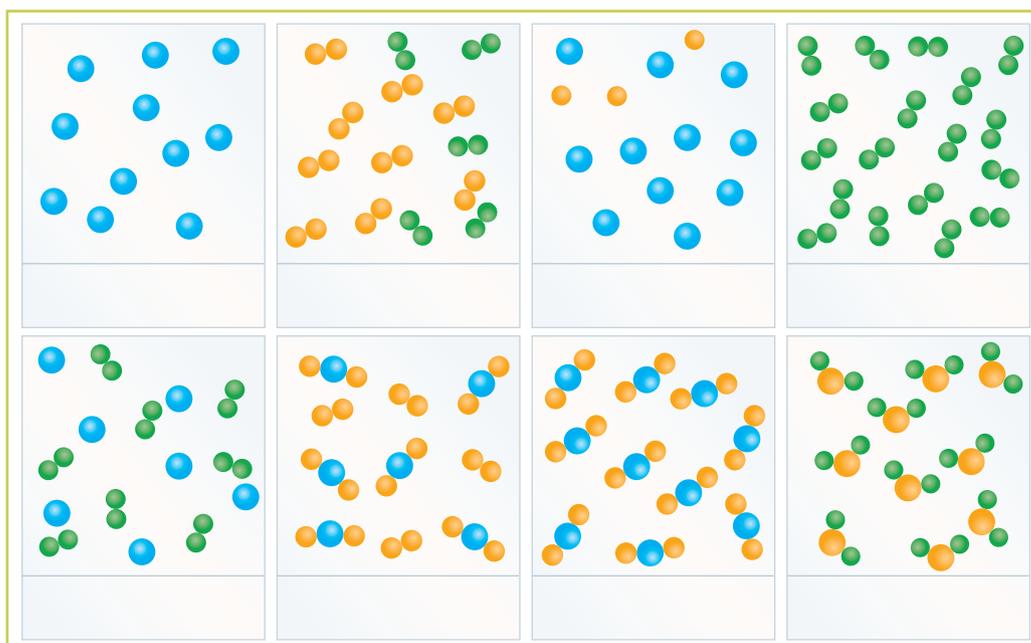
QUIZ

Comprehension

- 2 **Summarise** the differences between pure substances and mixtures. Give two examples of each.
- 3 **Describe** the differences between heterogeneous mixtures and homogeneous mixtures. Give two examples of each.
- 4 Is 100% pure carrot juice a pure substance? **Explain**, using the definitions you have learned.
- 5 You are looking at a beaker with a substance in it. **Describe** how you can tell if it is a solution, suspension, colloid or emulsion. Show your knowledge of the characteristics of the four types of mixtures in your answer.

Analysis

- 6 **Categorise** the following particle diagrams using the words below:
mixture, pure substance, heterogeneous, homogeneous.



Knowledge utilisation

- 7 **Discuss** the following statement: 'All solutions are mixtures, but not all mixtures are solutions'.

4.2 Solutes, solvents and solutions



To fully understand the properties of both a homogeneous mixture and heterogeneous mixture, and consequently how you can separate the components of a mixture, you need to understand more about what makes a solution a homogeneous mixture.

Solutions

A solution is not only the answer to a mathematics question, but also a type of mixture that is formed when the particles of one substance separate and spread out evenly into another substance. This act of separating and spreading out is called dissolving. Recall that the solute is the name given to the substance that dissolves and the solvent is the name given to the substance it dissolves into. A solution is therefore the name given to a mixture of a solute dissolved in a solvent.



Figure 4.8 Tap water is a solution as various trace elements from the ground water, plus chlorine and flourine added by water treatment, are dissolved evenly in pure water.

Try this 4.5

Particle theory

Put a sugar cube in a glass of water. Describe what is happening using the terminology you have been learning about. What happens in terms of particles? Where are the particles? What are the particles doing?

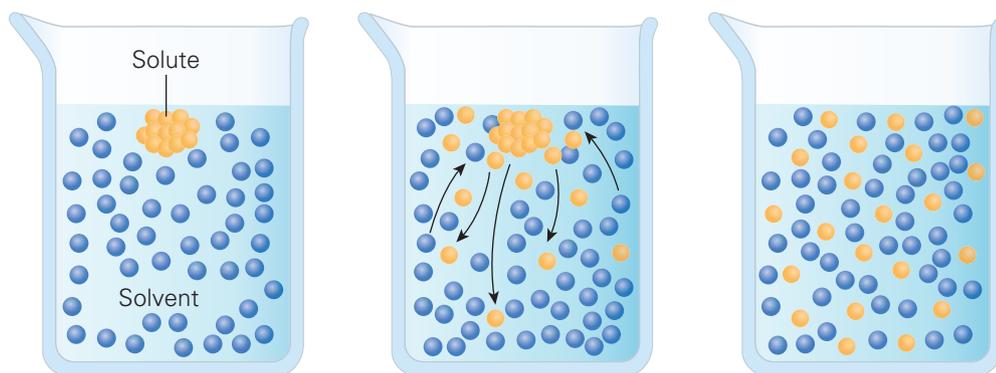


Figure 4.9 Particle diagram of a solid solute dissolving into a liquid solvent to form a solution

Examples of solutions

An everyday example of a solution is the oxygen dissolved in a fish tank water, where the oxygen is the solute and the water is the solvent. Other examples: the cordial (solute) dissolved in a glass of water (solvent) and the carbon dioxide (solute) dissolved in a fizzy drink water (solvent). You will notice that many of the solutions mentioned so far are made of solutes dissolved in the solvent water. Water is sometimes called the ‘universal solvent’ due to its versatility to dissolve a wide variety of different solutes. Solutions using water as a solvent are called **aqueous solutions**.

Not everything is able to dissolve to form a solution. Substances that can dissolve are called **soluble** and those that are unable to dissolve are called **insoluble**. Substances that



Figure 4.10 Oxygen is a solute that is dissolved in the solvent water to form the solution that organisms like fish and plants live in.

are insoluble have very strong forces of attraction between their particles. The solvent cannot break apart those particles and thus the substance remains undissolved.

Solution concentrations

A solution that has very little of a substance (solute) added to the solvent is said to be **dilute**. It is also described as a solution with a low concentration. For example, a friend asks you to make a weak glass of cordial. You would need to add only a little of the cordial (solute) and a lot of water (solvent) to make a weak or dilute solution.

A solution that has a lot of a substance (solute) added to the solvent is called **concentrated**. It is also described as a solution with a high concentration. How would you make your friend’s cordial drink in this case?



Figure 4.11 The more dilute solutions are on the left, while the more concentrated solutions are on the right.

aqueous solution
solutions where the solvent is water

soluble
substances that can dissolve

insoluble
substances that cannot dissolve

dilute
a solution with only a small amount of the solute

concentrated
a solution with a large amount of the solute

Quick check 4.4

- Identify the correct word from the list to copy and complete the sentences below:
aqueous solution, dissolves, soluble, solute, solution, solvent.
When sugar is mixed with water it _____, and this shows that sugar is _____ in water. When it dissolves, it forms a _____. The sugar is called the _____. This type of solution, where water is the _____, is called an _____.
- Identify the solute and solvent in the following solutions:
sea water, vinegar, tap water, antifreeze, lemonade.
- Define these terms: solution, solvent, solute, aqueous solution.

Try this 4.6

Investigating solubility

Investigate the solubility of household substances in water, at home or in class.

- 1 Collect seven containers of the same size. (Alternatively, use test tubes in a rack from your science laboratory.)
- 2 Add a teaspoon of one of seven common household substances to each container and label the container. Typical substances are sugar, salt, bicarbonate of soda, flour, coffee, sand and jelly crystals.
- 3 Add a couple of tablespoons of cold water from the tap and mix the substances together using a spoon or by carefully swirling or jiggling the test tube.
- 4 Record your observations of each substance as soluble, partly soluble or insoluble.
- 5 Why is it that some substances dissolve in the water but others do not? Can you ever put too much solute in a solvent so it stops dissolving? Try adding more and more solute to one of the containers to find out.

Saturation

Did you try adding more and more solute to one of your containers in the ‘Try this’ activity? When you do this, you will notice that the solution reaches a point where no more solute can dissolve. The solution is now called a **saturated** solution. This is like having a towel saturated with water after you drop it in the pool – the towel just cannot take in any more water. A saturated solution is so concentrated that no more solute will dissolve into the solvent.

saturated
a solution with the maximum amount of solute dissolved

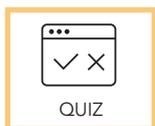
Explore! 4.1

Seqwater is responsible for managing Queensland’s water assets on behalf of the community. They supply drinking water, catch and store water, recycle water, protect the waterways and maintain drainage systems.

Research and find out what is added to our drinking water to make sure it is safe to drink. What is the role of each of the additives?

Section 4.2 questions**Retrieval**

- 1 **Define** these terms: saturated solution, aqueous solution, dilute solution, concentrated solution.
- 2 Each of the following statements are incorrect. Rewrite each statement, but **select** a different word or words to make the statement true.
 - a Soluble is when a substance cannot be dissolved in a solvent.
 - b The solvent dissolves in a solute to form a solution.
 - c A mixture is when different substances are chemically combined.
 - d A saturated solution is a solution in which the minimum amount of solute has been dissolved.
 - e In a solution, it is the solute that is unable to dissolve into the solvent.
 - f Concentrated solutions have a lot of solvent compared to the amount of solute.
 - g A suspension is a mixture in which a solute is dissolved in a solvent to form a transparent liquid.
- 3 **State** the solvent, solute and solution in the following situations:
 - a fizzy water
 - b vinegar
 - c syrup.



Comprehension

- 4 **Explain** why is it possible to see solid salt crystals in water, but not possible to see the dissolved salt particles.
- 5 You were given a diluted mug of cordial and a concentrated mug of cordial and asked to work out which was which without tasting it. **Describe** how you could do this and what results you would expect.

Analysis

- 6 **Compare** solutions and mixtures. You may choose to use a Venn diagram.
- 7 All solutions are mixtures and all mixtures are solutions. **Critique** this statement.

Knowledge utilisation

- 8 Look at this diagram of a test tube containing a liquid substance and a soluble solid substance. **Create** as many new diagrams as needed to show the following key terms. You may be able to include several terms on one diagram.

dilute solution	concentrated solution
dissolve	aqueous solution
insoluble	soluble
solution	saturated solution



4.3 Separating heterogeneous mixtures

You may recall earlier in this chapter, you saw that heterogeneous mixtures like fruit salad can be easily separated into their parts, and those parts retain their original properties. So, what are the techniques that are used to separate out the different components?

The easiest way is by hand-sorting, that is, using your fingers to get your favourite lollies out of a lolly bowl, or pulling the strawberries out of the fruit salad. But there are other ways of sorting materials!

Magnetic separation

Magnetic separation is another technique that is easy to use. Imagine you are building a skateboard in woodwork class and you drop some screws on the sawdust-covered floor. Magnets attract iron containing substances like screws, and so you would be able to

pull the screws out from under the sawdust as wood does not contain iron. This is how steel cans are separated from the rest of your recycling at the Materials Recovery Facility.



Figure 4.12 Magnets can be used to separate magnetic substances from non-magnetic substances.

Decantation

If you have dropped a piece of fruit in your drink at a birthday party, the fruit will sink to the bottom of your glass. The process of

decantation can help you separate your drink from the piece of fruit. Decantation is a technique where you carefully pour the liquid off the top of a solid–liquid mixture or a liquid–liquid mixture, to separate the two components. You

may have done this when pouring water off the top of your vegetables once they have been boiled for dinner.

decantation

the process of separating by using gravity

flocculant

a substance that causes particles to clump together

flotation

separating a mixture based on the capacity to float



VIDEO
Explain how spills in the ocean are cleaned up

Flocculation

A **flocculant** is a chemical that helps with decanting. It causes suspended particles to clump together so that they sink (forming sediment) and can be separated from the liquid they were suspended in by decantation. For example, you collect muddy water from a river and let the sediment settle to the bottom but the water is still cloudy. A flocculant would help clear the water by causing the particles to clump and sink. It is also used to clarify water in swimming pools.

Flotation

Flotation is another separation technique but, in this case, the components of a mixture are separated based on their density or capacity to float.

For example, oil floats on water so this allows for the clean-up of ocean oil spills. Firstly, booms (floating barriers) are placed around the oil to help contain it. Skimmers (boats with vacuum machines, sponges, cork or oil absorbent ropes) then soak up the spilled oil from the surface within the booms. It can then be stored and disposed of.

Figure 4.13 Booms and skimmers helping to clean up an oil spill



Filtration

Filtration is a technique used to separate the components of a mixture based on their size and solubility, by passing them through a filter. You may have heard of filter baskets in pools that catch the leaves, or filters used in your vacuum cleaner so that the air pumped out is cleaned, or perhaps the filters used in cafes when making coffees. The holes in the filter will be different sizes depending on what is being filtered. For example, a filter basket in a pool has holes that you can see as leaves are not microscopic; however, the holes in a coffee filter are much smaller as the coffee granules are smaller.

Sieving is another name for filtration and is perhaps a lot more familiar to you – watching

Quick check 4.5

- 1 Recall what you should use to separate a mixture of sand and iron.
- 2 Explain what might prevent a magnet being useful to separate the components of a mixture.
- 3 Identify a situation when hand-picking would be the most appropriate way to separate a mixture.
- 4 Explain the separation technique of decantation.
- 5 Explain the relationship between density and the separation technique of flotation.



Figure 4.14 Flocculants can be used to help clean pool water.

your fish and chips being pulled out of hot oil using a wire basket, sifting flour when baking a cake or straining your spaghetti by pouring it through a colander.

filtration
separating a mixture by passing through a filter



Figure 4.15 Cafes use filters when making coffee.

Did you know? 4.2

Combustion engines in cars have very fine filters that can trap extremely small carbon particles and stop them from polluting the atmosphere.

Filtrate and residue

When you talk about the process of filtration, you use words like **filtrate** and **residue**. The filtrate is the name of the substance that passes through the filter. For example, the clean air coming out of an air conditioner. The residue is the name of the substance left behind in the filter after the process of filtration. For example, the dust in the air that enters the air conditioner from outside.

filtrate
the substance that passes through the filter

residue
the substance that is left in the filter

Did you know? 4.3**Toothless whales have filters**

The humpback whale, and other toothless whales, possess a unique feeding adaptation called baleen. The baleen is a wide plate in the whale's mouth, made up of hundreds of long, fringed blades made of the same substance in our hair and nails. The blades filter small animals such as krill, plankton and small fish out of the sea water.



Figure 4.16 The mouth of a humpback whale contains baleen which allows them to filter the ocean water for krill.

Try this 4.7**Drawing a filter**

Draw a cartoon strip, make an animation using PowerPoint or make a stop-motion short film demonstrating the movement of different-sized particles through a filter with fixed-sized holes.

Investigation 4.1**Separating heterogeneous mixtures****Aim**

To compare the effectiveness of *different* separation techniques for cleaning contaminated water.

Prior understanding

Separation of heterogeneous mixtures relies on each different substance having a unique set of physical or chemical properties. Each difference in property (e.g. one substance is magnetic and the others are not) is used to simultaneously remove one substance from a mixture while the other substances are left behind.

Real-life example: an excellent application of this can be seen by researching the winner of the 2019 Google Science Fair, who was a school student who discovered a way to remove microplastics from sea water safely using a ferrofluid.

Materials

- alum (potassium aluminium sulfate) or equivalent
- contaminated creek water (simulated) – water from a fish tank (water left over from cleaning the filter is ideal), sand, clay, mud
- 3 glass beakers

Be careful

Do not test water by consuming it.

continued...

...continued

- metal spoon
- 2 glass cylinders
- stirring rod or spoon
- funnel
- filter paper
- retort stand and clamp
- optional: microscope with dropper, slide and coverslip to observe water

Method

Use each of the following methods separately to identify which substances are removed by the process **and** the physical or chemical property that was used to isolate one substance from another.

- 1 Draw the table shown in the results section in your science book.
- 2 Test each of the following methods and record the results in the table for comparison.

Decantation

- 3 Measure 100 mL of water into a cylinder.
- 4 Stir the water until it appears cloudy.
- 5 Leave the mixture undisturbed for 5–10 minutes so that solid substances can settle on the bottom.
- 6 Very carefully, pour the liquid off the top of the solid substances into a beaker so that they remain in the cylinder.
- 7 Record observations in the table.

Flocculation

- 8 Measure 100 mL of water into a cylinder.
- 9 Transfer into a beaker.
- 10 Stir the water until it appears cloudy.
- 11 Measure 3 mL of alum solution and stir the mixture for 2 minutes.
- 12 Leave the mixture undisturbed for 15 minutes.
- 13 Record observations in the table.

Filtration

- 14 Fold your filter paper as shown in Figure 4.17.
- 15 Set up your equipment as shown in Figure 4.18 on the next page.
- 16 Measure 100 mL of water into a cylinder.
- 17 Stir the water until it appears cloudy.
- 18 Pour the mixture through the funnel and let it filter through the paper.
- 19 Record observations in the table.

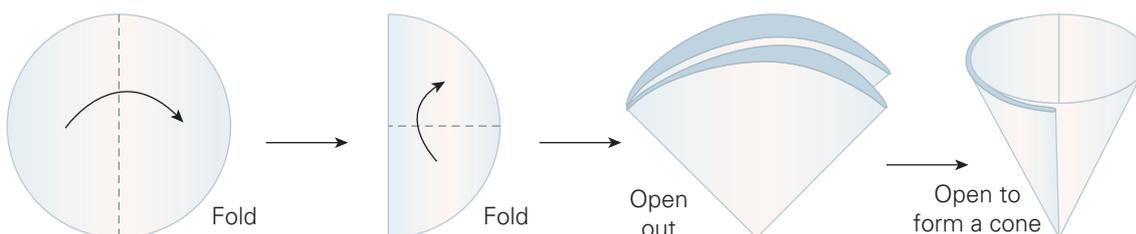


Figure 4.17 How to fold your filter paper

continued...

...continued

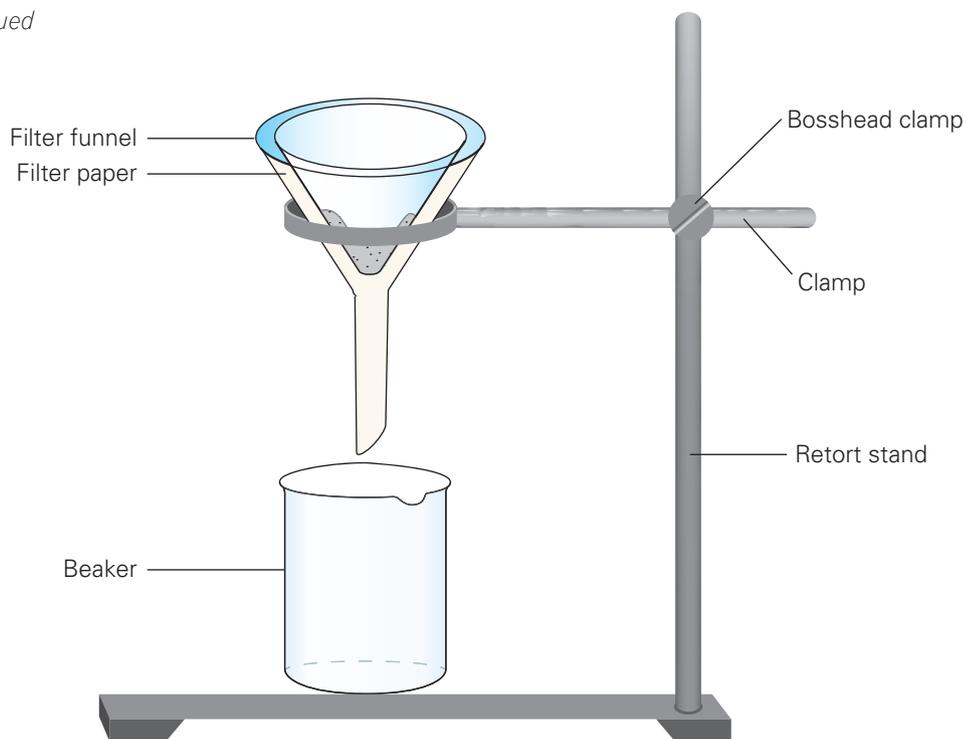


Figure 4.18 Practical set-up

Results

Independent variable: Separation technique	Dependent variable: Water quality		
	Describe the initial condition of the water	Number of contaminants removed	Issues that may have affected the results e.g. speed, incomplete removal of substance, etc
Decantation			
Flocculation			
Filtration			

Analysis

- 1 Critique the effectiveness of each method by considering the number of contaminants removed and any issues that were found when testing it.
- 2 Describe how you could use these three methods in combination to remove contaminants from water.

Evaluation

Reliability

- 1 Compare the results with other class groups. Determine how much variation was found in the results.
- 2 Identify the method which was the most reliable at separating out a contaminant based on the response in the previous question.

Limitations

- 3 Discuss whether these three methods effectively clean the water so that it could be consumed by humans.
- 4 *Optional: place a drop of the contaminated water under a microscope and observe. Review the answer to Question 3 above.*

Improvements

- 5 Propose any changes that could be made to the method to improve the quality of the data in future experiments.

Did you know? 4.4

Our kidneys have filters

After your body has processed the nutrients you consume, waste products are formed. One of the main jobs of the kidneys is to filter this waste out of the blood. Your blood supply circulates through the kidneys about 12 times every hour. Each day, your kidneys process around 200 litres of blood. Each of your kidneys has more than a million mini filters called nephrons.

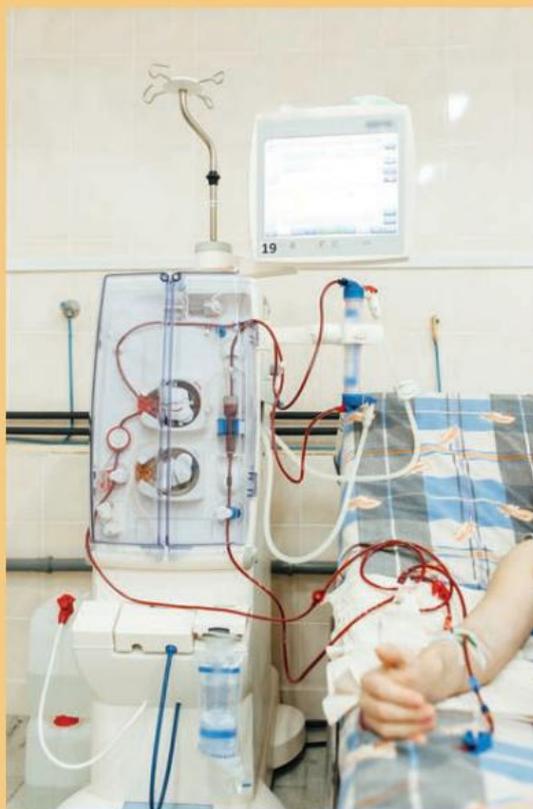


Figure 4.19 The haemodialysis machine filters blood by trying to mimic what your kidneys do.

Quick check 4.6

Identify the correct words from the following sentences to answer the questions. Copy and complete the sentences by selecting the correct terms for each.

Charcoal and salt are accidentally mixed together. The mixture is placed in water and stirred before being passed through filter paper.

- 1 What will remain in the filter paper?
- 2 What will pass through the filter paper?
- 3 The filtrate is the _____.
- 4 The residue is the _____.
- 5 The residue is found in the _____.
- 6 A filter funnel can separate two substances in a mixture when those two substances have different _____.

Science as a human endeavour 4.1

The Gold Coast Desalination Plant

The Gold Coast Desalination Plant, in Tugun, annually provides relief to the water supply of Brisbane and Gold Coast. The plant provides a source of water which is unaffected in times of drought or flooding, and has been filtered over several steps of purification. After sea water has been drawn in through an underground pipe, the water is first filtered to remove any sand and other solid substances. The second filtration technique, called reverse osmosis, then starts. This is where the filtered sea water is forced through an ultra-fine membrane that contains extremely small pores, which only let water particles through. The salt particles are too large to pass through and so are returned to the sea as a concentrate, and fresh water continues on in the process to be treated and then distributed.

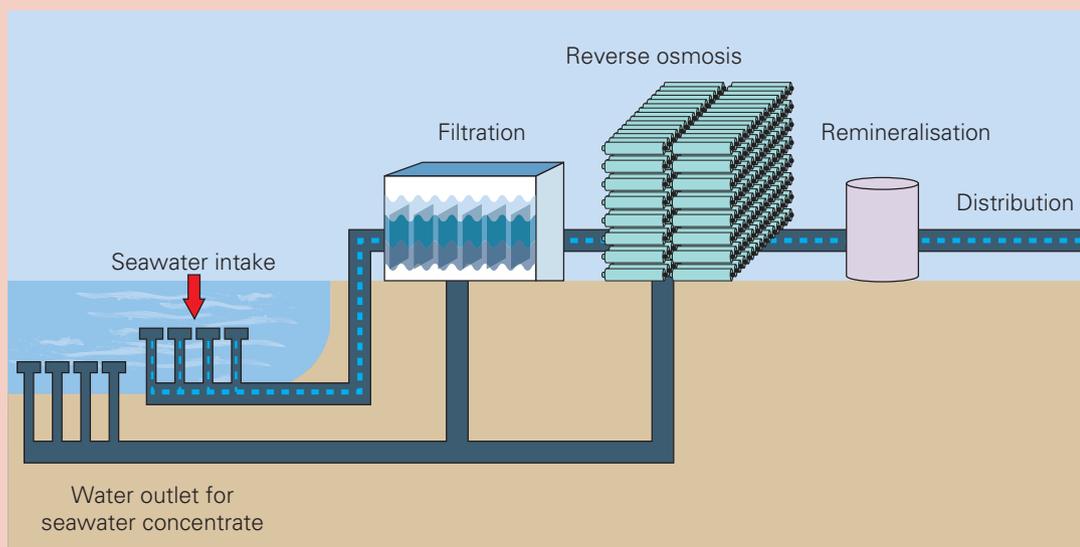


Figure 4.20 Desalination process

Explore! 4.2

Aboriginal and Torres Strait Islander peoples have been separating heterogeneous mixtures for centuries. Separation techniques were essential to purify food and water sources. Research how each of the following methods might have been used by Aboriginal and Torres Strait Islander peoples to prepare a meal:

- 1 hand-picking
- 2 sieving
- 3 winnowing
- 4 yandying.

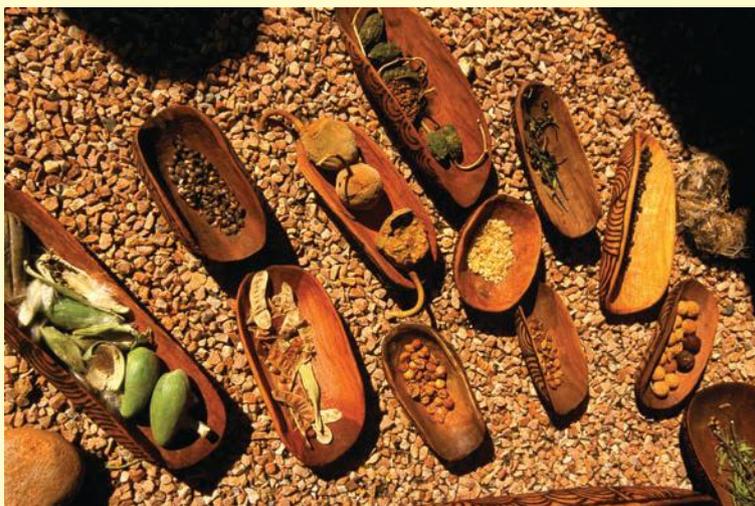


Figure 4.21 A variety of bush tucker items carried in coolamons (carrying vessels).

Centrifuging

A **centrifuge** is a device that can separate substances based on their mass (how heavy they are) by spinning them very fast. High-speed centrifuges can spin up to 20 000 times a minute! It is like your washing machine spin cycle or a salad spinner, where the water and the items inside are separated.

centrifuge

a device that uses speed to separate substances based on mass

Did you know? 4.5

Blood has different components

Blood fractionation is the process of separating the blood from your body into its components, using centrifugation. When you spin blood, the heaviest components (red blood cells) move to the bottom and the lightest components (plasma) move to the top. White blood cells and platelets are often found in the middle. What does that suggest about their mass?

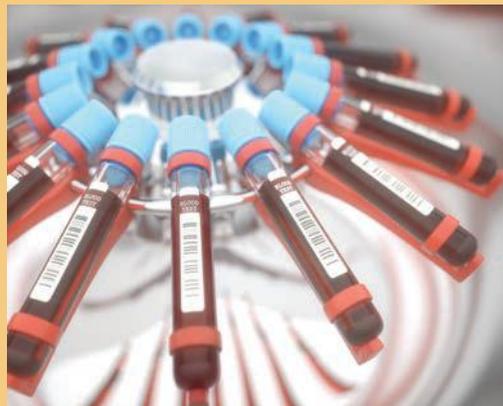


Figure 4.22 Whole blood being centrifuged to separate the components

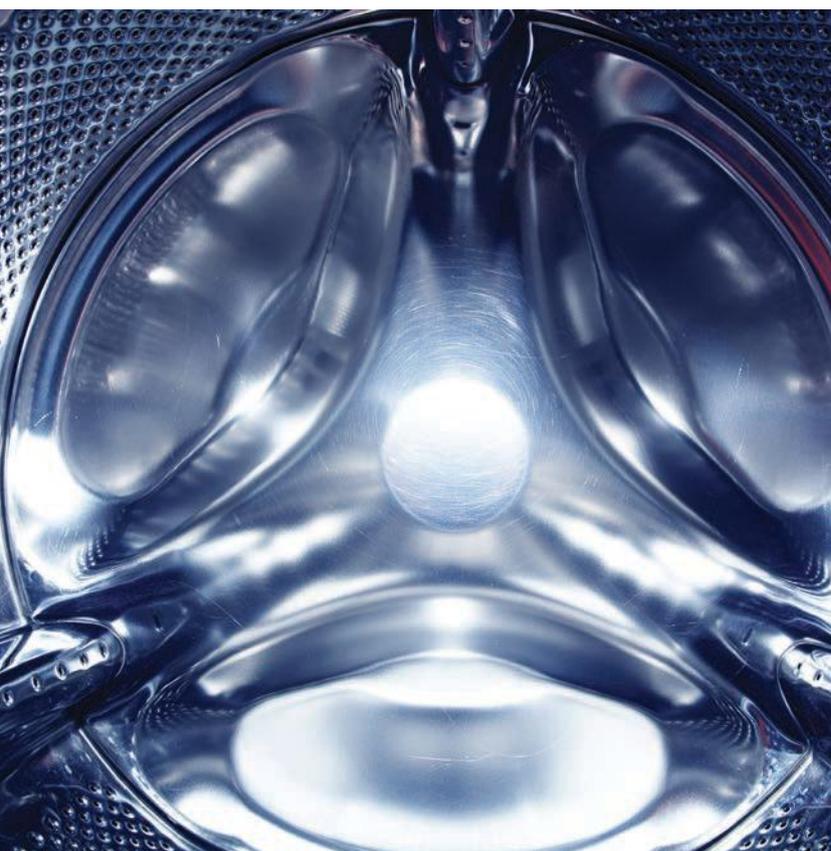
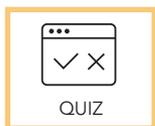


Figure 4.23 Both the inside of your washing machine and a salad spinner are designed to spin so fast that the water moves outwards through the holes, while the clothes or salad remains in the centre.

Section 4.3 questions



Retrieval

- 1 **State** which of the following cannot be separated using a centrifuge: components of blood, water on lettuce leaves, cream from milk, salt from sea water.

Comprehension

- 2 **Explain** how centrifugation separates the substances in a mixture.
 3 **Explain** why filtering does not always work.
 4 **Explain** why can you not filter dissolved sugar out of water. Include the terms you have learned earlier in this chapter in your answer.
 5 **Explain** why filtering water does not mean that it is pure.

Analysis

- 6 **Contrast** the terms flocculant and filter.

Knowledge utilisation

- 7 Gas masks are becoming more and more sophisticated to combat the development of dangerous nerve gases. Nerve gases interfere with the nervous system. This means you may lose your ability to move your muscles, including those muscles that help you breathe. **Propose** why a paper-filter mask will not work with nerve gases.
- 8 a All of the filters in Figure 4.25 are used in the home. For each, **determine** the:
- components of the mixture
 - residue
 - filtrate.
- b Each of the filters has a different mixture to separate. **Discuss** how the different-sized and different-shaped holes of the filters can affect the separation of the mixtures.



Figure 4.24 A modern-day gas mask

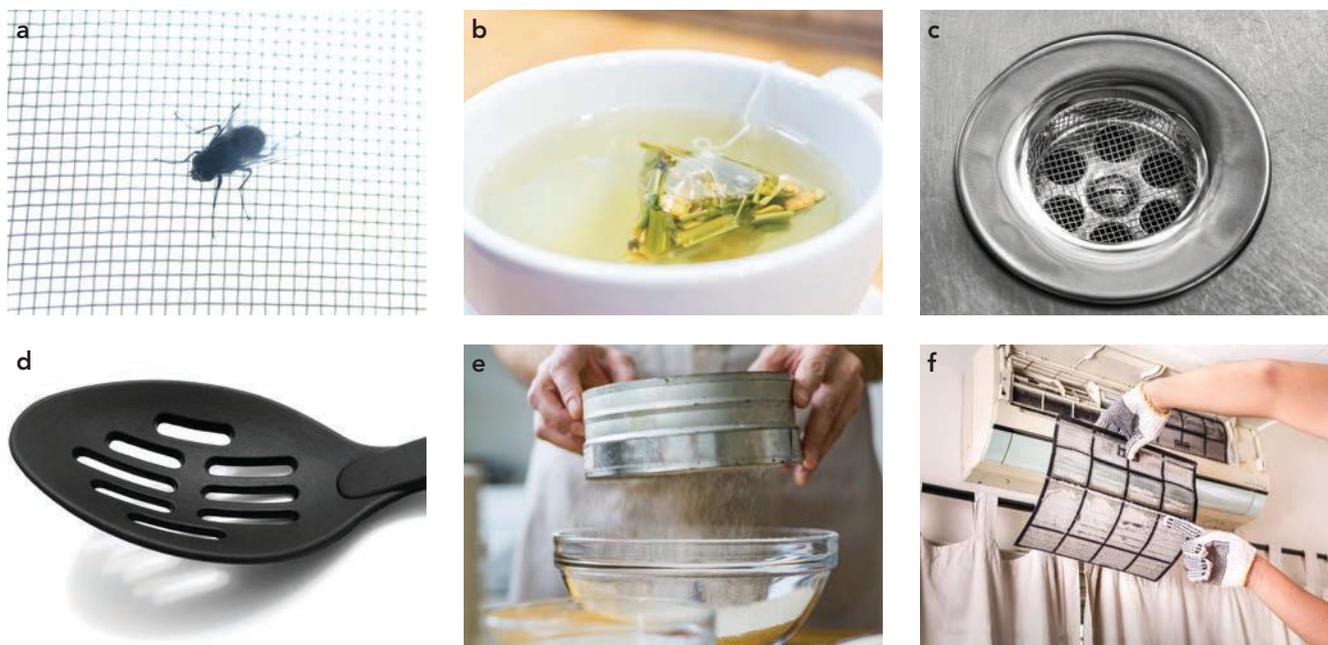


Figure 4.25 Filters

4.4 Separating homogeneous mixtures

There are a variety of separation techniques that can be used to separate homogeneous mixtures. Think back: what does 'homogeneous' mean?

Chromatography

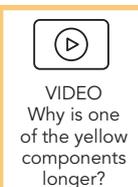
Chromatography is a technique used to separate the substances in a mixture based on their solubility, which is their ability to dissolve in a solvent (and also their attraction to a solid material, for example paper). Look at Figure 4.26. This is the common set-up for carrying out paper chromatography, in this example, to separate the colours that make up the ink in felt-tip marker pens. The mixture (components of ink) is made to move by a solvent (often water or methylated spirits), through another substance that stays still

(filter paper) until the components separate. The more soluble the components of the ink are in the solvent, the more quickly they will move up the filter paper in the solvent.

The 'mobile phase' is the name given to the solvent moving with the soluble parts of the mixture in it. The substance that stays still is called the 'stationary phase' (filter paper).

Chromatography is used a lot in industry, although it is probably not something you commonly hear about. These are some examples.

- In forensics, chromatography allows you to analyse and separate the components of ink in pens to catch the forger or the writer of a ransom note.



chromatography

a technique to separate substances based on movement at different rates due to solubility



Figure 4.26 Paper chromatography: the separation of the components of ink. Note that the green ink is made up of yellow (less soluble) and blue (more soluble) components.

- In toxicology, gas chromatography is used to separate the components of a poison so that it can be identified and neutralised.
- In pharmacology, chromatography allows for the testing of the purity of medicines and drugs.
- In fashion, chromatography helps break down the different components of the dyes in clothing.
- In athletics and other sports, gas chromatography is used to check if the sportsperson has been using any prohibited substances.

Practical skills 4.1

Separating the pigments in water-soluble colour marker pens

Aim

To separate the pigments from water-soluble marker pen ink using chromatography.

Materials

- water
- large beaker
- long strips of filter paper
- icy-pole sticks
- paperclips
- ruler
- water-soluble colour marker pens

Method

- 1 Use a pencil to draw a line across each filter paper strip 1.5 cm from the bottom. Label the icy-pole sticks A, B and C – one position for each of three strips of filter paper.
- 2 Add enough water to the beaker so that the pencil lines will sit above the water line.
- 3 Using the water-soluble colour marker pen, draw a small dot on the filter paper in the middle of your pencil line.

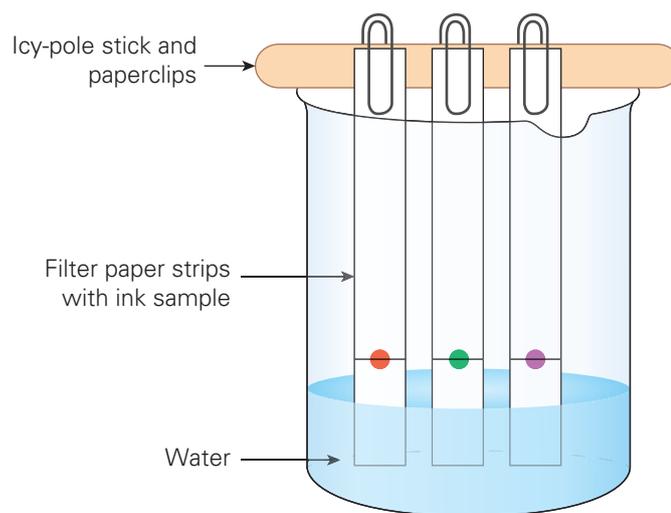


Figure 4.27 Experimental set-up

- 4 Fold the paper strips over the icy-pole stick, as shown, and clip them on using the paperclips.
- 5 Repeat the first four steps this time using different coloured marker pens.
- 6 Lower the three samples into the water in the beaker, making sure the ink spot is above the water and the end of the paper stays in the water.
- 7 Leave the strips for about 10 to 20 minutes after placing them into the water.

continued...

...continued

- 8 Remove the paper strips (called chromatograms) from the beaker when the water has reached approximately 2 cm from the top of the paper and leave them to dry somewhere safe.

Results

Stick your dried chromatograms into your science book (or take a photo and upload it to your practical report file).

Analysis

- 1 The chromatogram formed is unique for each type of pigment. Discuss what you found out about the different pigments in the ink of the different coloured pens.
- 2 Identify possible sources of error when using this separation technique.
- 3 Discuss how you could minimise the impact of these sources of error in the future.

Conclusion

Copy and complete this statement in your science book. From this activity we can claim that pen ink _____. This is supported through observations that _____. Therefore it can be concluded that _____.

Did you know? 4.6

Drug screening

Gas chromatography is one of the most common methods of testing urine and blood samples for drugs. In gas chromatography, the sample is converted into a vapour in the presence of a gaseous solvent and placed into a special machine. Each component of the sample will dissolve differently in the gas and will only stay in the gas phase for a unique time, called the retention time. When the sample is analysed, it is compared to known samples of different drugs, so that specific drugs can be identified in the urine or blood samples.

Evaporation and crystallisation

Evaporation is a change in state from a liquid to a gas, but it can also be used as a separation technique. Evaporation can be used to separate a dissolved substance (solute) from its solvent in a solution, by heating the mixture up so the liquid part turns into gas. For example, the water in salt water will evaporate when heated, leaving behind salt crystals – the water and the salt are separated

by evaporation. Can you think of some examples where evaporation has been used in your home to separate substances? For example, washing drying in the sun on the clothes line or dehydrated baby peas in the pantry.

evaporation
when heat causes liquid to become gas

Try this 4.8

Invisible ink

Use lemon juice as invisible ink to write a message on paper. After it is dry, deliver it to a friend. Under the supervision of an adult, they can 'cook' the juice gently with an iron, near the flame of a candle or with a heat lamp to read your message.

Did you know? 4.7

Painting uses evaporation as a separation technique

Paints, you may recall, are a type of mixture called a colloid. Wet paint is a mixture of colour pigments suspended in a binding medium (allows the paint to stick to surfaces and remain solid once it dries) and a solvent. Sometimes, there are also additional additives to make the paint dry quicker or allow it to be used on sailing boats or on railings prone to rust or to resist being broken down by sunlight. When the solvent dries and evaporates, only the colour pigment is left behind, suspended in the binding medium. It is the evaporation of the solvents that creates the distinctive smell of paint drying.

Crystallisation

Often when you use the process of evaporation to separate a mixture, crystals form after the solvent has evaporated. This

crystallisation
solidification of a substance into a highly structured form

is called **crystallisation** and occurs because as the solvent forms a gas or evaporates, the solution left behind becomes more and more concentrated. Eventually the solution is so concentrated that it becomes saturated; that is, not all of the solute can remain in solution. Consequently, some of the solute will start to come out of the solution in the form of crystals. The crystals grow as the solvent continues to evaporate. The amazing thing about crystals is that they come in amazing shapes and sizes depending on the solute and how quickly evaporation occurs.

Have you seen salt crystals forming on your skin as you dry off after a swim in the ocean? Very slow evaporation of the solvent, like the water in a crystallisation pond, can form even bigger crystals of salt.



Figure 4.28 Crystals of salt can be formed and harvested by slow evaporation of water from a salt crystallisation pond.

Quick check 4.7

- Select the correct term from the list to copy and complete the sentences: filter, pigments, solvent, water.
Chromatography is a technique that can separate different components of a mixture, such as different _____ in ink or in a leaf. Samples of different mixtures are put on a piece of _____ paper, and the paper is put into a solvent. If the mixture dissolves in water, then _____ can be used for the solvent. If the mixture does not dissolve in water, then a different _____ such as methylated spirits, must be used.
- Organise the following statements by numbering them to indicate the order they occur in the process of paper chromatography.
 - _____ Place your sample in the centre of the pencil line.
 - _____ Place a small volume of water into a beaker (about 1 cm deep).
 - _____ Make sure the sample dot does not go below the surface of the liquid in your beaker.
 - _____ Leave for 20 minutes until the solvent reaches the top of the filter paper.
 - _____ Draw a line using a pencil across a filter strip 1 cm from the bottom.
 - _____ Fold the paper strips over the icy-pole stick, clip them, and lower them into the water in the beaker.
- Define the key terms 'evaporation' and 'crystallisation'.
- Develop a method that would allow you to separate salt and ground pepper (which can float) when they are all mixed up together. Include the concepts of 'evaporation' and 'crystallisation' in your explanation.

Practical skills 4.2

Using evaporation to separate mixtures

Aim

To analyse the mass of salt contained in a concentrated salt solution.

Be careful

Observe general fire safety.

Wear safety equipment.

Prior understanding

Homogenous mixtures contain particles too small to be seen with the naked eye. Solutions are mixtures where one substance is dissolved into another. Separation of substances in a solution relies on each substance having a unique set of physical or chemical properties. One unique property of substances is their boiling point. When a mixture is heated, each substance will evaporate at different temperatures, leaving the other substances behind.

Materials

- concentrated salt water
- measuring cylinder
- 250 mL beaker
- Bunsen burner
- tripod
- matches
- heatproof mat
- gauze
- safety goggles
- scales

Method

- 1 Copy the results table into your science book.
- 2 Weigh the mass of the beaker using the scales. Record in the table.
- 3 Measure 100 mL of concentrated salt water into the beaker.
- 4 Set up the tripod and gauze over the Bunsen burner.
- 5 Place the beaker on the gauze.
- 6 Light the Bunsen burner as described in Practical Skills 1.2 in Chapter 1.
- 7 Allow the mixture to boil until there is 25 mL of water left in the beaker.
- 8 Turn off the gas.
- 9 Leave the beaker on the tripod to cool.
- 10 When cool, pack up the equipment and leave beaker in a warm place to allow the remainder of the liquid to evaporate for a few days.

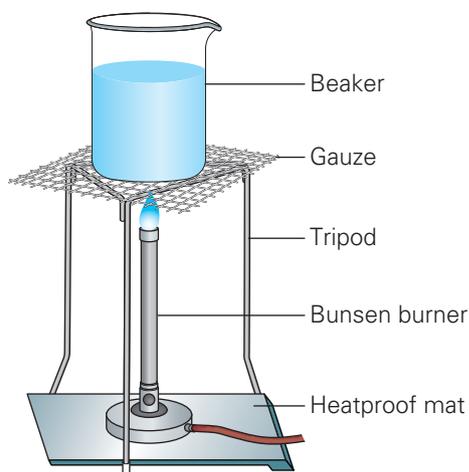


Figure 4.29 Experiment set-up

continued...

...continued

Next lesson

- 11 Weigh the beaker and record the mass.
- 12 Calculate the change in mass.

Results

Mass (grams)	Group result	Class mean
Empty beaker		
Beaker + salt		
Salt in beaker (= mass of salt in beaker)		

Analysis

Draw a labelled diagram that clearly shows how to set up the equipment for this separation method.

- Follow the rules for drawing scientifically.
- Use a sharp pencil.

Peer review

- 1 Swap experimental diagrams with another group and give each other feedback on how clearly the diagram communicates how to set up the separation method. Your feedback should discuss the following:
 - how well the diagram follows the rules for scientific drawing
 - any other suggestions to improve the quality of communication.
- 2 After receiving feedback, make alterations to the diagram to address the identified issues and write up a final copy to present to the class.

Evaluate

Reliability

- 1 Compare your result with the actual mass of salt that was dissolved in the water (your teacher has this information).
- 2 Compare your result with other groups. How much variation was observed between the final results for the mass of the salt?
- 3 Calculate a class mean for the mass of salt that was dissolved in 100 mL of water.
- 4 Determine if a reliable conclusion could have been drawn about the mass of salt per 100 mL based on the mean class results.

Limitations

Most natural water sources contain a variety of dissolved salts.

- 5 Discuss how this would affect the validity of the conclusion drawn about the mass of salt that was dissolved into the water to make the test solution.

Improvements

- 6 Propose changes to the method to improve the quality of the data in future experiments.

Distillation

You may have thought about the process of evaporation and how when you separate salt from salty water, all the water is lost into the atmosphere as water vapour. But what if you could catch it so that you could use it? This

is where **distillation** comes in. It is a technique that uses evaporation (heating) and condensation (cooling) to separate the components

of a liquid mixture according to their boiling temperatures. All components of the mixture are retained. The solute remains in the flask, while the solvent evaporates and is caught as it forms the distillate in the beaker at the end.

distillation

a technique to separate substances in a liquid using evaporation through boiling and condensation



Figure 4.30 Distillation equipment used for the food and beverage industry

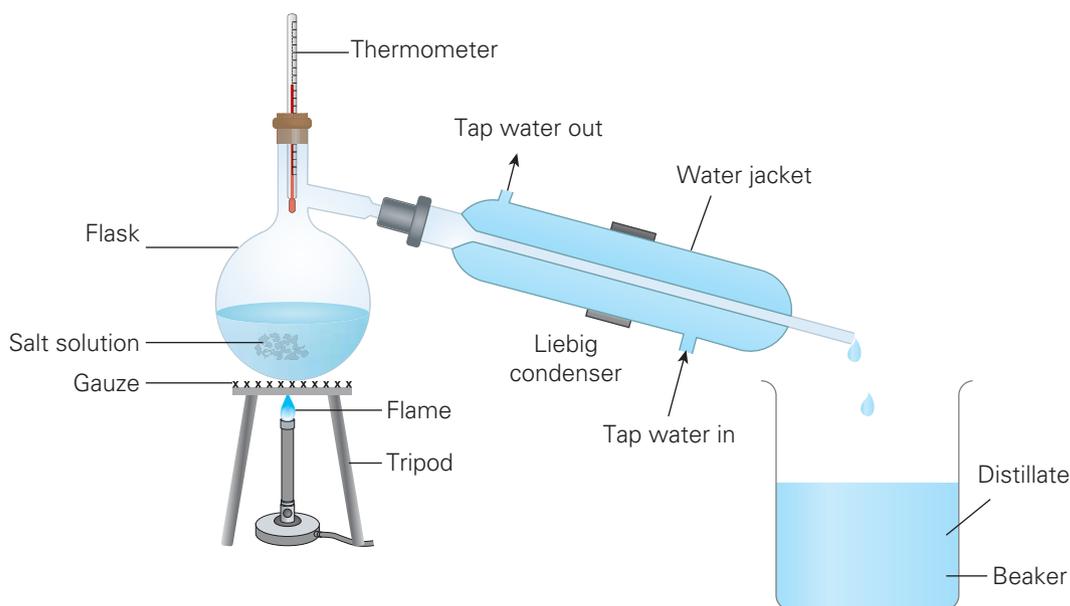


Figure 4.31 A Liebig condenser is used for the process of simple distillation.

Practical skills 4.3: Teacher demonstration**Distillation****Aim**

To observe the process of distillation.

Materials

- water
- table salt
- 2 × 250 mL beakers
- Bunsen burner
- distillation apparatus
- spatula
- tripod
- safety goggles

Method

- 1 Set up the equipment for distillation as shown in Figure 4.31.
- 2 Wear safety goggles.
- 3 Put 100 mL of water into one of the beakers. (The other one will collect the distilled water.)
- 4 Use the spatula to add salt and stir.
- 5 Continue adding salt until the solution is very concentrated but not saturated. Pour the concentrated salt solution into the round-bottomed flask of the distillation apparatus.
- 6 Turn on the water that circulates in the condenser.
- 7 Heat the salt solution.

Results

Describe your observations of this process. How did the original solution look? What substance was left behind in the round-bottomed flask?

Analysis

- 1 Why was it necessary to heat the salty water solution?
- 2 Explain how the condenser works.
- 3 Which part is the distillate?

Evaluation

- 1 What were possible sources of error when using the different separation techniques?
- 2 How could you minimise the impact of these sources of error in the future?

Be careful

Apparatus can become extremely hot during the experiment.

Ensure water pressure is slowly increased so as not to introduce internal stress to the condenser.



Science as a human endeavour 4.2

Purifying mixtures without using heat

Scientists and engineers are trying to find ways of purifying mixtures without using heat. If they could achieve this, it would lower energy use across the world and, consequently, lower the amount of dangerous emissions and pollution. Distillation, and other separation techniques using heat, account for 10% to 15% of the world's energy consumption. Alternatives such as the separation techniques covered in this chapter are very expensive to do on such a large scale and little research has been done.

Currently, crude oil is removed from the ground and its components are separated by fractional distillation. When crude oil is heated, petrol is one of the first gases that forms as it has a low boiling point compared to other liquids in the mixture. Engineers in industry are looking to develop other ways to separate the components of crude oil when there are many groups of particles in the mixture.

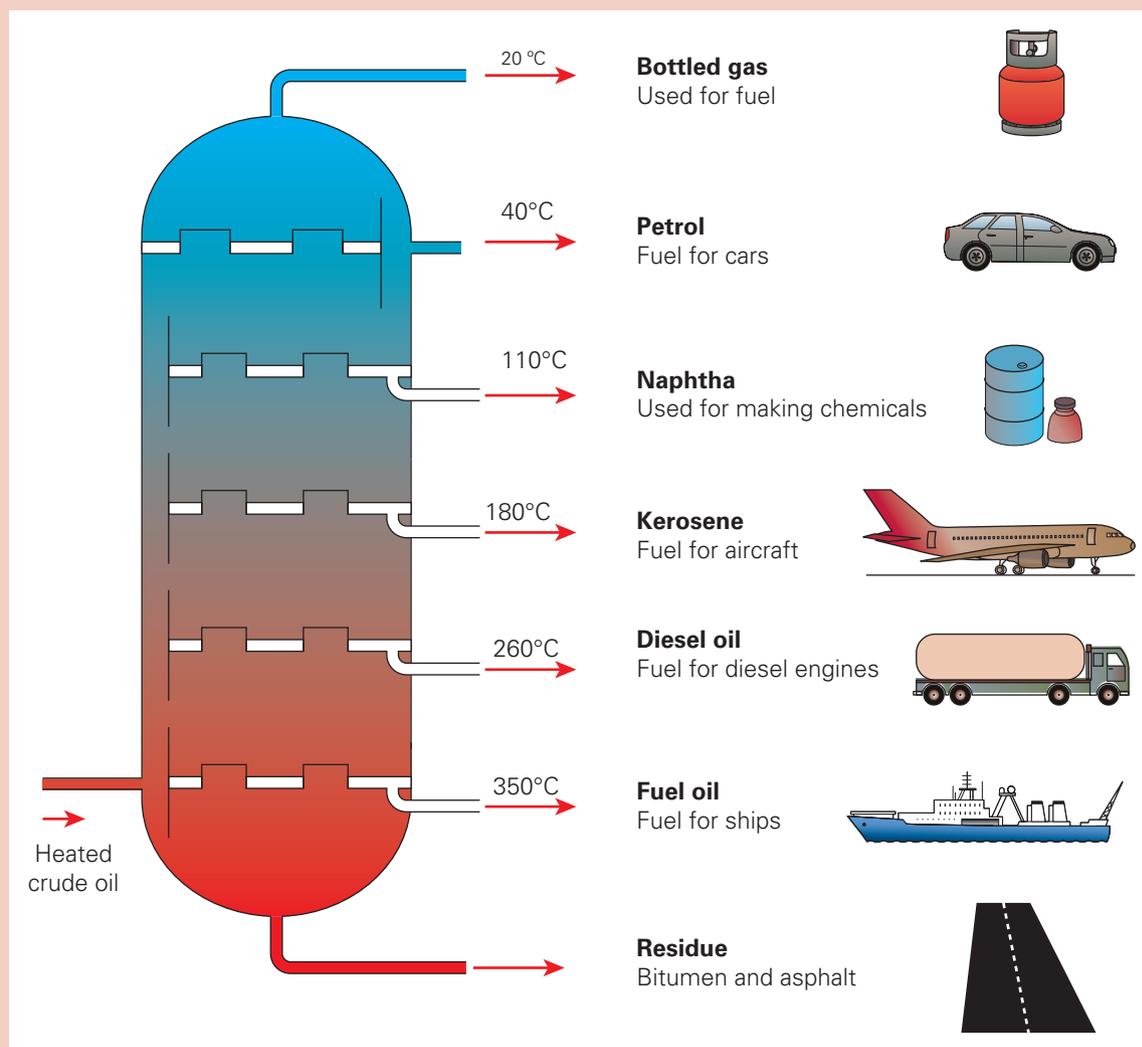


Figure 4.32 Fractional distillation of crude oil

Explore! 4.3

The formation of essential oils and perfume relies on the separation technique of distillation.

- 1 Investigate the role of distillation in the creation of essential oils and perfume.
- 2 Compare the distillation process used to make essential oils and perfume to the one used in your classroom.
- 3 Summarise how and why three other industries use distillation.



Figure 4.33 To bottle peppermint essential oil, distillation of the peppermint plant must first occur.

Think about your future

Whichever career you may be interested in, separation techniques will be a part of your world! It seems unbelievable, but think about the careers and industries you have come across in Chapter 4.



WIDGET
Choosing the
best method
for separating
mixtures

Toxicology	Doctors/medical	Pharmaceuticals	Forensics
Fashion industry	Geologists	Water treatment	Engineers
Pathologists	Refineries	Farmers	Chefs
Archaeologists	Mining	Beverage industry	Sports industry
Recycling	Desalination plants	Crude oil processing	Environmental work
Dairy industry	Dentistry	Perfume industry	Botany

Section 4.4 questions

Retrieval

- 1 a Copy and **name** the parts of the Liebig condenser and other equipment indicated in Figure 4.34.
- b **Name** the substances in the flask and in the beaker.

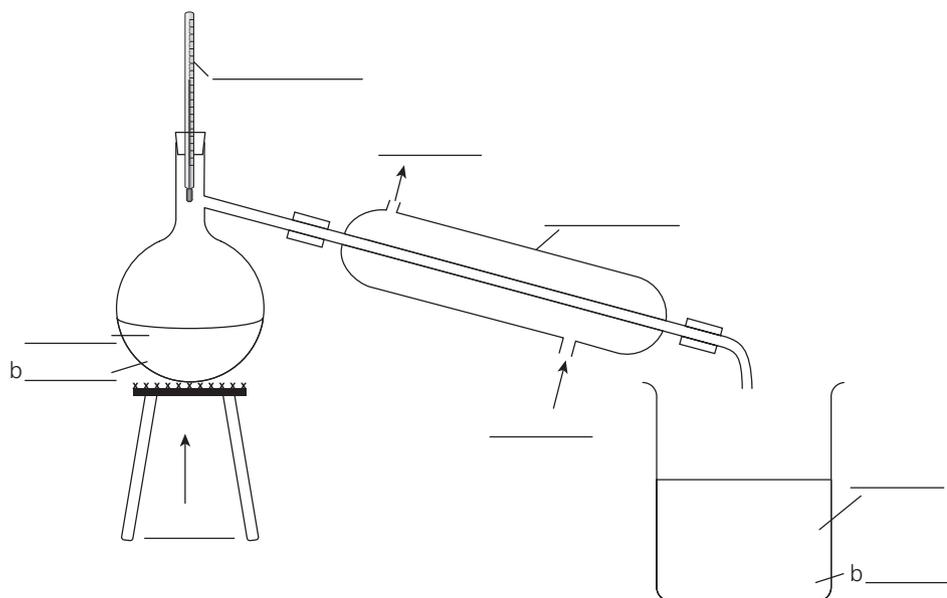
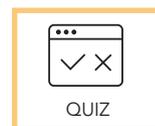
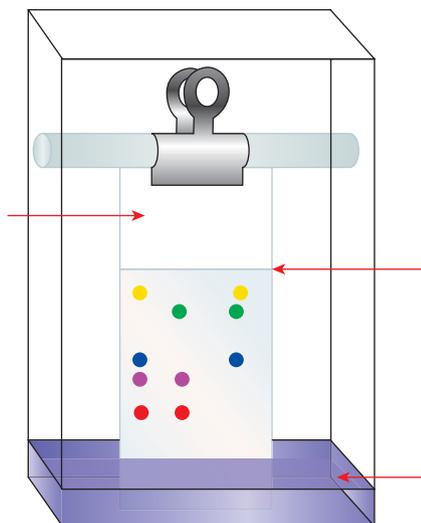


Figure 4.34 Liebig condenser and other equipment

- 2 **Define** the terms 'distillation' and 'evaporation'.
- 3 a Copy and **name** the parts of the chromatography set-up shown.



- b **Recall** what is meant by 'mobile phase' and 'stationary phase'.
- c **Recall** why the bottom line on the chromatography paper must be done in pencil and not in pen.

Comprehension

- 4 **Explain** what happens to particles during the process of evaporation and the process of condensation. Draw pictures of the particles to help in your explanation.

Analysis

- 5 **Organise** the colours shown in the chromatogram from Question 3 in order from least to most soluble in the solvent.
- 6 **Compare** distillation and evaporation.
- 7 **Compare** evaporation and crystallisation.

Knowledge utilisation

- 8 Substances X, Y, Z, W and sugar were mixed in water. The properties of each substance are listed below.

Substance	Solubility in water	State at room temperature	Boiling temperature (°C)
Sugar	Soluble	Solid	> 110
X	Soluble	Liquid	86
Y	Soluble	Liquid	68
Z	Insoluble	Solid	> 800
W	Insoluble	Solid	86

Determine the steps for how you would separate the mixtures.



Chapter review

Chapter checklist

You can download this checklist from the Interactive Textbook to complete it.

1	I can identify and describe the differences between pure substances and mixtures. e.g. Define 'pure substance' and 'mixture'.	
2	I can contrast homogeneous and heterogeneous mixtures. e.g. Identify an example of both a homogeneous and a heterogeneous mixture.	
3	I can identify solvents, solutes and solutions. e.g. Define 'solvent', 'solute' and 'solution'.	
4	I am able to describe a range of physical separation techniques. e.g. Describe the process of chromatography.	
5	I am able to describe a range of separation techniques used by Aboriginal and Torres Strait Islander peoples. e.g. Describe the process of winnowing.	

Review questions

Retrieval

1 **Define** the following key words:

- a insoluble
- b saturated
- c soluble.

2 **Recall** a term used to refer to liquid homogeneous mixtures.

3 **Name** the piece of paper used in chromatography experiments.

4 **Select** words from this list to copy and complete the following paragraph.

boiling temperatures condensed distillate evaporated liquids

Distillation is a method used to separate _____ according to their _____. The liquid is _____ at a certain temperature, the vapour collected and then _____ to form a liquid again. The liquid collected during this process is called the _____. The residue is the mixture that remains in the original container.

5 **Select** words from this list to copy and complete the following paragraph. (Some words may be used more than once.)

filter filtrate funnel large residue small

The apparatus used to separate the sand from a mixture of sand and salt solution consists of _____ paper inserted in a glass _____. As the mixture of the salt solution and sand is poured through, the _____ paper acts as a sieve separating the particles by size. _____ particles flow through the tiny holes of the filter paper and go into the beaker. These particles are called the _____. The _____ particles become trapped in the filter paper and are called the _____.

6 **Identify** industrial examples that use the following separation techniques:

- a distillation
- b filtration
- c centrifugation
- d evaporation.



- 7 **Identify** which method of separation (1–5) would you use to perform the separations (A–E)?
- | | |
|------------------|--|
| 1 Evaporation | A Separating based on magnetic properties |
| 2 Filtration | B Separating based on heating liquid |
| 3 Chromatography | C Separating based on evaporation and condensation |
| 4 Distillation | D Separating based on size |
| 5 Magnetism | E Separation based on solubility |
- 8 a You decide to make toffee by dissolving sugar in water. **State** which would be faster: using big sugar cubes or using regular sugar crystals?
- b **Recall** what else you can do to make the sugar dissolve faster.
- 9 **Identify** which of the following substances is a mixture: smog, distilled water, oxygen gas, pure gold.
- 10 Copy the following table. **Recall** if the separation is of a solid, liquid or a gas, and the property that this separation is based on.

Separation technique	Separation of solid/liquid/gas?	Property separation is based on
Distillation		
Magnetism		
Filtration		
Centrifuge		
Chromatography		

- 11 **Identify** how you could separate:
- a liquid from a liquid
 - solid from a liquid
 - solid from a solid.

Comprehension

- 12 Copy the following table. **Explain** each method of separation.

Method of separation	Description of how it works	Example from home
Decanting		
Flocculation		
Evaporation		
Filtration		
Crystallisation		

- 13 Salt can be separated from salt water using evaporation. **Explain** why no other method would work better.
- 14 **Summarise** the correct order of the steps needed to obtain salt from a mixture of salt and pepper.
- 15 a **Illustrate** a diagram of a heterogeneous mixture showing how the particles are distributed.
- b **Illustrate** a diagram of a homogeneous mixture showing how the particles are distributed.

Analysis

- 16 How can you **distinguish** between:
- a colloid and a suspension?
 - a suspension and a solution?
- 17 **Consider** how the following mixtures could be separated into their components.
- How could you get the copper sulfate from copper sulfate solution?
 - How could you get the water from clothes?
 - How could you get the peas out of a mixture of peas and water?
 - How could you get the oil out of a mixture of water and oil?
 - How could you get sand from a mixture of sand and iron filings?
 - How could you get the red dye from the blue dye?
- 18 **a** An emulsion is a type of mixture that is formed when a colloid of two or more liquids spreads evenly through one another. Examples include butter, ice cream and mayonnaise.
Contrast an emulsion with a suspension.
- Mayonnaise and salad dressing often contain similar substances. A bottle of salad dressing is usually shaken before it is added to a salad. **Infer** a reason for this.
- 19 **Organise** the colloid name (A–E) to the states of matter that make up the colloid (1–5).

Colloid	State
A Hair gel	1 A gas in a liquid
B Mist	2 A liquid in a solid
C Smoke	3 A liquid in a gas
D Foam	4 A solid in a gas
E Emulsion	5 A liquid in a liquid

Knowledge utilisation

- 20 Lottie was testing the solubility of some different household substances. Some details of what she found out are below.

Substance	Mass (grams) that dissolved in a 100 mL glass of water
Baking powder	15
Salt	45
Sugar	223
Flour	1

- Determine** which substance Lottie found the most soluble.
 - Determine** which substance was the least soluble.
- 21 Lottie then looked at two glasses of salt solution she had on the bench at home. She thought one was a saturated solution and one was not but could not remember which was which. She put a crystal of salt in each glass and then left it overnight. What she saw in the morning is shown in Figure 4.35.
- Determine** which glass contained the saturated solution.
 - Justify** how you know this.
- 22 Some liquid antibiotics suggest that you shake the bottle before you use them. **Discuss** why you would need to do this using terms you have learned in this chapter.

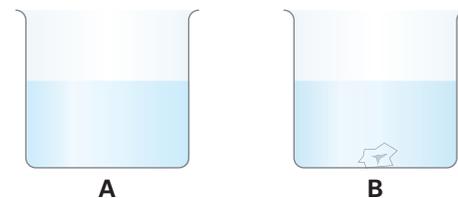


Figure 4.35 The crystal in glass A has disappeared, while the crystal in glass B has grown.

- 23 You have been doing a graphic design course and have created an awesome poster. However, you forgot which ink pen it was that you used to create the main heading. Figure 4.36 shows the results of a chromatography experiment you carried out to identify the ink. Five inks were compared: A, B, C, D and E.

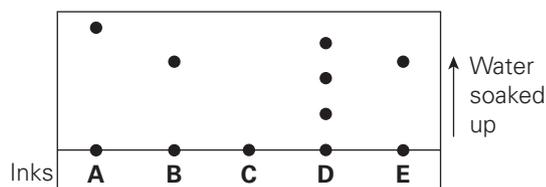


Figure 4.36 Chromatogram of your results

- a You know your ink is just one colour. **Determine** which ink sample or samples is/are a mixture of different colours.
- b **Determine** which two inks are the same.
- c You know your ink is not soluble in water, so **decide** which ink sample is the one you want.
- 24 You are given a green powder that is soluble in water. You would like to make a large crystal of the unknown green powder. **Propose** the steps you would take to do this.
- 25 A mixture of pure water and ethanol were accidentally mixed with an unknown substance X. X is highly soluble in water and proved very difficult to separate. **Propose** how the mixture can be separated to give pure water, ethanol and substance X. Below are the boiling points of the three liquids.

Substance dissolved in the mixture	Boiling temperature (°C)
Substance X	120
Ethanol	78
Water	100

- 26 **Create** a flow chart to illustrate the separation processes you would use to separate a mixture of pebbles, sand, salt and water. Clearly show what was separated at each step.
- 27 **Design** a contraption that could separate a mixture of polystyrene balls, sand, gravel and muddy water. Include an annotated diagram and a glossary of the separation techniques used.



Data questions

Recycling centres in Queensland separate mixtures of recyclable material on a very large scale. The relative mass of paper and packaging components of the recyclable material sent for processing in Queensland in 2017–18 is shown in the Figure 4.37.

The mass of glass materials collected for recycling in Queensland from 2004–18 is shown in Figure 4.38.

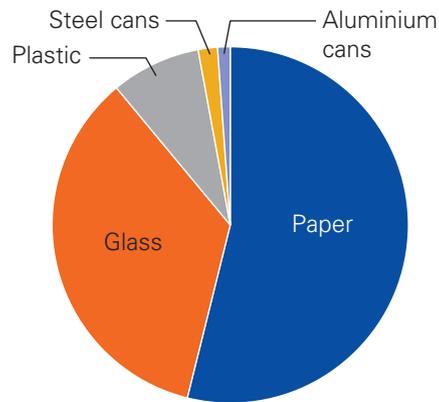


Figure 4.37 Relative mass of paper and packaging materials collected for recycling in Queensland, 2017–18.

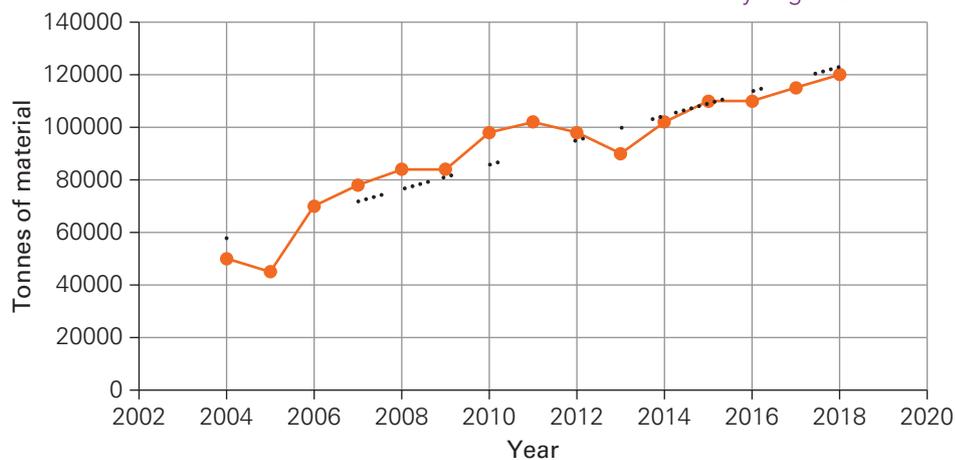


Figure 4.38 Approximate mass of glass collected (orange) for recycling in Queensland from 2004–18. Trendline (black).

Apply

Questions 1–3 refer to Figure 4.37

- Determine** which component of the paper and packaging mixture accounts for the smallest mass.
- Calculate** the percentage of mass made up of paper if the glass component accounts for 35% of the overall mass, plastic 8% and cans (steel and aluminium) 3%.

Analyse

- Sequence** the components of the paper and packaging mixture in order of decreasing relative mass.

Questions 4–8 refer to Figure 4.38

- Identify** the trend in the mass of glass collected for recycling over the past 15 years.
- Distinguish** between the information provided by the orange line and the black dotted line in Figure 4.38.

Interpret

- Predict** how the trend in mass of glass collected for recycling will progress over the next ten years.
- Justify** why the trend would progress in the way you have predicted in Question 6.
- Extrapolate** the trendline to the year 2020. What mass of glass can be estimated to be collected to recycle in that year?

STEM activity: Cleaning up an oil spill

Background information

The Great Barrier Reef is a Natural Wonder of the World. It is home to thousands of different types of fish, soft and hard coral, sharks, rays, turtles and marine mammals. This vulnerable ecosystem located off the Queensland coast line is threatened by many external factors, one being oil spills.

In 2010 a cargo ship struck the reef, which not only caused large damage to the reef, but also caused approximately 3 to 4 tonnes of oil to be released into the ocean. This oil slicked on the surface and although chemical dispersants were used to break up the oil, oil tar balls were found washed up on islands nearby. Booms and skimmers could not be used as a physical collection as the weather had caused large waves, making physical collection impossible.

Oil is a low-density substance, which means it floats on water and never mixes into it. Although this is a convenient property, oil also has the property of clinging to anything that is not water, and this is what makes it tricky to clean up – it clings to plants, animals and land, and impacts on marine ecosystems. Oil spills therefore need to be cleaned up very quickly and effectively to lessen the impact. Clean-up strategies used by environmental engineers include first using booms (inflatable barriers to contain the spill), skimming (scooping the oil off the surface using a vacuum), absorbing (soaking up the oil using sponges and absorbent rope), and dispersing the



Figure 4.39 A dolphin swims next to an oil spill.

oil (breaking it into smaller drops). Some of these methods are more effective than others.

Design brief: Determine the most effective way to clean an oil spill from the Great Barrier Reef.

Activity instructions

In this task you will play the role of environmental engineer and work together in your group to determine the most effective way of cleaning oil from the Great Barrier Reef. You will carry out a simulation of an oil spill and how it can be cleaned up. You will collect data about the oil removal and consider the effectiveness and cost of each method. You will present your findings in either a report or a presentation for the local government, which includes the perspective of the oil company.

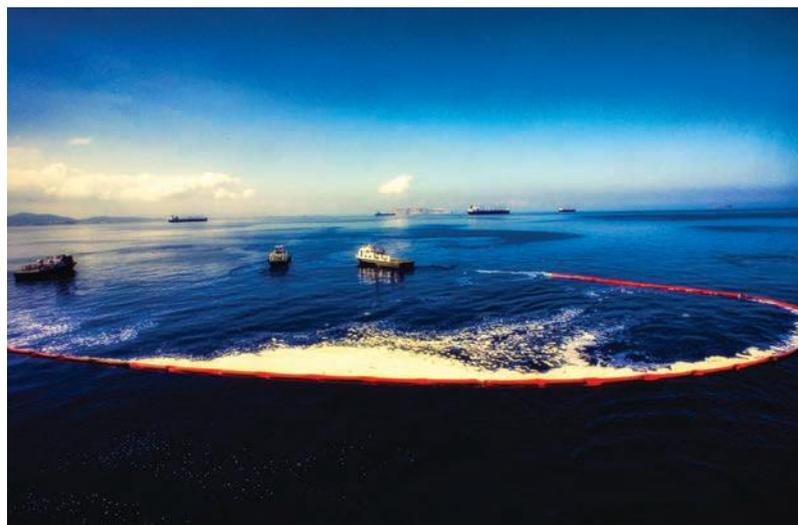


Figure 4.40 Booms and skimmers helping to contain and clean up the oil spill.

Research and feasibility

- 1 Complete the table by listing all the possible ways of cleaning up an oil spill and what materials you have access to that could do the job. For each material, consider whether they are a skimmer, absorber or dispersant. Then record how expensive you think each might be.

Material	Effect on oil spill	Skimmer, absorber or dispersant (and cost)
Detergent		
Cotton balls		
Plastic spoon		
Small sponge		
Paper towel		

- 2 Consider how you will record your data on effectiveness of oil removal and cost.
- 3 Predict which material will be most effective at removing oil.

Design

- 4 Design a method in your group for the three different techniques of oil spill clean-up
 - a using a skimmer
 - b using an absorber
 - c using a dispersant.

Note: You may want to pour your oil from a beaker into the tray and then as you collect the oil, place it back into the beaker to help you measure before and after amounts to compare how effective the removal was. You should try to collect all the oil before it reaches the coastline.

Create

- 5 Using your set-up reef, place the ship in an agreed location (group consensus), and pour your oil mixture onto the water slowly. Try to completely remove the oil mixture using the skimmer technique. Spill the oil back into the water, then repeat for the absorber, and then the dispersant. Record your results in the table you designed in Step 2.

Evaluate and modify

- 6 Analyse your results. Begin by drawing a graph showing the effectiveness of each clean-up method (from the environmental engineer's point of view and that of the oil company), and another showing the cost of each clean-up method (from the environmental engineer's point of view and that of the oil company).

- 7 Discuss with your colleagues the effectiveness of each method of cleaning up an oil spill. Did your findings support your hypothesis or not? Were there any sources of error in your experiment? How could you work to prevent these errors from occurring in the future?
- 8 Consider skimming as a clean-up technique. Hypothesise on what impact the ocean waves might have on the effectiveness of this technique. Is it cost effective when you need to have boats with specialised equipment for the task?
- 9 Consider an absorber as a clean-up technique. Reflect on how you would dispose of absorbers that have soaked up the oil after the clean-up. Have you considered that the oil removed from the ocean must be stored elsewhere? Hypothesise on how effective absorbers would be to remove oil in the ocean.
- 10 Consider dispersants as a clean-up technique. Explain what the dispersant does to the oil on water. Is it appropriate to be putting more chemicals in the water? Discuss with your group three possible impacts of the dispersants on the marine ecosystem.
- 11 Compare the measured volume of crude oil spilt into your ocean with the volume of crude oil you removed. What percentage of crude oil did you successfully remove from the ocean? Did one technique prove to be more effective? Explain the possible causes of any differences between the two volumes.
- 12 You now have enough information to write your report. Prepare a report for local government that summarises your simulation findings. Include:
 - a the different methods, their effectiveness and their costs
 - b both points of view: the environmental engineer and the oil company
 - c which method/s you think should be utilised by environmental engineers in the future when cleaning up an oil spill in a local waterway.

Chapter 5

Planet Earth



Chapter introduction

In this chapter, you will find out more about the world you live in and investigate the motion of Earth, the Moon and the Sun through space. You will learn why a day is 24 hours long and why different countries have different time zones. You will also learn why there are seven days in a week and 365.25 days in a year, and why there are seasons, phases of the Moon, and solar and lunar eclipses. You will investigate how technology has been used to improve the observations made of the night sky and how these observations have given us a clearer picture of the structure of our solar system, our galaxy and the large-scale structure of our universe.

Curriculum

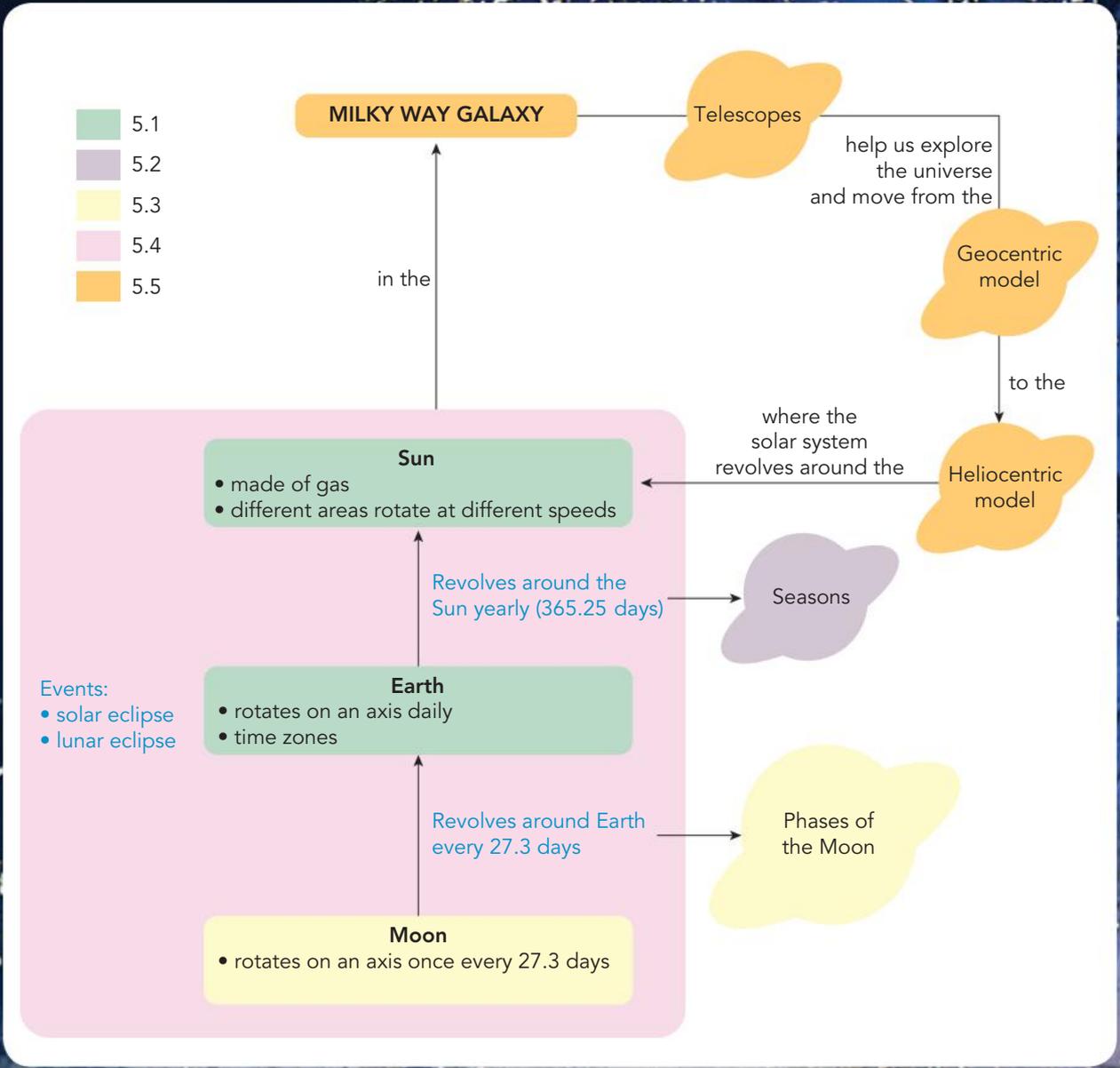
Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon (ACSSU115)	
researching knowledges held by Aboriginal and Torres Strait Islander peoples regarding the phases of the moon and the connection between the lunar cycle and ocean tides (OI.3, OI.5)	5.3
researching Aboriginal and Torres Strait Islander peoples' oral traditions and cultural recordings of solar and lunar eclipses and investigating similarities and differences with contemporary understandings of such phenomena (OI.3, OI.9)	5.4
investigating Aboriginal and Torres Strait Islander peoples' calendars and how they are used to predict seasonal changes (OI.3, OI.5)	5.3
investigating natural phenomena such as lunar and solar eclipses, seasons and phases of the moon	5.2, 5.3, 5.4
comparing times for the rotation of Earth, the sun and moon, and comparing the times for the orbits of Earth and the moon	5.1, 5.2, 5.3
modelling the relative movements of the Earth, sun and moon and how natural phenomena such as solar and lunar eclipses and phases of the moon occur	5.1, 5.2, 5.3, 5.4
explaining why different regions of the Earth experience different seasonal conditions	5.1, 5.5

© Australian Curriculum, Assessment and Reporting Authority (ACARA)

Glossary terms

annular eclipse	horizon	Southern Hemisphere
apogee	leap year	sunspot
blood moon	lunar eclipse	synchronous rotation
dawn	mass	syzygy
dusk	Northern Hemisphere	telescope
elliptical	orbit	time zone
equator	partial eclipse	total eclipse
far side	penumbra	umbra
geocentric model	perigee	waning
gravitational field	revolution	waxing
heliocentric model	solar eclipse	

Concept map



5.1 Our rotating Earth

The daily cycle

Have you ever thought about how much of your life is regulated by a daily routine? Much of this is determined by Earth, the Moon and the Sun.

Try this 5.1

The daily cycle

In small groups, think about and describe your observations of the Sun, Earth, Moon and stars during a typical day. For example, the day begins officially at midnight when the date changes. The new day starts in darkness. Most people are asleep as the dawn approaches. When the morning sun appears over the horizon, it is time for us to wake up. Birds announce the dawn, animals that hunt at night look for somewhere to hide and animals that are busy during the day get up to look for food. Now, keep going with the list, but remember to focus on the changes in the Sun, Earth and the Moon. List any other changes you have seen as the day or night progresses. Remember, you are only looking at what changes over a period of 24 hours, so do not include weather events because they do not repeat every day.



Figure 5.1 Cairns just after sunset. Temperatures generally increase during the day and decrease at night.

Did you know? 5.1

Some flowers have a daily cycle. Daisies close their petals at night and open them again during the day. Arctic poppies and sunflowers turn their heads to follow the Sun as it moves across the sky.



Figure 5.2 Daisies have their petals open during the day (left) and close them as the light fades (right).



Try this 5.2

Finding out why

For this activity, you will need a round yellow balloon or ball, another smaller balloon or ball, and a marker pen.

In small groups, choose a question from the list below and come up with an explanation to share with the rest of the class.

- Why does it get warmer during the day and colder at night?
- Why does the Sun appear to move across the sky?
- Why do stars appear to move across the sky at night?
- Why is there maximum risk of sunburn between 10 a.m. and 2 p.m.?
- Why does the length of your shadow change during the day?

To help with your explanation, use the larger yellow balloon/ball to represent the Sun, the smaller balloon/ball to represent Earth. Draw a map of Australia on the smaller balloon/ball with a small dot to represent your location.

Our rotating Earth

Earth is a giant ball in space that is spinning counterclockwise (when viewed from the North Pole) slowly, one rotation per day. Sunlight shines on one side, while the other side is in darkness. The side of Earth facing towards the Sun experiences day and the side facing away

experiences night. **Dawn** and **dusk** lie on the boundary between light and dark when the Sun is on the **horizon**. The Sun does not actually move across the sky. It appears to do so because Earth is rotating. If you are facing north, then Earth rotates from the west to east, which is why the Sun appears from the east and sets in the west.

dawn

the time of day when the Sun rises over the horizon or night turns into day

dusk

the time of day when the Sun drops below the horizon or day turns into night

horizon

the horizon is the point where the sky appears to meet the land or the sea

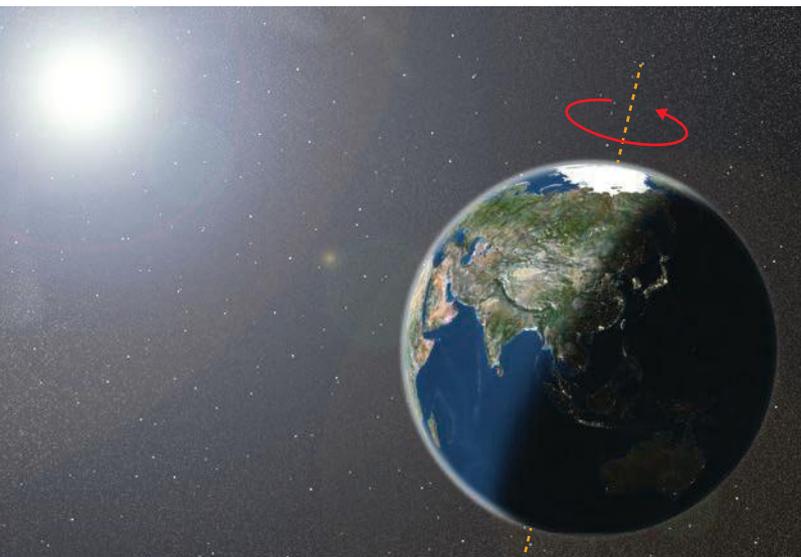


Figure 5.3 It is night-time in Australia as Earth turns on its axis with the Sun in the distance. This picture shows how day and night are caused by Earth's rotation.

Did you know? 5.2

Venus rotates in the opposite direction to Earth, so on Venus the Sun rises in the west and sets in the east.

Did you know? 5.3

Because Earth is rotating counterclockwise, the whole state of Queensland is moving to the east at around 400 metres per second, which is faster than the speed of sound. You do not feel like you are moving because everything around you is moving as well. In addition to the motion caused by its rotation, Earth is also moving counterclockwise around the Sun at a speed of around 28 kilometres per second. If an aircraft could fly at that speed, it would get to London from Brisbane in about 10 minutes!

Temperature and shadow changes

The Sun is a star and the temperature changes during the day are due to the position of the Sun in the sky. If you track one location on our spherical Earth, it is turning towards the Sun in the morning and away from the Sun in the afternoon. This means the temperature increases in the morning as the Sun rises in the sky and continues to increase throughout the day as the Sun provides heat. At night, there is no heat from the Sun in that location and the temperature falls until the next day when the cycle repeats again.

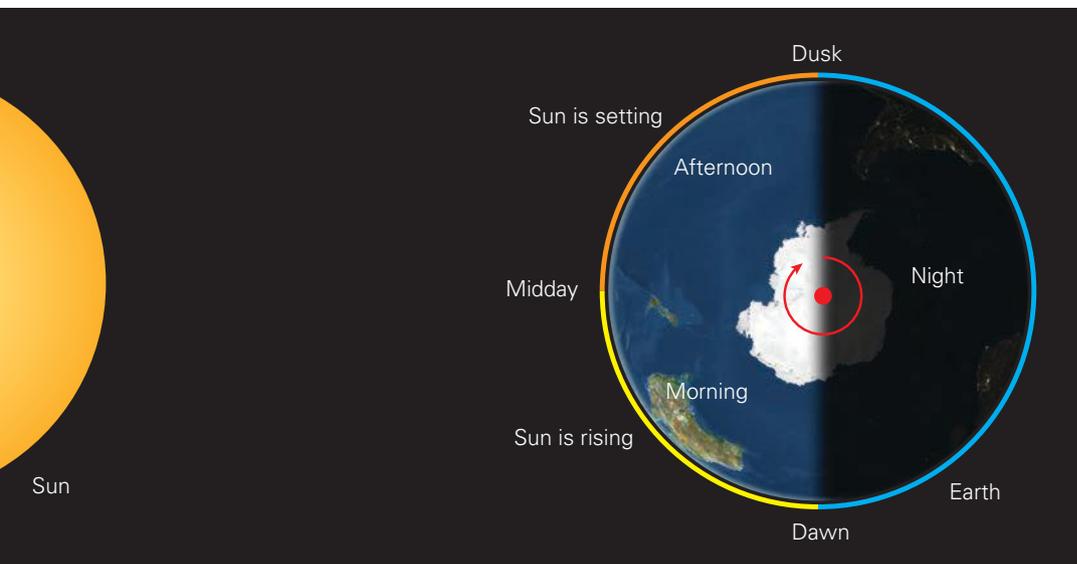


Figure 5.4 The view of Earth from above the South Pole. Earth is rotating clockwise from this pole. Different parts of the world experience morning (yellow), afternoon (orange) and night (blue). This image shows morning in Australia. Cambridge University Press

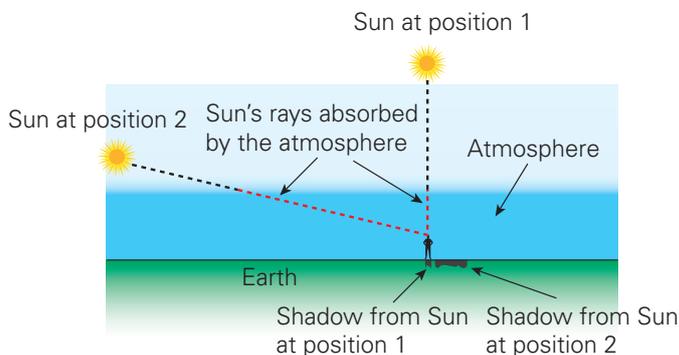


Figure 5.5 The Sun's rays pass through less atmosphere when it is close to being overhead due to their angle. For this reason, the midday sunlight is more intense and more likely to cause sunburn. The length of your shadow also changes.

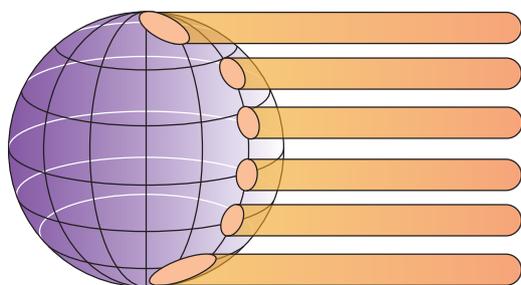


Figure 5.6 The angle of the Sun's rays also produce the different temperatures found around Earth. Equatorial regions are hotter than polar regions because they receive perpendicular rays (at a 90° angle).

continued...

Brisbane can be found in La Frontera, located in the Canary Islands, off the coast of North Africa. If the Sun is setting in Brisbane, it will be rising at its antipode. If it is winter in Brisbane, it will be summer at the antipode.

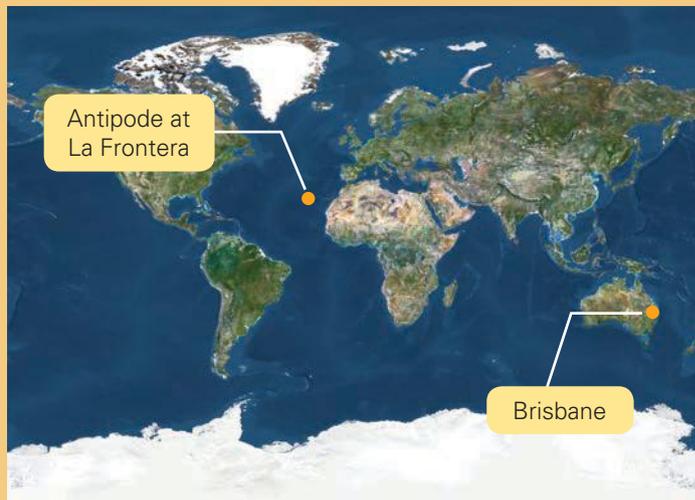


Figure 5.7 The antipode of Brisbane is in La Frontera, Canary Islands.

Try this 5.3

Simulating the movement of the Sun

In a group, use a yellow balloon and a camera for this simulation. A simulation is a model of an event, or a way to see what happens without it actually happening.

- 1 Choose someone to be Earth and hold a camera.
- 2 Choose a second person to be the Sun by holding the balloon.
- 3 The person with the camera stands in front of the Sun and rotates slowly on the spot while recording a video.

What did you see? Did it appear as though the Sun is moving past the camera? What was the cause of the movement?

Did you know? 5.4

Antipodes

The place on the exact opposite side of the world to a region is called its antipode. The antipode of

continued...

Why do the stars move across the sky at night?

Like the Sun, the stars do not move. Their movement is an illusion caused by Earth's rotation. To direct someone around the night sky, it makes no sense to say that a star is 5 cm to the right of another. So, we measure angles (out of 360°) instead. But what if you don't have a protractor? No matter! You have an inbuilt one. Hold your hand out at arm's length and close one eye. Make a fist so you can see the back of your hand. Stick your index and little finger up and look at the night sky, this makes approximately 15° in the night sky. If you then stretch out your thumb and little finger, this is approximately 20°. One finger is 1°.

Did you know? 5.5

The changing night sky

The night sky appears differently over time. The current North Star is Polaris, but in about 13 000 years it will be Vega. This is owing to a rotation of the Earth's axis (precesses) caused by the gravitational pull of the Sun and the Moon. The period of precession takes about 26 000 years.

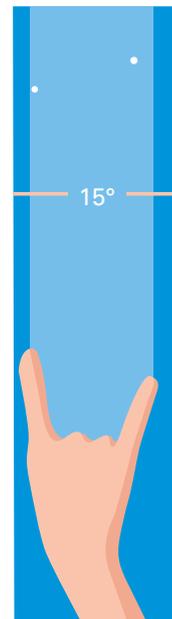


Figure 5.8 You can measure the distance stars travel in an hour by using your hand.



Figure 5.9 The stars in the sky are not moving. It is Earth's rotation that makes them appear to move.

Quick check 5.1

- 1 Define the following terms in your own words: rotation, dawn, dusk.
- 2 Explain why the Sun and stars appear to move across the sky, when they are not really moving.
- 3 Explain why it is cooler at night and warmer during the day.
- 4 Explain the effect of the Sun on shadows when it is directly overhead, as opposed to at a low angle in the sky.

VIDEO
Describe the movement of the stars

Time zones

It takes about 24 hours for Earth to complete one rotation, which is 360°. This means Earth is rotating at a rate of about 15° per hour. For this reason, Earth is divided vertically into 24 **time zones**, each of which is about 15° or 1 hour apart. At certain times of the year, there may be up to 38 time zones because of daylight saving of half or one hour differences. It does get complicated! Time zones are measured from Greenwich in the UK. The time in Greenwich is called Greenwich Mean Time or GMT.

time zone
Earth is divided into 24 time zones, each about 15° of longitude and each one representing a time difference of 1 hour

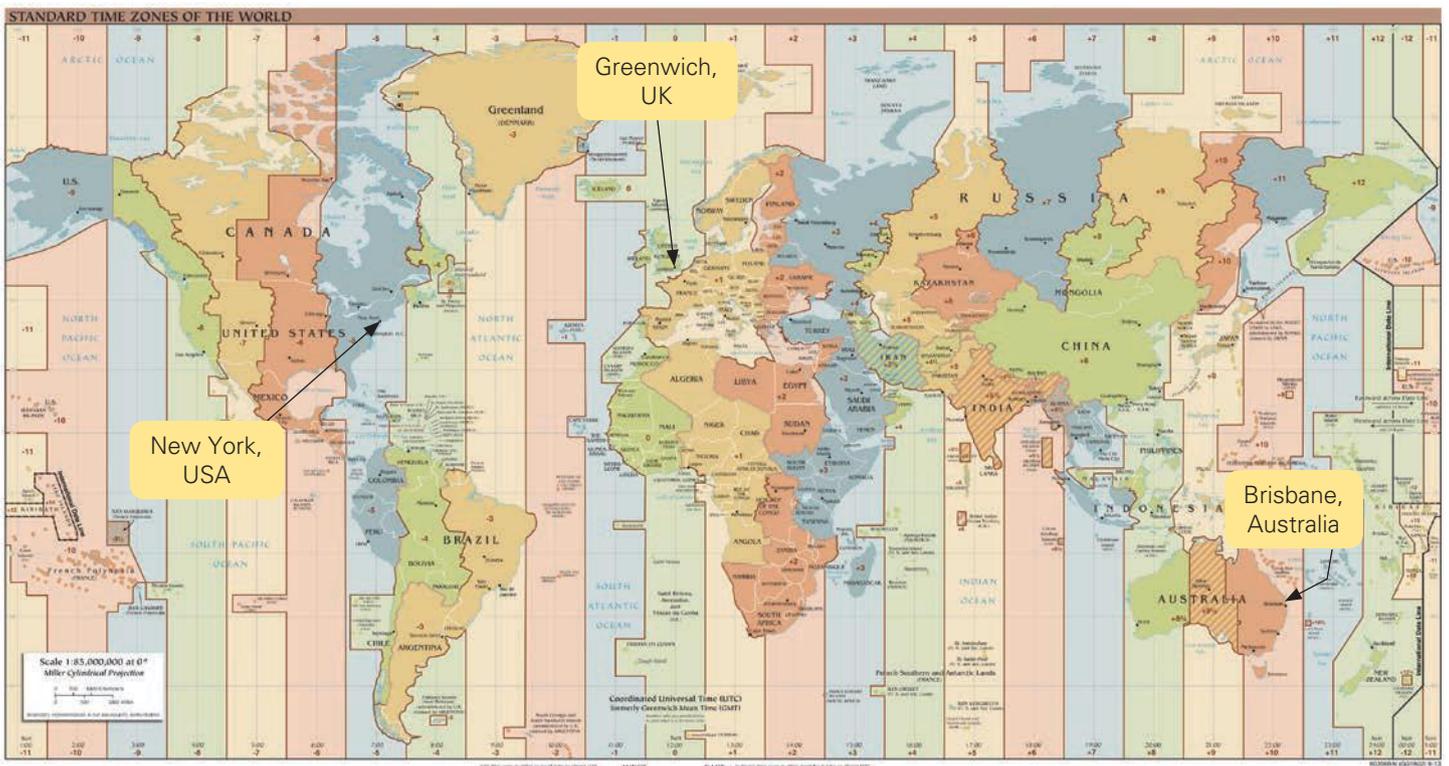


Figure 5.10 The time zones of the world. The state of Queensland is 10 hours ahead of GMT because it is about 150° east of Greenwich, whereas New York is 5 hours behind GMT because it is about 75° west of Greenwich.

Some states and countries adopt daylight saving, which involves moving clocks forward at the beginning of summer. There are two good reasons for daylight saving. Firstly, it delays the dawn in summer by an hour, so people who are sleeping get an extra hour of sleep before being woken by the rising Sun. Secondly, daylight saving saves energy since the Sun goes down an hour later so households do not use as much electricity for lighting at night. In Australia, daylight saving is used in South Australia, New South Wales, Australian Capital Territory, Victoria and Tasmania.

Explore! 5.1

Indirect effects of Earth's rotation

Some amazing things in our world are linked to our daily cycle but are not directly a consequence of Earth's rotation. Using the internet, research to find out more about these indirect effects. For example, why does the wind usually seem to blow from the sea during the day?



Figure 5.11 Why is the sky red at sunset?

Clouds are illuminated by the Sun at sunset. The blue light from the Sun has travelled through the atmosphere and has been scattered, leaving only red light to illuminate the clouds. Red light does not scatter because it has a longer wavelength than blue light.

Did you know? 5.6

Mars has blue sunrises and sunsets!

The Martian atmosphere is too thin to scatter blue light, but it is full of dust particles that scatter red light. This means that on Mars, the sky is pink during the day, but at dawn and dusk the sunrises and sunsets are blue!



Figure 5.12 A beautiful blue sunset on Mars, taken by the NASA Mars Curiosity rover

Quick check 5.2

- 1 State by how many degrees Earth rotates in one hour.
- 2 State how many time zones there are.
- 3 Explain why it is necessary to have time zones.
- 4 Describe the advantages of daylight saving time.

Does the Sun rotate like Earth?

The Sun also rotates but at a very different speed to Earth. Unlike Earth and the Moon, the Sun is not solid – it is a hot gas – so different parts of the Sun rotate at different speeds. The equator of the Sun rotates about once every 25 days, while the poles (top and bottom) rotate at a much slower rate, about once every 38 days. Even though 25 days sounds like a long time, the Sun is so big that the surface at the equator is still travelling at around 2 kilometres per second!

There are dark spots on the surface of the Sun called **sunspots**. These can be seen with special equipment and are seen to rotate with the surface, proving that the Sun rotates. You must *never* look at the Sun to see sunspots – you will not see them anyway and it is dangerous to look at the Sun, even with sunglasses.

sunspot

feature on the Sun's surface that moves slowly across the surface



VIDEO
Describe the Sun's surface and contrast it to Earth's

Be careful

Never use binoculars or telescopes to look anywhere near the Sun.

Quick check 5.3

- 1 State how long one rotation of the Sun takes.
- 2 Explain how it is known that the Sun rotates.

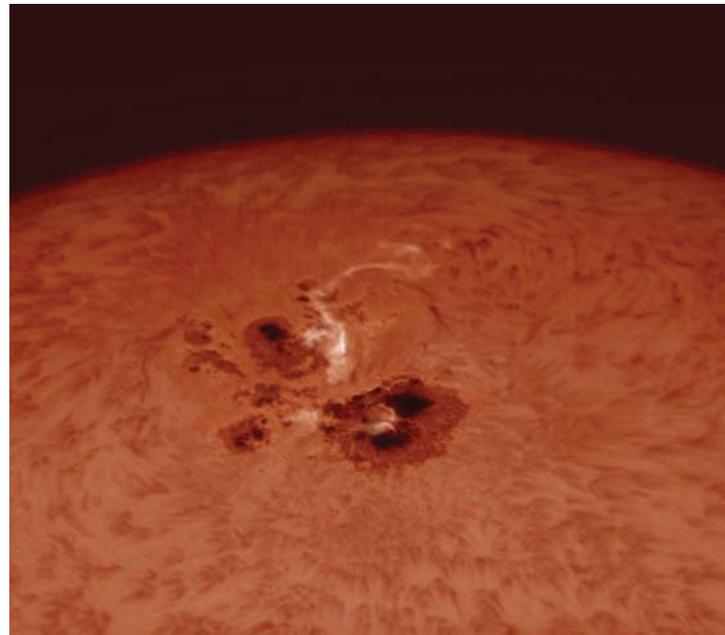


Figure 5.13 Sunspots, such as the one shown, stay visible for about 11 years as they cross the face of the Sun.

Section 5.1 questions

QUIZ

Retrieval

- 1 **Recall** how long it takes Earth to complete one full rotation.
- 2 **State** what time of day the Sun reaches its highest point in the sky.
- 3 **State** where time zones are measured from.

Comprehension

- 4 **Describe** how sunsets on Mars are different from those on Earth.
- 5 **Explain** how Earth experiences day and night.
- 6 **Explain** why the Sun, Moon and stars rise in the east and set in the west.
- 7 **Explain** how your shadow changes length over a day.
- 8 Find out what the current time is in Perth and Melbourne. **Explain** your findings.
- 9 At what time of the day is it most important to wear sunscreen and seek shade? **Explain** your answer.
- 10 **Describe** what would happen if Earth did not have different time zones.

Analysis

- 11 China is one of the largest countries in the world and should span five geographical time zones, but has only one (Beijing Standard Time). When it's 7 a.m. in Beijing, it's also 7 a.m. nearly 3000 km west in the Xinjiang region. **Critique** the decision to have one time zone in such a large country.

Knowledge utilisation

- 12 **Propose** some of the consequences of removing daylight saving time.
- 13 'If Earth stopped rotating, one side of Earth would be in total darkness all the time'. **Decide** whether you think this statement is true, giving your opinion on how life would be different if Earth did not rotate.

5.2 Earth's yearly cycle

Apart from rotating on its axis, which results in the day-night cycle that repeats every 24 hours, Earth also orbits around the Sun following an **elliptical** path. It takes 365.25

days for Earth to travel around the Sun; the path is called an **orbit**. One complete orbit around the Sun is called a **revolution**. The calendar is made simple by using 365 days and adding an extra day once every 4 years. We call that year a **leap year**.

elliptical
oval-shaped

orbit
the curved path of a celestial object or spacecraft round a star, planet or moon

revolution
one complete orbit

leap year
a year that happens every four years and has an extra day on 29 February

mass
the amount of substance in an object that never changes, even in space

gravitational field
the region around a large object where another object can experience its gravity or pull

Southern Hemisphere
the half of Earth south of the equator

Northern Hemisphere
the half of Earth north of the equator

equator
an imaginary line drawn around the middle of Earth equidistant between the North and South poles

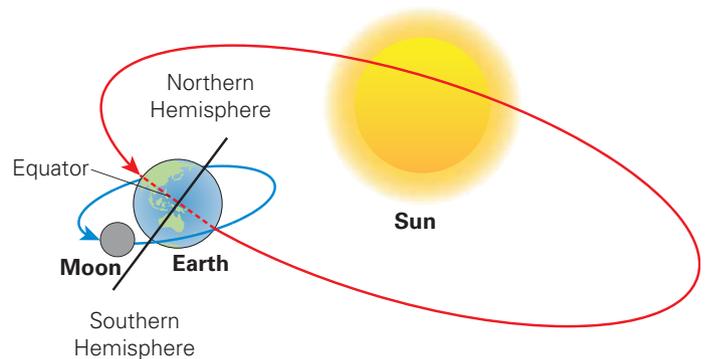


Figure 5.14 The Moon orbits around Earth, and Earth orbits around the Sun. Standing at the North Pole, the rotation appears anticlockwise.

Seasons

You may have observed that over the course of a year, each day is slightly different. In the **Southern Hemisphere** where Australia is located, the day length decreases from January to June and increases from July to December. The shortest day occurs around 21 June. The longest day occurs around 21 December. The opposite happens in the **Northern Hemisphere** where the longest day is in June and the shortest day is in December. Interestingly, for places on the **equator**, the day length is always 12 hours every day of the year.



Why does Earth orbit the Sun?

An object with a large **mass** attracts an object with less mass and causes it to go into orbit if it is in its **gravitational field**. The Sun is 333 000 times heavier than Earth and so the gravitational field of the Sun causes Earth to orbit the Sun.



Figure 5.15 Summer at Palm Cove, Cairns



Figure 5.16 Autumn at Stanthorpe



Figure 5.17 While it does not typically snow in Queensland, light snowfall has been reported in some areas such as Stanthorpe and the Granite Belt.

What changes during the year from season to season?

What things do you observe throughout the year that are explained by the seasons changing? Discuss with your group and see how many of the following you came up with.

- The number of hours of daylight. During the year, the time the Sun rises and sets changes. In spring, the days get longer and in autumn the days get shorter.
- The places on the horizon where the Sun rises and sets moves. The Sun always rises in the east and sets in the west, but the position varies, moving south in spring and north in autumn.
- The average daily temperature is colder in winter and hotter in summer. The difference between average summer and winter temperatures increases as you move away from the equator.
- The height of the Sun in the sky at midday increases in summer and decreases in winter.



Figure 5.18 Spring on the way to Boonah



Figure 5.19 This illustrates the position of the Sun at the same time each week for a whole year.

- Some animals and plants change their behaviour and appearance at different times of the year. In winter, deciduous trees lose their leaves, some animals hibernate and others migrate. In the warmer months, birds nest and lay eggs, and plants produce flowers and then fruit though there are winter-flowering plants as well.
- Seasonal changes also affect people. For example, farmers are heavily reliant on seasons for their livelihood. They can only sow and harvest at certain times of the year.

Did you know? 5.7**The length of a year**

In the 10th century, Al-Battani, an astronomer who lived in what is now known as Syria, discovered that the length of a year was 365 days, 5 hours, 46 minutes and 24 seconds. In 1073, this was refined by the Persian astronomer poet Khayyám. He found that 1 029 983 days made 2820 years, producing a year length of 365.2422 days. We now know the average year length is 365.242189 days, which is less than one second different from Khayyám's 11th century calculation!

Why do seasons occur?

Believe it or not, Earth's tilt can explain all of these observations! The axis of rotation of Earth passes through the North and South Poles. It is set at an angle of 23.5° from the vertical and the angle does not change as Earth goes around the Sun.

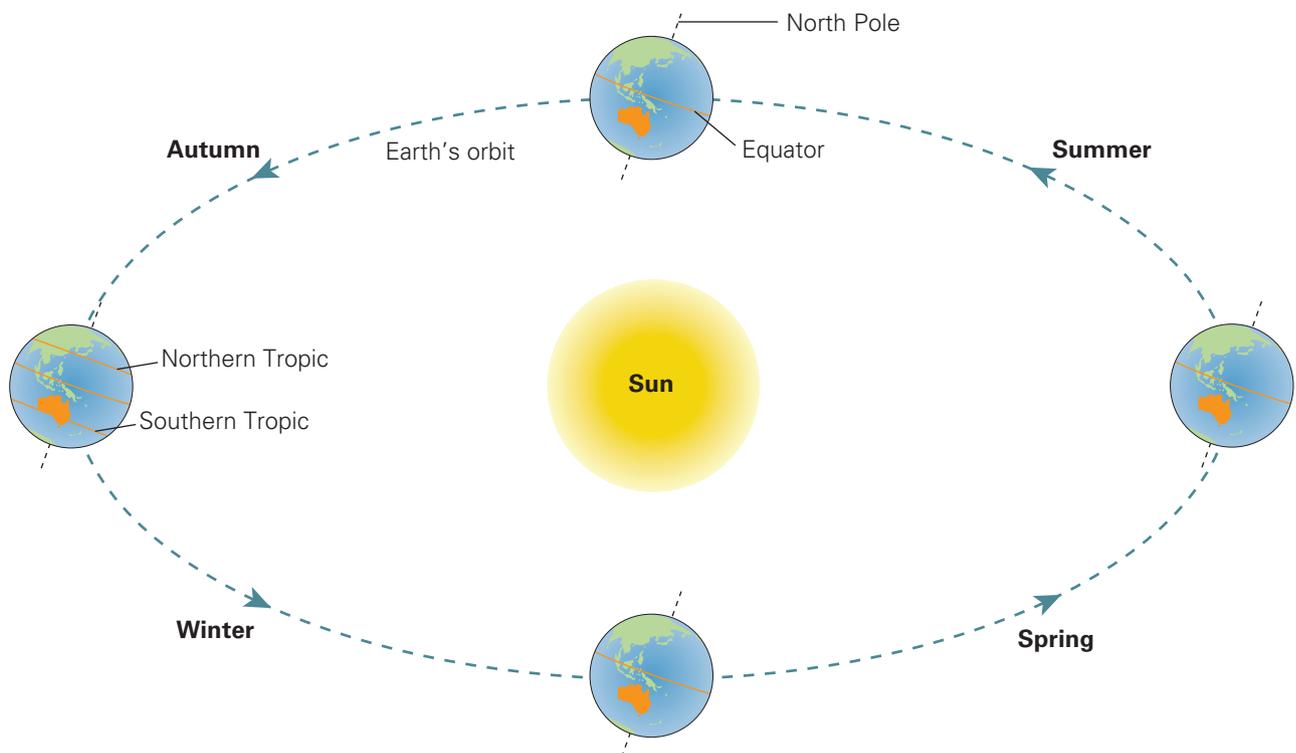


Figure 5.20 Seasonal arrangements of the Earth and the Sun. The tilt of the Earth causes the different seasons during the year. Australia is shown in orange.

Quick check 5.4

- 1 Define the terms 'orbit', 'revolution' and 'elliptical' in your own words.
- 2 State how long it takes for the Earth to orbit the Sun.
- 3 Describe things that change during the year due to the seasons.

Investigation 5.1

Modelling the seasons

Aim

To investigate how the angle of Earth to the Sun affects the temperature of the area where the light hits.

Prior understanding

Light is energy from the Sun. Light rays can cause an area to heat up when they hit the surface of the area and are absorbed. When the Sun's rays hit Earth's surface close to the Equator, the energy is more direct (as it is closer to a 90° angle), so the area becomes warmer.

Materials

- 1 opened aluminium can with small hole drilled in the side for the thermometer
- 1 thermometer
- putty adhesive
- lamp (a lamp used to heat reptile cages would be ideal)
- cylinder/rectangular shape to cover the lamp and direct light forward
- 1 m ruler or tape measure
- whiteboard with 1 cm graph paper or grid attached

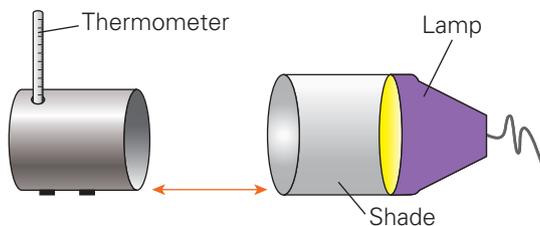
Be careful

Take care when handling light sources after extended use. They may be hot.

Take care when handling the opened can as it may have sharp edges.

Method

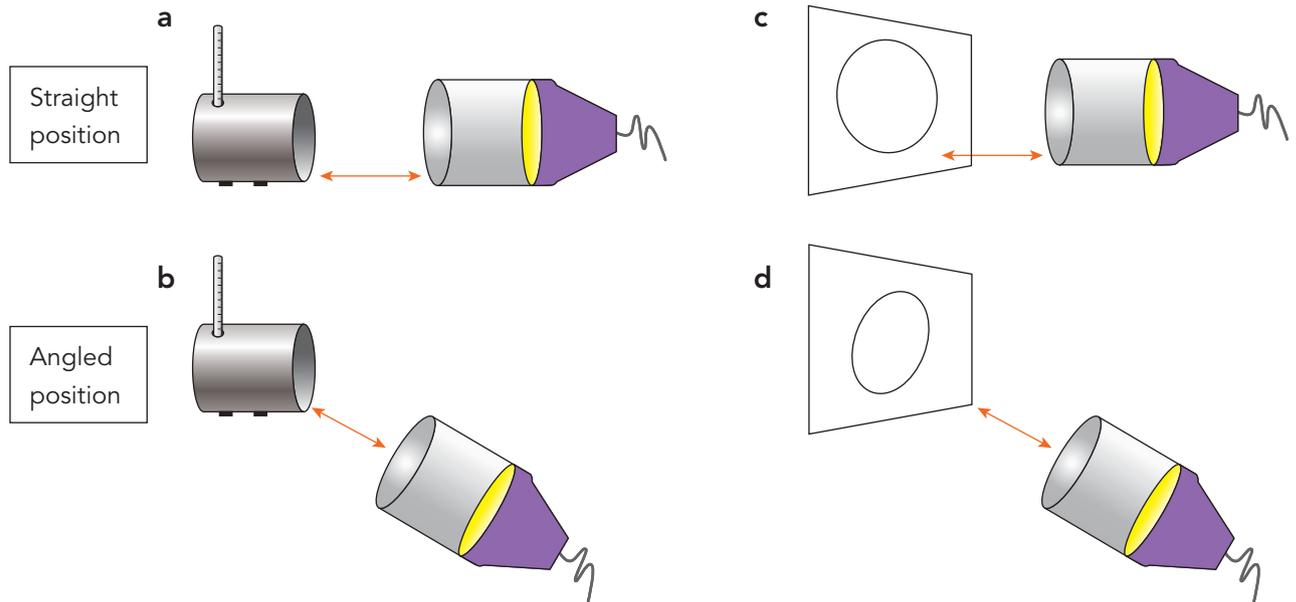
- 1 Attach a shade to the light to direct the light forward as much as possible.
- 2 Attach the thermometer through the hole in the can, making sure it is not touching the bottom. Secure in place with some of the putty adhesive.
- 3 Set up the equipment as shown. Keep the can upright, securing the bottom to the table with the adhesive putty.



- 4 Copy the results table into your science book.
- 5 Measure the *direct, or straight position*
 - a Measure the temperature inside the can and record.
 - b Turn on the light for 15 minutes.
 - c Measure the temperature inside the can and record.
- 6 Repeat steps 5a–5c for two more trials.
- 7 Place the whiteboard in front of the lamp and measure the diameter of the beam hitting the board, as shown in Figure c on the next page. Record the result.
- 8 Rotate the light until it is 30° to the tin as shown in Figure b.
- 9 Repeat steps 5–7 to measure the *angled position*.

continued...

...continued



Results

Independent variable: Angle to the light		Dependent variables					
		Temperature (°C)			Light		
		Initial	Final	Change	Diameter of the beam (cm)	Radius of the beam (cm)	Area of the beam (cm ²)
Straight position	Trial 1						
	Trial 2						
	Trial 3						
	Mean						
Angled position	Trial 1						
	Trial 2						
	Trial 3						
	Mean						

Data processing

- 1 Add up your three initial temperatures for the straight position, then divide by three. This is your mean.
- 2 Repeat for the final temperatures and the change in temperature.
- 3 Repeat for the angled position data.
- 4 Divide your diameter data into two to calculate the radius.
- 5 Use this radius data to calculate the area, by using $A = \pi r^2$ ($3.14 \times \text{radius}^2$).

Analysis

- 1 Describe the differences between the change in temperature when the lamp is in the straight position and when it is in the angled position.
- 2 Compare the area of the beam when it is in the straight position to when it is in the angled position.
- 3 Identify which group simulated the way the Sun hits the South Pole. Explain your reasoning.

continued...

...continued

Evaluation

Reliability

- 1 Discuss how much variation was observed between the trials for each group.

Limitations

- 2 Identify any other factors (control variables) that may have changed and affected the results.

Improvements

- 3 Identify any changes that could be made to the method to improve the quality of the data in future experiments.
- 4 Discuss how the investigation could be extended in future experiments.

Conclusion

Develop a conclusion about the relationship between the area of the light beam and the temperature change.

Explore! 5.2

How do animals adapt to the seasons?



Figure 5.21 Black bears hibernate.



Figure 5.22 Greylag geese migrate.

The cycles of animal and plant life follows the seasons.

Research bird migration and animal hibernation. Select one species from each category and summarise what you find out, including a picture and why it hibernates or migrates.

Did you know? 5.8



Figure 5.23 These huts were used during the wet season.

Indigenous seasons

Indigenous peoples have different ways of mapping the seasons, depending on where they live. In the far north of Queensland, the Yirrganydji people's calendar shows two distinct seasons: a wet season and a dry season. Kurrabana (the wet season) falls between November and May. This has two subseasons: Jawarranyji (storm time) and Jimburralji (cyclone time). The Kurraminya (dry season) spans May to November, and has three subseasons: Jinjim (winter time), Yiwanyji (windy time), and Wumbulji (hot time). Other Indigenous groups consider six separate seasons, dependent on subtle changes in weather.

Section 5.2 questions



Retrieval

- 1 **State** how long a complete cycle of all four seasons takes.
- 2 Based on your research from this section, **name** some creatures that are known to migrate with the seasons.
- 3 **State** the reason for the seasons on Earth.
- 4 **Construct** a diagram to help explain the progression of the seasons. Label each position with the corresponding season.

Comprehension

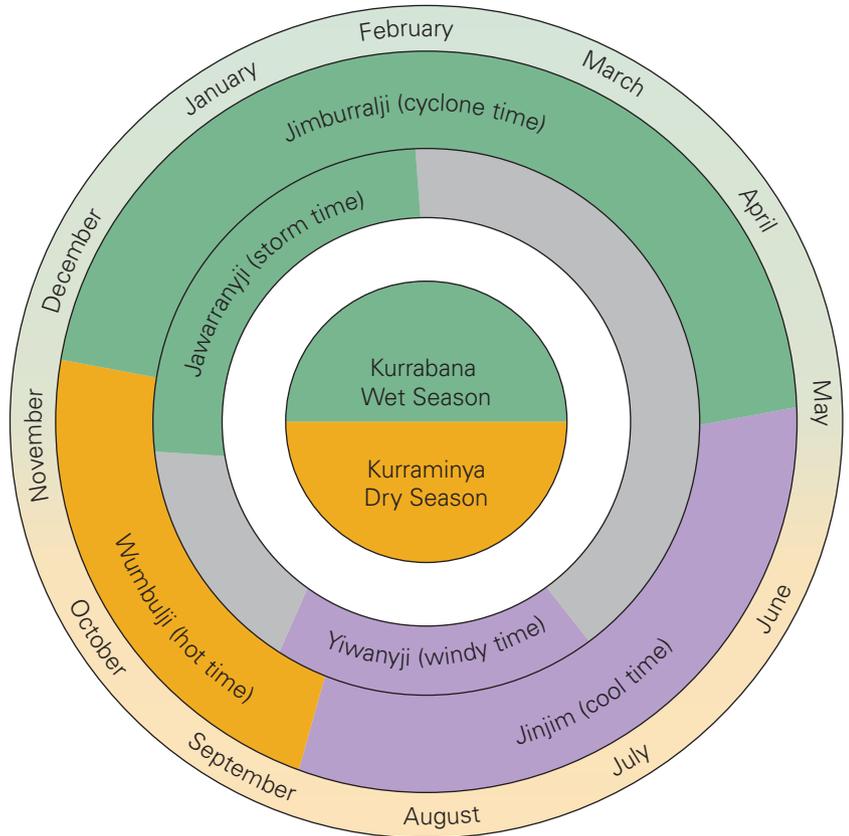
- 5 **Describe** how plants and animals act differently in summer than in winter.
- 6 **Describe** how the seasons are different in tropical north Australia.
- 7 **Describe** what the effect would be if the angle of tilt of Earth's axis of rotation was increased by 5°.

Analysis

- 8 It is winter in Australia. **Infer** the month.
- 9 It is winter in China. **Infer** the month.
- 10 It is autumn in Spain. **Infer** the month.

Knowledge utilisation

- 11 Using the figure on the right, showing the Yirrganydji people's names for the seasons, **determine** how many weeks Yiwanyji lasts?
- 12 This table shows hours of daylight in Brisbane on 30 April 2018.

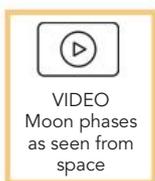


Date	Sunrise	Sunset	Hours of daylight
30 April	6:12 a.m.	5:17 p.m.	11 h 4 min.

Predict whether you expect the number of daylight hours to be more or less than 11 hours 4 minutes on 1 May.

- 13 The Sun lights up a tunnel containing a statue of Rameses, a pharaoh of Egypt who died in 1214 BC, only twice a year. **Propose** how the Egyptian sculptors might have seen in the dark to carve a statue of Rameses if the Sun only lights up the tunnel twice a year.
- 14 The summer solstice is when the Sun reaches its highest point in the sky, and the winter solstice is when the Sun reaches the lowest point in the sky. These are marked by the longest and shortest days respectively. **Propose** in which months these occur in the Southern Hemisphere, giving reasons for your answer.

5.3 Movement of the Moon



Recall that Earth orbits around the Sun because the Sun has greater mass. The mass of Earth is 81 times the mass of the Moon and so, for the same reason, the Moon revolves around Earth.

The phases of the Moon

Although the Moon looks bright, it does not give out any light of its own. All the light that comes to us from the Moon is reflected from the Sun. Only the half of the Moon that faces the Sun is bright, the other half is in shadow. The area of the bright side you can see from Earth depends on which phase the Moon is in. Figure 5.24 shows the names of the phases of the Moon. Note that between a new moon and a full moon, the Moon is **waxing**.

Between the full moon and a new moon, the Moon is **waning**.

Have you ever wondered how the Moon keeps the same face towards Earth? Observe the Moon over a period of two weeks. You will see that even though the phase changes, the craters and coloured areas on the Moon stay the same.

The reason the Moon always presents the same face to Earth is that the time taken for it to rotate once is the same as the time it takes to orbit Earth. The Moon takes about 27.3 days to orbit Earth – the same time it takes to rotate just once. This is known as **synchronous rotation**.

waxing

the period of about two weeks where the illuminated part of the Moon is increasing from a new moon to a full moon

waning

the period of about two weeks where the illuminated part of the Moon is decreasing from a full moon to a new moon

synchronous rotation

occurs when the rotation of an orbiting body is the same length of time as its revolution around a larger body

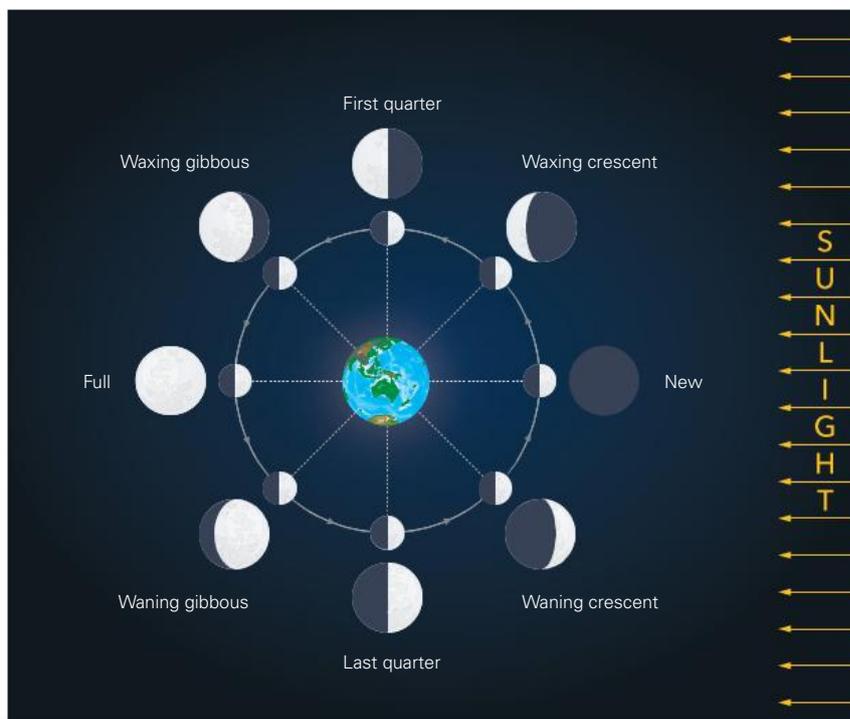


Figure 5.24 The phases of the Moon in the Southern Hemisphere

Quick check 5.5

- 1 Explain how you can see the Moon if it does not give off any light of its own.
- 2 Explain why the Moon's surface always looks the same from Earth.

Explore! 5.3**Neap tides**

The gravitational pull of the Moon and the Sun on the Earth affects the oceans, causing a continuous change between daily low and high tides. When new moons and full moons occur, the gravitational force of the Sun and the Moon act together and create spring tides which are higher and lower than usual. Neap tides, on the other hand, occur when there is the smallest difference between high tide and low tide. Aboriginal and Torres Strait Islander peoples have their own traditional stories regarding how the Moon is associated with tides. Research how knowledge of neap tides helps Torres Strait Islanders.

Science as a human endeavour 5.1**The days are getting longer!**

The Moon is moving through space at a speed of one kilometre every second! It used to move much faster and was much closer to Earth. Over millions of years, it has slowly moved away and now moves more slowly around Earth. Scientists study rocks that are millions of years old to understand what planet Earth was like a long time ago. They have found that when the Moon was a lot closer to Earth, days on Earth were only 18 hours long! The further away the Moon is, the slower Earth rotates. But don't worry, at this rate scientists won't have to recalculate the length of a day for hundreds of millions of years!

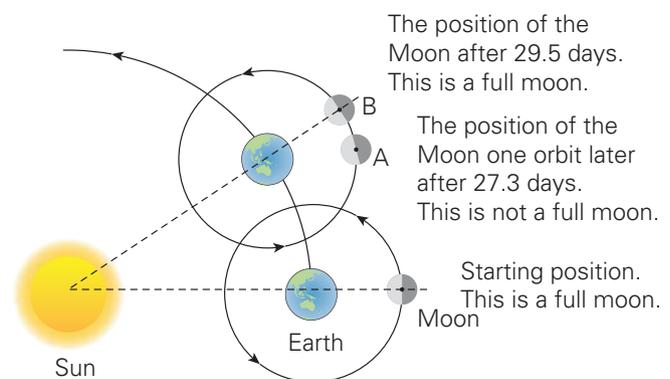


Figure 5.25 The Moon used to be closer to Earth. It is moving away from us at a rate of 3.8 cm per year.

Moon orbit versus moon phase

One thing you might notice is that the time the Moon rises and sets is an hour later every day. You might also notice that each day the Moon's phase changes slightly. It takes 29.5 days (hence a month is about 30 days) to complete a cycle of phases from new moon to full moon and back to new moon. Recall that it takes 27.3 days for the Moon to rotate and orbit once around Earth. Why are they different?

If Earth was not orbiting the Sun, both times would be the same. This means the reason must be related to Earth's movement. A full moon occurs when Earth, the Sun and the Moon form a straight line. After the Moon has completed an orbit 27.3 days later, Earth has moved and the Moon is no longer in line with Earth and the Sun.



It takes the Moon 2.2 days to move from A to B. The Moon has completed one orbit at A, the next full moon is at B.

Figure 5.26 The time between full moons and the orbital period of the Moon is different by 2.2 days.

To form the next full moon and to line up with Earth and the Sun again, the Moon has to keep moving for another 2.2 days.

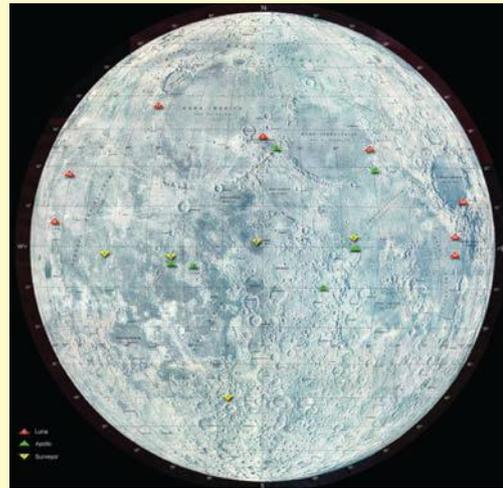
Explore! 5.4

How many times have astronauts landed on the Moon?

The lunar map on the right shows the face of the Moon with the NASA Apollo and Surveyor, and Soviet Luna Moon landings labelled. The first Moon landing was Luna 9 in 1966 and the first crewed landing was Apollo 11 in 1969. Like most maps and pictures of the Moon, the North Pole is at the top.

Investigate the other times astronauts have landed on the Moon. Draw up a timeline to summarise all the landings you find out about. Include details of the date, landing location, country of origin and names of the space shuttles.

Figure 5.27 Soviet (red triangles) and USA (green and yellow triangles) lunar landing sites



Science as a human endeavour 5.2

What does the far side of the Moon look like?

Because the Moon always turns the same face towards Earth, the **far side** was not seen until spacecraft started to visit the Moon. The first images were seen in 1959 when the Soviet probe Luna 3 sent back pictures to Earth. Over the past 60 years, NASA has sent out many probes to explore the solar system and have obtained clearer images of the far side of the Moon.

far side

the face of the Moon that is always turned away from Earth; also called the dark side

Figure 5.28 Image of the far side of the Moon taken in 1959. Detailed maps have now been made of the far side but until now, no crewed mission has landed on its surface.

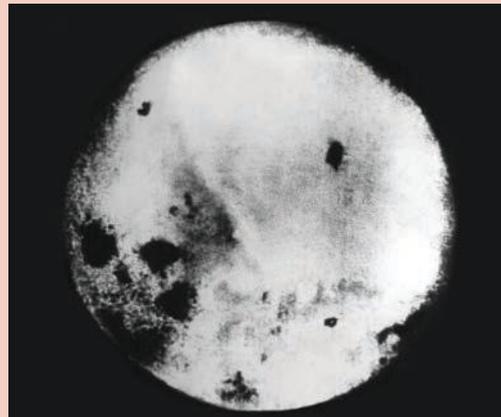


Figure 5.29 (a) The far side of the Moon and (b) the near side (Northern Hemisphere view). The dark patches visible on the Moon's surface are called seas. They are not made of water but were once liquid in the form of molten rock or lava that flowed out into low-lying areas on the Moon's surface.

Quick check 5.6

- 1 Define the terms 'waxing' and 'waning'.
- 2 Explain how you can tell the Moon is moving through the sky.
- 3 State how long it takes to complete a full cycle of the Moon's phases.
- 4 How do scientists know what the far side of the Moon looks like?

Try this 5.4**Modelling the phases of the Moon**

Using an electric lamp, an 8 cm polystyrene ball and a pencil, follow the instructions to model the phases of the moon. Draw diagrams of your observations at each point in the cycle.

- 1 Stick the pencil into the foam ball so that the pencil can act as a handle. Place the lamp in the centre of a darkened room.
- 2 Extend your arm so you are holding the foam ball in front of you. The ball should be between your eyes and the lamp. The foam ball is modelling the Moon, the lamp is the Sun and your head is Earth. Note that the polystyrene ball does not generate light of its own, it reflects light from the lamp.
- 3 The Moon starts off in a 'new moon' position, as you can only see the unlit side.
- 4 Sweep your right arm in a clockwise direction to model the waxing moon phases. Move your head to the side to observe these phases. Record what you see in a results table.
- 5 Once the Moon is behind your head, it will be in the 'full moon' phase unless your head (Earth) is blocking the light and creating a lunar eclipse.
- 6 Switch the ball to your left hand and continue moving it clockwise back to the start to simulate waning phases of the Moon.

Describe where the ball was in relation to your head when it was at the following phases: new moon, full moon, waxing gibbous, waning gibbous, waxing crescent, waning crescent, first quarter, third quarter. Propose how you could improve this simulation.

Be careful

Take care when handling light sources after extended use – they may be hot.

Section 5.3 questions**Retrieval**

- 1 **State** how fast the Moon is moving.
- 2 **State** how long the Moon takes to orbit Earth.
- 3 **Name** the phases of the Moon.

Comprehension

- 4 **Describe** the surface of the Moon.
- 5 **Explain** why the time taken for the Moon to orbit Earth is different to the time between full moons.
- 6 **Explain** why a half lit moon is called a quarter moon.
- 7 **Explain** why the Sun and Moon appear the same size in the sky.
- 8 **Explain** with the aid of a diagram why the Moon takes 27.3 days to orbit Earth and yet there are 29.5 days from one full moon to the next.
- 9 **Explain** how it is possible for the Sun's equator to rotate at a different rate to the Sun's polar regions.



Use the chart in Figure 5.30 showing the phases of the Moon for 2020 to answer Questions 10, 11 and 14.

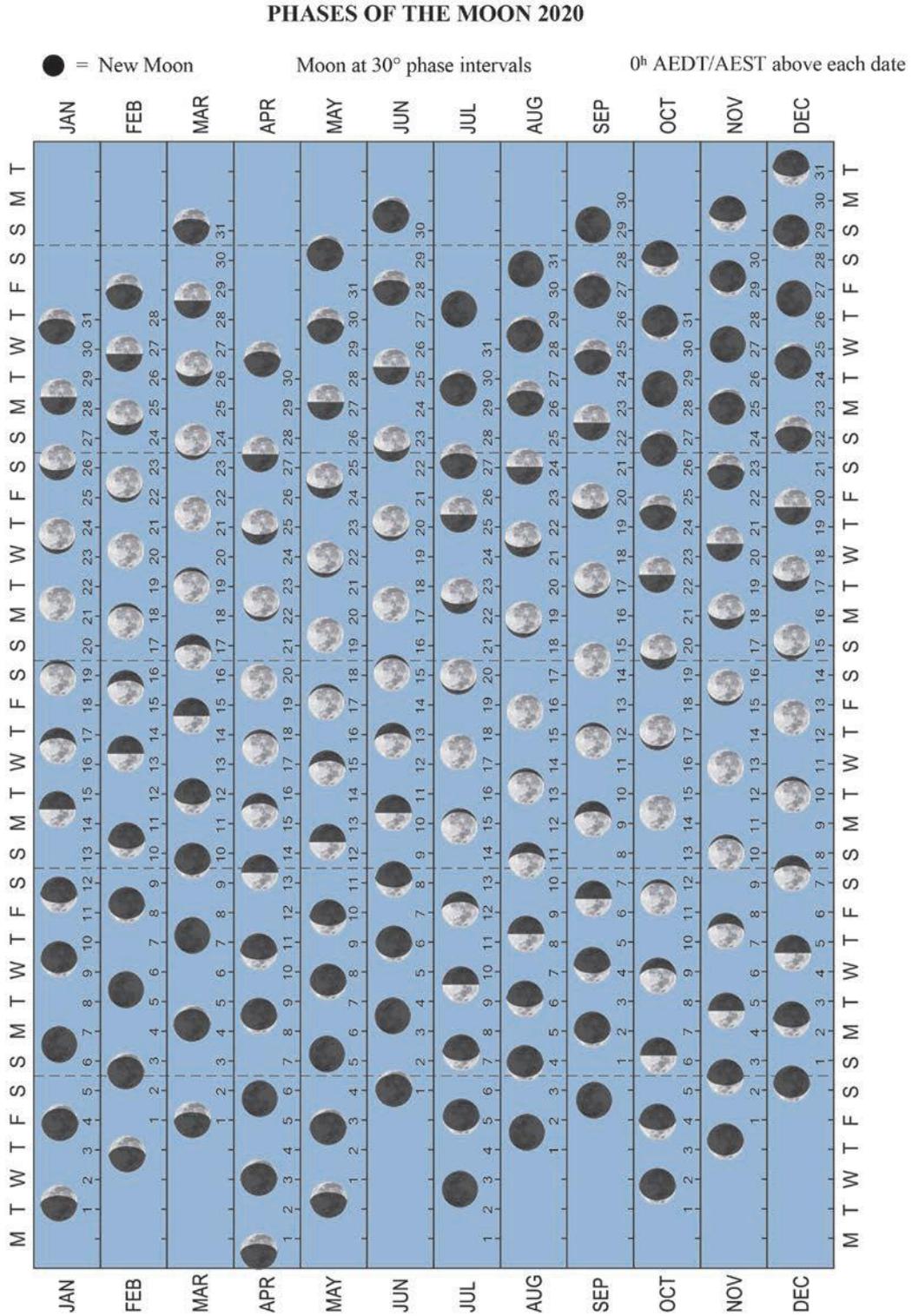


Figure 5.30 The lunar calendar for 2020 created by the Astronomical Society of Victoria showing the dates for each of the phases

10 **Describe** the phase of the Moon on 15 August 2020.

11 **Describe** the phase of the Moon on 8 October 2020.

Analysis

12 **Compare** the speed of the Moon today to the speed it travelled at millions of years ago.

13 **Identify** the approximate number of weeks from the first quarter phase to the last quarter phase of the Moon.

14 The saying 'once in a blue moon' is used when discussing anything that happens rarely. A blue moon occurs if there are two full moons in a month. **Analyse** Figure 5.30 to see if there were any blue moons in 2020.

Knowledge utilisation

15 **Predict** how the Moon would look if it had an atmosphere and experienced weather conditions.

5.4 Eclipses

The motions of Earth around the Sun and the Moon around Earth are complex and require mathematics to describe them precisely. However, they are completely predictable. By looking for patterns in observations made over many years, ancient astronomers could anticipate with reasonable accuracy some of the events you are going to learn about, such as:

- **solar eclipses**, where the Moon blocks the light from the Sun and casts a shadow on a small part of Earth
- **lunar eclipses**, which occur when Earth's shadow blocks the light travelling to the Moon.

Solar eclipses

What happens when the Moon blocks the Sun?

Once a month, in its orbit around Earth, there is a chance that the Moon may come exactly between Earth and the Sun. If this happens and the Sun, Moon and Earth all line up, astronomers call it a **syzygy** and the result is a solar eclipse. Because the Moon is considerably smaller than Earth, a solar eclipse is only visible from a small region on Earth's surface.



solar eclipse

an event when the Sun partly or completely disappears from view, while the Moon moves between it and Earth

lunar eclipse

a full Moon becomes dark as it enters Earth's shadow

syzygy

the occurrence in astronomy of three or more objects moving into a straight line

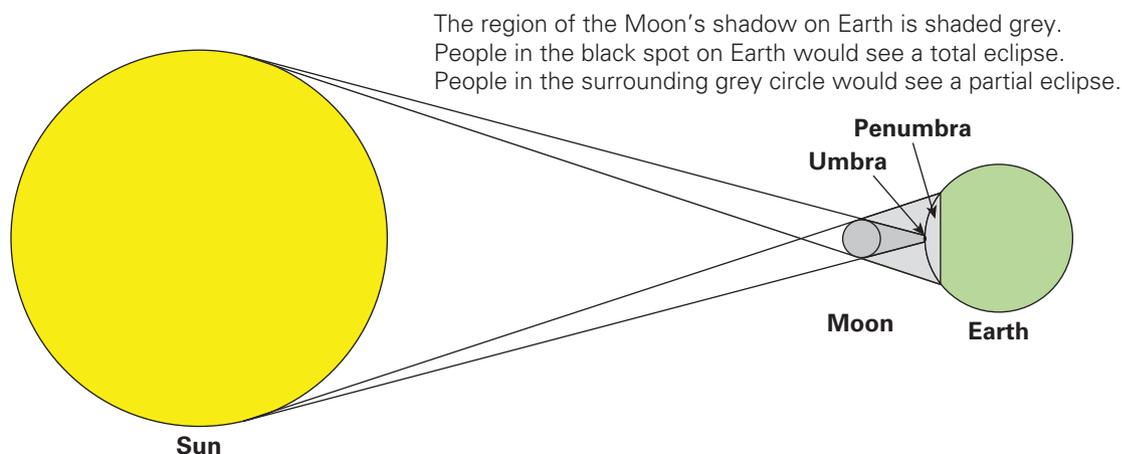


Figure 5.31 A solar eclipse occurs when the Moon comes between Earth and the Sun. This diagram is not to scale and the size of the shadow areas is greatly exaggerated.

Total versus partial eclipse

During a solar eclipse, the Moon blocks the light from the Sun on a small part of Earth's surface. A **total eclipse** is visible from the dark coloured central part of the shadow called the **umbra**. A **partial eclipse** occurs when the light from the Sun is partially blocked, it is visible from the area that is lightly shaded on Earth called the **penumbra**. Both the umbra and penumbra are so small that even if there is a solar eclipse most people won't see it.

total eclipse

an event when the Sun is completely blocked by the Moon

umbra

the region in a shadow where the light is completely blocked

partial eclipse

an event when the Sun is partially blocked by the Moon

penumbra

the region in a shadow where the light is partially blocked



Figure 5.32 A solar eclipse photographed from the International Space Station. The Moon's shadow covers only a small fraction of Earth's surface.

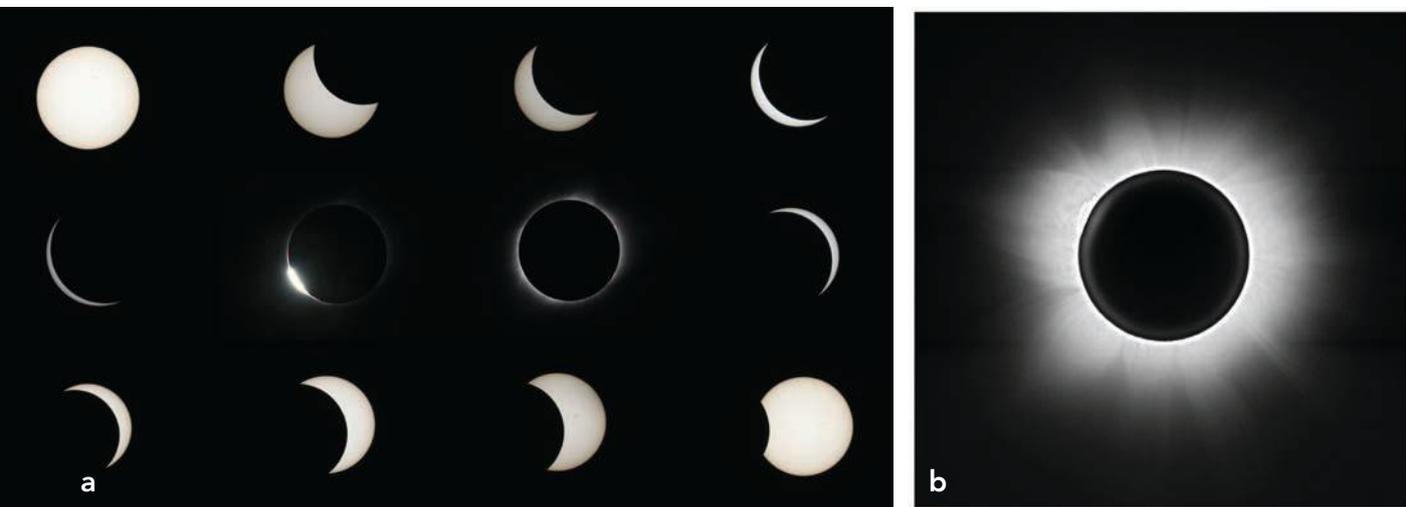


Figure 5.33 This series of images shows (a) the stages of a total solar eclipse, and (b) totality.

Try this 5.5

How far is it to the Sun?

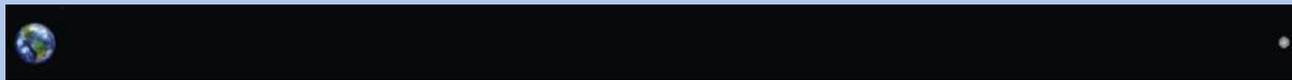


Figure 5.34 Earth and the Moon are drawn here to scale. The Sun is 400 times further away than the Moon.

Measure the distance from Earth to the Moon in Figure 5.34. Multiply the distance by 400 to work out how far away the Sun would be if it were also included in the picture. The distance between the Earth and the Sun is known as 1 Astronomical Unit (1 AU). This prevents having to write huge numbers when we are measuring in kilometres.

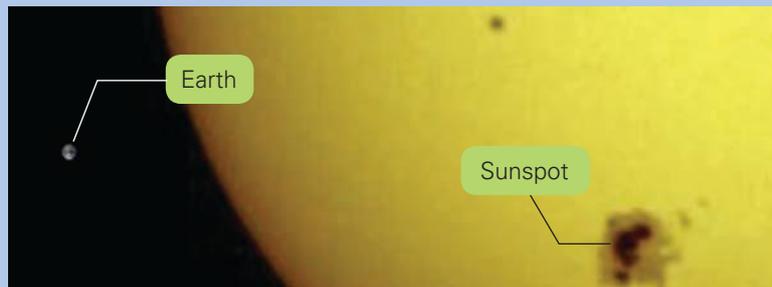


Figure 5.35 It might be tempting to think that the Sun is of a similar size to Earth because its light can be blocked by the Moon, but the Sun is much larger than Earth. In this image, Earth is placed next to a portion of the Sun to show their relative sizes.

What is an annular eclipse?

The Sun is about 400 times bigger than the Moon but is also 400 times further away, so from Earth the Moon and Sun appear to be about the same size. This means that the Moon is just big enough to hide the Sun when it passes in front. However, the orbits of Earth and the Moon are not perfect circles and the Moon's apparent size can vary by up to 12% in its orbit around

Earth. If the solar eclipse occurs when the Moon is closest to Earth, (**perigee**), the result is a total eclipse. If the Moon is at its furthest point, (**apogee**), the result is an **annular eclipse**. The mathematical word for the shape you get when you cut a small circle from the centre of a larger circle is an annulus, so this type of eclipse is called an annular eclipse.

perigee
the point in the Moon's orbit when the Moon is closest to Earth

apogee
the point in the Moon's orbit when it is furthest from Earth

annular eclipse
an event when the Moon blocks the Sun but the Moon is further away and the outer edge of the Sun is still visible

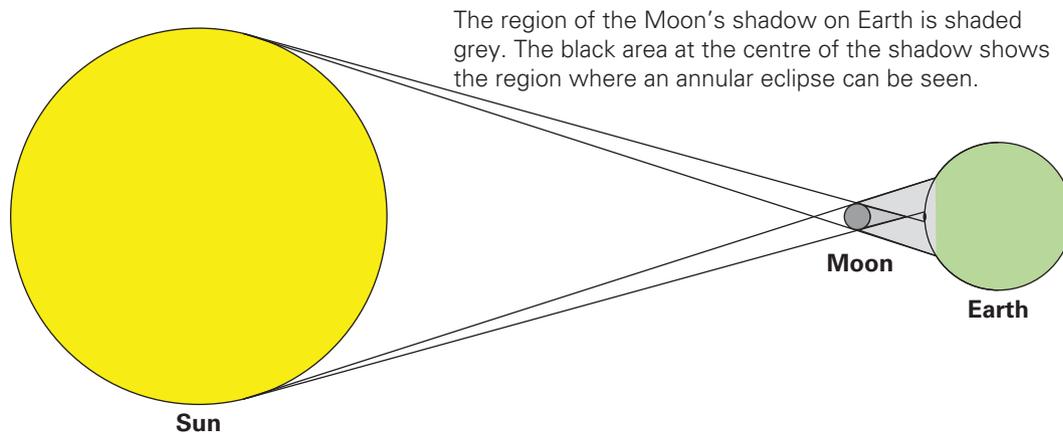


Figure 5.36 If the Moon is not at its closest to Earth at the time of the eclipse, the result is an annular eclipse. The dark area is where an annular eclipse can be seen, the lightly shaded region on Earth's surface experiences a partial solar eclipse (not to scale).



Figure 5.37 An annular solar eclipse seen through a cloud

Explore! 5.5

Aboriginal stories of the Sun and Moon

For some Aboriginal peoples, the Sun is female and the Moon is male. Many traditional stories involve one chasing the other across the sky, meeting whenever there was an eclipse.

- 1 Research the story that the Yolngu tell of Ngalindi (the moon).
- 2 Research the story that the Euahlayi tell of the sun woman, Yhi, who falls in love with the moon man, Bahloo.

Quick check 5.7

- 1 Define the term 'syzygy'.
- 2 Explain why a solar eclipse is visible from only a small part of Earth.
- 3 Explain the difference between a blue moon and a super moon.

Lunar eclipses

What happens when the Moon moves into Earth's shadow?

A lunar eclipse occurs when the Moon moves into Earth's shadow.

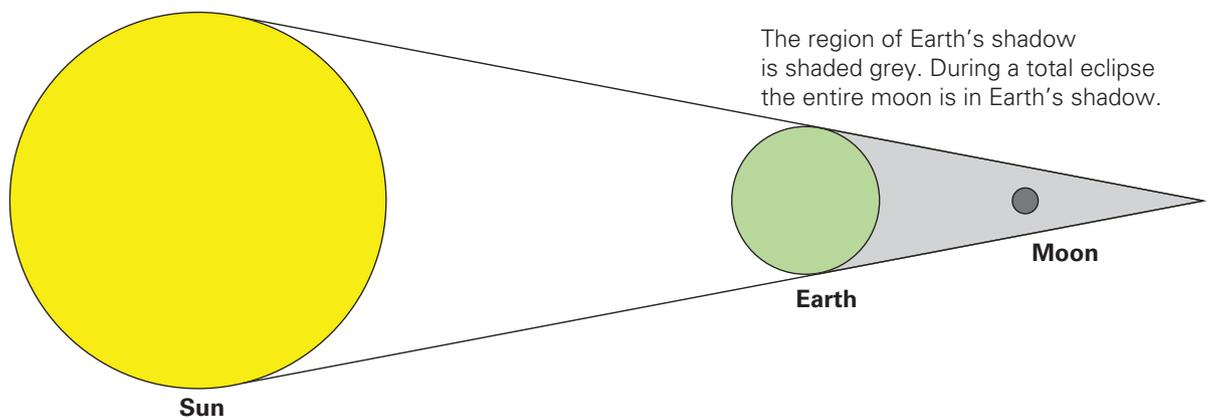


Figure 5.38 Earth is much bigger than the Moon, so Earth's shadow is big enough to cover the whole of the Moon.



Figure 5.39 A total lunar eclipse in progress. The round edge of Earth's shadow is visible.



Figure 5.40 When the Moon is completely in Earth's shadow during a total lunar eclipse it is called a **blood moon**. The red colour is due to red light being refracted (bent) by the atmosphere around Earth. Hence only red light reaches Earth during the total eclipse.

blood moon

a name given to the Moon during an eclipse while it is completely in Earth's shadow

Comparison of solar and lunar eclipses

Although the Sun and Moon are involved in both kinds of eclipses, solar and lunar eclipses are very different. A solar eclipse is a rare event and results in the sky turning dark during the day, whereas a total lunar eclipse happens at night and results in the full moon moving into Earth's shadow.

	Total solar eclipse	Total lunar eclipse
Duration	A few minutes	A few hours
Who can see it	A small area only	Everyone on Earth
Occurrence	Once every 18 months	1–2 per year
Safety	Special equipment required to view	Safe, anyone can watch, no special equipment required
Cause	Moon's shadow on Earth	Earth's shadow on Moon
Moon phase	New moon	Full moon

Table 5.1 Differences between solar and lunar eclipses

Try this 5.6**Modelling solar and lunar eclipses**

Use the materials listed to model a solar and lunar eclipse.

- high wattage lamp
- globe
- tennis or golf ball
- string

Record your observations of the shadows created in this model. Explain how you modelled a solar eclipse in this activity. Explain how you modelled the lunar eclipse. Predict what would happen if you change the size of the ball. Discuss how this model could be improved.

Be careful

Take care when handling light sources after extended use – they may be hot.

Section 5.4 questions**Retrieval**

- 1 **Recall** the phase of the Moon when a lunar eclipse occurs.
- 2 **Recall** the phase of the Moon when a solar eclipse occurs.

Comprehension

- 3 **Describe** how solar and lunar eclipses are created.
- 4 **Explain** why a person is likely to see many more lunar eclipses in their lifetime than solar eclipses, even though both events occur with similar frequency.
- 5 **Describe** how our experiences on Earth would be different if the Moon was larger.

Analysis

- 6 **Compare** a partial and a total solar eclipse.

Knowledge utilisation

- 7 **Propose** why eclipses are so rare.
- 8 **Discuss** the factors that need to be considered when viewing solar eclipses and lunar eclipses.



5.5 Exploring the universe



The solar system

Earth is one of eight planets that orbit the Sun. All the planets except Mercury and Venus have moons. Jupiter, which is the biggest planet, has more than 60 moons. The solar system is the name given to the Sun and all its orbiting planets, including Earth, as well as dwarf planets such as Pluto.

The invention of the **telescope** gave us much more information about the solar system.

With the introduction of the telescope, scientists discovered that Jupiter had moons and Saturn had rings. Scientists were able to look further into the solar system and the planets, Uranus (1781) and Neptune (1846) were discovered.

telescope

an optical instrument for making distant objects appear nearer and larger, or an instrument that detects electromagnetic radiation from space



Figure 5.41 The solar system includes Earth. All the planets except Uranus and Neptune can be seen without a telescope.

Explore! 5.6

Pluto, discovered in 1930, used to be considered a planet. Investigate why Pluto was reclassified as a dwarf planet in 2006. State the criteria that disqualified Pluto from being a planet.

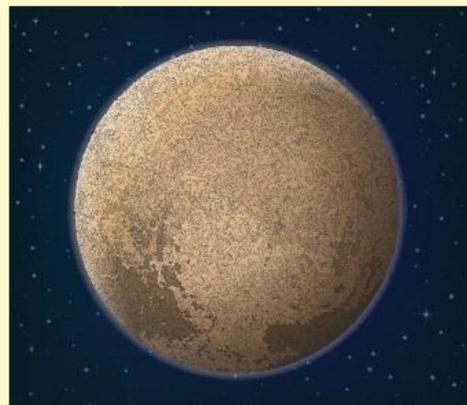


Figure 5.42 Dwarf planet Pluto



Figure 5.43 Jupiter and three of its moons: Ganymede, Europa and Callisto

Science as a human endeavour 5.3

Geocentric versus heliocentric models of the solar system

Aristarchus of Samos who lived from around 310 BC to 230 BC developed the first known **heliocentric model** of the solar system; that is, all planets, including Earth, rotated around the Sun. His theory was rejected by many philosophers and astronomers at the time because they did not think such a thing could be physically possible.

The most popular theory held by many astronomers in ancient times assumed that the Sun, planets, even the whole universe revolved around Earth. This model is called the **geocentric model** and was published in a book *The Mathematical Collection* by Ptolemy (Figure 5.45), an astronomer, geographer and mathematician who lived in 90–168 AD. All astronomers at that time used this model and it continued to be the preferred explanation of how the solar system works for more than a thousand years.

It was not until the year 1543, approximately 1400 years after Ptolemy (and 1800 years after Aristarchus!) that Nicolaus Copernicus published his heliocentric model, borrowing from the work of Aristarchus. The model stated that, in fact, it is Earth that revolves around the Sun (Figure 5.44).

In 1610, Galileo Galilei, an Italian astronomer, first looked at the heavens with a telescope and made observations confirming that the geocentric model was incorrect. About 150 years after Copernicus published his work, Isaac Newton (a physicist and mathematician) finally produced convincing proof that supported the heliocentric model.

heliocentric model
a model with the Sun as the centre of the solar system

geocentric model
a cosmological model where Earth was the centre of the universe

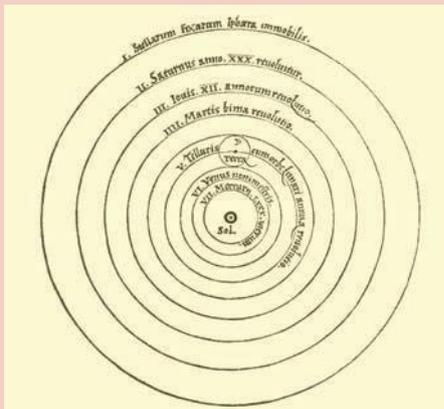


Figure 5.44 The diagram of Copernicus' heliocentric system, in Latin, as it appears in his book *De Revolutionibus orbium coelestium*, *On the revolutions of the heavenly bodies*, in 1543. 'Sol' is the Sun and 'Terra' is Earth.

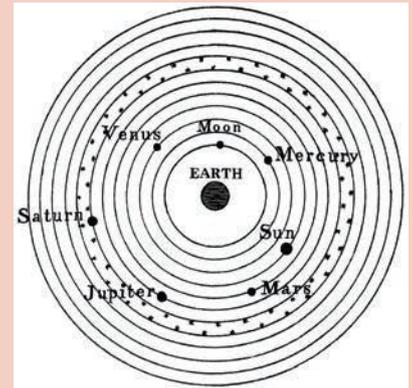


Figure 5.45 Historical artwork of the Earth-centred (geocentric) Ptolemaic cosmological model

Our galaxy

It was outside the solar system that the most exciting discoveries were made. The faint band of light that can be seen on dark moonless nights was found to be made up of countless individual stars and it was realised that our Sun is just one star in a galaxy of billions of stars called the Milky Way.

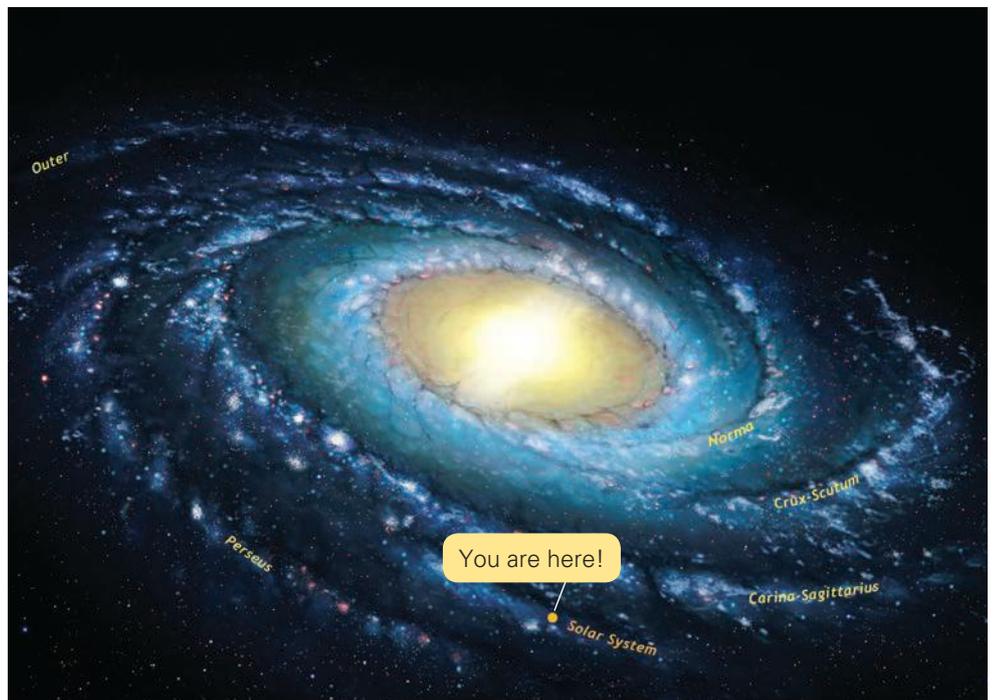


Figure 5.46 The Milky Way Galaxy showing the position of our solar system

Try this 5.7

Making a telescope

Materials

- 2 cardboard tubes
- convex lens with 30 cm focal length
- convex lens with 5 cm focal length
- piece of card paper
- poster adhesive
- elastic bands

Method

- 1 Use poster adhesive or glue to fix the lenses to each of the cardboard tubes, as in Figure 5.47.
- 2 Wrap the piece of card around the tube with the lenses facing outwards. Secure with elastic bands.
- 3 Look at an object in the distance with your eye closer to the smaller lens. Focus the telescope by lengthening or shortening the tube. The length of the tube should be about 35 cm for viewing distant objects.

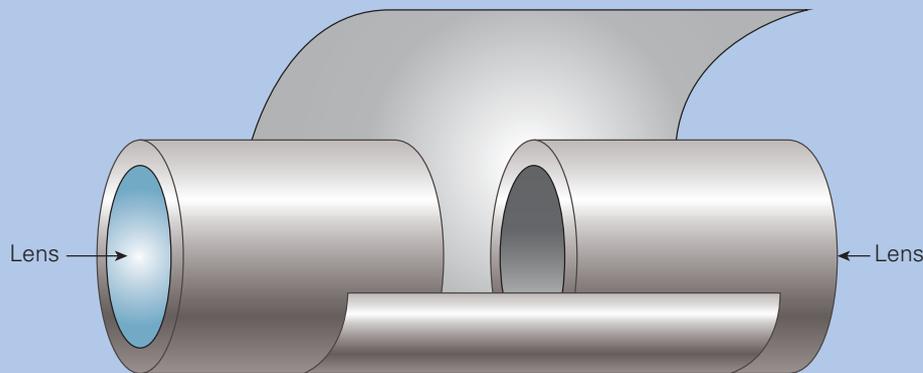


Figure 5.47 Make your own telescope

Describe how well your telescope worked. Explain how simple telescopes like this have helped scientists throughout history.

Improvements on the telescope

The telescope has had a serious influence on our understanding of the universe and our place within it. There have been several technological advances in telescope design over the centuries. The first big advancement in telescope design was an invention by Newton who discovered a way to make powerful telescopes by replacing the lenses with mirrors. Over time, bigger telescopes were made that could see more detail. Observatories were built to house these giant telescopes on top of mountains to minimise the distorting effect of the atmosphere.

While it is easy to measure the brightness of a star, more information can be obtained by attaching a spectrometer to a telescope.

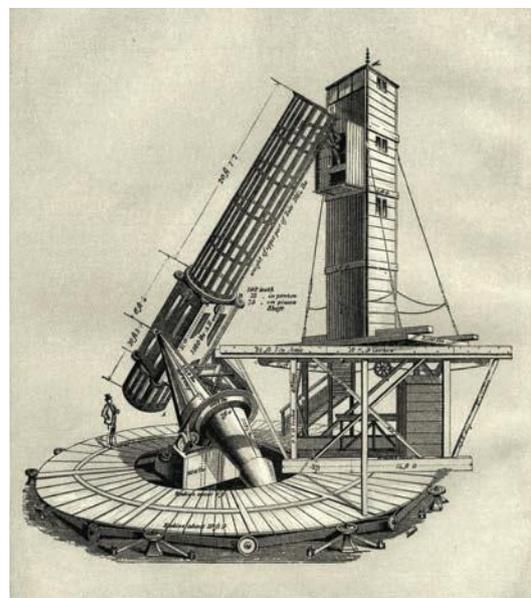


Figure 5.48 A sketch of a Newtonian telescope, 1870, a type of reflecting telescope that used two mirrors

Be careful

WARNING: Do not look at the Sun or any bright lights with a telescope.

This allows astronomers to analyse the colours in the light from a star. The colour of a star indicates its temperature and by looking at the temperature and sizes of many stars, astronomers realised that stars do not stay the same but evolve over time. Using this information, astronomers estimate that our Sun is about 4.6 billion years old and is expected to continue shining for a further 4.6 billion years.

Galaxies outside our own?

Edwin Hubble was an American astronomer who made a significant contribution to astronomy in the 1920s. Not only was he the first to realise that our galaxy, the Milky Way, was just one of billions of galaxies in the universe but he also discovered that the galaxies were all moving apart from one another. Using this fact, he estimated that the universe formed 12–13 billion years ago in an event now called the Big Bang and that it has been expanding ever since.

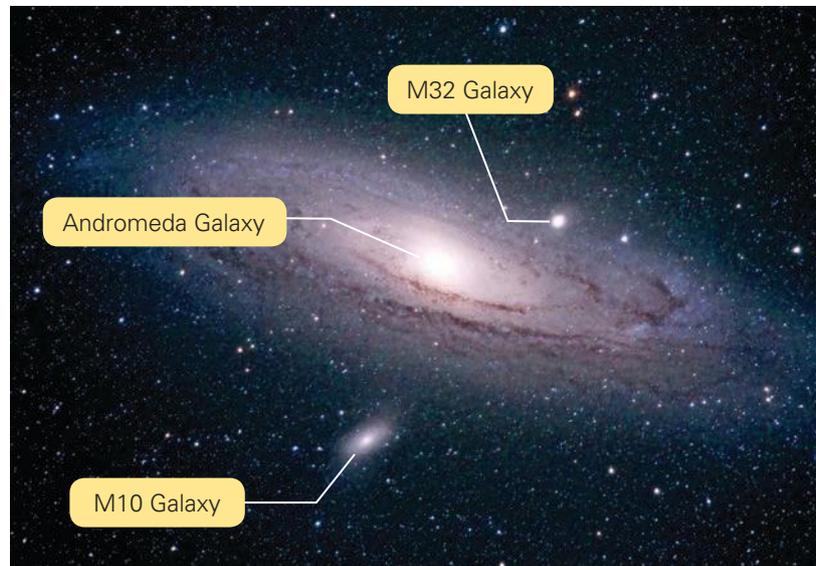


Figure 5.49 The Andromeda Galaxy. This nearby galaxy is similar in structure to the Milky Way. Two other galaxies (M10 and M32) are also visible.

Science as a human endeavour 5.4

The Hubble Space Telescope

Hubble's contribution was recognised when a telescope launched into space was named after him. The Hubble Space Telescope takes images that are free from any distortion from the atmosphere and, by using long exposure times, the images it takes are often both stunning and beautiful.

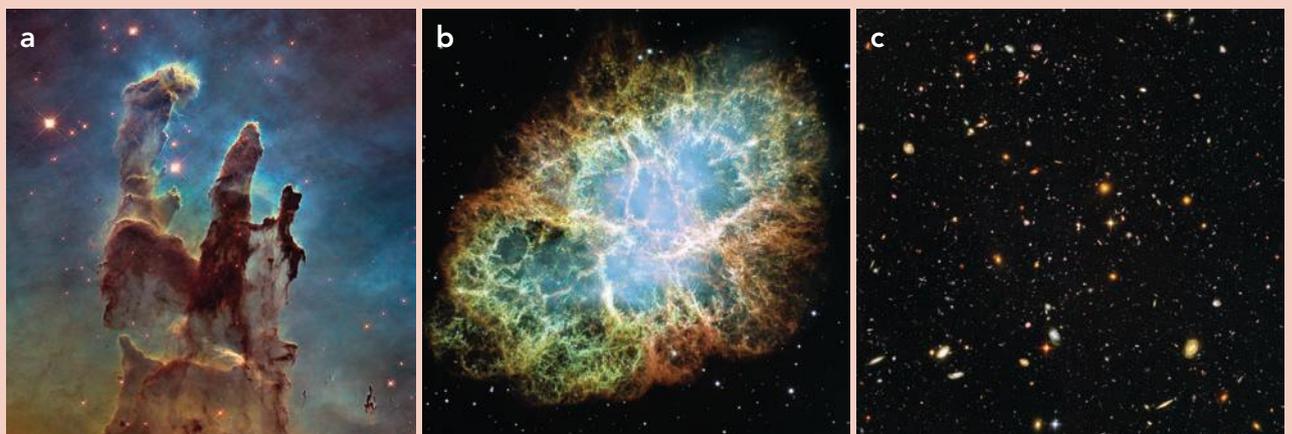


Figure 5.50 Images taken by the Hubble Space Telescope: (a) The Pillars of Creation, a star-forming region in our galaxy, (b) The Crab Nebula, the remains of a star that exploded in 1054 AD, (c) Hubble Space Telescope shows that even the darkest patch of sky is found to be full of galaxies.

Science as a human endeavour 5.5

The LUVOIR

While the Hubble Space Telescope provided a huge leap forward in making more of the universe visible, it has just about reached the end of its useful life. A new concept for a telescope named LUVOIR, (**L**arge **U**ltra**V**iolet, **O**ptical, and **I**nfra**R**ed) can do much more than Hubble. It will be 15 metres in diameter and be able to collect 40 times the amount of light that Hubble could. Making use of the newest technology for telescopes today, it will provide much clearer pictures of the universe. It will be able to take pictures in the visible light spectrum (light that you can see) and also the ultraviolet and infrared spectrum (light that our human eyes cannot see).

It is hoped that LUVOIR will be able to analyse the atmospheres of planets orbiting other stars for signs of life!

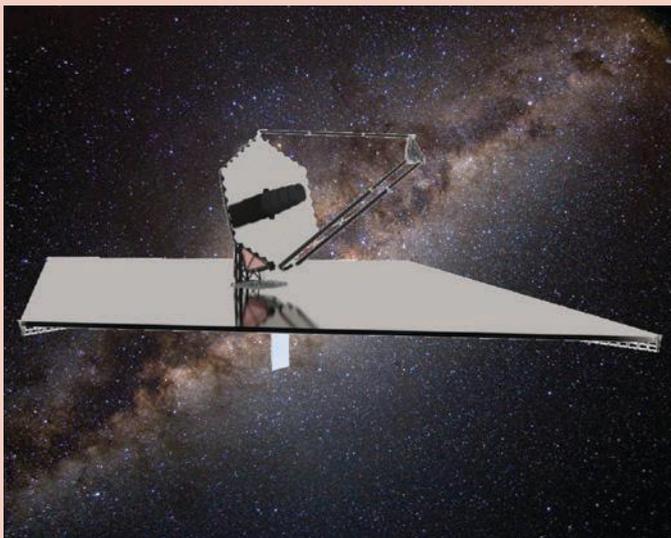


Figure 5.51 Artist's impression of the LUVOIR telescope

What are the challenges for the future in astronomy?

Scientists now have a very good understanding of the structure and history of the universe owing to the many observations made since the invention of space probes such as the Voyager 2, a probe launched from Earth in 1977 and that left our solar system in 2018. However, there are still aspects of the universe for which science has no explanation, such as the nature of dark matter and the existence of dark energy.

Section 5.5 questions



Retrieval

- 1 **Recall** what the solar system is made of.
- 2 **Recall** which galaxy the is Earth in.

Comprehension

- 3 **Explain** how telescopes are able to help people see in more detail.
- 4 **Explain** why telescopes are built on top of mountains.
- 5 **Describe** the sorts of discoveries that can be made with telescopes.
- 6 **Explain** what the colour of a star can tell an astronomer.
- 7 **Explain** why is it important to have telescopes that can gather data on light other than visible light.

Analysis

- 8 **Compare** the geocentric and heliocentric models.
- 9 There are two main types of telescopes: reflecting and refracting. **Contrast** the two.

Knowledge utilisation

- 10 **Discuss** how telescopes have changed our understanding of the universe, including how our understanding of the universe might be different if the telescope had not been invented.

Chapter review

Chapter checklist

You can download this checklist from the Interactive Textbook to complete it.

1	I can recall that gravity keeps planets in orbit around the Sun. e.g. Explain why the Earth orbits the Sun.	
2	I can describe how models of the solar system have changed over time. e.g. Compare the geocentric model with the heliocentric model.	
3	I can state the rotation times for the Earth, Moon and Sun. e.g. Define the term 'revolution'.	
4	I can compare the orbit times for the Earth and Moon. e.g. Define the term 'orbit'.	
5	I can describe the cause of a lunar eclipse and a solar eclipse. e.g. Illustrate a diagram to show the positions of the Earth, Sun and Moon during a lunar eclipse.	
6	I can describe the cause of seasons, including why different regions of the Earth experience different seasonal conditions and how these seasonal changes affect people. e.g. Describe how seasonal changes may affect a farmer located near Longreach, Queensland.	
7	I can describe how the phases of the moon are caused. e.g. Compare 'waxing' and 'waning'.	
8	I am able to recall some of the oral traditions of solar and lunar eclipses told by Aboriginal and Torres Strait Islander peoples. e.g. Recall what gender the Moon and Sun are typically seen as in traditional Aboriginal stories.	
9	I am able to describe some differences between the seasonal calendars used by Aboriginal and Torres Strait Islander peoples and the typical twelve-month calendar used in Queensland. e.g. Discuss why the Ankamuti people of the western part of Cape York may have had a different seasonal calendar to the Yuggera people of Southeast Queensland.	

Review questions

Retrieval

- Recall** the approximate number of times the Earth spins in one month.
- Recall** the approximate number of complete phase cycles of the Moon in one year.
- State** if the Sun rises first in Brisbane, Sydney, Melbourne or Perth, and why.
- The antipodes of a point is that point projected through Earth to the opposite side. **State** the antipodes of the North Pole.

Comprehension

- State** two reasons why the average winter temperature is higher in Brisbane than in Melbourne.
- Explain** why it is difficult to specify the time the Sun takes to rotate.



- 7 **Explain** why an eclipse can never occur during a quarter moon.
- 8 The Moon is slowly moving away from Earth. **Illustrate** a diagram to show why total solar eclipses will become less likely in the future.

Analysis

- 9 Seasons have been observed on Mars. The Martian polar ice caps, as in Figure 5.52, have been seen to grow and shrink with the changing temperature in a similar way to Earth's polar ice caps. What can you **infer** about the angle of tilt of the axis of rotation of Mars?

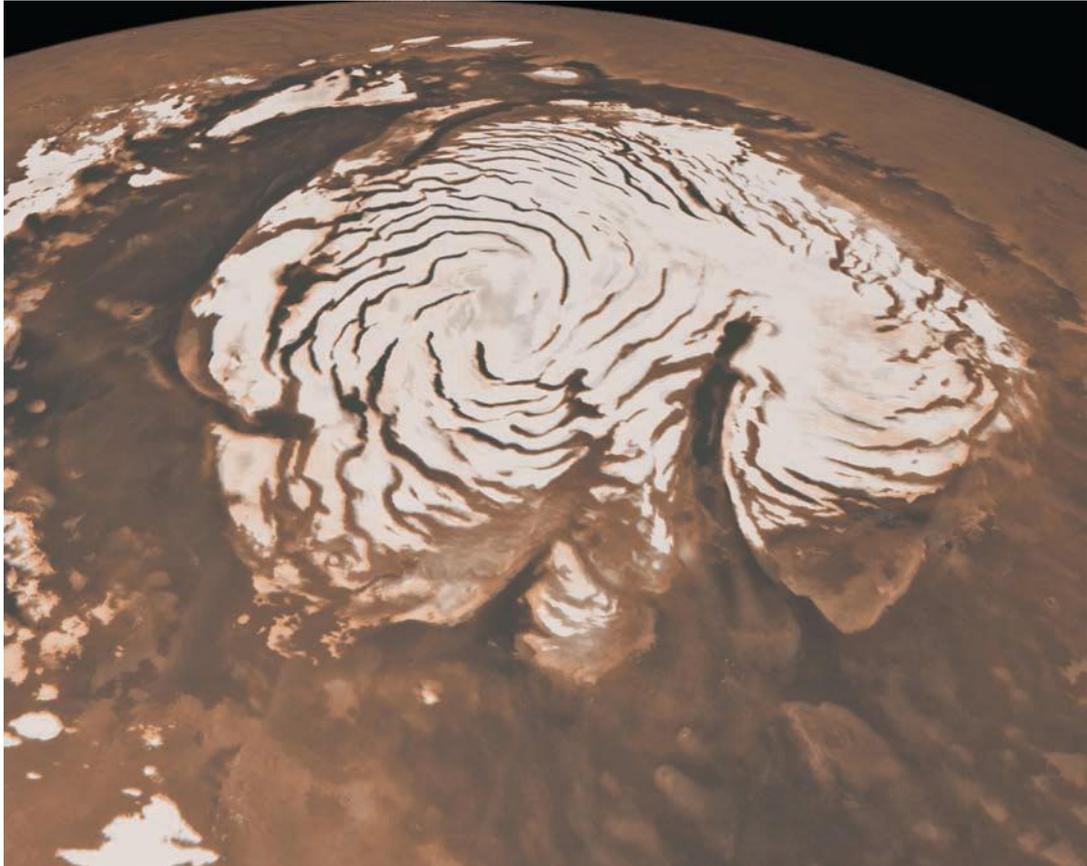


Figure 5.52 A polar ice cap on Mars

Knowledge utilisation

- 10 It is dark in Brisbane and daylight in Perth. **Determine** if it is morning or evening.
- 11 **Discuss** whether places near the Equator experience seasons.
- 12 **Discuss** if a solar eclipse and a lunar eclipse could occur in the same month.
- 13 **Predict** how the seasons and hours of daylight at different locations on Earth would be different than now, if Earth did not have a tilt.
- 14 **Predict** what the night sky would look like on Saturn, which has 62 moons.
- 15 **Investigate** how telescopes have progressed through the years and write a brief summary of how the technology has changed.
- 16 There have been many things discovered about the universe throughout history. **Propose** what might be found in the future with developing technology.

Data questions

Just like Earth's moon, the Moon, there are moons that orbit the planet Jupiter. In fact, Jupiter has 79 known moons! These vary in size and distance from the planet. The eight innermost moons and the periods of their orbits are shown in Figure 5.53.

Apply

- 1 **Identify** which of the moons in Figure 5.53 orbits furthest in distance from Jupiter.
- 2 Use the data to **determine** which moon takes approximately 1.8 days to complete a full orbit of Jupiter.

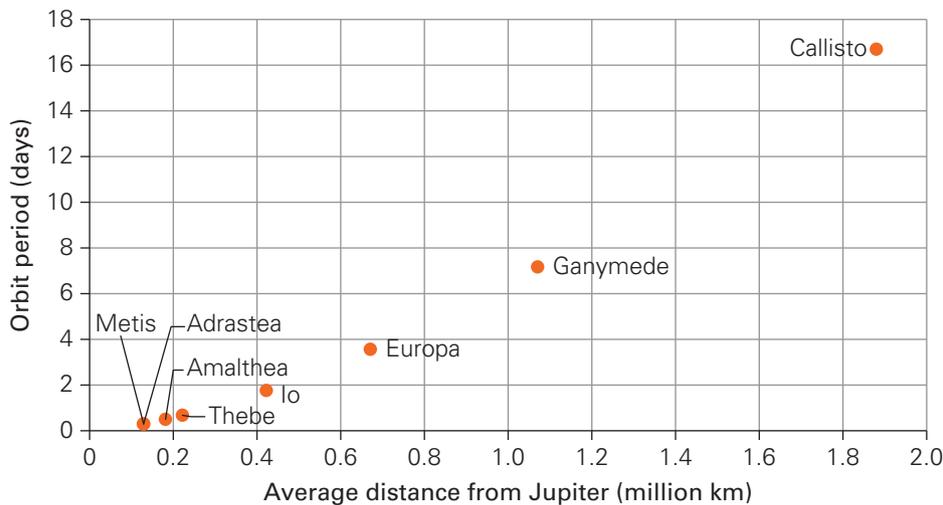


Figure 5.53 Orbital period of Jupiter's inner and Galilean moons

- 3 Adrastea has an orbit time of 0.3 days, whereas Amalthea has an orbit time of 0.5 days. **Calculate** the difference in the number of hours it takes these moons to orbit Jupiter.

Analyse

- 4 Galileo Galilei first discovered the four largest of Jupiter's moons in the 17th century, when he saw them through a telescope. They are those with an average orbit distance between 0.3 to 2 million km from Jupiter. **Categorise** the moons in Figure 5.53 as 'Galilean' or 'inner orbiting' (for those that orbit at distances other than 3 to 20 million km).
- 5 **Distinguish** the Galilean moons from the inner orbiting moons by referring to their possible size.
- 6 **Identify** the trend in the average distance of a moon from Jupiter and the time it takes for the moon to complete a full orbit of Jupiter.

Interpret

- 7 Jupiter's ninth moon is called Themisto, and its average distance from Jupiter is approximately 7.3 million km. A student has estimated, based on the trend in Figure 5.53, that the orbital period for Themisto would be approximately 20 days. Use the data to **deduce** whether this would be an accurate estimate.
- 8 Earth's moon, the Moon, has an average distance from Earth of approximately 0.4 million km and has an orbit period of 27.32 days. **Compare** this data point to those provided in Figure 5.53 for the moons of Jupiter. Does Earth's moon orbit period fit the trend identified in Question 6?
- 9 **Justify** your response to Question 8 with an appropriate scientific explanation.

STEM activity: Simulating the orbit of planets in the inner solar system

Background information

Have you ever wondered why Earth or other planets do not go flying off into outer space? Or how large bodies (planets!) have followed the Sun across the emptiness of space for billions of years? This is the best explanation scientists have come up with so far: *gravitational forces*. You will learn more about gravity in Chapter 8.

Gravitational forces operate in a very interesting way. It turns out that the larger an object, the more gravitational pull it has. So, in the case of our solar system, our Sun (as the most massive object within this system) possesses a powerful gravitational attraction on all the other objects in the solar system. In other words, all objects within the solar system are under the gravitational attraction of the Sun.

Now, you might remember that, here on Earth, the gravitational force pulls objects towards the centre of the planet. In other words, things (including you and me) are always falling to the ground. Here is a question for your curious mind: why aren't Earth and the other planets falling into the Sun?

It turns out that they are indeed falling, as the Sun's gravity pulls them towards it. But they were born in a vast rotating cloud of dust and have a huge amount of momentum directed in a straight line into deep space. The Sun's pull balances the momentum meaning they move in a curved path around the Sun, always falling towards it, but never reaching it. The closer a planet is to the Sun, the faster it needs to travel to prevent gravity pulling it into the Sun.

Design brief: Create a simulation of the solar system planets orbiting the Sun.

Activity instructions

In this task, you will investigate how Kepler's Laws of Orbital Motion explain why different planets orbit our Sun at different speeds. In a nutshell, Kepler's Laws of Orbital Motion is straightforward, summarised as:

A planet's orbital speed changes, depending on how far it is from the Sun. The closer a planet is to the Sun, the stronger the Sun's gravitational pull on it, and the faster the planet moves.

We can observe the effects of Kepler's laws within our own solar system right now. Table 5.2 shows the relationship between distance and orbit of the planets Mercury, Venus, Earth and Mars.

Planet	Distance from the Sun (km)	Orbital period (days)
Mercury	55 000 000	88
Venus	105 000 000	225
Earth	150 000 000	365
Mars	228 000 000	687

Table 5.2 Distance and orbital period data for planets located in the inner solar system

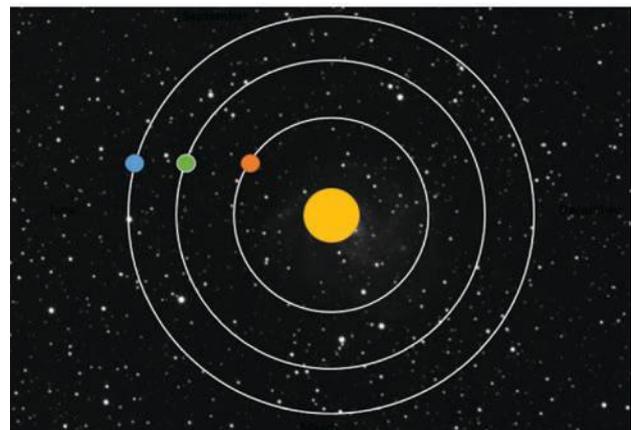


Figure 5.54 Model of the solar system

Your task is to use Microsoft PowerPoint to create your very own simulation of the solar system (like the one shown in Figure 5.54), and to gain a visual understanding of how Kepler's Laws of Orbital Motion apply to planets orbiting the Sun.

Suggested materials

- laptop
- Microsoft PowerPoint
- paper and pencil to perform simple calculations

Research and feasibility

- 1 Research our solar system, the names of the planets, their orbiting speed and distance from the Sun.

Design

- 2 Create a labelled model of the solar system. Include planet names, their orbital speeds and each planet's distance from the Sun.

Create

- 3 Use Microsoft PowerPoint to create your model.
- 4 Microsoft PowerPoint has given all planets within the inner solar system the same orbital period (2 seconds). However, you know that planets closer to the Sun (e.g. Mercury) have shorter orbital periods compared to planets located further away (e.g. Saturn). Therefore, you should make changes to your simulation to make it behave as closely as possible to the real solar system.
- 5 Assuming that, on your model, Mercury orbits your Sun in 2 seconds (orbital period = 88 days), estimate the number of seconds required for Venus (orbital period = 225 days) and Earth (orbital period = 365 days). After you finish your

estimation, you can change the values (seconds) to make your simulation more realistic.

Evaluate and modify

- 6 Discuss with your group the challenges you have encountered throughout this project. List the strategies or actions that allowed you to overcome it.
- 7 Reflection is an integral and vital aspect of any project in the real world. In your honest opinion, list what you would like to have included, removed or modified from this challenge as well as ways to improve the way we visualise our solar system.

Extension

Planets in our solar system orbit the Sun like clockwork. For example, Mercury will always orbit the Sun in around 88 days, while Earth takes around 365 days to complete one orbit; this is due to the distance between the Sun and the planets (that is, the closer they are to the Sun, the shorter the time it takes them to complete one round of their orbit).

Now, imagine the following scenario: scientists just released news that the mass of our Sun has shrunk by half, while the distance between the Sun and the planets remained the same. The scientific community would be worried about this development since the Sun is at the centre of our solar system. Predict, using your own words and by reading the definition of Kepler's laws, whether the orbital period of planets would change at all in this new hypothetical scenario.

Now consider creating a model of the Sun-Earth-Moon system using Microsoft PowerPoint. Could you use your new skills to simulate a solar or lunar eclipse?

Chapter 6

Earth resources and management



Chapter introduction

This chapter will help you understand the amazing resources that our Earth provides. Renewable and non-renewable resources will be investigated as well as how long they will last for. You will look at water in more detail as it is a very important example of a resource that cycles through the environment but is massively affected by the things we humans do to change our world.

Curriculum

Some of Earth's resources are renewable, including water that cycles through the environment, but others are non-renewable (ACSSU116)

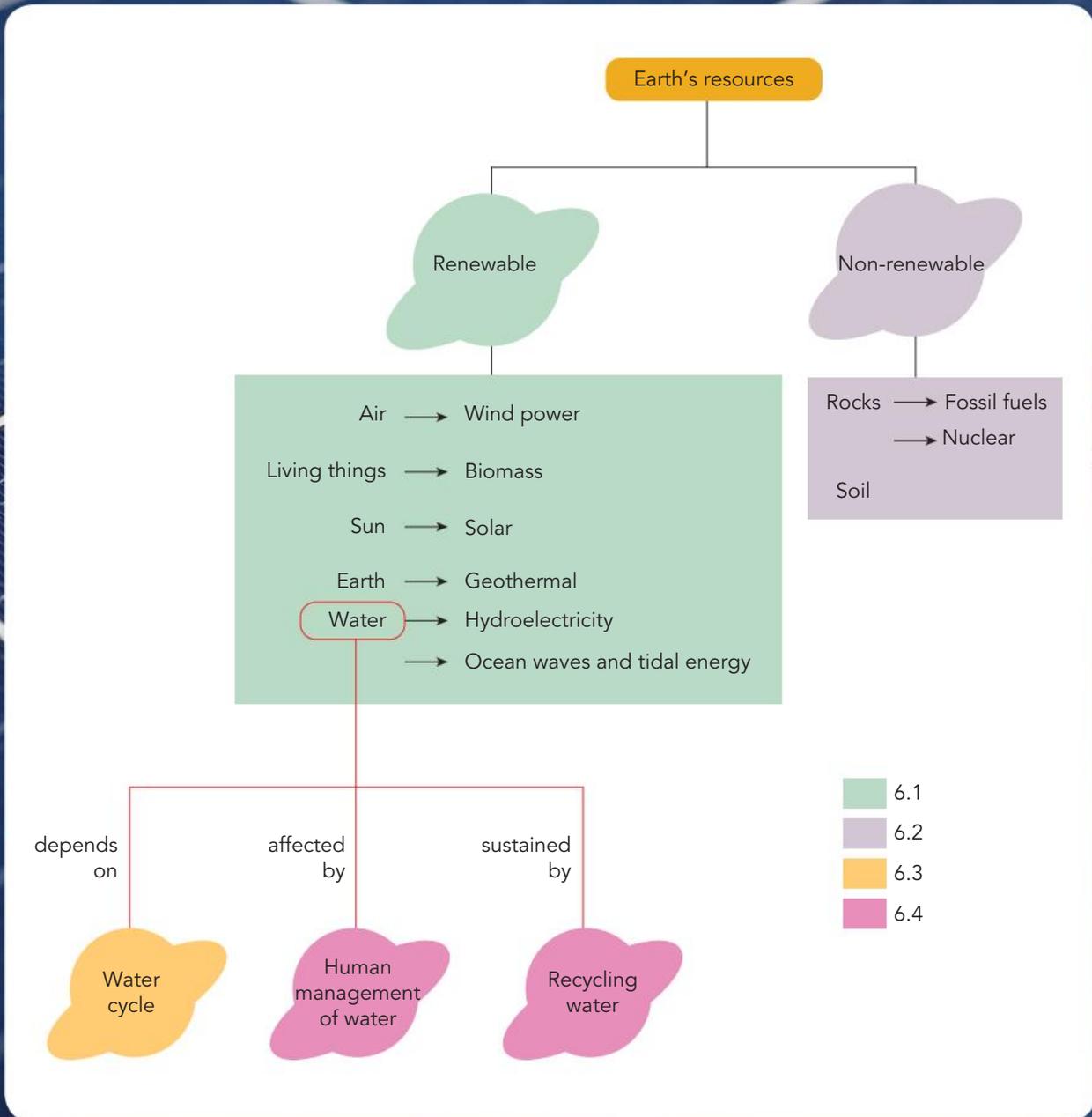
exploring Aboriginal and Torres Strait Islander peoples' connections with, and valuing of, water and water resource management (OI.2, OI.3)	6.4
considering what is meant by the term 'renewable' in relation to the Earth's resources	6.1, 6.2
considering timescales for regeneration of resources	6.1, 6.2
comparing renewable and non-renewable energy sources, including how they are used in a range of situations	6.1, 6.2
considering the water cycle in terms of changes of state of water	6.3
investigating factors that influence the water cycle in nature	6.3
exploring how human management of water impacts on the water cycle	6.4

© Australian Curriculum, Assessment and Reporting Authority (ACARA)

Glossary terms

barrage	hydroelectricity	precipitation
biomass	impermeable	renewable
blackwater	infiltration	resource
condensation	mineral	runoff
drought	non-renewable	silt
evaporation	nuclear energy	solar energy
fossil fuel	ocean energy	transpiration
geothermal energy	percolation	urban water cycle
greenhouse gas	permeable	water cycle
greywater	pervious	
groundwater	photovoltaic	

Concept map



6.1 Renewable resources

Introduction to Earth's resources

Every year, you start school by bringing certain **resources** to your classes – for example, textbooks, laptop/iPad, sports gear and stationery – things that will support your learning. So, when the word ‘resources’ is used, it means something that is useful. Now consider the major resources of Earth. They are water, air, living things, rocks (containing **minerals** and **fossil fuels**), soil, heat from the earth and energy from the Sun. How are these things useful to us?

Some of Earth's resources are **renewable**. This means that the resource is replenished (topped up) by natural processes within a human lifetime. There are variations in our

planet's ability to replenish resources and the speed of their replenishment. Therefore, a close eye must be kept on how much and how quickly all resources are used. For example, wood is used for building, for heating and for cooking. Trees can be replaced by planting and can reach maturity within 30 to 40 years, and so are called renewable. A non-renewable resource is a resource that cannot be replaced or takes a very long time to be replaced, much longer than a human lifetime. For example, some of the minerals buried deep in the earth have taken millions of years to form and so are called **non-renewable**. Both renewable and non-renewable resources need close monitoring.



resource
natural commodity that is valuable in supporting life

mineral
substance formed naturally in the ground

fossil fuel
fuels, such as gas, coal and oil, that were formed underground from plant and animal remains millions of years ago

renewable
replenished by natural processes within a human lifetime

non-renewable
existing in limited quantities that cannot be replaced after they have all been used



Figure 6.1 Guess the types of energy sources in the image. Are they renewable or non-renewable? You can discuss this with your classmates.

Left to right, top to bottom: biofuel from living things (renewable), hydropower from water (renewable), nuclear (non-renewable), wind (renewable), coal (non-renewable), solar or sun (renewable).

Quick check 6.1

- 1 Name the six major resources on Earth.
- 2 Define the terms 'renewable' and 'non-renewable'.
- 3 For each of the following, decide if the resource is renewable or non-renewable, and identify which of the major resources it fits into.

coal	wind energy	rice
solar energy	water	sand
timber	nuclear energy	oil
natural gas	minerals	



Renewable resources

Australia is lucky to have access to so many of Earth's renewable resources. Water, air, living things and energy from the Sun are all renewable resources. This means that these

resources can also provide ongoing supplies of energy; for example, to power homes. Renewable forms of energy are **hydroelectricity** (water), **geothermal energy** (heat from the earth), energy from the ocean waves and tidal energy (water), wind energy (air), fuel from **biomass** (living things) and **solar energy** (energy from the Sun). These forms of energy are termed 'cleaner' than non-renewable forms, as they usually do not produce as much **greenhouse gas**. Queensland is aiming to have 50% renewable energy by 2030.

- hydroelectricity**
producing electricity by the force of fast moving water such as rivers or waterfalls
- geothermal energy**
energy from the heat inside Earth
- biomass**
plant and animal material suitable for using as fuel
- solar energy**
using the energy from the Sun to produce electric power
- greenhouse gas**
gases that prevent heat from Earth escaping into space
- groundwater**
water that collects beneath Earth's surface
- water cycle**
the way that water is taken up from the sea, rivers, lakes and soil, and then comes back down as rain, snow or hail

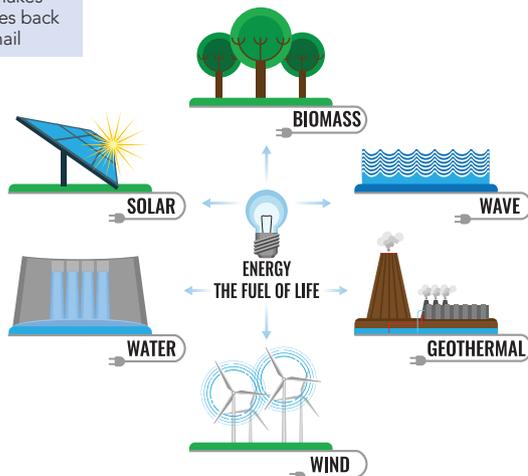


Figure 6.2 There are many different types of renewable energy sources.

Water

Water is a renewable resource as it cycles through the environment many times within a human lifetime. Fresh water is an extremely important resource that all living things need for their survival. However, only about 3% of all water on Earth is fresh water, and only one third of this is available for plants, animals, manufacturing, agricultural and the ecosystems in which we all live. The rest of the fresh water (2% of all water) has a massively important role in regulating the temperature of our planet and is locked away in ice caps and glaciers.

You probably know that Australia is one of the driest continents on Earth. Therefore, we often experience water restrictions because it is essential that our fresh water is conserved and, of course, contamination of our water supplies is minimised. So, how do we get fresh water? Where does it keep coming from? The answer is the **water cycle** and you will learn about this a little later in this chapter.

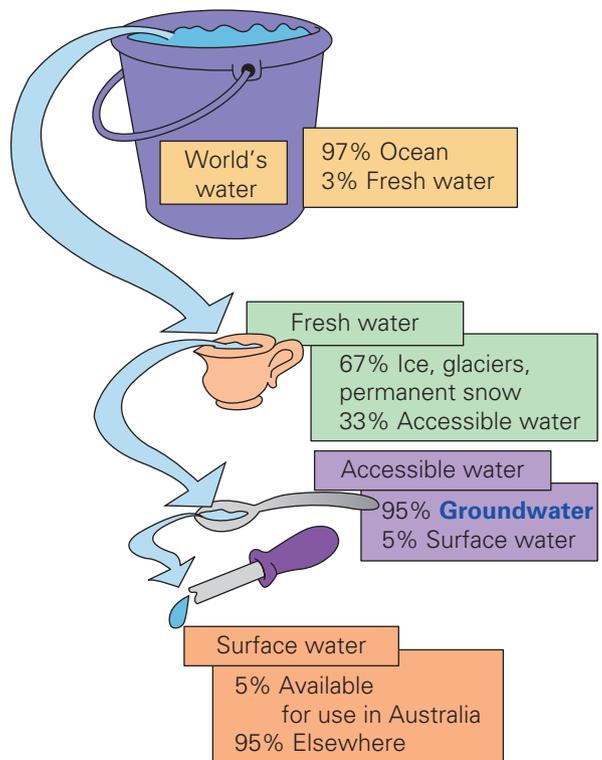


Figure 6.3 Only about 1% (33% of 3%) of the world's water is accessible fresh water.

Did you know? 6.1

In 2018, Hobart made the list!

There are only 42 major cities in the world that are 100% powered by renewable energy. About another 59 cities are at least 70% renewable-powered, including Hobart, the only Australian city to make the list! Most of the cities on the list were generating renewable electricity with hydropower, followed by wind, solar, biomass and geothermal.

Energy from water: Hydroelectricity

Hydro (water) electricity is a clean source of energy, producing no greenhouse gases. First, rivers are dammed to capture huge amounts of water. The dams hold water at a height, increasing the pressure of the water flowing to a lower level because of the pull of gravity. The water trapped in the dam is then allowed to run through pipes at great speed (and force) to a power station lower down. This is where the water turns turbines that drive the generators to produce hydroelectricity.

Unlike other renewable sources, the water can be stored, which means electricity can be produced whenever it is needed. However, producing electricity in this way is limited to areas with large river systems and land big enough for building dams.

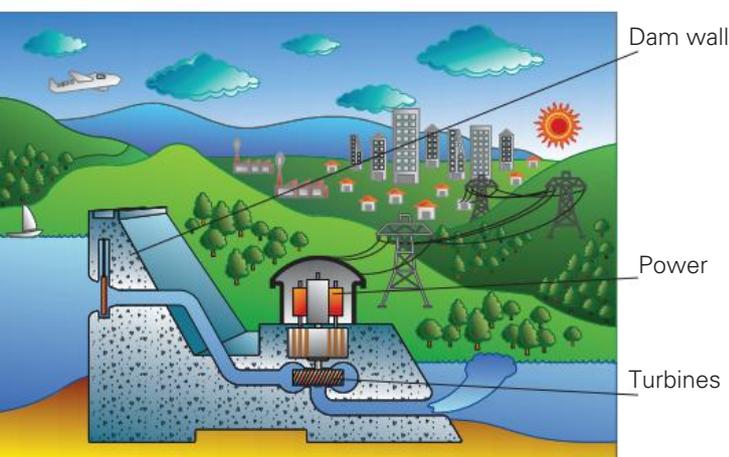


Figure 6.4 Cross-section of a hydroelectric dam

Energy from water: Ocean waves and tidal energy

There is so much coastline around Australia, it makes sense to try to harness the energy provided by the marine environment. There are several different sources of **ocean energy**, including:

- wave energy: energy from waves (swells) converted into electricity
- tidal energy: movement of tides converted into electricity. Tides on Earth are caused by the gravitational pull of the Moon and the Sun. The Moon has a stronger pull than the Sun, due to its closeness to Earth. You will learn more about gravity in Chapter 7. One method of doing so is through tidal **barrages** – water enters a basin next to the barrage and builds up. It is then released through gates (called sluice gates) to flow through turbines and this is what generates electricity.

ocean energy
energy harnessed from the ocean such as waves and tides

barrage
a barrier to generate electricity from tidal power



Figure 6.5 Wivenhoe power station is the only pumped storage hydroelectric plant found in Queensland.

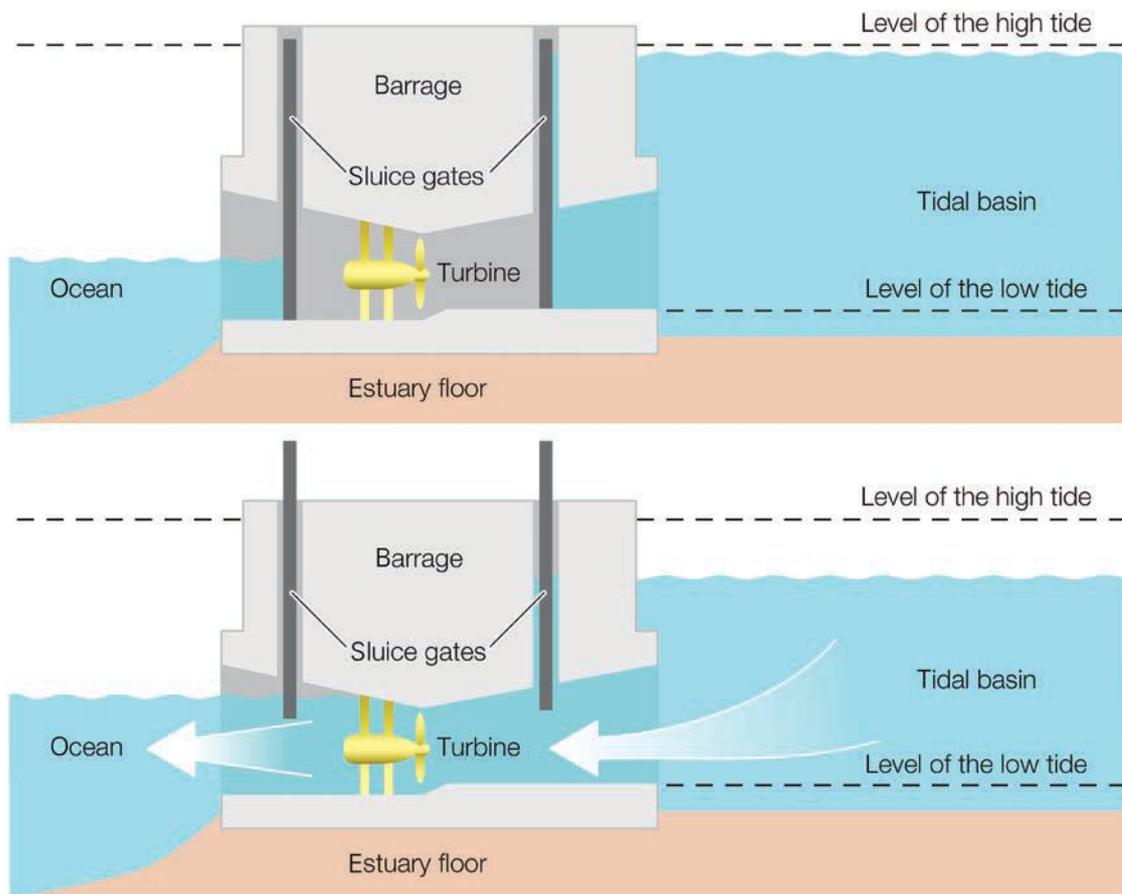


Figure 6.6 A tidal barrage, an artificial barrier, built across a river to generate electricity by tidal power

Heat from the Earth

Energy from the Earth: Geothermal

Geothermal energy is naturally occurring heat from deep within the Earth. The deeper you go below the surface, the hotter it gets and so you can find geothermal energy in granite rocks (often called 'hot rocks') or trapped in liquids (hydrothermal process), 3 to 5 kilometres below the surface! The most common source of geothermal energy around the world is hot springs associated with volcanic activity.

Figure 6.7 In geothermal power stations, heat from the Earth's core is used to heat water and this is then used to turn a turbine. The water is cooled and returned to the heat source.

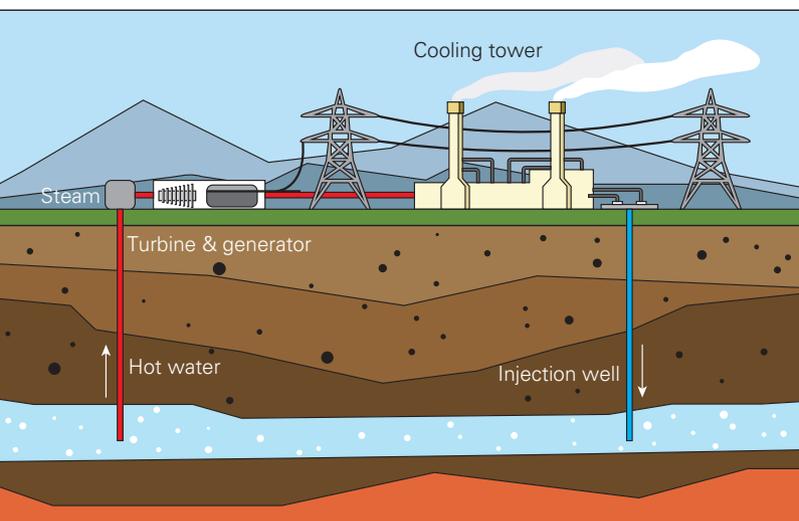


Figure 6.8 Geothermal power station



Science as a human endeavour 6.1

Generating power from the ocean

In 1975, the CETO (Cylindrical Energy Transfer Oscillating) wave-energy system was conceived, designed and built by an Australian inventor, Alan Burns. His system was (and currently remains) the first wave-power converter to sit on the seabed. The buoys capture energy from the ocean waves as they pass by. It requires only a small pipe to carry high-pressure seawater ashore to a turbine to produce electricity with no dangerous emissions. For the last couple of years, the CETO 5 has been operating the world's first multi-machine wave-energy installation off the coast of Western Australia. In 2016, development of the CETO 6 (more efficient and will deliver increased power generation than the CETO 5) began.

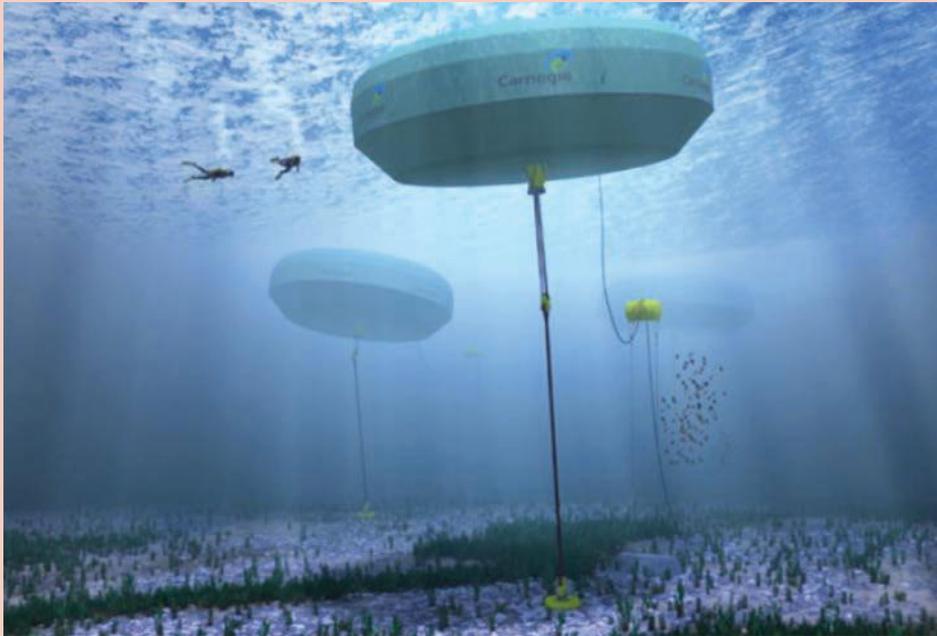


Figure 6.9 The CETO 5 harnessing ocean energy off the coast of Western Australia

Quick check 6.2

- 1 Recall why water is so important as a resource for all living things.
- 2 Explain why water is considered to be renewable.
- 3 Draw a flow chart to illustrate the steps involved in making electricity from the flow of water.
- 4 The following are incorrect statements about geothermal energy. Rewrite each statement so that it is correct.
 - a This form of energy is made by using the heat from the Sun.
 - b This form of energy uses the energy made when burning plant and animal matter for heating our homes.
 - c Hot mineral springs have never been used for bathing, cooking and heating.
- 5 Read the following statements and decide whether each is true or false.
 - a Ocean wave energy uses waves to make electricity.
 - b Ocean wave energy depends on the wind blowing across the sea.
 - c Ocean wave energy depends on the gravitational pull of the Moon and the Sun, and Earth's rotation.

Air

The air is made up of mostly particles of nitrogen (78%) and oxygen (21%) with small amounts of other gases, including carbon dioxide. You may already know that animals (and also plants) need oxygen to produce energy, and carbon dioxide is used by plants in the special process of making sugars (called photosynthesis). Nitrogen is also needed for survival as it is an important component in proteins – living things need proteins to function and grow.

Energy from air: Wind

Winds are caused by the uneven heating of Earth and the atmosphere by the Sun. This means, that as long as there is a Sun, there will be wind. Like old-fashioned windmills, today's wind turbines harness the free energy of the wind to produce electrical energy. The wind pushes against the blades on top of the tower, making them spin. The blades are attached to a rotor and the rotor is connected

to the main shaft, which spins a generator to produce electricity.

Large-scale wind farms are an amazing sight to see, and when connected to the electricity grid, can supplement the electricity supply of large towns and cities without producing any greenhouse gases.

Living things

Living things are considered a renewable resource because they can reproduce, meaning they are continually being replaced. For example, timber is considered a renewable resource as it takes about 25 years until a tree can be chopped down and used.

Energy from living things: Biomass

Biomass is the name given to any material derived from plant and animal matter, as well as their waste. The reason for this is that plants can convert the Sun's energy into another form that can be used later, and if animals eat the

Figure 6.10 The largest wind farm in Australia is the Coopers Gap Wind Farm in Queensland. What do you think may be the downside of wind farms?



plants they essentially consume the stored energy. There are several ways in which the energy can be released.

- The breakdown of manure and food scraps produces methane gas that releases energy when burned.
- Burning biomass, such as wood, releases energy that can be used for heating and cooking.
- The processing of biomass produces biofuels such as biodiesel, biogas and alcohol, which can be used instead of traditional fossil fuels.



Figure 6.11 Wood pellets (left) and dry dung (right) are both examples of biomass – fuel developed from organic materials.

Investigation 6.1

Which plant produces more biomass?

Aim

To determine which type of plant produces the most biomass in a set period of time.

Research question

Which type of plant produces the most biomass in 16 days?

Materials

Day 1

- 15 wheat or rye seeds
- 15 corn seeds
- 15 oat seeds
- potting mix
- 9 milk containers or small seedling pots (3 per independent variable group)

Day 16

- 9 (new) milk containers or small seedling pots

Day 20

- electronic scales

Be careful

Wear a dust mask and gloves when using potting mix.

- well-lit area to place seedlings or a natural light source to set up inside
- *recommended: camera*

- bucket or sink with water
- paper towel

- 9 take away containers

Planning

- 1 You need to provide some background information to the investigation. Complete some research and write a brief paragraph to explain the key concepts of biomass and factors that affect plant growth. Ensure you reference appropriately.
- 2 Identify the independent variable in this investigation.
- 3 Identify the dependent variable in this investigation.
- 4 Identify the controlled variables in this investigation.
- 5 Create a risk assessment for this investigation.

continued...

...continued

Method

Day 1

- 1 Prepare three containers to plant seeds. Label each container to identify the independent variable group number, description (the type of plant you will plant in it), date and student name.
- 2 Place moist soil in each container.
- 3 Carefully count out fifteen seeds of one species of plant. Spread five seeds evenly across the soil in each of the three containers.
- 4 Then plant them at the depth specified on the seed packet.
- 5 Repeat with fifteen seeds of the two other species of plant, each in their own container. (Bringing the total amount of containers used to nine).
- 6 Spray the soil to moisten the soil thoroughly, at least to the depth of the seeds.
- 7 Place all nine containers under similar conditions in an undisturbed area to grow. Set it up so that all containers receive similar temperature and air flow and even amounts of light.
- 8 Continue to spray the soil daily to keep it moist.
- 9 Monitor each group for 14–16 days. Taking photographs of each container including the label is recommended.
- 10 If any part of the set-up is changed, then note the reason for this.

Day 16

- 11 Label three new containers for drying each species of plant (nine in total).
- 12 Remove the plants from the first container and carefully wash the roots in a bucket of water to remove any soil.
- 13 Dry the plants with a paper towel.
- 14 Repeat steps 2–6 with the other containers.
- 15 Place the containers in the sun until the plants are completely dehydrated.

Day 20

- 16 Copy the results table for collecting the raw data.
- 17 Identify and label the different types of variables in the table.
- 18 Weigh an empty take away container to subtract from each set of dried plants + container.
- 19 Weigh each of the nine containers of dried plants.
- 20 Record the mass in the table.
- 21 Calculate the mean measurement for each *independent variable* group.
- 22 Calculate the range for each independent variable group on the table.
- 23 What type of graph would be best to represent the mean of each of the three groups to compare them? Make that type of graph and discuss your observations.

Group number:

Description:

Date:

Student/s name:

Results

Independent variable _____	Dependent variable _____			
	Trial 1	Trial 2	Trial 3	Mean
Group 1 _____				
Group 2 _____				
Group 3 _____				

continued...

...continued

Analysis

Decide which plant has the greatest rate of biomass production.

Evaluation

Reliability

- 1 Describe how much variation was observed between the measurements within each group.

Limitations

- 2 Describe how much the set-up or method was adjusted once the experiment was started.
- 3 Explain if the controlled variables were managed properly to ensure they did not change and affect the measurements.

Improvements

- 4 Discuss any other changes that could be made to the method to improve the quality of the data in future experiments.
- 5 Evaluate the method and write out an improved version based on the answers to Question 4.

Conclusion

Answer the research question, using evidence to support your statement.



Figure 6.12 Which plant produces more biomass?

Quick check 6.3

- 1 Recall what makes air a resource.
- 2 State some advantages and disadvantages of wind farms.
- 3 Explain why biomass is considered renewable.
- 4 Identify five examples of biomass that could be found at a garbage dump.

The Sun

The Sun is one of more than a billion stars in the Milky Way. Its energy is renewable as it has enough nuclear fuel to keep shining for another 4.6 billion years! This is certainly good news as plants need sunlight to make sugars by photosynthesis, which we (and other organisms) then need to eat to sustain our bodies. Our planet also needs the Sun's energy to keep warm.

Figure 6.13 The Sun's energy shines down on us and is essential for life on Earth.



Energy from the Sun: Solar

You are probably very familiar with **photovoltaic** or solar cells, as there are so many solar-powered toys, calculators and outdoor lights on the market using solar cells to convert the Sun's energy into electricity. Solar cells are made up of silicon, the same substance that makes up sand, and have no mechanical

parts to wear out. There are currently five operational solar farms in Australia, with another five under construction. There are not many large photovoltaic power plants around due to their expense and the Sun does not shine at night! Being the Sunshine State, Queensland will have half of the solar farms in Australia when all construction is completed.

photovoltaic
able to produce electricity
from light



Figure 6.14 These photovoltaic solar panels convert the Sun's energy into electricity directly.

Quick check 6.4

- 1 Explain why we call the Sun's energy a resource.
- 2 Decide if solar power is a reliable source of energy.
- 3 Explain how using solar energy impacts on the environment.

Investigation 6.2

Which solar collector is the best?

Aim

To fairly investigate how different colours affect the absorption of light on a solar shower.

Prior understanding

Solar collectors absorb the light energy from the Sun and transfer or store the energy for use. In Australia, the use of solar collectors is increasing, now that better methods of storage are being developed.

One simple solar collector that has been used by campers for a long time is the solar shower. This is a plastic bag with a shower hose attached. The bag is filled in the morning and left in the sun to heat the water during the day. The hot water can be used to shower at night. The design of the solar shower needs to allow the bag to efficiently absorb the light energy with as little waste as possible and retain the heat once absorbed.

continued...

...continued

Materials

- 4 balloons of different colours, e.g. black, green, red and white, to act as solar collectors
- 4 straws
- 4 ice cream containers
- aluminium foil
- approximately 1.5 L of sand, soil, or other packing material
- sticky tape
- a thermometer or data logging temperature sensor
- paper and pen or computer for the table entry

Method

Follow these steps to make a solar collector.

- 1 Copy out and label the results table to record your data.
- 2 Line each ice cream container with aluminium foil. Place it so that the shiny side is visible.
- 3 Fill the bottom of each container with packing material and make an indent in the middle to support the balloon.
- 4 Fill each balloon with about 200 mL of water. All four balloons must contain the same amount of water.
- 5 Place the balloons onto the sand in the ice cream container.
- 6 Secure the opening of each balloon by taping the opening tightly around a straw, with the straw facing upwards.
- 7 Slide the thermometer into each full water balloon and record the *initial temperature*.
- 8 Place the solar collectors on the ground in sunlight for the same amount of time for each collector. Leave them for 15–20 minutes.
- 9 Record the *final temperature* inside the collector when the time is up.
- 10 Calculate the change in temperature.

Planning

- 1 Identify the independent variable in this investigation.
- 2 Identify the dependent variable in this investigation.
- 3 Identify the controlled variables in this investigation.

Results

Independent variable	Dependent variable		
	Initial	Final	Change
Group 1			
Group 2			
Group 3			
Group 4			

Analysis

- 1 Describe any trends or patterns in your results.
- 2 Organise the colours of the balloons from most effective to least effective in terms of absorbing light energy. Use data to justify your answer.

Evaluation

- 1 Critique your management of the controlled variables. Were they managed properly to ensure they did not change and affect the measurements?
- 2 Now that you know the best colour of solar collector, develop a new method that will allow you to investigate how the effectiveness of this colour can be improved further. Perhaps resting the balloon on a reflective surface, or changing the size or shape of the balloon, could increase the effectiveness.

Explore! 6.1

Engineering as a career

Engineering is a career that helps make people's lives easier and safer. Engineers are scientists, inventors, designers and builders, who can construct tools, create vehicles, run simulations, design chemical compounds and so much more.

- 1 Investigate and then summarise the role of a renewable energy engineer.
- 2 Make a list of some of the different skills a renewable energy engineer would have.



Figure 6.15 Some of the many roles of renewable energy engineers

Section 6.1 questions



Retrieval

- 1 Read each statement and **identify** which renewable energy source is being described.
 - a Water wheels are an ancient machine used to capture this type of renewable energy.
 - b This energy source captures the energy from the air.
 - c This energy can be accessed to heat homes by digging deep wells and pumping the heated underground water or steam to the surface.
 - d This type of energy depends on the gravitational pull of the Moon and the Sun.
 - e This energy source can use wood, straw and manure.
 - f This energy source involves building a dam to raise the level of water in the reservoir.



Figure 6.16 Solar power discs in the Australian outback

- g This type of energy comes when pressure acting on the rocks and minerals of the Earth's core generates heat.
- h This energy source involves forcing waves into a narrow channel to increase their power and size before they spin turbines.
- 2 Copy and complete the following table. **Identify** different renewable energy sources by filling in the gaps.

Type of energy	How it works
	Water is often collected behind a dam. When released, this fast-flowing water is used to turn a turbine, thus generating electricity.
Solar	
Wind	
	Energy that comes from heat deep within Earth's core. It is often used in countries where there is high volcanic activity.

Comprehension

- 3 **Explain** what prevents hydroelectricity from being used everywhere in Australia.
- 4 **Explain** why solar energy is sometimes called 'green' energy.
- 5 **Describe** some disadvantages of using solar energy.
- 6 Turbines usually spin in one direction, but the turbines used to capture tidal energy move in two directions. **Explain** why this would need to be the case.



Figure 6.17 Gordon Dam in Tasmania

Analysis

- 7 Draw up a table to **consider** the advantages and disadvantages of a hydroelectric power station.

Knowledge utilisation

- 8 **Discuss** some reasons why some people think forests can be classified as a renewable resource and others consider it to be a non-renewable resource.

6.2 Non-renewable resources



nuclear energy

the energy obtained from changes within the atomic nucleus from nuclear fission or fusion

Remember that non-renewable resources cannot be replaced easily and not within a human lifetime. Of Earth's resources, rocks, minerals and soil are all non-renewable resources. These resources also provide non-renewable energy sources like fossil fuels and **nuclear energy**.

Rocks and minerals

Rocks and minerals are all around us – we have them in our homes, in our gardens, at our schools and in our cities. Minerals are the building blocks of rocks and have a specific chemical structure that is the same throughout the entire mineral. Rocks, on the other hand, are solid materials found in Earth's crust and are composed of different minerals that vary throughout the structure of the rock.

Rocks form over many thousands or even millions of years. These rocks and their minerals are not always replaced quickly once they have been mined and used, and consequently they are considered a non-renewable resource.

The minerals contained in rocks are needed by living things! There are lots of minerals used to make our lives easier, like the mineral bauxite, which is the main source of aluminium. The following table summarises some of the minerals your body uses.

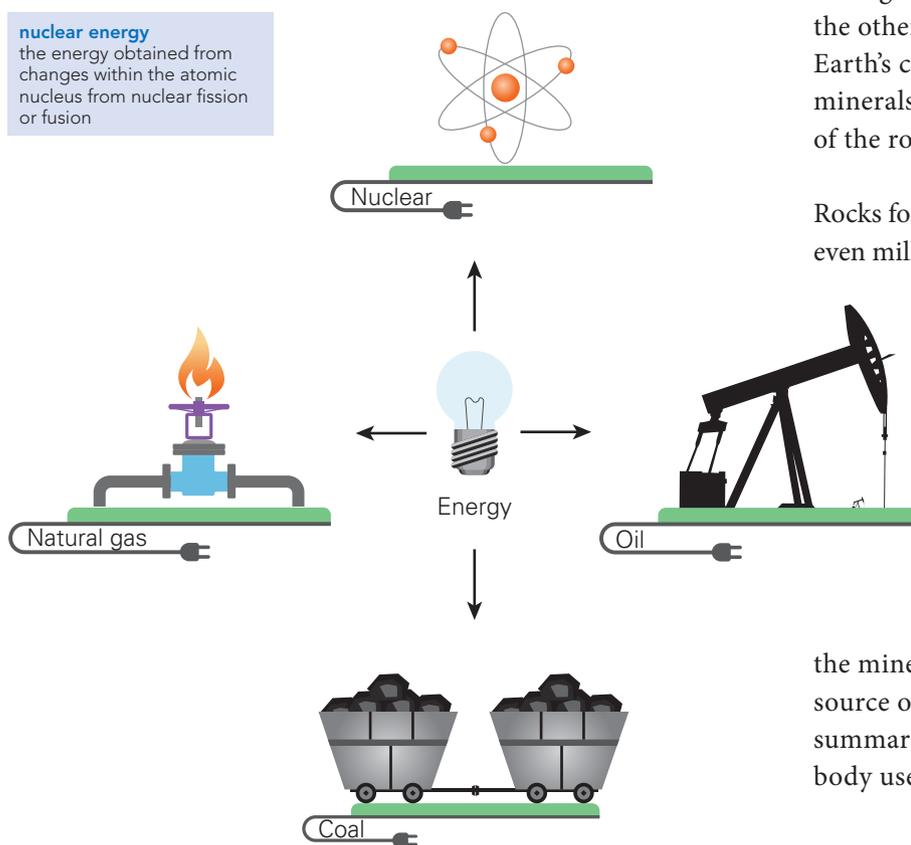


Figure 6.18 There are many different types of non-renewable energy sources.

Mineral	Calcium	Zinc	Potassium	Iron
Use in the body	Helps make your bones strong	Supports your immune system in fighting illness and infection	Keeps your nervous system and muscles working properly	Carries oxygen around your body in your blood
Mineral source				

Table 6.1 Some of the different minerals that our bodies need

Energy: Fossil fuels

Rock layers also contain resources that are not minerals, such as coal, oil and natural gas. These are collectively known as fossil fuels and are a major source of energy. Unfortunately, they are non-renewable because the process of forming fossil fuels takes millions of years, and we are using them faster than they can be renewed.

Why do you think fossil fuels are called fossil fuels? The energy in fossil fuels originally came from the Sun. Plants use the Sun's energy to make sugars (by photosynthesis), and this energy in plants passes to the animals that eat them. Once the living things have died, the effects of pressure and temperature due to burial can change the plant and animal remains into fossil fuels. So, we can say that fossil fuels are made from the remains of fossilised prehistoric living things. To be specific, coal is formed from dead plant material, while oil and gas are formed from dead marine life. The burning of the fossil fuels releases the energy for humans to use.



Figure 6.19 Coal

In the case of coal, once it is removed from the ground, it is transported to a coal-fired power plant. Here the coal is crushed and burnt in a furnace. The heat energy released is used to heat water into hot steam used to turn turbines. The turbines drive generators, which produce electricity. The steam is then condensed and recycled.

As with all energy sources, whether renewable or non-renewable, there are advantages and disadvantages to the use of coal. Advantages that people see with the use of coal are that it is abundant, relatively inexpensive to start up



Figure 6.20 A coal-fired power station. The short wide towers you can see are cooling or condensing towers; they are involved in recycling steam and release water vapour. The tall narrow chimneys release carbon dioxide and ash as it is connected to the furnace.

with, and provides a steady amount of heat. The disadvantage is that it is dirty, pollutes the air, and the mines make a mess of the landscape.

The other fossil fuels, oil and gas, are among the most important raw materials we have. Every day, we use many things that are made from oil or gas. Look at Figure 6.21 and think about all the things you may have used today that rely on oil or gas.



Figure 6.21 We use oil and gas every day in so many ways. Can you list all the different items you use regularly that are made from oil or gas?

Quick check 6.5

- 1 Define the terms 'rocks' and 'minerals'.
- 2 Explain why rocks and minerals are considered to be non-renewable.
- 3 Name the three resources that collectively are called fossil fuels.
- 4 Summarise the steps involved in turning coal into electricity.

Practical skills 6.1: Teacher demonstration

Foul smelling gas

Aim

To model the production of natural gas from organic material.

Materials

- 1 tablespoon of fresh or tinned fish
- 1 cup of chopped green leaves (for example, lettuce or spinach)
- 1.5 L of pond water or water that has been sitting under pot plants
- sand and soil
- 2 L clear plastic bottle
- 1 large balloon
- gaffer/duct tape
- funnel
- stirring rod

Method

- 1 Use a funnel to pour about 2 cm of sand into the bottom of the plastic bottle.
- 2 Then alternate layers of fish, green leaves and sand, ending with sand on the top about three-quarters of the way up the bottle.
- 3 Gently pour the pond water down the stirring rod so as not to disturb the sand 'sandwich'.
- 4 Pre-stretch a balloon by blowing it up several times, then fit the uninflated balloon over the top of the neck of the bottle and tape it down so there are no gaps.
- 5 Label the bottle with a safety warning, as the bottle should not be opened under any circumstances during this activity.
- 6 Put the bottle beside a sunny window so that it will warm up. Watch the changes over several days, up to a week.
- 7 Write a prediction: what do you think you will observe in the bottle and what will you observe in the balloon?



Figure 6.22 Experimental set-up

Be careful

Dispose of all materials
in a well-ventilated area.

Results

Record your observations of the changes in the bottle, and the changes in the balloon.

Analysis

- 1 Explain what caused the balloon to inflate.
- 2 Propose how the results of this experiment can be used to suggest alternative uses of garbage dumps. Identify somewhere in the world where this is already happening.
- 3 Considering the time you let this experiment run, explain why the content of the bottle did not create oil or fossil fuels.

Evaluation

Describe how you could improve this activity to better model the production of natural gas from organic material.

Energy: Nuclear

Nuclear power stations use energy released from some radioactive metals, like uranium, to boil water. This produces steam that drives turbines to produce electricity.

The origin of the energy released in a nuclear power station is the energy from the centre of the particles we learned about in Chapter 4. There are two types of nuclear energy: fusion and fission. These are summarised in Table 6.2.

Nuclear power is not renewable, but it is potentially unlimited. Its main advantage is that it does not produce greenhouse gases, but its disadvantages are serious. Nuclear power stations are very expensive to build, and there are safety concerns about radioactivity, toxic waste, security and the risk of explosions.

Type	Description	Example
Nuclear fusion energy	Where particles are fused together to form new particles. This fusion causes a large amount of energy to be released.	The Sun
Nuclear fission energy	This type of energy comes from splitting particles, which releases a large amount of energy as a result.	Nuclear power plants heat water and produce high-pressure steam. This high-pressure steam is used to run turbines which generate electricity.

Table 6.2 There are two types of nuclear energy.

Explore! 6.2

Going nuclear

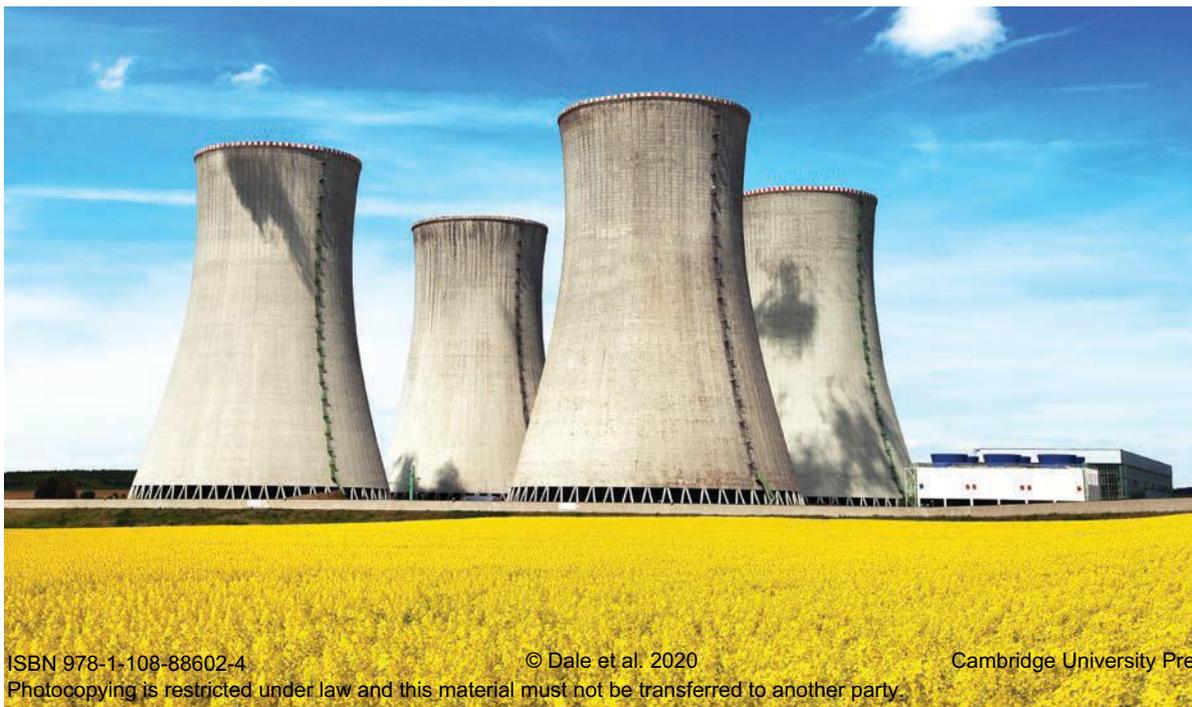
Australia has more than one third of the world's known uranium resources. New uranium mines are being constructed in Western Australia and South Australia, but all the uranium is exported to other countries.

- 1 Research the environmental impact of both the extraction and disposal of nuclear waste.
- 2 Explain the arguments for and against building a nuclear power station in Australia.

Quick check 6.6

- 1 Describe the two different types of nuclear energy.
- 2 State the advantages and disadvantages of nuclear energy.

Figure 6.23 A nuclear power plant



Soil

silt

sand or soil that is carried along by flowing water and then dropped usually at a river's opening or bend

Soil is made primarily from rocks. Rocks break down and form rock particles, clay, **silt**, sand or gravel. These combine to form soil. Soil production occurs over very long periods of time, sometimes only a centimetre of depth every thousand or so years. Soil also contains air, water, and often material from decaying plants and animals, and living things (such as worms, bacteria and fungi).

Did you know? 6.2

Aboriginal and Torres Strait Islander peoples land management

For more than 50 000 years, Aboriginal and Torres Strait Islander communities cared for Australia using land and sea management strategies. For example, the Gunditjmarra people in the Lake Condah region developed processes for farming enough eel to feed up to 10 000 people!

When Europeans arrived, they brought farming practices from their homelands, which were very different environments from Australia. This led to problems like erosion and salinity. Nowadays, some people want to return to the practices of the Aboriginal and Torres Strait Islander peoples to repair the damage done. One example is the use of traditional fire management, which you have read about in Chapter 3.



Figure 6.24 Selecting what areas to burn, when and how often, is part of Aboriginal and Torres Strait Islander peoples knowledge of the land.

Quick check 6.7

- 1 Recall what soil is made of.
- 2 Explain why soil is considered to be a non-renewable resource.
- 3 Describe weathering.
- 4 Contrast erosion and weathering.

Figure 6.25 Rocks are worn back and broken down by the action of elements like wind and rain (weathering). This forms small particles, which are carried away from the source rock in a process called erosion. Here you can see the evidence of erosion – the formation of London Bridge along the Great Ocean Road in Victoria.



Try this 6.1

As a class, discuss and come up with some strategies that you can use as an individual, family and community to reduce your use of Earth's resources.

How can re-using help to reduce? Give examples.



Figure 6.26 A slogan used to help us remember the impact of our way of life on Earth's resources

Section 6.2 questions

Retrieval

- 1 **Select** the correct definition on the right to match with each term on the left.

Term	Definition
1 Mineral	A Made from broken down rocks and from clay, silt, sand or gravel, which combine in different proportions
2 Soil	B Solid materials found at Earth's crust
3 Rock	C Building blocks that have a specific chemical structure, which is the same throughout the entire substance



- 2 **Name** a non-renewable energy source that is not a fossil fuel.
 3 For each resource, **identify** whether it is renewable or non-renewable.

Resource	Non-renewable	Renewable
Water		
Oil		
Gum trees		
Sheep		
Gas		

- 4 If oil and gas resources run out, **identify** three of our uses for oil and gas that will be affected.

Comprehension

- 5 **Explain** why coal, oil and gas are fossil fuels.
 6 **Explain** why fossil fuels are non-renewable.
 7 **Describe** how a hydroelectric power station is similar to a coal-fired one.

Analysis

- 8 **Distinguish** between a nuclear power station and a coal-fired power station and the way they work.
 9 **Reflect on** why nuclear power stations are considered as an alternative to coal-fired power stations in an attempt to reduce greenhouse gases.

Knowledge utilisation

- 10 **Justify** why there is a shift in farming practices to return to the ways of the Aboriginal and Torres Strait Islander peoples in terms of land management.

6.3 The water cycle



Good management of water is essential to the future of life on the planet. The water cycle is a way of showing how this resource moves through the environment. Before you look

at it in more detail, remember that water has three states – solid, liquid and gas. Can you recall how the particles are arranged in solids, liquids and gases?

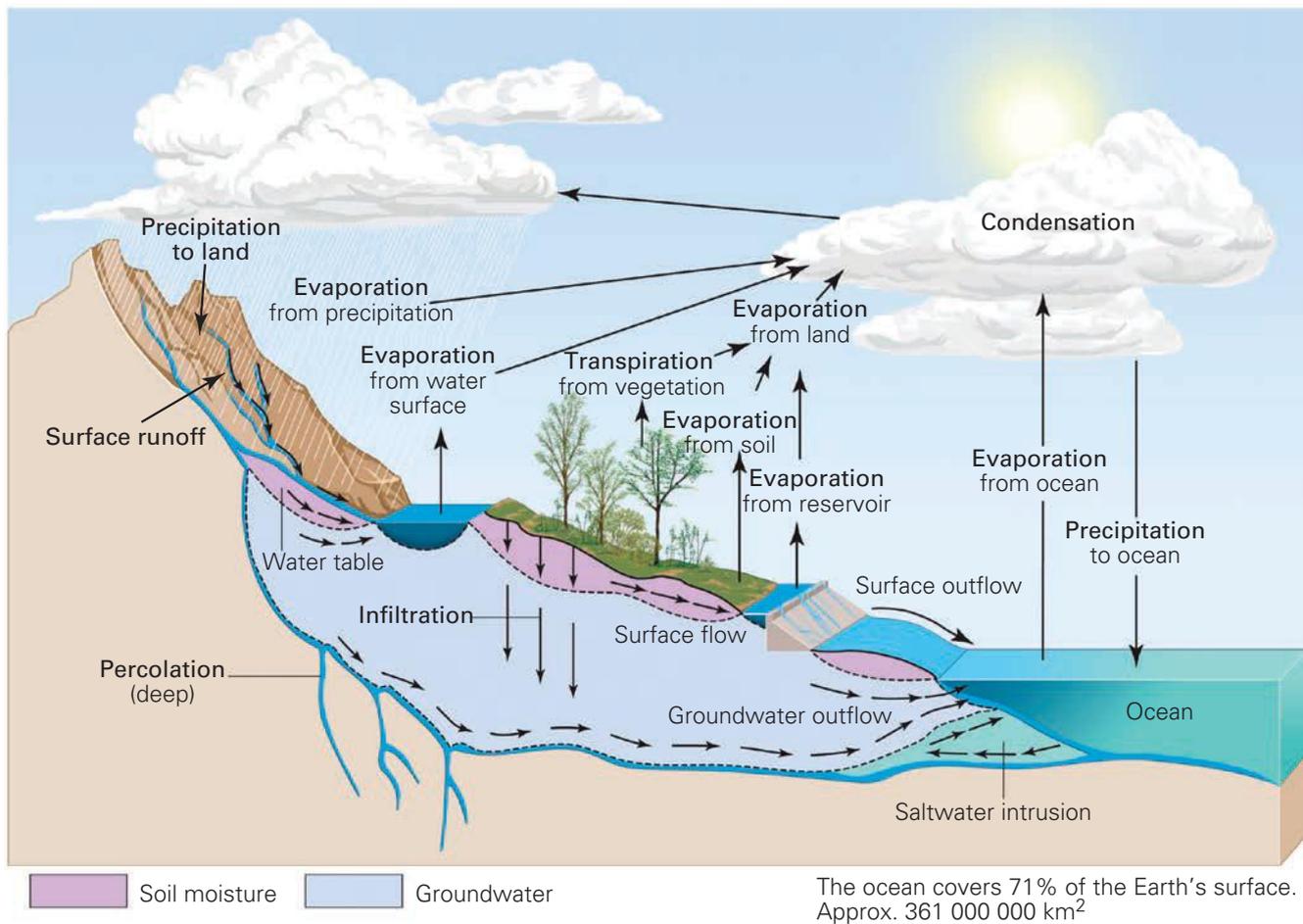


Figure 6.27 A representation of the water cycle demonstrating the processes involved

The water cycle

Uptake from roots

Plants actively take up soil water through their roots, absorbing water and nutrients to grow. Some trees have specialised root structures that allow them to obtain water from sources deep underground. Some send roots down to more than 10 metres to find water! Such trees can extract huge amounts of water, and

in this way, trees can affect the rate at which water moves from the soil to the atmosphere.

Transpiration

Transpiration is the process by which plants, especially trees, draw water up through their stems and trunks to their leaves. This water is then released to the atmosphere through tiny pores in the leaves called stomata. When the temperature is high, these stomata may close to reduce water loss.



transpiration
the process of losing water through the surface of a plant

Practical skills 6.2

Transpiration

Aim

Investigate the movement of water through a plant.

Materials

- oil
- 2 cuttings from the same plant (each about the same size and with the same number of leaves)
- water
- 2 test tubes
- petroleum jelly (Vaseline or similar)
- test tube rack
- permanent marker

Method

- 1 Set up the test tubes in the rack.
- 2 Smear petroleum jelly over both sides of all the leaves on one of the cuttings.
- 3 Place the cutting with petroleum jelly in one test tube.
- 4 Place the other cutting in the other test tube.
- 5 Add water to fill two-thirds of each test tube.
- 6 Add a layer of oil on top of the water in both test tubes to prevent evaporation.
- 7 Mark the water line with the marker.
- 8 Place the test tube rack in a sunny spot.
- 9 Monitor the test tubes (about once a day) until your teacher tells you to stop. Each time you check the test tubes, mark the side of the test tube, write the date, and measure how far the water level has fallen in each test tube.

Results

- 1 Design a results table for this experiment. Record your results.
- 2 Graph your results. Put both sets of data on one set of axes.

Analysis

Describe any trends, patterns or relationships in your results.

Evaluation

- 1 Explain why petroleum jelly was smeared on the leaves of one plant.
- 2 Explain why there were two test tubes in the experiment.
- 3 Identify any sources of error in this experiment and how they could be minimised in future experiments.

Conclusion

What can you conclude about the action of water in plants, from this activity? Explain the evidence of the action you describe.

Quick check 6.8

- 1 Name the three states of water.
- 2 Explain how water taken up into the roots of plants is linked to transpiration.
- 3 Describe what changes in state occur during transpiration.

Evaporation

You may recall from Chapter 4 that **evaporation** is when water changes from a liquid to a gas (i.e. into water vapour). Heat from the Sun provides enough energy to evaporate liquid water from the sea, lakes and wet land surfaces and turn it into water vapour. Remember, hot air rises and so the water vapour gets carried upward.

evaporation
when heat causes liquid to become gas

Did you know? 6.3**Reducing evaporation**

Aboriginal and Torres Strait Islander peoples used to dig wells to reach groundwater. Before they moved on to another area, they would fill the well with clean sand. This not only meant that animals and birds couldn't bathe in or foul the water, but it also meant that there would be reduced water loss by evaporation. It only takes 90 cm of sand to reduce evaporation to almost zero! This is also why some Aboriginal and Torres Strait Islander peoples would bury themselves in sand to stop sweat loss in extreme heat.



Figure 6.28 Aboriginal and Torres Strait Islander peoples have lived on the land for so long that they understand how to work with the environment to ensure their survival.

Did you know? 6.4

Rain shadows

The Great Dividing Range (GDR) is located along the coastline of Queensland and New South Wales. It affects the overall climate on the East Coast because air cools as it travels over the ranges, creating rain. In the GDR, winds blowing across the ranges from the ocean fall as rain on the eastern side of the divide, meaning the western side is far drier. This is known as the rain shadow effect.



Figure 6.29 The Great Dividing Range

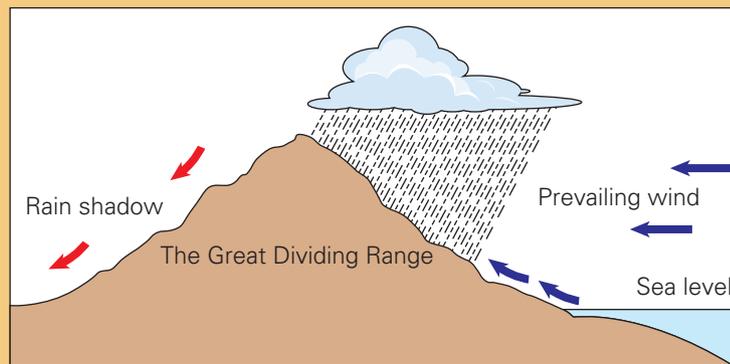


Figure 6.30 This diagram illustrates a rain shadow and its effects.

Condensation

Water vapour (water that has evaporated) rises up into the atmosphere: as it gets higher, the temperature becomes lower. When the temperature drops below a certain point, which we call the dew-point temperature, **condensation** causes clouds to form. A cloud always has parts that are evaporating and condensing at the same time, causing certain areas to shrink or grow.

condensation
where heat is lost causing a gas to become a liquid

Did you know? 6.5

Planes drawing in the sky

Have you seen planes drawing in the sky? Aeroplane exhaust contains water vapour, and when up high in the atmosphere, the air is so cold that the water vapour in the exhaust 'condenses out', resulting in those white streams seen behind the plane. These white streams are called contrails.



Figure 6.31 Contrails of a plane

Try this 6.2: Teacher demonstration

Making clouds

There are other ways to create 'clouds' in a bottle. Here is one way to do it.

Materials

- a little methylated spirits or ethanol
- hot water
- a 2 L clear plastic cool-drink bottle with lid
- a match

Method

- 1 Swirl a little methylated spirits or ethanol inside the bottle and empty it out.
- 2 Pour about a glass of hot water into the bottle and screw on the lid.
- 3 Give it a good shake.
- 4 Squeeze and release the bottle.
- 5 Unscrew the lid, light the match, blow it out and drop the smoking match into the bottle.
- 6 Rapidly screw the lid tightly onto the bottle and squeeze.
- 7 If you squeeze again, what happens?

Analysis

Explain your observations using the following terms: pressure, smoke, condense, water vapour, water drops, cloud.

Quick check 6.9

- 1 Link the processes 'evaporation' and 'condensation' to the formation of clouds. State whether they are heating or cooling processes.
- 2 a State at what phase change occurs for the water to form clouds.
b State if the water in clouds is fresh water or salt water. Why?

Percolation is the movement of water within the soil. This is affected by the characteristics of the soil like grain size, geological features, gravity and how fast infiltration is happening in the surrounding soil.

Remember, for something to be a cycle, it must complete a loop, so the water that was evaporated from the sea, condensed as rain and fell on the land must percolate through

precipitation

water that falls from the clouds towards the ground as rain or snow

drought

a prolonged period of unusually low rainfall that leads to a shortage of water

infiltration

to move slowly into a substance

percolation

the process of a liquid moving slowly through a substance that has very small holes in it

Precipitation

Precipitation is condensed water vapour that falls as rain, snow or hail because it's become too heavy to overcome gravity. Because there is still water vapour rising due to evaporation, not all of the condensed water in the clouds falls. When there is not enough precipitation for a long period of time, it may cause a **drought**, especially if there are unusually high temperatures.

Infiltration and percolation

Infiltration is the movement of water into the soil after precipitation has occurred.



Figure 6.32 As of early 2020, 2019 was the hottest and driest year on record for Australia.



Figure 6.33 Uluru in the rain. Uluru is composed of arkose rock, which is a coarse-grained sandstone, rich in the mineral feldspar (an abundant rock-forming mineral).

Quick check 6.10

- 1 Define these terms: precipitation, infiltration, percolation, surface runoff.
- 2 Identify the stage of the water cycle that follows the process of condensation in the atmosphere.
- 3 State the term that is used to describe the movement of water into Earth's surface.
- 4 Explain the permeability of rock.

the land to rejoin the sea. Moving water and the sediment it carries changes the surface of our planet. Erosion also contributes by changing the shape of mountains and taking sediments into the sea.

But what happens if the precipitation lands on rock, not soil, so infiltration and percolation cannot occur? If rain falls on an **impermeable** surface (a surface that water cannot move through, such as granite, clay or concrete) the water may evaporate directly back into the atmosphere, run into rivers or may be directed to a dam or reservoir. This is called surface **runoff**.

To replenish our underground reservoirs, water must be able to seep through soils and rocks that are **permeable**. Sand is an example of a permeable surface as it will allow water through, while clay will not allow water through and so is called impermeable. Soils and rocks with high permeability allow water to penetrate not only through to plant roots, but all the way down to join the underground layer of water-bearing permeable rock (called **pervious** rock).

impermeable

not allowing liquid or gas to go through

runoff

water that flows away from high areas to low areas

permeable

allows liquids or gases to go through it

pervious

a substance that allows water to pass through via cracks or defects in the rock

Practical skills 6.3

Modelling the water cycle

Aim

To investigate a model of the water cycle.

Materials

- 250 mL beaker
- water
- ice cubes
- Bunsen burner
- heatproof mat
- tripod
- gauze mat
- large watch glass
- matches
- safety glasses

Method

- 1 Half fill the beaker with water.
- 2 Use the Bunsen burner to heat the water to boiling.

Be careful

Be careful when using a Bunsen burner. Be careful of hot equipment and hot water.
Wear your safety glasses.

continued...

...continued



- 3 Stop heating and carefully cover the beaker with the watch glass. It needs to act as a lid on the beaker. Observe what happens to the bottom of the watch glass. Record your observations.
- 4 Remove the watch glass and heat the water again until it boils.
- 5 Stop heating and turn the burner and gas supply off.
- 6 Quickly cover the beaker with the watch glass and place ice cubes on its top.
- 7 Observe what happens to the space between the water and the watch glass.

Risk assessment

Safety is important when carrying out experiments. Look at the illustration and consider what you already know about safety in the laboratory to list the safety precautions you need to follow when using a Bunsen burner.

Results

Record your observations at each stage.

Analysis

- 1 In detail, describe what happened to the bottom of the watch glass the first time you covered the boiling water with it. What was the change of state?
- 2 In detail, describe what happened to the space between the water and the watch glass the second time the beaker was covered, but with ice cubes on its top. What change of state has taken place this time?
- 3 Explain how clouds are formed in nature. Describe in detail how the experiment represents the formation of clouds.
- 4 Explain which components of the water cycle are represented in this model. Explain each component and which part of the experiment represents them.

Evaluation

Describe how the model could be improved to better model the water cycle.

Natural factors affecting the water cycle

In this section, you have worked through the natural processes involved in the water cycle. You may have noticed that you have also been learning about how factors in the environment affect these processes. Table 6.3 summarises the factors affecting the water cycle.

Factor in the environment	What process is affected?	Description of how it affects the water cycle
Temperature	Evaporation Transpiration	The higher the temperature, the more evaporation occurs from oceans, rivers and the soil. The higher the temperature, the faster transpiration occurs. Plants can manage this water loss by closing the stomata (tiny openings) in their leaves so the water cannot escape.
Humidity	Evaporation Transpiration	When the air is humid (contains lots of water vapour), evaporation and transpiration slow down. It is as though the air is already too full of water, so it cannot take on any more.
Wind	Evaporation Transpiration	When there is wind or moving air, evaporation increases as the air carries away the water vapour, allowing for more of these processes to occur.
Landscape features	Runoff Percolation	When the precipitation lands on a permeable surface, there is a high amount of percolation and very little runoff.
Vegetation	Transpiration	Plants in rainforests have access to lots of water, so can carry out transpiration as much as they like, while desert plants must minimise their water loss from their leaves, and so have a low rate of transpiration.
Sunlight	Evaporation	The more sunlight there is, the more evaporation will occur; for example, in the summer when days are longer, more evaporation occurs.

Table 6.3 Summary of the natural factors that affect the water cycle

Explore! 6.3

Drought-proof strategies

Over the years, there have been many suggestions regarding 'drought-proofing' Australia with different management strategies. Research some of the ideas below, and summarise the potential advantages and disadvantages.

Management strategy	Advantage	Disadvantage
Bradfield project		
Irrigation system through pipes		
Replant with native species		
Cap bores		
Store/tap northern river floodwaters		
Minimise land clearing		
Move away from European farming practices		
Install rainfall storage tanks at every house		
Install greywater systems		
Increase the price of water		



Section 6.3 questions



Retrieval

- 1 **State** the everyday terms for the states of water.
- 2 **Recall** the changes of state that are involved in water changing from gas to liquid to solid.
- 3 Gardeners with pot plants or gardens that are sandy are likely to have experienced water-repellent soils if the soil has been dry for long periods of time. Thankfully, wetting agents can be used. **Identify** which process in the water cycle the soil wetting agents help with.

Comprehension

- 4 **Explain** how rain is formed.
- 5 Study the diagram and **identify** what each number represents. Include a definition for each process.
- 6 Sometimes clouds are full of water vapour and yet never produce precipitation. **Explain** why this may be the case.

Analysis

- 7 Copy the following table.
Consider the state of water at the beginning of the process and at the end. Include information about where this process occurs.

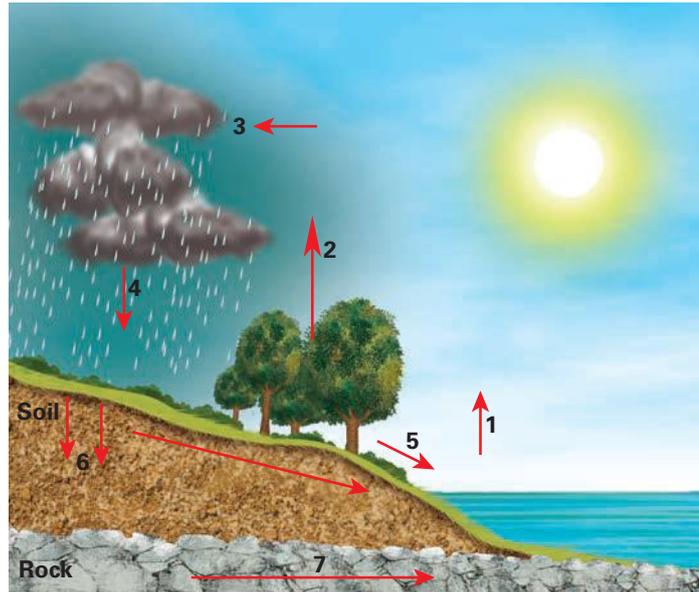


Figure 6.34 The water cycle

Process	State of water at the start	State of water at the end	Where?
Evaporation			
Transpiration			
Condensation			
Precipitation			
Runoff			
Infiltration			
Percolation			

Knowledge utilisation

- 8 **Discuss** the natural factors in the environment that can affect the process of transpiration.
- 9 'If we are not careful, one day Earth will run out of water'. **Decide** if this statement is true or false. Using the terms you have learned in this section, give reasons to support your opinion.
- 10 **Decide** whether the following statements are true or false. Give reasons for your answer.
 - a The water cycle has no start and no end.
 - b Clouds are made of water in gas form.
 - c When clouds become full of water droplets, the droplets fall as rain, snow or hail.

6.4 Human management of water

The natural water cycle is free of any objects made by humans, and is mostly composed of permeable surfaces like soil. Remember, these permeable surfaces encourage the water to move through by infiltration, resulting in higher levels of groundwater. However, humans have changed the landscape and developed ways to store water, move water and treat water.

The urban water cycle

The way we humans have urbanised our world has affected the natural water cycle, consequently it often gets referred to as the **urban water cycle**. As our population grows, the management of this urban water cycle becomes increasingly important.

Water catchments to tap

Most of Cairn's drinking water comes from forests high up in the Lamb Range. This area is called a catchment as it is like a giant bucket, waiting to catch rain. The water then flows

down the mountain along creeks and into rivers and oceans. When it rains, the runoff eventually flows into the reservoirs and water mains that make up our water supply system (that is, the clean water that we can use in our homes). Is this a natural process?

No, humans have interfered with the water cycle so that we can store water for when we need it, tap into bores for use on agricultural land, and use pumps and pipes to transport the water to our homes and gardens.



urban water cycle
a water cycle that includes the consequences of increased development



Figure 6.35 In this photo, you can see both historical and modern architecture in Brisbane's CBD. In the centre is City Hall, which was completed in 1930. Imagine how the city has changed since then! Can you explain how these changes would have affected the water cycle?

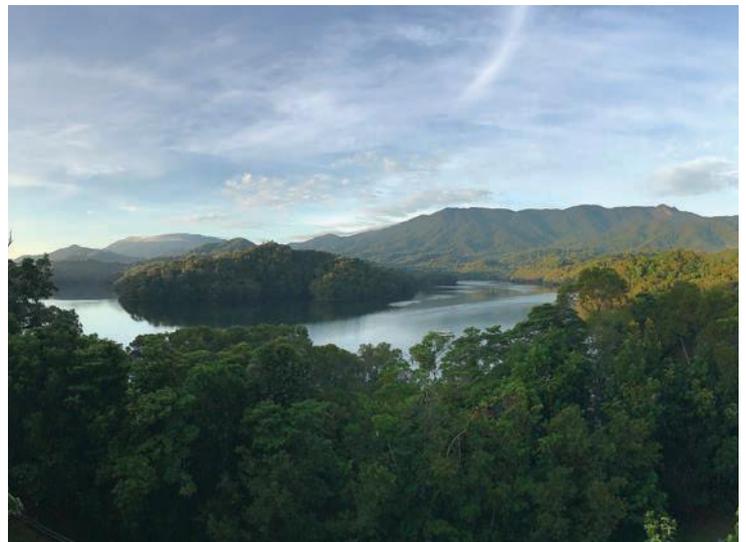


Figure 6.36 Lake Morris near Cairns. On the top is the dam wall and the bottom, the lake itself.

Practical skills 6.4

Gravity and water pumps

Aim

To investigate the effect of gravity on water and build a working pump.

Materials

- 2 plastic cups
- 2 basins for holding water
- soap dispenser pump
- plastic tub that both cups can sit in
- a straw
- measuring cylinder
- sticky tape
- 1.5 m of clear vinyl tubing (1/4 inch inner diameter)
- 0.5 m of PVC pipe

Method

Part A

- 1 Place the two cups in the plastic tub. Fill one cup with 100 mL tap water.
- 2 Now try to pour water from one cup into the other through the straw. Record your observations and measure how much water is lost into the plastic tub.
- 3 How could you transfer the water through the straw more efficiently? Try some ideas and again record your observations and how much water is lost to the plastic tub.
- 4 Next, you will try the soap dispenser pump. First write down how you think the results will change if we use a pump like the soap dispenser pump.
- 5 Repeat the experiment and this time use the pump to transfer water from one cup to the other. Record your results.

Part B

- 6 Archimedes was a Greek inventor who lived in the 3rd century BC. His water pump invention is still used today! Find out about the Archimedes water pump called a screw. You can see a sketch of this pump in Figure 6.37.
- 7 Collect your materials and carefully wrap the tubing around the pipe leaving a couple of centimetres hanging from each end of the pipe.
- 8 Place one basin on top of a short stool. Leave the other on your bench and fill with water.
- 9 Place the wrapped pipe into the lower basin and lean the pipe so that the tube at the top will empty into the top basin.
- 10 Gently turn the pipe, watching the water move up the tubing and exit into the empty basin on the bench. This is like moving water up a hill.
- 11 Play around with how tightly the tube is wrapped around the pipe and the incline, to see if you can determine the fastest way of moving water up the hill.

Results

- 1 Record your observations from the different steps of the experiment including how much water is lost to the plastic tub that the cups are sitting in each time you try something new.
- 2 Record your findings on the fastest way to move water up an incline.

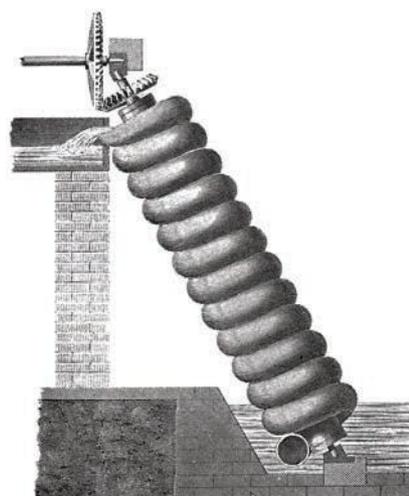


Figure 6.37 19th century engraving of Archimedes' pump, called a screw, used to transport water

continued...

...continued

Analysis

- 1 Summarise your findings from Part **A** by comparing the results of the different techniques you tried.
- 2 Summarise your findings from Part **B** by describing the conditions that were needed for the most efficient transport of water up the incline.
- 3 Recall where we use pumps in our everyday lives.
- 4 Water is pumped to the top of water towers by many kinds of pumps. Water tanks are elevated because height affects the pressure. Predict whether it would take more pressure to pump water to a house that is at the top of a hill or to one at the bottom of the same hill. Fully explain your answer.

Sewage – toilets to treatment plants

The water that leaves our homes is typically classified as wastewater and enters into a sewer system. Sewer systems travel under the urban environment, transporting our wastewater to wastewater treatment plants. These treatment plants remove toxic substances, so the sewage can be safely pumped out to sea and back into the natural water cycle, or recycled and used for irrigation on farms, parks and golf courses.

from soaking into the ground. As a result, natural water flows are altered and stormwater is created. When stormwater collects on impermeable surfaces, it is called stormwater runoff and is guided along parking lots, curbs and streets to gutters and then into the stormwater system. This is different from the sewer system. Eventually, the stormwater collects in nearby rivers and creeks, then travels out into our bays, where it re-enters the natural water cycle.

Stormwater – drains to our bays

Sadly, the natural water cycle cannot function normally in urban areas because buildings, concrete and other sealed surfaces prevent water

It is important to keep in mind there are problems with stormwater, which are summarised in Table 6.4.

Problem	Consequence
Picks up rubbish/toxic substances	<ul style="list-style-type: none"> • Pollutants are carried directly into our waterways, bays and oceans
High volumes	<ul style="list-style-type: none"> • More pollution • Stream banks will erode more quickly • Habitat of aquatic animals may be damaged • Breeding cycles of those aquatic animals may be disrupted
Low soil moisture	<ul style="list-style-type: none"> • Trees develop shallow root systems • Trees become unstable

Table 6.4 Summary of the issues with stormwater

Figure 6.38 Stormwater drains and pipes return water to rivers and the oceans but not always in the condition it should be in.



Explore! 6.4**The Great Artesian Basin**

The Great Artesian Basin is the largest and deepest basin in the world. Underlying over 22% of the country, it stretches for 1 700 000 km² over four states. Artesian water is pressurised water that is trapped underground. This water can be tapped by a bore, allowing it to flow naturally to the surface. The basin is home to an amazingly rich variety of birds, fish, insects, plants and marsupials and provides fresh water for much of inland Australia. It is so important that the federal government has set up a special authority to manage it.

- 1 Use your preferred search engine to research and read about the Great Artesian Basin Coordinating Committee (GABCC). Why was it important for such a committee to be set up?
- 2 What is the cause of the long term decline in water pressure across the basin? How is this being managed?

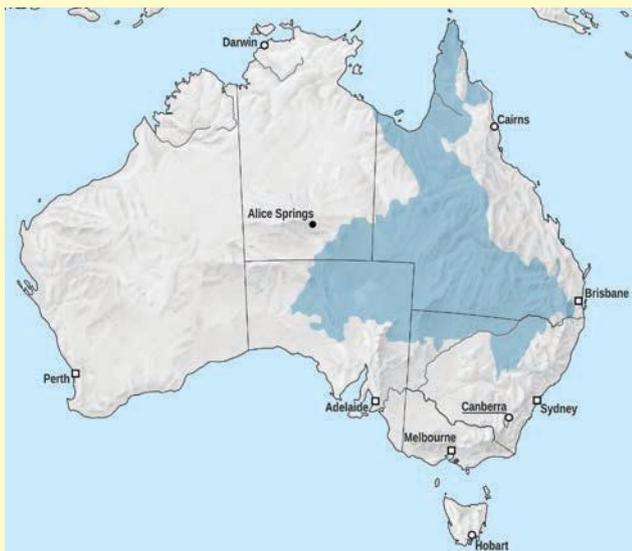


Figure 6.39 The Great Artesian Basin lies under the arid and semi-arid land of Queensland, New South Wales, South Australia and the Northern Territory.

Recycling water

Two types of wastewater are created in your home: **greywater** and **blackwater**.

greywater

water that has been used before; for example, from washing, which can be stored and used again for other uses such as toilets

blackwater

waste water from toilets

Greywater

Greywater is wastewater from non-toilet plumbing in your house, such as showers, basins and taps. The exact contents of greywater depends on the household producing it. So, if you keep your chemical use to a minimum by using environmentally friendly, biodegradable soaps and detergents whenever possible, you could recycle the water by using it to water your plants. Greywater can also be treated and then reused indoors for things like toilet flushing and clothes washing, both significant water consumers.



Figure 6.40 The use of greywater has become popular.

Quick check 6.11

Create a table that compares what happens in the case of the natural water cycle and what happens in our urban water cycle for the following processes. You may need to do some research online.

evaporation

precipitation

infiltration

condensation

transpiration

runoff

percolation

How do we recycle greywater?

If you want to recycle your greywater at home, you will need to use some sort of treatment process. This may be biological, chemical, mechanical or a combination of these. Some of the key steps are outlined below and may be quite familiar if you have completed Chapter 4 Mixtures:

- Coarse filtration: removes large particles, including hair, and prevents clogging
- Fine filtration and biological treatment: microbes in a sand filter breakdown plant/ animal matter in the water
- Disinfection: UV or ozone disinfection.

Blackwater

Blackwater is water that has been mixed with waste from the toilet. In addition, water from kitchens and dishwashers is excluded from greywater (and called blackwater) because of the potential for contamination by germs and grease. This waste does not break down and decompose in water fast enough for use in domestic watering systems. It requires biological or chemical treatment and disinfection before re-use.

Water treatment

In the state of Victoria, Werribee has one of Melbourne's two water treatment plants. It is a historic plant that treats half of Melbourne's sewage, and also is an internationally recognised bird habitat! Can you believe it produces 40 billion litres of recycled water a year and is totally energy self-sufficient? It uses sewage gas to create all the electricity it needs!



Figure 6.41 The lagoons of the Western Treatment Plant in Werribee

Quick check 6.12

- 1 Explain the difference between greywater and blackwater.
- 2 If you want to recycle your greywater, list the places where it comes from and what you could do to improve its quality before recycling.
- 3 Summarise the advantages and disadvantages of reusing your household greywater.

Explore! 6.5

Tiddalik and water perspectives

Aboriginal and Torres Strait Islander peoples view bodies of water as special places. One Dreaming story talks about Tiddalik, a frog who awoke with an unquenchable thirst and drank all of the fresh water until everywhere was dry. Other animals organised a plan to get the water back, finally succeeding when Nabunum the eel twisted himself into funny shapes, making Tiddalik laugh. As Tiddalik laughed, all the water rushed back out, refilling the lakes and rivers.

It is thought that Tiddalik is a water-holding frog (*Litoria platycephala*), and they burrow underground during the dry season. They were used as a source of water by Aboriginal and Torres Strait Islander peoples during drought. This is one way that they developed a way of finding water in areas where it is scarce.

continued...

continued...

Aboriginal and Torres Strait Islander peoples also created tools to help carry water. Conduct research to find out about the following and discuss your findings as a class. Remember to note down the details of the regions you research, as there are many different communities throughout Australia.

- Finding water
- Technology for carrying water
- Water management
- Use of water throughout time



Figure 6.42 A sculpture of Tiddalik the Flood Maker. This sculpture can be found in Warwick, Queensland.

Section 6.4 questions



Retrieval

- 1 **Recall** what recycling greywater may involve.
- 2 **Identify** some ways our water in nature can be kept pure.
- 3 **Identify** one method you could use at home to recycle water.
- 4 **Identify** the processes in the water cycle that are affected when land is cleared of vegetation to create urban areas (cities and housing).

Comprehension

- 5 **Explain** why water tanks that supply water are built high up in towers.
- 6 **Describe** how blackwater is different to greywater.
- 7 You want to recycle your greywater and use it to water your vegetable garden. **Describe** what you should do to ensure your greywater is safe to use on plants.
- 8 **Illustrate** a simple diagram of the urban water cycle.

Analysis

- 9 **Classify** the wastewater created in the following situations as either blackwater or greywater.
 - a Ahmed is having a shower.
 - b Babak is brushing his teeth at the bathroom sink.
 - c Carla is using the toilet in the restroom.
 - d David is washing his dishes in the dishwasher.
 - e Etsuko is doing her laundry using a washing machine.
 - f Fabien is using the urinal in the restroom.

Knowledge utilisation

- 10 **Discuss**, based on what you have learned in the last two sections of this chapter, why water should be considered an important renewable resource and how we are threatening its quality as a resource.
- 11 **Justify** your decision to drink or not drink recycled water.

Chapter review

Chapter checklist

You can download this checklist from the Interactive Textbook to complete it.

1	I can state the definitions of 'renewable' and 'non-renewable'. e.g. Define 'renewable'.	
2	I recognise that different resources have different regeneration timescales. e.g. Discuss why some biomass sources may not be considered to be renewable.	
3	I can describe the water cycle, including the changes in the states of water and the factors that affect each part of the cycle. e.g. Illustrate your own labelled diagram of the water cycle.	
4	I can describe how human management of water can impact the water cycle. e.g. State some advantages of having a greywater recycling system in every household.	

Review questions

Retrieval

- 1 Copy the following table and **name** the missing Earth resources and their uses.

Resource	Uses
Water	
	Living things to breathe, burning things, wind for drying clothes, powering windmills
Living things	
Rocks	
	Growing food, building, making things like ceramics
	Hot springs, geothermal energy
Energy from the Sun	



- Define** the terms 'urban water cycle' and 'stormwater'.
- Recall** two examples of fuels made from biomass.
- Identify** two reasons why soil is such a precious resource.
- Identify** the reasons why it is so important for us to reduce our dependence on fossil fuels.
- Identify** two advantages of using nuclear energy as an energy source.
- Identify** where greywater and blackwater come from.
- Identify** the process of the water cycle that is interfered with when there are concrete surfaces everywhere.

Comprehension

- Explain** why hydroelectricity would not be possible if it was not for solar energy.
- Summarise** why minerals are non-renewable.
- Describe** the advantages of recycling greywater at home.
- Summarise** how ocean energy is used to create electricity.

- 13 We are often encouraged to recycle, reduce and reuse rather than buy new items. **Explain** why this is the case.
- 14 **Explain** the purpose of transpiration for trees.

Analysis

- 15 **Compare** a hydroelectric power station and a nuclear power station.
- 16 Copy and complete the following table by first **classifying** each of the resources as renewable or not, including how long it takes it to renew.

Resource	Renewable or non-renewable	Timescale for renewal
Geothermal		
Coal		
Wind		
Tides		
Natural gas		
Biofuel		

- 17 **Contrast** pervious rock and impermeable surfaces.
- 18 Evaporation and transpiration appear similar. **Distinguish** between these two processes.
- 19 **Consider** stormwater flow. What impacts does it have on the environment?

Knowledge utilisation

- 20 The Sun, wind, water and geothermal are all renewable sources of energy. While there are many advantages to using these sources, **discuss** what some of the limitations might be.
- 21 Most of the methods of generating electricity involve using turbines. **Discuss** some examples of how turbines are used in different situations to produce electricity.
- 22 In 2017, Australian researchers developed printable solar technology. They made an electronic ink product from non-toxic materials, and when this ink was printed onto plastic sheets, they had flexible solar panels. **Predict** some of the uses of this new solar panel in the future.
- 23 Imagine you have just got out of the pool and your towel is all wet. **Predict** the conditions you think will allow your towel to dry the fastest, i.e. cause the most rapid evaporation of water.
- 24 **Decide** whether humans have altered the water cycle. Give reasons for your decision.



Data questions

The Queensland government has a 50% renewable energy target for the year 2030. The state's main renewable energy sources can be categorised as small-scale solar, large-scale solar, wind, and biomass. The predicted percentage of renewable energy as a component of total energy used in Queensland is illustrated in Figure 6.43.

Apply

- 1 Identify** which of the renewable energy sources will contribute the largest percentage of energy to Queensland in 2021.
- 2 Determine** what percentage of Queensland's energy was attributed to small-scale solar energy in 2018.
- 3 Calculate** the percentage of energy coming from other sources in Queensland during 2018.

Analyse

- 4 Contrast** the growth of wind energy to that of biomass over the five-year period.
- 5 Identify** the trend in the total use of renewable energy in Queensland over time.

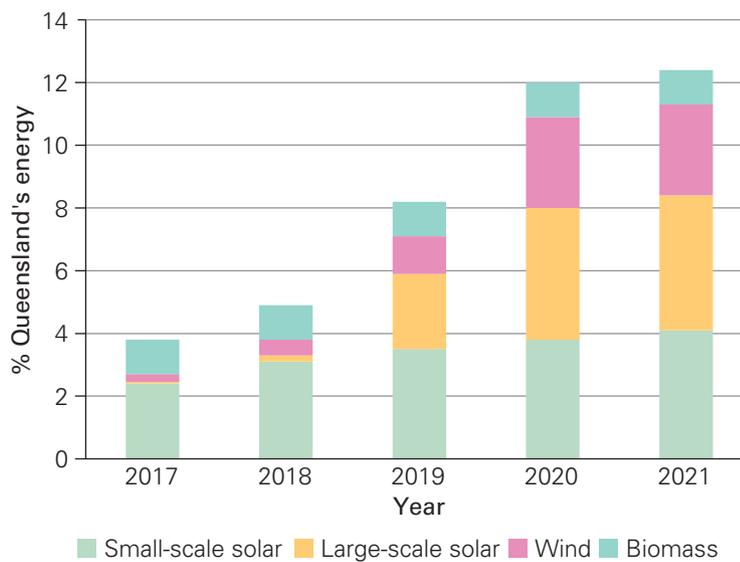


Figure 6.43 Queensland's growing renewable energy sources

- 6 Identify** a limitation to attempting to accurately predict the percentage of energy that will come from renewable sources in the future.

Interpret

- 7 Predict** whether Queensland will achieve their goal of 50% renewable energy by 2030.
- 8** Using the data presented, **justify** which of the four renewable energy sources shown is likely to make up the lowest percentage of Queensland's energy in the year 2030.

STEM activity: Diseases in water

Background information

Waterborne diseases (diseases that spread through water) are caused by a variety of microorganisms that can lead to devastating illnesses. Outbreaks of waterborne diseases often occur after severe weather events like droughts, floods and tsunamis. Because climate change increases the severity and frequency of some of these major weather events, communities – especially in the developing world – could be faced with more widespread outbreaks of diseases. The drinking of polluted water, poor sanitation and overcrowding in temporary settlements are all contributing factors to the spread of the disease.

Many types of engineers (for example, civil, material, mechanical, environmental and chemical engineers) have roles in improving our existing water treatment systems and designing new ones to meet the ever-changing nature of our world. This will become more important as the need to build more greywater and blackwater recycling plants grows. The purification of water is not a straightforward and easy process, with so many different possible pollutants and diseases. Therefore, full water treatment generally includes multiple steps to cover as many bases as possible. These steps include sedimentation (a process in which small pieces of a solid material fall to the bottom of a liquid and form a layer), filtration and disinfection.



Figure 6.44 Outbreaks of waterborne diseases often occur after severe weather events.



Figure 6.45 Bacteria can reproduce very quickly and so require immediate removal from water sources to prevent their spread.

Design brief: Build a water filtration device using commonly available materials.

Activity instructions

In this activity, you will be challenged to design and build a water filtration device using commonly available materials. To meet this challenge, you will take on the role as an engineer from the 'Super Dooper Clean Water Company' and work through the engineering design model, which includes designing, building, testing and evaluating the performance of the filtration device. You will then use this information to work towards an improved water filtration design.

You will need to begin by:

- looking at different types of common materials that can be used to filter polluted water
- the constraints that need considering before you design and build your prototype
- how you will determine if your design was successful.

Suggested materials

- 'polluted' muddy water (supplied by your teacher)
- 2 L plastic bottles with the bottoms cut off
- scissors
- paper towel
- squares of mesh, such as fine nylon or calico
- elastic bands
- spoons for stirring
- filtering materials like coffee filters, filter paper, soil/sand/pebbles, activated charcoal, cotton wool balls etc.
- measuring cups
- beakers or jars to work in

Research and feasibility

- 1 Research and identify different common materials that can be used to filter polluted water.
- 2 List the constraints you will need to consider before you design and build your prototype for

the polluted water you will need to filter (size of the particles in the polluted water, sterilisation of microorganisms, testing the cleanliness of the water etc.).

Design

- 3 List and describe the important design features required to filter polluted water.
- 4 Design your prototype filtration system, including labels for all key components.

Create

- 5 Construct your prototype filtration system.
- 6 Use your filtration system to filter the polluted water your teacher has given you.
- 7 Measure the volume of polluted water poured into your filtration system and the volume of cleaned water produced. What was the change? Calculate it as a percentage of the original volume.

Evaluate and modify

- 8 Explain the possible causes of any differences between the volume of water before and after filtration.
- 9 Evaluate the effectiveness of your prototype filtration system. Did your filter work as you expected it to? Did the different materials remove what you thought they would? Explain why or why not.
- 10 Consider the quality of your water. Do you think the filtered water is clean enough to drink? Or clean enough to put into a river? Explain why or why not.
- 11 Reflect upon your design. What improvements would you make to your prototype filtration system? List some ideas for ways you might get the 'polluted' water even cleaner. Are there other materials you would like to use that could improve your design?
- 12 Draw your new and improved design.
- 13 What design constraints or limitations might be different for engineers developing real water filtration systems?

Chapter 7

Forces



Chapter introduction

When you travel to school, you might use a train, car, bus, bicycle or even walk, all of which use forces. At school, you open doors, use a pen to write, open your lunch box, carry your bag and play sport, all of which involve forces. Even if you are just sitting still, the chair you are using provides a force to support your weight to stop you falling down.

In this chapter, you will learn how to identify, measure and classify forces. You will also see how two or more forces may be combined to make a stronger force or to cancel each other out completely. In the final part of the chapter you will learn about gravity and how its effects can be felt on Earth and in space.

Curriculum

Change to an object's motion is caused by unbalanced forces, including Earth's gravitational attraction, acting on the object (ACSSU117)

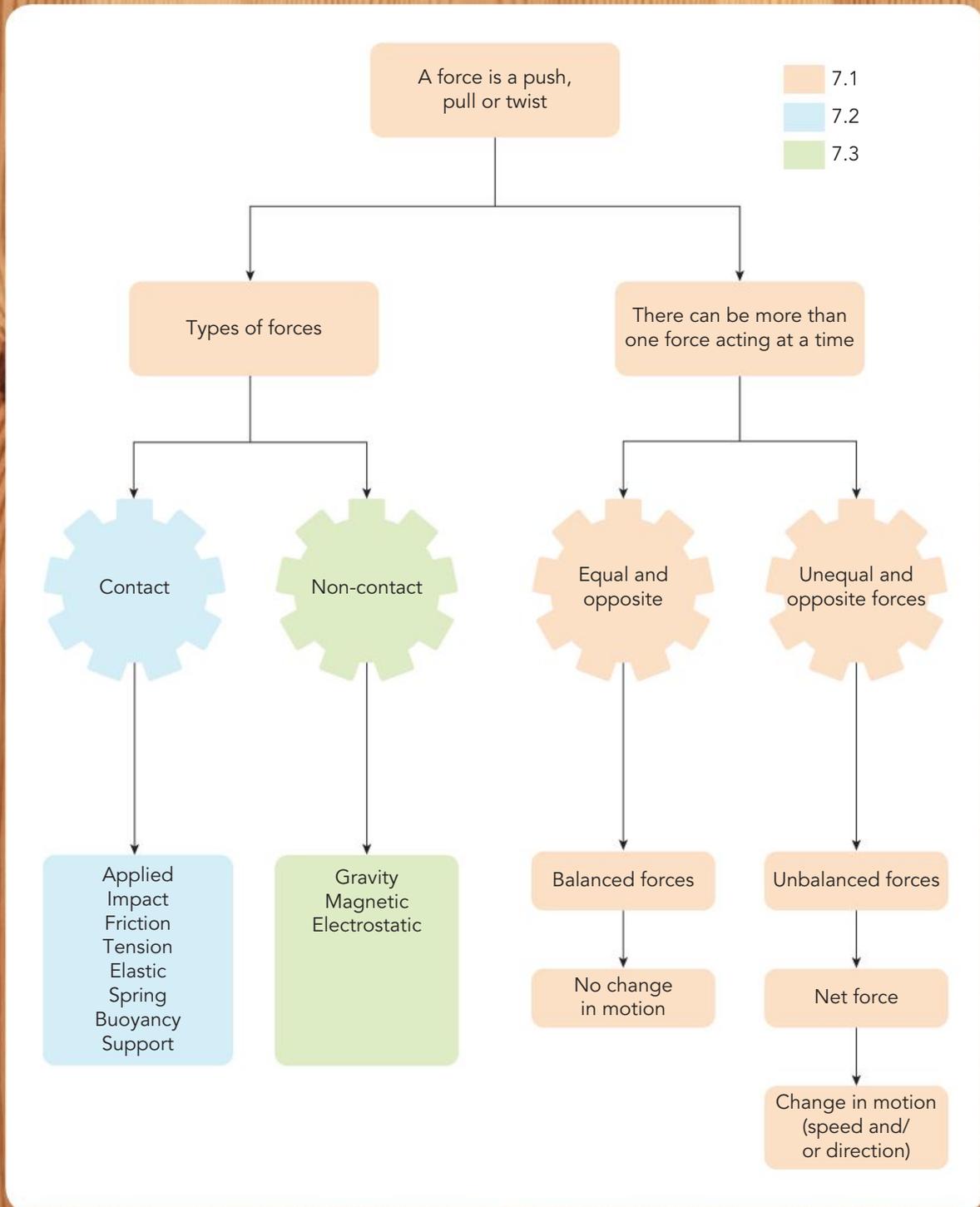
investigating the effects of applying different forces to familiar objects	7.1
investigating common situations where forces are balanced, such as stationary objects, and unbalanced, such as falling objects	7.1, 7.2, 7.3
exploring how gravity affects objects on the surface of Earth	7.3
considering how gravity keeps planets in orbit around the sun	5.2, 7.3

© Australian Curriculum, Assessment and Reporting Authority (ACARA)

Glossary terms

air resistance	force	push
alloy	friction	repel
anomalous	gravity	rotate
applied force	impact force	static electricity
balanced forces	magnetic field	streamlined
brittle	magnetic force	tension
buoyancy force	mass	turning force
drag	mouldable	twist
elastic	muscle	unbalanced forces
electromagnet	net force	weight
electrostatic force	newton	
field	pull	

Concept map



7.1 Applying forces on objects

A **force** is being applied whenever something is given a **push** or a **pull**, or is rotated or twisted. Forces are part of our everyday life. They are found in sport, music, transport, at home and in the work place. For example, when you push your pen across the

force
a push, pull or twist in a specific direction

push
to exert a force away from something

pull
to exert a force towards something

paper to write, pull on your socks, strum guitar strings or slam dunk a basketball ... those are all forces! In your own body, your **muscles** apply forces when you move. In nature, the forces from the flap of a bird's wings allows it to soar in the air, the sweep of a whale's tail moves it through the water, and the push in a grasshopper's legs lets it jump.



muscle
tissue in the human body capable of exerting a force

Try this 7.1

The following picture demonstrates forces in action. Make a list of all the pushing and pulling forces you can see in the following image, and if you can, describe what it is in each case that is doing the pushing or pulling.



Figure 7.1 Having fun in the park means many forces are in action.

Table 7.1 gives a summary of some of the forces and associated terms.

Contact or non-contact	Type of force	Description	Example
Contact forces	Pushing	One object moves or tries to move another that it is touching, away from it.	Pushing a trolley.
	Pulling	One object moves or tries to move an object which it is attached to, towards it.	Pulling on a lead to move an animal.
	Impact	The force of one object hitting another.	Action of a bat on a ball.
	Friction	The force between two things rubbing together that makes them (or tries to make them) slow down relative to each other.	Brake pads rubbing on the wheel of a bike.
Non-contact forces (acting at a distance)	Gravity	The apparent force of attraction when one thing moves near something that has mass.	The force that keeps you on the ground.
	Magnetic	The attraction or repulsion of electrically-charged particles that are moving.	A magnet picking up bits of iron.
	Electrostatic	The attraction or repulsion of objects that have an electric charge.	Attraction of pieces of paper to a rubbed balloon.

Table 7.1 Forces summary

How are forces measured?

Forces are measured using a unit called the **newton** (N). One newton is approximately the force you need to keep a large apple from falling.

Springs are usually used to measure forces because a spring will stretch when a pulling force acts on it and will be squashed or compressed when a pushing force acts on it. In your classroom, you may use something called a spring balance or newton meter, which can measure pulls. At home, you may use kitchen or bathroom scales to measure the force of a push. The bigger the force you are measuring, the stronger the spring will need to be.

You may wonder why you are using scales and spring balances to measure forces, when in homes and stores they measure

weight. But **mass** and weight are not the same thing in science, though in daily life the terms are used interchangeably. An object's mass is related to the amount of material that it contains, measured in grams or kilograms, and it is the same everywhere in the universe. Its weight, on the other hand, depends on its mass **and** the strength of gravity at its location. The weight of an object is the force with which gravity pulls it towards the centre of the Earth, whether it is falling or pressing down on the surface that it is resting on.

newton

the unit of force; one newton is roughly equal to the force you need to keep an apple from falling

weight

the force of gravity on an object; it is measured in newtons and changes in space

mass

the amount of substance in an object; mass never changes, even in space

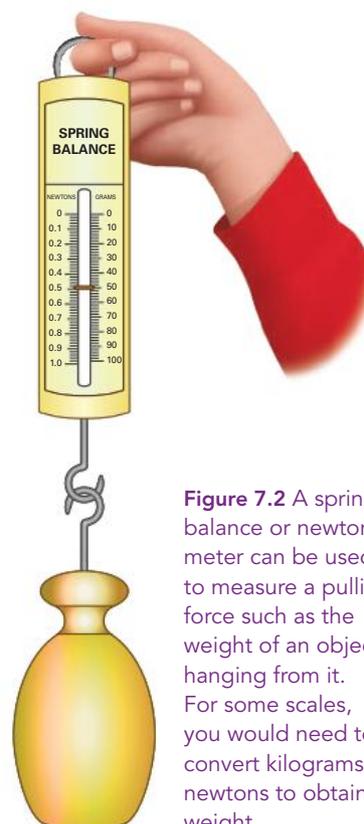


Figure 7.2 A spring balance or newton meter can be used to measure a pulling force such as the weight of an object hanging from it. For some scales, you would need to convert kilograms to newtons to obtain the weight.

So, scales and balances really measure a force – weight – even though they may be labelled in units of mass such as kilogram or grams.

On the surface of the Earth, an object with a mass of 1 kilogram has a weight of about

9.8 newtons (N). So, if a spring balance is labelled in N, it can also be used to measure mass in kilograms (kg), approximately, with a conversion rate of $1 \text{ N} = 0.102 \text{ kg}$. Your kitchen or bathroom scales can measure forces (approximately) if you use a conversion of $1 \text{ kg} = 9.8 \text{ N}$.

Practical skills 7.1

Using a spring balance

Aim

To select the most appropriate spring balance.

Materials

- a range of spring balances (e.g. 1 N, 5 N, 10 N, 50 N)

Method

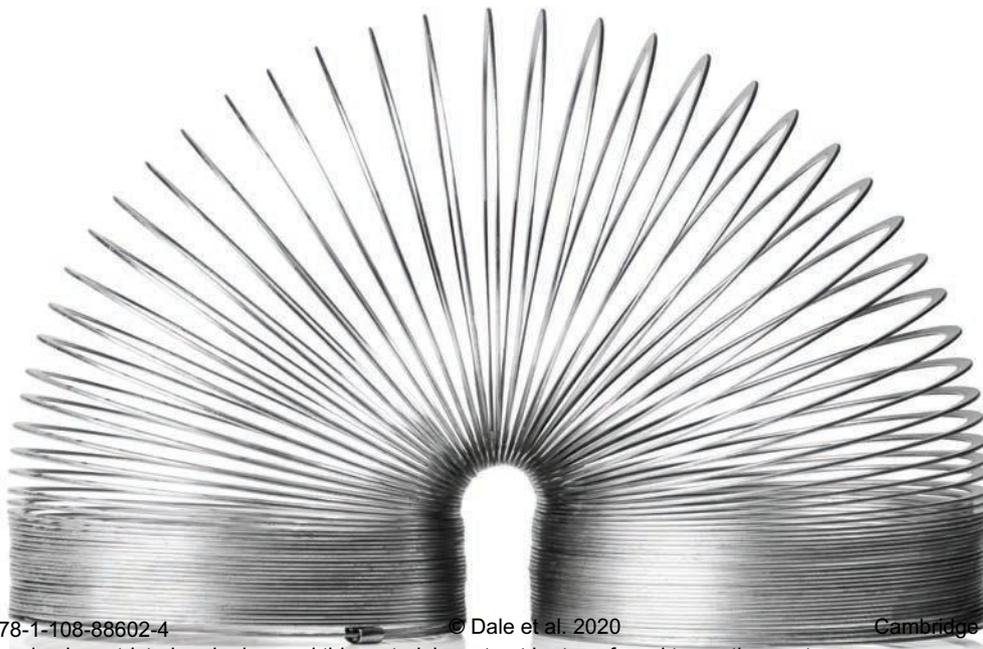
- 1 Copy the results table into your science book.
- 2 Determine the force needed to complete the actions in the table.

Results

Item	Force required (N)
Hold your pencil case	
Drag this textbook across the table	
Remove a piece of sticky tape from your desk	
Open the lab door	
Drag your stool across the floor	
Hold your school bag	

Analysis

- 1 State whether the forces applied to the items are push or pull forces.
- 2 Name the forces involved when hanging and dragging an item.
- 3 Sequence the items in order from most to least force required to drag them.
- 4 Explain why the same spring balance could not be used for all of the actions.



Science as a human endeavour 7.1

A new device to measure the force of a bird's wings while flying

In 2015, research came out about a new device that is going to help scientists understand the forces birds generate while flying. You know that a bird flaps its wings to fly, but determining how a bird generates lift has been a problem for scientists. The device is called an aerodynamic force platform, and it works like the force platforms that have allowed bioengineers to study the forces that humans exert to walk or run. Essentially, it is a box the size and shape of a large birdcage, with supersensitive force sensors attached to the bottom of the box. As the bird flies, each beat of its wings pushes against the air, which in turn pushes against the bottom of the box. These forces are recorded to produce a precise measurement for each stroke of the bird's wings.



Figure 7.3 Identifying how a bird generates lift has been an issue for scientists.

How do you draw forces?

When you want to indicate the forces acting on an object, you draw a force diagram. This

gravity
a non-contact force describing the pull of any object with mass

tension
the force in a wire, cable or string when being stretched



Figure 7.4 The tension in the chain pulling up (red) balances the pull down (blue) of the plant due to gravity.

diagram uses arrows to show both the direction and size of the force. For example, look at the image of a hanging plant held by a hook in Figure 7.4. The plant is being pulled down due to **gravity**, and the length of the arrow on the diagram represents the size of this force. What stops the plant from falling is a force called **tension**, which comes from the chain. The size of the tension force must be the same as that of gravity, and work in the opposite direction, to hold the plant in place. In other words, the forces of gravity and tension are equal and opposite, so they are balanced. On the diagram, the arrow for the tension force is drawn with the same size as the arrow for gravity, but pointing up.

In Figure 7.5, there are three plants and you can draw a force of gravity arrow for each one, with length proportional (corresponding) to their weight. The size of the tension force to hold the three plants up must equal

the total of all their gravity forces. So on the diagram, the tension arrow is drawn as long as the three gravity arrows added together.



Figure 7.5 The tension in the chain pulling up (red) is equal to the sum of the pull down (blue) of the three plant baskets due to gravity.

Interactions of forces

Forces can either work together or against each other. Imagine a group of people trying to push a car that will not start. One person pushing cannot move it, but when they all push together in the same direction the car starts to move. The push force from everyone in the group combines into one big force that is now larger than the gravity and friction forces holding the car in place. On a diagram, the push forces of each person are added up and could be shown by one force arrow with a length equal to the individual force arrows added up.

On the other hand, in a tug of war or rugby scrum, the two teams apply forces in opposite directions (Figure 7.6). If the forces are equal in size, there will be no change in the movement (in this case, because there is no movement then there will continue to be no movement). Equal and opposite forces are said to be **balanced**.

Sometimes forces are **unbalanced**, meaning that one is bigger than another. For example, if you have a tug-of-war with all the people having the same strength, and one side has more people, then that side will pull with a

greater force, so the forces are said to be unbalanced, and the stronger team will move the other team. Unbalanced forces cause a change in movement. This change in movement can be seen by something slowing down, speeding up, changing direction, changing shape or rotating.

balanced forces
forces of the same size but which act in opposite directions

unbalanced forces
a combination of one or more forces that has an overall effect, and which changes an object's motion



Figure 7.6 In a rugby scrum, the forces of the two teams are working against each other.

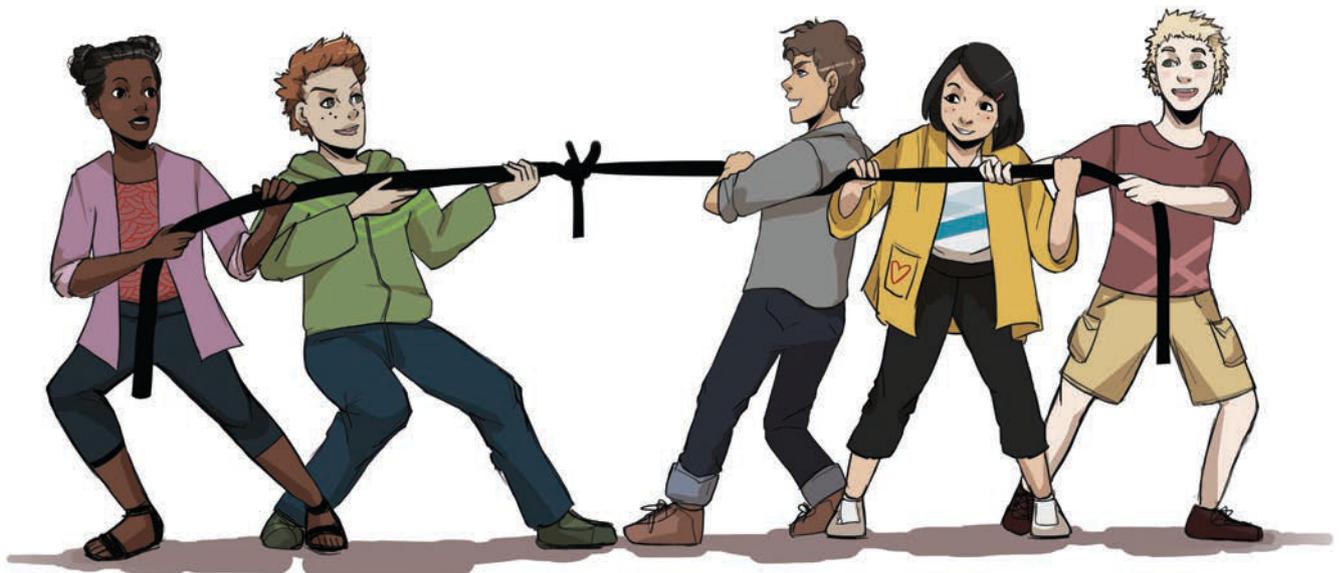


Figure 7.7 Unbalanced forces exist when there are not equal sized forces pulling in opposite directions, this causes change in movement.



Quick check 7.1

- 1 Define the following key terms in your own words: force, newton, balanced, unbalanced.
- 2 Identify which of the following activities use a push force and which use a pull force:
 - a catching a fish on a fishing rod
 - b dragging your toboggan behind you in the snow
 - c cutting up salad vegetables for lunch
 - d writing in your exercise book
 - e typing on your computer
 - f lifting a heavy school bag
 - g hitting a hockey ball
 - h putting on your slippers at night.
- 3 Explain how a spring can be useful in measuring force.
- 4 Match each force to its approximate value.

Weight of an apple	700 N
Weight of a car	1 N
Weight of an adult	100 N
Weight of a dog	7000 N

- 5 A hiker in Figure 7.8 exerts an upward force on her bag when she carries it, while the downward force is gravity.
 - a Decide if these forces are acting together or working against each other.
 - b Communicate this by drawing and labelling arrows on the picture.



Figure 7.8 A hiker carrying a backpack.

What are the results of applying a force?

You may have noticed that a force can be applied to change the motion of an object but this is not always the result. There are five main things that forces can do and it depends on whether the forces are balanced or unbalanced:

- 1 A force can balance another force so there is no change in its motion. (The important word here is 'change'. Balanced forces can

be acting on a moving object as long as its speed and direction are not changing.)

- 2 A force can change an object's speed to make it go faster or slower, including starting from rest when its speed was zero.
- 3 A force can make an object change its direction of motion.
- 4 A force can make an object **twist** or **rotate**.
- 5 A force can change an object's shape by moulding, bending, stretching or breaking it.



VIDEO
How do you know a force is acting on an object?

twist
to turn something

rotate
to turn or spin on an axis

Try this 7.2

Observing forces

Use the materials listed to perform the tasks listed in the table below.

- rubber band
- lump of modelling clay
- tennis ball
- bar magnet
- paperclip
- inflated balloon
- plastic counter

Draw the table in your book and record your observations.

Task	Observations	
	Change in motion or shape	Force that caused the change
Stretch the rubber band.		
Squash a lump of modelling clay.		
Drop a tennis ball and catch it when it bounces.		
Bring a bar magnet close to the paperclip.		
Use your hands to compress an inflated balloon (be careful not to pop it).		
Rub an inflated balloon against your head and then hold it near your hair.		
Use your fingers to flick a plastic counter across a table.		

1 A force can balance another force.

You saw earlier that two forces that are equal in size and are applied in opposite directions balance each other out and so have no overall effect on the movement of an object. When forces are balanced, a stationary object remains stationary, or if it is moving it keeps moving at the same speed and in the same direction. There are plenty of examples of this in your classroom and at home, let's have a look at just a few.

What forces act on a book when it is resting on a surface such as a shelf? The weight of a book is balanced by the shelf pushing up on it. This force is equal and opposite to the weight, so they are balanced. If the pull of the book down due to gravity was bigger than the push up of the shelf, the book would fall through the shelf. What would happen if the shelf pushed up more than the book is pulled down?

As you continue on through the years studying Science, you will learn more about the force of surfaces and objects opposing the weight of masses resting on them, which for now we'll call the 'support force.' You will learn it is an example of 'reaction force,' also called 'normal force.'

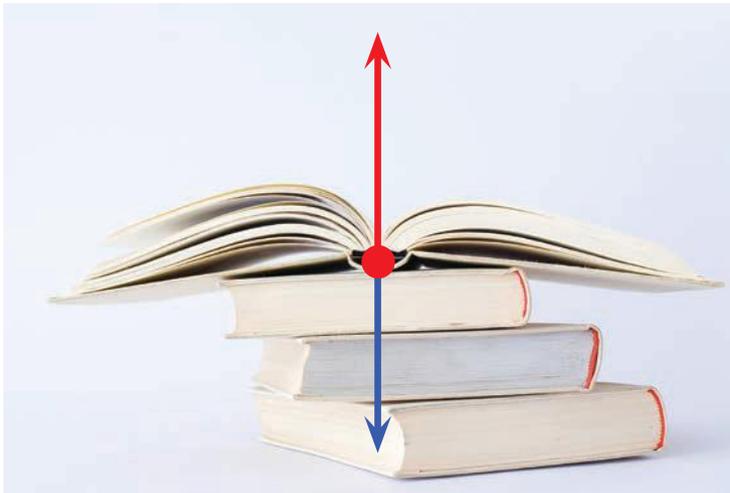


Figure 7.9 The weight of the book (blue) is pulling down towards Earth due to gravity. This is balanced by the normal force of the other books pushing back at it (red).

buoyancy force

the force experienced by an object that is partially or fully submerged in a fluid, e.g. water or air

air resistance

the frictional force of the air

friction

a contact force opposing motion due to the interaction between two surfaces

net force

the sum of all forces acting on an object

An object floating in water, like the ball in Figure 7.10, has an upwards **buoyancy force** that balances the pull of gravity on the ball down (its weight). Consider what would happen if the pull of gravity was larger than the buoyancy force.



Figure 7.10 The weight of the ball (blue) is balanced by the buoyancy force of the water (red).

Try this 7.3

These rocks at Stonehenge in England have been exerting forces on each other for 5000 years. Begin by identifying where the forces are acting. Then explain whether they are balanced or unbalanced. What is the evidence that allowed you to come to this conclusion?

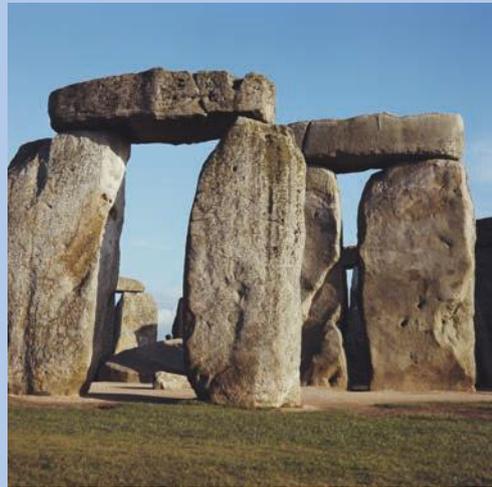


Figure 7.11 Stonehenge is one of the wonders of the world.

Just because a force is balanced, does not mean there is no movement going on. For example, if a car is travelling at a constant speed in a straight line on a flat road, there are four forces that act on it as it moves. The force of the road against the wheels pushes the car forward, while **air resistance** and a force called **friction** slow it. The weight of the car pulls it down and the road surface pushes it back up. The car will continue to travel at a constant speed, neither speeding up or slowing down. This is because when the forces are combined, they cancel each other out. The overall force on an object is called the **net force**. In this case, the forces are balanced and the car has no net force and will travel at a constant speed. If the car was to speed up, slow down, stop or change direction, this would require a non-zero net force.

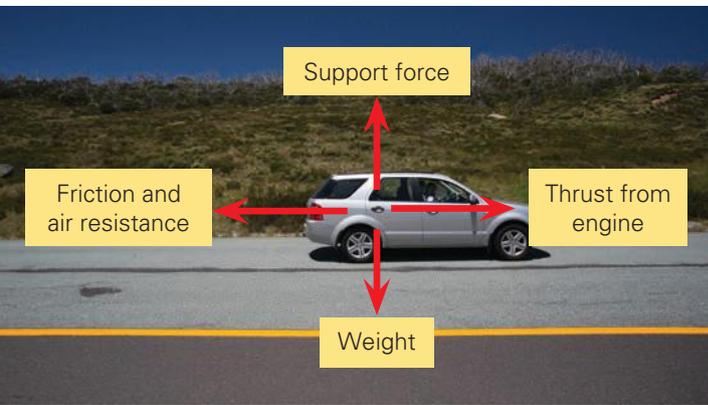


Figure 7.12 The forces on the car are balanced and the car travels at a constant speed.

The same could be true of a yacht gliding through the water in a race. The continuous force of the wind on its sail pushes the yacht forward, while the **drag** force of the water cancels it out, and so the yacht continues to travel at a constant speed.

drag
the frictional force of a liquid or gas



Figure 7.13 The force of the wind on the sail of a yacht helps it move steadily through the water.

Quick check 7.2

- 1 A painting is hanging on a wall from a nail. Decide if the forces on it are balanced or unbalanced.
- 2 A drone is hovering in the sky. Its weight is pulling it down and the force of its rotors is pulling it upwards. Decide if these two forces are balanced.
- 3 A swimmer is racing from one end of the pool to the other at a constant speed. Explain what must be true of the forces on the swimmer.
- 4 Draw a sailing boat, like the one in Figure 7.13, which is changing its speed and going faster as the wind blows harder. Add force arrows to your drawing for the force of the wind pushing it along, the drag of the water, the weight of the boat and the buoyancy force.



2 A force can change an object's speed.

Sports are great activities to look for unbalanced forces. Can you think of some

impact force

a contact force which sometimes only lasts for a short time; often impact forces change an object's speed

turning force

a force that makes an object start or stop rotating

examples in sports of when something has sped up due to a force? A golf club hitting a golf ball is a very sudden and quick change in the speed of the ball, and for this reason is classed as an **impact force**. Many ball sports involve impact



Figure 7.14 The force of the golf club changes the speed of the golf ball from zero to extremely fast in a matter of milliseconds.

forces, because the ball is hit by a tennis racquet, hockey stick or cricket bat. Can you think of other examples of where a force makes something speed up?

Objects changing speed can get slower as well. Brakes on a bicycle and car apply forces to reduce the speed in this way. You may have noticed if you stop pedalling your bicycle on a flat road, even if the wind is minimal, you will slow down and eventually stop. This is because friction has been working in the opposite direction of your travel the entire time. When you stop applying force via pedalling, friction is now the larger force and will slow you until you stop.

3 A force can make an object rotate or change its direction.

As well as changing the speed of an object, unbalanced forces can also make objects rotate, change direction or spin. Think of all the vehicles that use force to turn their wheels and you will realise that rotating forces are very common. **Turning forces** are not just found in transport, but also bathroom taps, door handles and even doors themselves turn when a force is applied to open them.



Figure 7.15 In the bathroom, the force of your hand results in the top of the tap rotating.



Figure 7.16 In the workshop, screwdrivers and drills require a force to make them turn.



Figure 7.17 In the kitchen, a food mixer uses turning forces.

What about changing the direction of an object using force? In Figure 7.18 on the following page, you can see how a wall will exert an impact force that will change the direction of a ball that is thrown at it. There are lots of sports where you can see a force change the direction of an object like a ball.

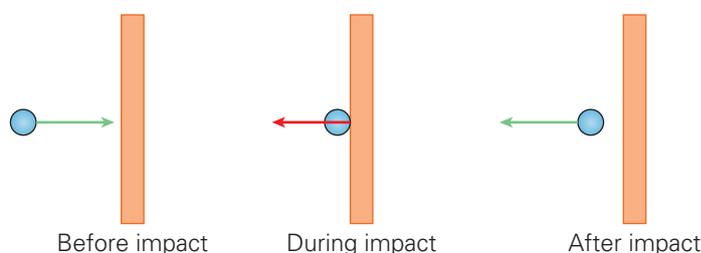


Figure 7.18 When a ball directly hits a wall, the direction of the rebound will be in the opposite direction to how it was thrown. The green arrows indicate the direction of the ball, and the red arrow represents the force of the wall on the ball.

Quick check 7.3

- 1 Name some sports where a force can change the speed of an object or a person.
- 2 Name some sports where a force can change the direction of an object or a person.
- 3 Name some sports where a force can change the rotation (spin) of an object or a person.
- 4 Explain if it is possible for an object to speed up or change direction without a net force.
- 5 Decide if two forces that speed up, slow down, or change the direction of an object are called balanced or unbalanced. Explain your answer.

4 A force can change an object's shape by moulding, bending, stretching or breaking it.

When bread is made by hand, a baker uses forces to mix the ingredients and to mould the dough into a new shape. Potters use forces to mould clay spinning on a wheel to create bowls. In these examples, the material is soft and is easily moulded into a new shape. Plasticine and Play-Doh are examples of materials that

children enjoy moulding easily. A material that can be moulded easily is called **mouldable**.

However, not all substances can change their shape easily when subjected to a force. Substances that tend to break instead of bending are called **brittle**. Two examples are glass and pottery, which break into pieces if they are subjected to a large enough force.

mouldable
soft enough to be shaped

brittle
a material that is likely to break or snap when subject to a big enough force



Figure 7.19 Dough is moulded by forces into a new shape.



Figure 7.20 Potters use a wheel to spin the clay as they shape it to form a bowl.



Figure 7.21 Glass can shatter if a large impact is applied.



Figure 7.22 Once the clay has been fired in a kiln, pottery becomes very brittle.

Elastic materials include metal springs, rubber bands and elastic. These materials stretch or bend when a force is applied and then return to their original shape when the force is removed. Elastic materials can also exert a force of their

elastic

elastic materials bend, stretch or compress when a force is exerted on them; they exert elastic forces when this happens

own called an elastic force when their shape is changed.

Figure 7.23 The spring on this park ride will allow the turtle to move around while staying upright.



Investigation 7.1

Investigating forces

Aim

To measure some everyday forces.

Materials

- a range of spring balances (e.g. 1 N, 5 N, 10 N, 50 N)
- a selection of masses (e.g. 10 g, 20 g, 50 g, 100 g, 1 kg, 2 kg)

Method

- 1 Copy the results table into your science book.
- 2 Record the masses you have selected in the first column.
- 3 Hook each mass onto an appropriately scaled spring balance and measure the force required to hang (suspend) it against gravity. Record the measurement in your results table.

continued...

...continued

- Place each mass on a bench, attach a spring balance near the base and record the force required to get it moving.
- Then drag the mass steadily at constant speed (drag each mass at roughly the same speed) along the laboratory bench. Record the force reading when it is moving at a steady rate. Write it in your results table.

Planning

- Identify the independent variable.
- Identify the dependent variable.
- Develop a hypothesis by predicting how a change in the mass will affect the dependent variable.
- Identify the controlled variables and describe how these will be managed.

Results

Mass (g)	Force required to suspend the mass (N)	Force required to get the mass moving (N)	Force required to drag mass at constant speed (N)

Data processing

- Plot a graph showing the relationship between mass and the force required to suspend it. Draw a single straight line so that it best fits through the average line of all the data points.
- Plot another graph showing the relationship between mass and the force required to drag the mass at a constant speed. Again, draw a line of best fit for the data points you have.

Analysis

- Identify the relationship between the mass and the force required to suspend it.
- Identify the trend in your second graph.
- Identify any **anomalous** results in your second graph.
- Extrapolate your second graph to find out how much force would be required to drag a 4 kg mass at the same constant speed you used previously.

anomalous
an outlying result that does not fit in with the pattern of the other results

Evaluation

If you had any anomalous results, explain how these may have been caused.

Conclusion

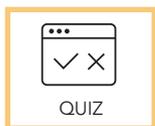
- Propose a valid conclusion that can be drawn from these results.
- Justify this conclusion using data from your results.
- State whether your hypothesis is supported or not.

Quick check 7.4

Match each word to its correct description.

- | | |
|-------------|---|
| 1 Brittle | A Can be stretched but always returns to its original shape when the force is removed. |
| 2 Elastic | B Can be made into a new shape. |
| 3 Mouldable | C Breaks into pieces when a force is applied. |

Section 7.1 questions



Retrieval

- 1 **State** the name given to two forces that cancel each other's effect.
- 2 **Name** one body component that can exert a force.
- 3 **Identify** four examples of impact forces.
- 4 **Recall** the different things that forces can do to an object.
- 5 **Recall** the features of balanced and unbalanced forces. Include an example where possible.
- 6 **Identify** an everyday example of each of the different results that forces can cause to complete the following table.

Result of the force	Everyday example
No change in motion	
Speeding up of object	
Slowing down of object	
Rotating of object	
Changing direction of object	
Changing shape of object	

- 7 **Name** an example from everyday life for each of the following types of force.
 - a A force that changes the motion of an object
 - b A force that changes the shape of something
 - c A force that stretches or bends something.
- 8 **Name** examples of materials that are:
 - a able to be moulded
 - b brittle
 - c elastic.

Comprehension

- 9 Can water exert a force? **Explain** your answer.
- 10 **Explain** how a spring balance can be used to measure force.
- 11 You push a door and find it is locked and will not open. Use your knowledge of forces to **explain** if you still exerted a force even though the door did not move.
- 12 If you hold a carton of milk at arm's length in front of you, **explain** if you are still exerting a force on it, even if the milk carton is not moving.
- 13 You are sitting on the couch at home. **Illustrate** a diagram of yourself and draw arrows to represent the forces acting on you. Are the forces balanced?
- 14 In Figure 7.24, the weight (force of gravity) of the gymnast is balanced by the tension in the ropes. **Illustrate** a sketch of the gymnast and include arrows to represent the forces acting on him.
- 15 You know force is measured in newtons, write a statement to a friend in a different class so they can **comprehend** how big 30 N is.



Figure 7.24 A gymnast

Analysis

- 16** If a boat is travelling at a constant speed in a straight line on the water, what can you **infer** about the drag and the force of the engine?
- 17 Analyse** Figure 7.25 and describe or draw the forces on the cyclist. Assume they are moving at constant speed in a straight line.

Knowledge utilisation

- 18** Three cycling triplets are identical in every way including their size, mass, clothing and bikes. They start a sprint race side by side at the same time. After 10 seconds, Ahmet has gone 200 m, Barak has gone 160 m and Cinna has gone 120 m. **Discuss** these results. Was the average force each exerted on the pedals the same during the 10 seconds or different? Who exerted the highest force, and who exerted the lowest? Was it a fair comparison? Explain your reasoning.



Figure 7.25 A cyclist

7.2 Types of forces: Contact

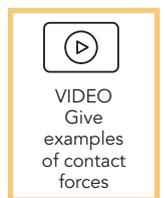
You have learned that forces can have a number of different effects. Using the definition that a force is a push, pull, twist or rotation, you will now learn that there are many types of forces and you will learn how to classify the forces you encounter at school and at home.

Contact forces are pushes, pulls and rotations which require the objects to be in contact

with each other. A contact force that is part of everyday life is friction. You will look at this and some of the other contact forces caused by ropes, chains, levers, pulleys, motors and human muscles.

Friction forces

Friction is a force that is part of everyday life. Friction is a contact force and occurs whenever

**Try this 7.4****Push and pull**

In groups, take a few moments to think of as many different pushes or pulls (i.e. forces) you have experienced in the last few days. (Leave aside twists and rotations for the time being as they tend to be trickier.) You may like to choose one from a sport, and one from playing a musical instrument, from home or at school, or even on public transport – are there any forces involved? When all the groups have finished, create a list for your class and, if you can, try to give the forces names and to classify them into groups. How did you go? There are lots of possible forces that you could have included in your list, so keep your list handy and now you will start looking at some of the categories of forces that exist in our world.

surfaces rub together, or when a liquid or gas flows over a surface. It happens when one object tries to move over another object it is in contact with, like trying to move an armchair across the floor. Friction always acts in the opposite direction of relative motion and so it either slows down or stops moving objects.

Imagine life without friction. Walking would be difficult because your shoes would have no grip on the floor. Normally you push your foot backwards against the ground and the

ground pushes back on you (note: the friction is pushing you forward here), but if there were no friction, it would feel like everything was covered in a thin film of slippery soap. This type of friction is called traction. Without friction, car brakes would not work and without the grip of the tyres on the road, cars would not be able to move in any direction; backwards, forwards, nor around corners. On the positive side, playground slides would be really fast and a roundabout, once started, would carry on spinning forever.

Practical skills 7.2

Surfaces and friction

Aim

To observe the effect of various surface types on the frictional force on a moving object.

Materials

- large block of wood with hook attached
- spring balances (10 N, 20 N and 100 N)
- a variety of different surfaces (e.g. vinyl floor, carpet, concrete, polished concrete, sandpaper, grass or bitumen in a safe area).

Method

- 1 Copy the results table into your science book. Ensure the independent variable is in the left-hand column and the dependent variable trials and mean sit at the right of the table. Don't forget units in the headers.
- 2 Place the block of wood on the first surface and attach the appropriate spring balance. (Hint: Which spring balance would be the best for each surface? How would this be determined?)
- 3 Pull the block of wood at a constant speed across the surface and read the force on the spring balance. The force on the spring balance will be equal to the force of friction. Record this reading in your results table.
- 4 Repeat the measurement four more times and record in your table.
- 5 Repeat Steps 1–4 on three other different surfaces.

Results

Surface	Friction force			
	Trial 1 (N)	Trial 2 (N)	Trial 3 (N)	Mean (N)

Analysis

- 1 Why was it necessary to measure the friction of each surface three times and find the mean?
- 2 List your surfaces in order of lowest to greatest friction force.
- 3 Explain why some surfaces create more friction than others.

Friction between surfaces

As you would have found completing the practical activity, friction depends on the surfaces that are rubbing together. Rough surfaces tend to produce more friction than smooth ones. Friction also depends on the weight of an object. Think about that armchair you were trying to move earlier. If the chair is extremely heavy, there will be more friction opposing the push you are giving. Friction also depends on the speed at which an object is moving. It increases as the speed increases. This is why it is important to use the same constant speed in an experiment.

So, you have seen that friction can be a very useful force, but it can also have an unwanted consequence. When two surfaces rub against each other the friction force can transfer energy which increases the temperature. On a cold day you may have rubbed your hands together to make them warm, or maybe you have rubbed sticks together at high speed to start a fire. However, higher temperature is not always welcome because it can represent wasted energy or be dangerous.

Minimising friction between surfaces

One way to reduce friction between two surfaces is to polish them or to use lubrication such as oil or graphite. This allows the surfaces to move over each other with less friction



Figure 7.26 Petrol engines need oil to lower the friction inside.



Figure 7.27 The wheel and axle allows objects to be moved over a surface with very little friction.

and thus generate less wasted energy. In Figure 7.26, clean oil is put into an engine to lower the friction between the moving parts. If there is no more oil, the extra frictional forces will destroy the engine because the metal expands as the temperature increases.

Another way friction can be reduced, especially when moving heavy loads from one place to another, is to use a wheel and axle. This is one of the earliest and widely used inventions that has ever been made.

By using a wheel and axle, trains, cars, trucks and even aircraft taking off and landing can all move with little friction. Wheels are used all over the world. The only exception being on snow and ice where surfaces have low friction and it is better to use skis or sledges on runners. Skis and runners do not sink into the snow and get stuck like a wheel would. Additionally, being long and thin, they also tend to run straight where wheels would slide sideways.



Figure 7.28 Seaplanes use floats to land on water instead of wheels.

Wheels also do not work well if the ground is very rough, so trains need tracks and cars work best on roads. Wheels do not work on water, so seaplanes designed to land on water use long thin hollow floats or pontoons shaped like closed canoes in place of wheels.

Try this 7.5

Use a spring balance to measure the force required to pull a wooden block across your bench. Next, lay out pencils or pens that are perfectly round and about the same thickness next to each other and measure the force required to pull the block on top of them. How does the force required differ? Can you explain your observations?

Friction in gases and liquids

In this section, you will learn about friction between solid surfaces and gases or liquids, which is also called drag. However, friction can also occur between liquids and gases, or even within liquids and gases. In the air, drag is also called air resistance. Friction in liquids and gases is very similar and the two are often treated together as fluid friction.

As an arrow moves through the air, air resistance will act to slow it down, but because arrows are **streamlined**, the force slowing the arrow is small.

streamlined
designed to minimise air resistance or drag

Fish have a streamlined shape that helps them move through water easily. The same shapes are used by the designers of boats and submarines to reduce drag and to enable them to travel at high speed in water.



Figure 7.29 The friction force on an arrow as it flies through the air is small.

Figure 7.30 Trains have become more streamlined as their speed has increased.





Figure 7.31 The streamlined shape of a kingfisher is useful to minimise drag during a dive.

In the air, birds have a streamlined shape to fly with as low an air resistance as possible. Air resistance is a major consideration for the designers of cars, trains and aircraft. Have a look at the three trains in the images in Figure 7.30; their design has become more streamlined to allow them to go faster.

Quick check 7.5

- 1 Explain what friction is and how it works.
- 2 Describe two features of a car that are designed to minimise friction for better fuel economy.
- 3 Describe two features of a car that are designed to maximise friction for safety.
- 4 Define the key terms 'air resistance', 'drag' and 'streamlined'.
- 5 Explain why a shark's body is streamlined, whereas a koala's is not.

Practical skills 7.3

Stretching springs

Aim

To observe the relationship between force and extension for a spring.

Materials

- spring
- retort stand, bosshead and clamp
- set of slotted weights
- ruler

Method

- 1 Using a retort stand, hang a spring on a bar and place an empty weight holder on the end of the spring.
- 2 Tape a ruler to the vertical bar of the retort stand. Use the scale of the ruler to record the initial position of the bottom of the weight holder.
- 3 Add masses to the weight holder. Each time a new mass is added, record the new position of the bottom of the weight holder. Be careful not to overstretch the spring.

Results

Mass (g)	Force (N)	Extension (m)

Data processing

- 1 Calculate the force applied to the spring by dividing the mass in grams by 1000 and multiplying by 9.8.
- 2 Draw a graph of how force affects the extension of the spring.

continued...

...continued

Analysis

- 1 Identify the trend in your graph.
- 2 Identify any anomalous results in your graph.
- 3 Can you use your graph to make predictions about other masses?

Conclusion

From this activity we can claim that the extension of a spring depends on _____. This is supported through observing _____.

Elastic and spring forces

Forces in metal springs

Springs can be pulled, pushed or bent sideways. In each case they will exert a force in the opposite direction to the force applied and this is called a spring or elastic force.

Forces in elastic materials

Solid pieces of elastic or rubber can also be stretched, pulled sideways, and compressed. But a rubber band or strand of elastic cannot be compressed lengthwise, because of its shape.

Rubber and other elastic materials can be compressed when they are formed into a short, fat shape, and they are used in this way to absorb bumps and shocks in doorstops, in vehicles and machines.

Long pieces of wood, plastic or metal can also exert an elastic force when they are bent. They spring back to their original position when the force is removed, as long as the force is not large enough to break or deform them permanently. Tree branches are an example of this as they can bend in the wind. If they become rotten and unable to bend, they will break in a storm.

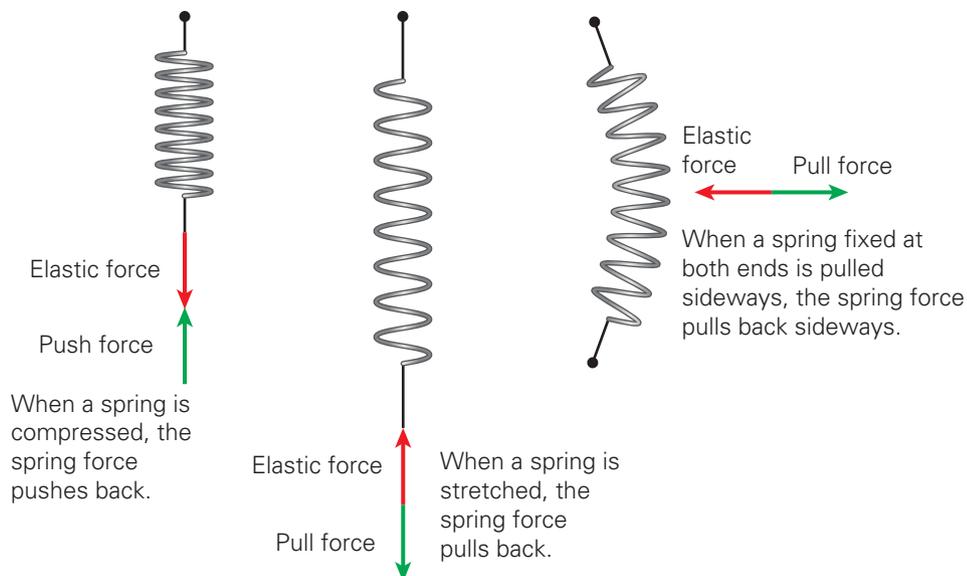


Figure 7.32 Three ways to apply a force to a spring

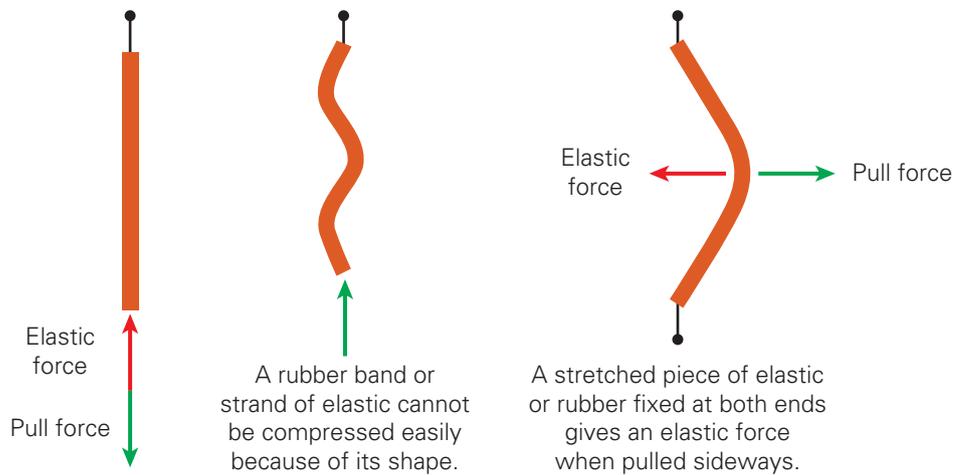


Figure 7.33 Two ways to apply a force to a rubber band

Figure 7.34 The diver makes use of the elastic forces in a springboard.



Figure 7.35 A pole vaulter uses the elastic forces in a pole to reach the top of the vault.



Quick check 7.6

- 1 What is a spring force?
- 2 What is an elastic force and how does it compare to a spring force?
- 3 Can you think of other sports or activities that have not been mentioned that use elastic or spring forces?

Elastic forces are used by divers on a springboard to gain extra height when they dive. The force exerted by a bow on an arrow is another example of an elastic force. Some of the force comes from the stretching of the string; however, most of the force comes from bending the wood or plastic of the bow.

Buoyancy forces

The buoyancy force is the upwards push that occurs when an object is partially or fully submerged in fluid such as water or air. If an object placed in water sinks, the buoyancy force acting upwards is smaller than the weight of the object. If it floats, the buoyancy force is equal to the object's weight.

There is also an upwards buoyancy force on an object in a gas, but it is much smaller, and can only be seen in an object that is very light compared to their size, such as a helium balloon. The air's upwards buoyancy force on a helium balloon can be greater than its weight (when it will rise) or equal to its weight (when it will float at a constant height).



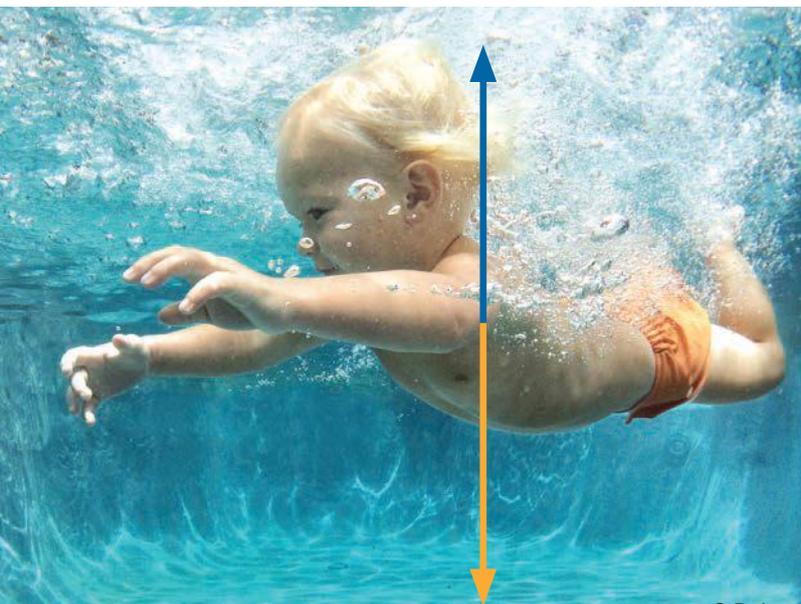
Figure 7.36 Buoyancy forces allow heavy container vessels to float.



Figure 7.37 The lemon floats and bubbles of gas rise to the surface due to buoyancy forces.

You will have experienced a buoyancy force if you have been swimming: it is the force that makes you feel weightless in the water. Whether you are swimming on the surface or underwater as in Figure 7.38, the buoyancy force (blue) is approximately equal to the force of gravity (orange).

Figure 7.38 The buoyancy force on the baby is approximately equal to the baby's weight.



Try this 7.6

Fill a bucket with water and collect a range of different balls such as a table tennis ball, golf ball, polystyrene foam ball, tennis ball, metal ball bearing and a rubber ball.

Take each ball and submerge it in the water, releasing it at the bottom of the bucket.

Write down your observations when you let go of the ball. Did different balls act differently? What forces are acting in this situation? When are the forces balanced and unbalanced?

Did you know? 7.1

Buoyancy forces are everywhere!

Hot magma inside Earth is lighter than cooler magma and buoyancy forces cause giant bubbles of hot magma to move towards the Earth's surface. These create volcanoes and earthquakes when they reach the crust. So, from tiny bubbles in a glass of lemonade to destructive volcanoes, you can find buoyancy forces everywhere.

Impact forces

The contact forces you exert or experience in daily life, such as moving an object or opening a door, are called **applied forces**. When objects collide, they typically exert or experience a force that lasts just a fraction of a second. This is called an impact force, and it is a push that (usually) fast-moving objects or particles exert for the very short time that they are in contact with another object. These forces are increased if the moving objects are heavier or faster. Examples include ten-pin bowling skittles being hit by a bowling ball or a hammer hitting a nail. Can you name some other examples of impact forces?

applied force
force that is applied to an object by another object or person

Keep in mind that impact forces can be useful as well as dangerous. A pressure cleaner emits a jet of water at a high speed, and when the

water hits its target, its speed changes quickly, causing the water to exert a force on the ground that can be used to clean a surface.

In car accidents, impact forces can cause serious injuries, but these can be reduced by

using seat belts, crumple zones and air bags. These safety measures spread the impact force over a larger area (thus decreasing the pressure at any point) and spread the change in speed over a longer time (thus decreasing the force).

Science as a human endeavour 7.2

Bike helmets

Australia has a proud record of leading the way when it comes to road safety. The origin of road safety legislation has its roots in evidence collected by doctors stating that road accident victims often had injuries that were preventable. The head is especially vulnerable to injury and for this reason both motorcyclists and cyclists are required to wear a helmet in Australia. The main function of the helmet is to protect the skull by stopping penetrating injuries, and to spread the force over a larger area, and to make the change in speed of the head take a longer time as the head sinks into the foam thus reducing the force on the head. Similarly, occupants of cars wear a seatbelt to absorb the

energy by spreading the impact forces over the chest and preventing the head from hitting the windscreen in an accident. The forces involved in the sudden changes of speed that can happen in a collision are very large and so injuries can be prevented if these forces can be reduced by spreading the change in speed over a longer time, and the pressure reduced by spreading the force over a larger area, so the body is protected.

A major study presented in 2016 looked at the use of bike helmets around the world. Based on more than 64 000 cyclists, the study found helmets reduce the risks for a serious head injury by nearly 70%, face injury by 33% and fatal head injury by 65%. So, regardless of whether they are compulsory, wearing head protection is highly recommended!



Figure 7.39 Luke Bell of Australia wearing a helmet that protects his head and is also designed to minimise air friction.

Quick check 7.7

- 1 Name the two forces acting on you when you are lying on an inflatable mattress in a swimming pool.
- 2 Define the term 'impact force' and provide three examples.
- 3 Explain why Australians are required to wear seat belts in cars and bike helmets when riding, in the context of impact forces.

Section 7.2 questions

Retrieval

- 1 **State** the names of five main types of contact force.
- 2 **State** the contact force that can be easily used to warm up a small object or surface.
- 3 **State** the common name for friction on an object moving through a liquid or gas.
- 4 An impact force is a force that acts for a short time. **Name** three examples of impact forces from sport.



QUIZ

Comprehension

- 5 The wheels of a car and some bikes are attached with springs. Use forces to **explain** how the springs help give a smooth ride even on a bumpy road.
- 6 To carry drinking water in a small backpack when you are going running, would you choose a glass or a plastic bottle? **Explain** why.

Analysis

- 7 Look at the picture of the two vehicles in Figure 7.40 and **identify** which one is designed to go faster. Give reasons for your answer.



Figure 7.40 Which car will go faster?

- 8 The foot in Figure 7.41 belongs to a swan. Use your knowledge of forces to **analyse** the structure of the foot and how it is adapted to be used in water.

Knowledge utilisation

- 9 Earthquakes are dangerous and buildings in earthquake prone places must be specially designed to withstand their effects. There are three types of building materials that could be used in an earthquake zone. Use your knowledge of forces to **propose** how you would use or modify each material to cope with earthquakes. Give your reasons and sketch examples of what you mean.
- brittle
 - elastic
 - bendable



Figure 7.41 The foot of a swan

7.3 Types of forces: Non-contact



WORKSHEET



VIDEO
Give examples of non-contact forces

Non-contact forces are forces that act at a distance, through all states of matter, and outer space. They do not require physical contact for the force to act. Did you have any non-contact forces in your list?

There are three key non-contact forces you will investigate:

- gravity
- magnetic
- electrostatic.

Gravity

Gravity is the name that we give to a force that exists when something changes its motion when it is near a body which has mass. If each body has mass, then each will change the motion of the other. You experience gravity as the force that pulls you towards the centre of the Earth. There is a force of attraction between you and Earth. The effects of gravity near Earth's surface are familiar but Earth's

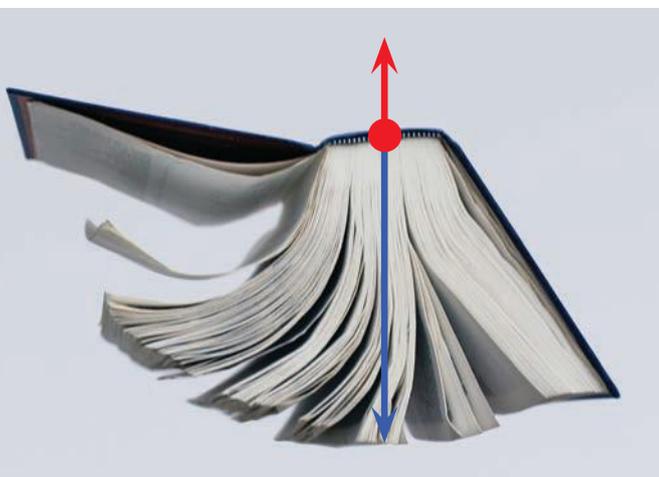


Figure 7.42 A book falls due to the force of gravity (blue arrow), which is opposed by the smaller force of air resistance (red arrow). The forces are unbalanced and there is a net force downwards.

gravity also extends into space. It holds the Moon in orbit, and keeps communication and weather satellites in orbit. But can you believe that the force of attraction between you and Earth goes both ways? You also pull the Earth towards you, but because the Earth is so much bigger than you, the effect of your force on the Earth cannot be noticed. Gravity is also the

force that maintains all the planets in our solar system in orbit around the Sun.

What forces are acting on a falling object such as a book? It is moving towards the ground and speeding up as it falls, so you know that an unbalanced force is acting on it. As you have noted previously, the force pulling the book to the ground is due to gravity and is called weight. However, there is also a force pushing the book up. This force is called 'air resistance', which you can feel on your hand when you wave it quickly. But this force is much smaller than the weight of the book, so it falls faster and faster (unless you are talking about a book that falls more than a few hundred metres, in this case, the air resistance can be enough limit the speed the book can reach).

Although the force of Earth's gravity gets weaker in space, the weight of an object is almost the same everywhere on Earth's surface. Remember, force is measured in newtons, so weight, which is a force, is measured in newtons, not kilograms.

field
a region in space in which an object is affected by a force

Explore! 7.1

Fields

You may not be able to see gravity but it is always there. Earth's gravity creates a **field** (an example of a force field) around it.

- 1 Find out and summarise what it means to say that Earth's gravity creates a field around it.
- 2 Find a diagram of Earth's gravitational field and describe what happens to the strength of this field as you move closer to Earth. Describe the direction of the gravitational force as well.

Different gravitational pulls

At the beginning of Section 7.1, you learned that mass and weight are not the same thing, and on Earth's surface an object with a mass of 1 kilogram has a weight of about 9.8 N.

Table 7.2 shows you how different locations in our universe have different pulls of gravity and so a mass of 1 kilogram has different weights in different places.

Location	Mass (kg)	Weight (N) = mass × gravity
Surface of Earth	1	9.8
Surface of the Sun	1	275
Surface of the Moon	1	1.6
Surface of Mars	1	3.7
Deep space	1	0
Surface of a neutron star	1	200 000 000 000

Table 7.2 The table shows how a mass of 1 kg has a different weight at different locations in the universe because of the different strengths of gravity.

The Sun has the strongest gravity in the solar system, about 28 times the gravity on Earth. Do not go for a holiday to the Sun. Apart from being too hot, an average person would weigh about the equivalent of two cars on the Sun, and it would require a lot of effort just to move. Neutron stars are extremely dense

objects which are left behind when some stars explode. They are so dense that 1 cm of human hair on a neutron star would weigh more than all the water in an Olympic size swimming pool on Earth! Black holes have such strong gravity that not even light can escape from them.

Try this 7.7

Jumping on planets: mass versus weight

Use a metre ruler and sticky tape to calculate how high you could jump on different planets.

- 1 Tape the ruler to a table leg or wall so that it is vertical.
- 2 Get a partner to kneel down so their eyes are level with the ruler.
- 3 Jump as high as you can while your partner records the height you achieved.
- 4 Repeat the jump two more times.
- 5 Swap roles so you are now recording the jump height of your partner. Repeat steps 2–4.
- 6 Copy the table below into your book and calculate the mean jump height.

Student name	Jump height (m)			Mean
	Jump 1	Jump 2	Jump 3	

- 7 Calculate how high you could jump on each planet, plus the Sun and Moon. Divide your mean height by the surface gravity of each celestial body in the table below. For example, if you jumped a mean height of 0.65 m and wanted to calculate how high you could jump on Venus, you would divide 0.65 by 0.91. This would tell you that you could jump 0.71 m if you were standing on the surface of Venus.

Member of the solar system	Ratio of the surface gravity of each location to Earth's surface gravity	The height I could jump at each location (m)
The Sun	27.9	
Mercury	0.38	
Venus	0.91	
Mars	0.38	
Jupiter	2.36	
Saturn	0.92	
Uranus	0.89	
Neptune	1.12	
Pluto	0.06	
The Moon	0.16	

Quick check 7.8

- 1 Define these key terms: gravity, mass, weight.
- 2 Describe the relationship between the force of gravity, mass and weight.
- 3 You go to the butcher's shop to buy some sausages for a school fundraiser and the butcher says your sausages weigh 2.5 kg. Compare the meaning of the word 'weight' for the butcher in this situation versus what it actually means.
- 4 Use Table 7.2 that shows the pull of gravity at different locations to decide where you would weigh the most, where you would weigh the least, and where you could jump the highest.

Air resistance

Do all objects of the same weight fall at the same rate? If they do, then identical pieces of paper, no matter how they are folded or not folded, should fall at the same rate. See whether this is the case or not in the following activity.

Practical skills 7.4

Surface area vs. air resistance

Aim

To determine how surface area and mass affect air resistance.

Materials

- one piece of A4 paper
- one piece of A4 card
- metre ruler
- stopwatch

Method

- 1 Copy the results table into your science book.
- 2 Take the A4 paper and measure its length and width to calculate its surface area. Record this in your table.
- 3 Drop the paper from a height of 1.5 m and record the time it takes to reach the ground. Repeat two more times.
- 4 Fold the paper in half and then repeat steps 1 and 2. Continue doing this until you have folded the paper 4 times.
- 5 Repeat using the piece of card.

Results

Number of folds	Surface area of paper (cm ²)	Time taken to drop paper (s)			
		Trial 1	Trial 2	Trial 3	Mean
0					
1					
2					
3					
4					

Number of folds	Surface area of card (cm ²)	Time taken to drop card (s)			
		Trial 1	Trial 2	Trial 3	Mean
0					
1					
2					
3					
4					

continued...

...continued

Data processing

Plot both sets of results onto the same graph to compare them. Plot the surface area of each item against the mean time it takes to drop.

Analysis

Identify any trends, patterns or relationships in your results.

The experiment in Practical skills 7.4 demonstrates that the reason different objects hit the ground at different times is due to the interaction of the object with air: the air resistance of the object. When the flat piece of paper was used, the air resistance is much greater because it has to push more air out of the way. This is related to the area of the paper that pushes against the air. The side of the

paper is a very big area, so it falls much more slowly than the folded piece of paper where a smaller area pushes the air out of the way.

If these experiments were repeated without air (in a vacuum), then all the objects released from the same height at the same time, regardless of their mass, would hit the ground at the same time.

Did you know? 7.2

Galileo's experiment

Galileo was a scientist who did an interesting series of experiments on gravity. Up until Galileo's experiments it was thought that lighter objects fall at a slower rate than heavy objects. This is our common experience: if a hammer and a feather are dropped together most people would predict that the hammer will hit the ground first because the force of gravity is greater on the hammer. Galileo had another explanation. He found that by dropping objects from towers and by rolling balls down ramps, all objects fall at the same rate, no matter how heavy they are. In other words, when two different stones are dropped, even if one has double the mass of the other, they should hit the ground at the same time. The rate at which an object falls on Earth is called the acceleration of Earth's gravity and is 9.8 m/s^2 near the Earth's surface.

To explain why the feather hits the ground after the hammer, Galileo argued correctly that the reason was not due to gravity at all, but it was because of air resistance. The air resistance for the feather was much greater than for the hammer. Take away the air, Galileo argued, and the two will fall together. This surprising result has now been demonstrated many times, most famously by astronaut David Scott of Apollo 15 on the Moon, where there is no atmosphere.

Galileo had a ruler to measure distance, but clocks had not yet been invented to time the balls rolling down the ramp. So how did he measure time in his experiments?

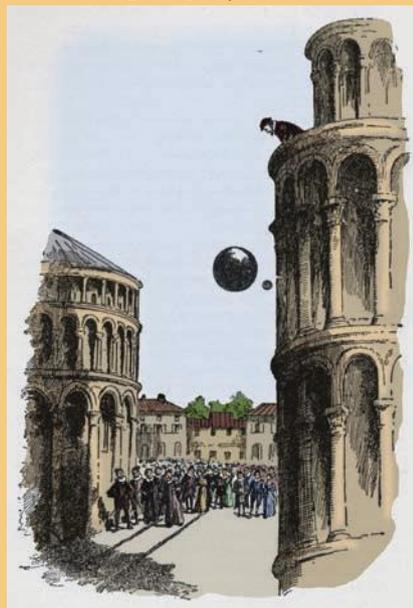


Figure 7.43 Galileo's experiment: dropping two stones of different mass out of a tower to see which landed first. He used his pulse.

Try this 7.8

Drop test

- 1 Find a 20 cent coin and cut out a piece of paper the same size and shape. Hold the paper in one hand and the coin in the other at eye level. Drop both the coin and the paper at the same time. What happened?
- 2 Now scrunch up the piece of paper and drop them both at the same time, again. What happened this time? What forces are acting on the coin and the piece of paper? Do these forces change in size between tests?

Parachutes are a practical application for air resistance. You can fall through the air safely if you have a parachute because the parachute increases your air resistance to the point where it overwhelms your weight,

thus enabling you to slow down. When air resistance is equal to the force of gravity, you will fall at a constant speed. The speed at which air resistance equals weight for a falling object is called the terminal velocity.

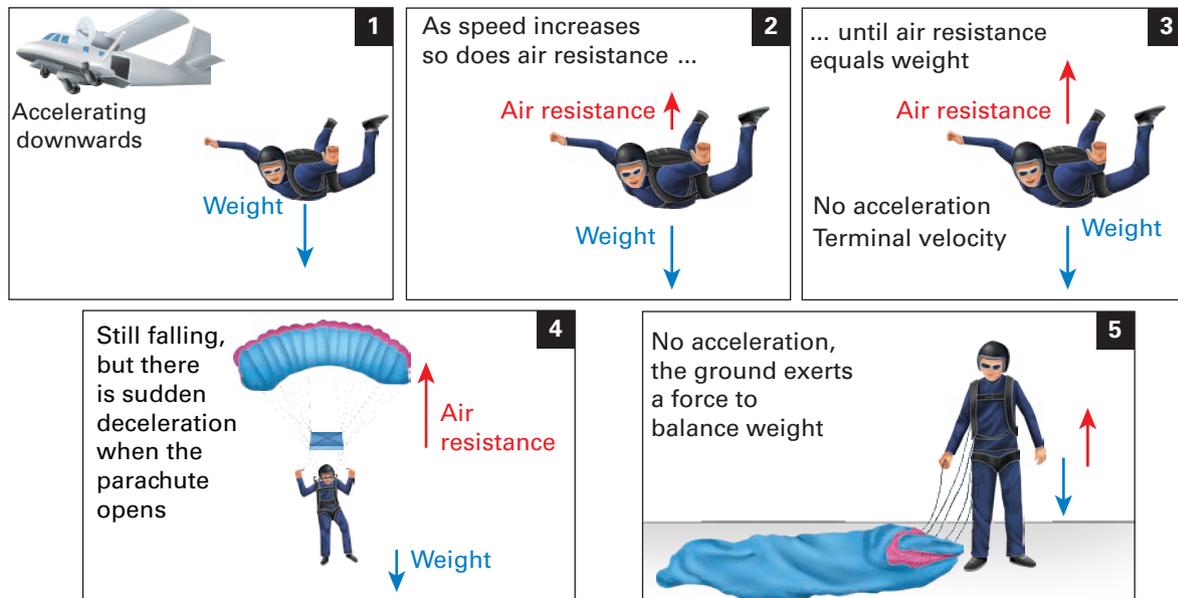


Figure 7.44 The way a parachutist falls depends on the size of the pull of gravity and the air resistance from the parachute.

Try this 7.9

Drop time of a parachute

Materials

- plastic freezer bags
- scissors
- modelling dough
- stopwatch
- cotton or string
- metre ruler

Use the materials provided to design and build a parachute. Then compare your group's design to your classmates' designs to explore the effect of one of the following variables on the drop time of a parachute:

- mass of the sky diver
- surface area of the parachute
- shape of the parachute
- length of the connecting string.

Quick check 7.9

- 1 Explain the meaning of the terms 'air resistance' and 'terminal velocity'.
- 2 Describe the relationship between the speed an object falls at, the pull of gravity and air resistance.
- 3 Look at Figure 7.45.
 - a Identify the forces acting on the capsule.
 - b Describe how these forces change before and after the parachute is opened.

Figure 7.45 When astronauts return to Earth from space, the air resistance of their parachute provides an upwards force equal to the weight of the capsule they are safely enclosed within.



Magnetic forces

magnetic force

a non-contact force between a magnet and another magnet or magnetic metal

repel

to force back or apart

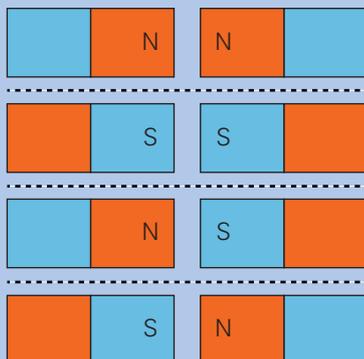
alloy

a substance composed of two or more metals

Magnetic force, like gravity, is a non-contact force. Remember, this means objects do not have to be touching to have an action. Magnetic forces are always strongest at the ends of a magnet, which are called poles. There are two types of magnetic poles, north and south, and they always occur as a pair. Even if you break a magnet in half, it will still have a north and south pole at the ends of each of the pieces.

Try this 7.10

- 1 Which of the situations below display interactions between like poles?
- 2 Which situations display interactions between unlike poles?



You may have found in the 'Try this' activity, if you used real magnets, that north and south poles attract each other, but two like poles **repel**.

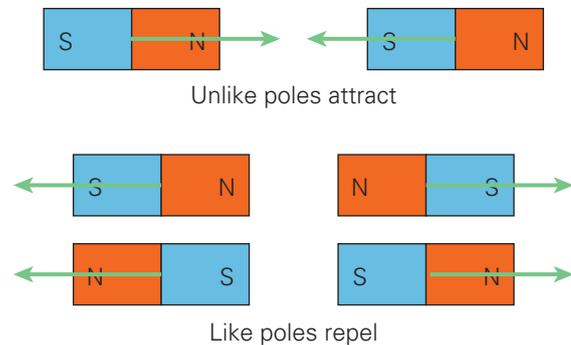


Figure 7.46 Forces between magnets

Some magnets always retain their ability to be magnetic and so they are called permanent magnets. An example would be a fridge magnet: they are always magnetic. On the other hand, metals like soft iron become magnets only when they are near a permanent magnet; they can become a temporary or induced magnet. Try hanging a paperclip from a magnet. While it is there, it will behave like a magnet and can be used to attract other paperclips.

In addition to each other, magnets also attract iron, cobalt, nickel and their **alloys**, such as steel (an alloy of iron).

Try this 7.11

Collect the following items: bar magnet, pencil, pen, paper, plastic straw, coins, paperclips, iron nail, metal spoon, aluminium foil, copper wire.

- 1 Hold the magnet close to each of the items and record whether they are attracted to the magnet. What do the objects attracted to the magnet have in common?
- 2 Using the bar magnet, carefully pick up paperclips one at a time, forming a chain of paperclips. How are you able to do this?

The way that magnets exert their force is through **magnetic fields**, that is, the space around a magnet where the magnetic force acts. The magnetic field is a force field, like the gravitational field, although the two forces are different in most other respects. Look at Figure 7.47. You can see the iron filings are

strongly attracted to the south pole of the magnet and, amazingly, they are lining up in a certain way. Your job in the following activity is to investigate and explore what the shape of this magnetic field is and how it changes with different shapes of magnets.

magnetic field
the space around a magnet where the magnetic force acts



Figure 7.47 Magnetic fields around a magnet form a particular pattern.

Practical skills 7.5**Magnetic field lines****Aim**

To visualise the shape of the magnetic field of different magnets.

Materials

- 2 bar magnets
- horseshoe magnet
- iron filings
- piece of A4 paper
- compass

Method

- 1 Place the bar magnet on a table and cover it with a piece of paper.
- 2 Sprinkle iron filings on the paper and look at the pattern formed.
- 3 Hold the compass at different points around the magnet. The direction that the compass points in indicates the direction of the magnetic field lines.
- 4 Repeat steps 1–3 with the horseshoe magnet.

Results

Draw a sketch of the pattern formed by the iron filings.

Analysis

- 1 Using your diagram, determine where the magnet's poles are.
- 2 Identify where the magnetic field appears to be the strongest.
- 3 Investigate different patterns formed with two or more magnets placed near each other.

Quick check 7.10

- 1 Explain why magnetism is considered a non-contact force.
- 2 Complete the following sentence: Opposite poles _____ each other while poles that are the same _____ each other.
- 3 Explain the difference between a permanent and a temporary magnet.
- 4 Describe a magnetic field. Draw a picture of the field around a bar magnet and indicate the direction of the magnetic field lines.

Science as a human endeavour 7.3

A 3D printed magnet!

It used to be very difficult for scientists to produce a permanent magnet with a magnetic field of a specific pre-determined shape. In 2016, scientists at Vienna University were able to produce permanent magnets using a 3D printer. This new method can now produce magnets in complex forms. Scientists can customise the shape of the magnetic fields. Due to the cost effective and efficient nature of the process, scientists can now not just dream about the sorts of things they can do with magnets.

Earth is a giant magnet with magnetic poles near the geographic poles. A suspended magnet will turn until its north pole points geographically north, because of its attraction to the south pole of the internal Earth magnet. This is a property of natural magnets or

lodestones and has been used by navigators for thousands of years. What is called the North Magnetic Pole by geographers is called the south pole of Earth's magnet by scientists.

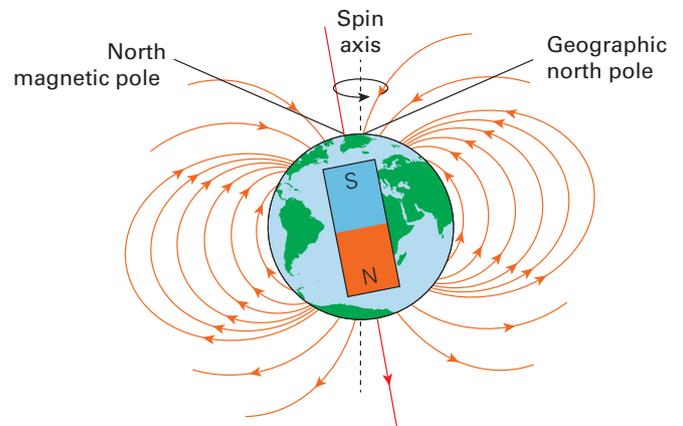


Figure 7.48 The south pole of a magnet is equivalent to the North Magnetic Pole of Earth, which is close to the geographic North Pole. You know this because a compass always points north, and opposites attract, so the north of a compass is attracted to the south pole of a magnet.

Try this 7.12

Making a compass

Use a steel nail, a strong magnet, a piece of cork (or polystyrene foam) and a bucket of water to make a compass. Follow these instructions.

- 1 Stroke the steel nail with the strong magnet in one direction. After each stroke, be sure to lift the magnet away from the nail before your next stroke. Repeat this process about 50 times.
- 2 Test your nail to see if it has become magnetised by holding it near some paperclips.
- 3 Place the cork or polystyrene in the bucket of water. Then place the nail on top. Identify which end of the nail is the north pole. How did you know this?

Check the accuracy of the homemade compass with an ordinary compass. Discuss the accuracy of the homemade compass. State one way in which the accuracy of the homemade compass could be improved.

Did you know? 7.3

Sea turtles use Earth's magnetic field to find home

Female sea turtles always return to the beach where they were born to lay their own eggs. Sometimes this means swimming thousands of kilometres, and the way they do this is by relying on Earth's magnetic field. Scientists are unsure how turtles detect the magnetic field, but it is possible that tiny magnetic particles in their brains help the turtles navigate.



Figure 7.49 The sea turtle is guided along the coast by Earth's magnetic field.

Magnetism and electricity are closely related; wires carrying electricity create a magnetic field around them. Magnets called **electromagnets** are made by coiling a wire. When a battery is connected, the current

electromagnet
a magnet made by passing electricity through a coil of wire

flows along the wire, and a magnetic field is created. When the current stops, the magnetic field ceases.

The strength of the field can be increased by wrapping the coil around a piece of iron.



Figure 7.50 How to make a simple electromagnet

Investigation 7.2

Making a simple electromagnet

Aim

To investigate how changing the number of coils on an electromagnetic will affect its strength.

Research question

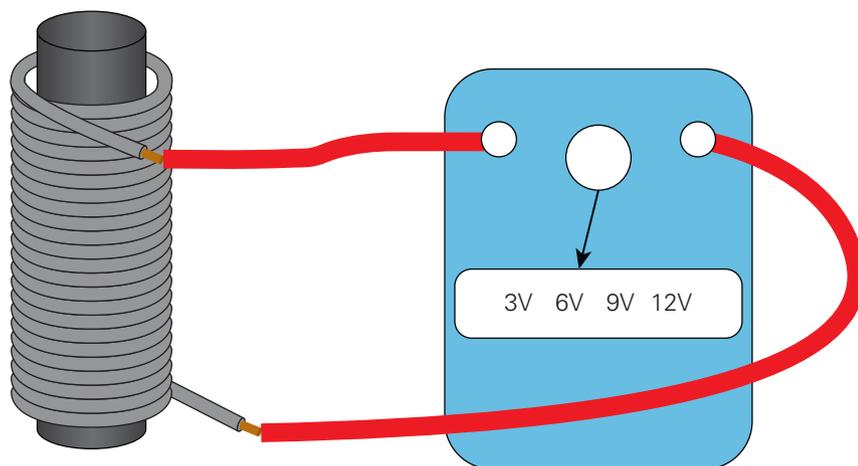
How do the number of coils on an electromagnet affect its strength?

Materials

- 9 V battery or powerpack
- long nail
- compass
- 2 insulated wires with alligator clips (one short, one long)
- switch
- paperclips

Method

- 1 Draw the table shown in the results section into your science book.
- 2 Set the DC powerpack to 6 V and make sure the switch is OFF.
- 3 Carefully wrap the long wire around the nail 10 times, ensuring to only wind in one direction and avoiding any overlap of wires.
- 4 Connect the powerpack both ends of the long wire using the insulated wires with alligator clips.



- 5 Turn the powerpack ON.
- 6 Test your electromagnet by seeing how many paperclips it picks up. Record this number in the results table.
- 7 Retest the electromagnet two more times and record.
- 8 Repeat steps 2–6, increasing the number of coils each time, according to the results table.

Planning

- 1 You need to provide some background information to the investigation. Research electromagnets. Write a brief paragraph to explain how electromagnets work and the factors that can affect their strength.
- 2 Identify the independent variable in this investigation.
- 3 Identify the dependent variable in this investigation.
- 4 Develop a hypothesis by predicting how the independent variable will affect the dependent variable.
- 5 Identify the controlled variables in this investigation.
- 6 Create a risk assessment for this investigation.

Be careful

Make sure you only turn on your electromagnet for a short time. If left on, it will get hot.

continued...

...continued

Results

Independent variable: Number of coils	Dependent variable: Number of paper clips				
	Trial 1	Trial 2	Trial 3	Mean	Range
10					
20					
30					
40					

Use a spreadsheet to create an digital graph using Excel or Google sheets displaying the mean for each group. Label each axis appropriately and add an appropriate title.

Peer review

- 1 Swap graphs with a peer. Give each other feedback on how easily the graph can be used. Feedback should identify if the graph displays only the mean results, has appropriate labels, units and title, and any other features that could be improved to enhance how well the experimental results are communicated, such as scale or formatting.
- 2 After receiving feedback, make alterations to the graph to address the identified issues.

Analysis

- 1 Identify the trend in your graph.
- 2 Identify any anomalous results in your graph.
- 3 Extrapolate your graph to find out how many paperclips could be picked up if there was 80 coils.

Evaluation

- 1 If you had any anomalous results (ones that were much different than the others), explain how these may have been caused.
- 2 Describe how the investigation could be improved if you had the chance to do it again.

Conclusion

- 1 Propose a valid conclusion that can be drawn from these results.
- 2 Justify this conclusion using data from your results.
- 3 State whether your hypothesis is supported or not.

Explore! 7.2

Uses of magnets

You may not realise but electromagnets and permanent magnets are used everywhere and every day. Electric motors, door bells, computer hard drives, MRI machines, phone speakers and microphones, drills, hair dryers, bank cards and credit cards!

Research any two of these examples and write a short report on each. Include a picture and details of how an electromagnet or permanent magnet is involved in how the object functions.

Quick check 7.11

- 1 Discuss the reasons why we think that the Earth acts like a big magnet.
- 2 Explain how an electromagnet is different to a bar magnet.
- 3 Name some examples of electromagnets used every day.
- 4 Describe the advantages of an electromagnet over a permanent magnet.

Electrostatic forces

Try this 7.13

Take a piece of paper and rip it up into small pieces on your table. Rub a plastic pen against woollen material or a jumper. Bring the pen near the pieces of paper. What happens? Can you explain what you observe?

electrostatic force

a non-contact force between positive and negative charges, opposite charges attract, like charges repel

static electricity

a build-up of electric charge

The third non-contact force you need to know about is **electrostatic force**. This is that pesky force that can give you a small electric shock

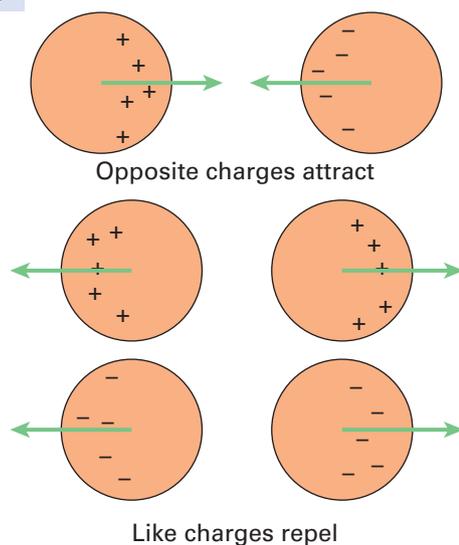


Figure 7.51 Forces between charges

when you close a car door or drag your feet on carpet. It can be used to pick up pieces of paper with a balloon after rubbing it on your hair or clothes. On a much larger scale, electrostatic charges cause lightning to flash during a storm!

Like magnets, electrical charges attract and repel each other. There are two types of charge: positive (+) and negative (-). Opposite charges attract each other and like charges repel.

Like gravity and magnetism, objects with an electric charge also create a field around them. The electrostatic field is the region in which charged particle will feel the electrostatic force.

Look at Figure 7.52. The machine the girl is touching is called a Van de Graaff generator, and essentially it separates positive and negative charges. The negative charges go down to the ground; meanwhile the positive charges in the metal dome stay in place. Because the girl is touching the dome, the negative charges from her hair flow to the dome, making her hair positively charged. Remember, like charges repel, so with all her hair turning positively charged, they all try to get away from each other!

So why do you get these small electric shocks after dragging your feet on the carpet? When electrical charges build up, like they do in the Van de Graaff generator, it is called **static electricity**. Usually this charge leaks away, but when it builds up a lot, the charge can jump to an object that conducts electricity like a metal door handle or stair railing. So dragging your feet on the carpet moves negative electric charges onto you; if they do not leak away they can jump to the door handle and this is the shock you feel.



Figure 7.52 Electrostatic forces can make your hair stand on end.

Try this 7.14

Observing static electricity

Materials

- 2 balloons
- a metre ruler
- string
- woollen cloth

Instructions

- 1 Rub the inflated balloon with the woollen cloth and place it against a wall. Record your observations.
- 2 Suspend the balloon from the metre ruler using the string.
- 3 Suspend the second balloon so it is close to, but not touching, the first balloon.
- 4 Rub both balloons with the woollen cloth on the sides that are facing each other.
- 5 Record any observations of any movement in the balloons.

Evaluation

Discuss the following questions with your classmates.

- 1 What is the purpose of rubbing a balloon with a woollen cloth?
- 2 Did the balloon stick to the wall? Propose reasons as to why or why not.
- 3 Describe the movement of the two balloons when hung next to each other.
- 4 Does the movement indicate that the balloons had like or unlike charges? How do you know?



Quick check 7.12

- 1 Define the key terms 'electrostatic force' and 'static electricity'.
- 2 Complete the following sentence: Opposite charges _____ and like charges _____.
- 3 Explain how a Van de Graaff generator works.
- 4 Explain why you sometimes get a small electric shock even though you have not touched a supply of electricity.

Section 7.3 questions

**Retrieval**

- 1 **State** which forces are acting on a dropped book that falls to the floor.
- 2 **Name** the force that a magnet exerts.
- 3 **Recall** some objects which use electromagnets.
- 4 **Recall** three magnetic materials.
- 5 **Define** the term 'magnetic field' and draw a picture to illustrate the idea.
- 6 **Name** the two types of electric charge.
- 7 **State** whether the mass of an object changes as it moves around the universe.
- 8 If you travelled to the Moon, **state** whether your weight would increase, decrease or stay the same.
- 9 **State** your weight in deep space.
- 10 **State** which ball will hit the ground first: a wood ball, a plastic ball or a metal ball, if air resistance is ignored.
- 11 The north pole of a magnet points north if it is free to move. **State** which magnetic pole must be near the North Pole.
- 12 **Recall** which types of forces have a field.
- 13 **Identify** three situations where air resistance is useful and one situation where it is not useful.

Comprehension

- 14 A falling object is pulled down by Earth. Earth is pulled up toward the object. **Explain** why the movement of Earth cannot be detected.
- 15 **Explain** which would take longer to fall, a rock dropped from 1 metre on the Moon (gravity is about one-sixth of Earth) or a rock dropped from 1 m on Mars (gravity is a little over one-third of Earth's). You can ignore air resistance on both planets.
- 16 **Summarise** a way to visualise the magnetic fields that surround a bar magnet.
- 17 Two balloons are hanging loosely near each other. One balloon is given a negative charge and the balloons start to move away from each other. **Explain** what is happening and what the charge on the other balloon must be.
- 18 **Explain** how magnets and charged objects are similar.
- 19 **Explain** whether a hammer and a feather would hit the ground together if dropped from the same height at the same time on the planet Mercury where there is no atmosphere. Give reasons for your answer.
- 20 **Explain** how a compass works.
- 21 Parachutes have large pieces of material. **Explain** what the purpose of it is and distinguish between how it makes an object speed up or slow down.

Analysis

- 22 The geographic North Pole is located in the middle of the Arctic Ocean which is covered with sea ice. There is no permanent station or marker of the true North Pole. However, there is a marker that shows the location of the South Pole. **Infer** why the true North Pole does not have a marker, whereas the South Pole does.

Knowledge utilisation

- 23 **Discuss** the effects of living in a low gravity environment for a long time.

Chapter review

Chapter checklist

You can download this checklist from the Interactive Textbook to complete it.

1	I can recall what a force is and how they are measured. e.g. State the unit of force.	
2	I can describe the difference between contact and non-contact forces. e.g. Identify two contact forces and two non-contact forces.	
3	I can describe the impact of balanced and unbalanced forces on an object. e.g. If a car is travelling at a constant speed in a straight line down the Bruce Highway, what can you infer about the drag and the force of the engine?	
4	I can draw a force diagram to indicate the forces acting on an object. e.g. Illustrate a force diagram of you running on the athletics track.	

Review questions

Retrieval

- Define** the term 'force'.
- State** the units for mass and weight.
- Recall** five contact forces.
- Recall** three non-contact forces.
- Define** the term 'net force'.
- State** the word that is used to describe two forces that are equal in size and act in opposite directions.
- State** if an object can change direction without a force.
- State** if an object always moves when a force acts on it.
- State** if an object at rest can start spinning without a force.
- Identify** the pair of equal and opposite forces on each of the Moroccan tree-climbing goats in Figure 7.53.



Figure 7.53 Moroccan tree-climbing goats only climb argan trees.

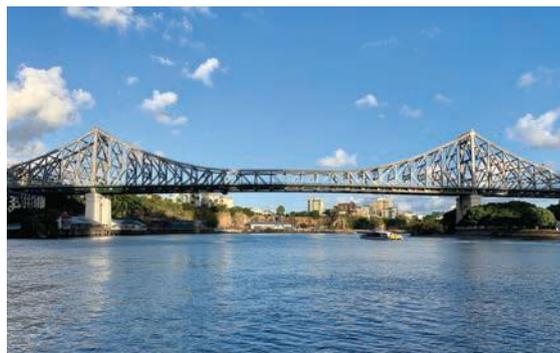


Figure 7.54 Story Bridge, Brisbane

Comprehension

- Describe** what happens if the forces on an object are unbalanced.
- There are many forces between the parts of Story Bridge in Brisbane. **Explain** if all the forces between the parts are balanced or unbalanced.
- If an object is travelling horizontally in a straight line at a constant speed, **explain** if it needs a force to keep moving.



- 14 Metal recycling takes place in most cities. Aluminium, copper and steel are the most common metals that are recycled. After collection, the first step is to flatten the metal and then cut it into small pieces. The second step is to separate the iron and steel from the aluminium and copper before finally melting the metals ready to be used again. **Describe** a way that could be used to easily carry out the second step.

Analysis

- 15 On snow and ice, wheels with tyres are often replaced by skis and tracks on vehicles. **Consider** the skis and the tyre below and how their shape and friction forces relate to their use.



Figure 7.55 Skis versus tyres

Knowledge utilisation

- 16 Use your answer to the previous question and knowledge of forces to **justify** why a snowmobile is preferred for snow compared to a normal motorcycle.



Figure 7.56 Snowmobiles use skis and a track instead of wheels.

- 17 Figure 7.57 shows a scientist inspecting seagrass in Queensland. Around his waist he is wearing a heavy belt made of metal. Using your knowledge of forces, **propose** the function of this belt.
- 18 **Propose** how sports scientists may use their knowledge of forces to improve the performance of a sportsmen or team.

Figure 7.57 Diver wearing a weight belt



Data questions

Earth's Moon and the other planets in our solar system have different forces of gravity on their surface than Earth because they have different masses. These forces of gravity on the surface of each are shown with respect to that of Earth in the graph below.

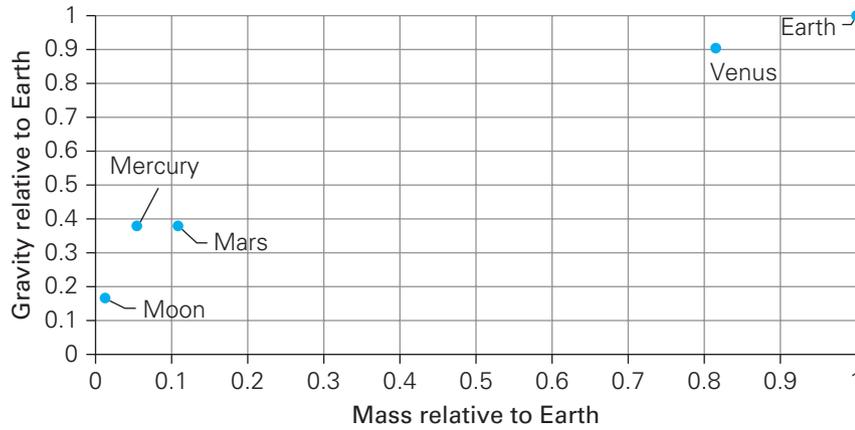


Figure 7.58 Gravity on the Moon and other planets relative to that of Earth given their relative masses

Apply

- Identify** which planet in the graph has the lowest mass.
- Determine** which planet has a force of gravity closest to that on Earth.
- If the acceleration of Earth's gravity is 9.8 m/s^2 , and Mars' gravity is 38% of that of Earth, **calculate** Mars' actual gravitational force.

Analyse

- Identify** the general relationship between the mass of a planet and force of gravity.
- Use the data presented in the graph to **contrast** the gravitational force of Earth and Mercury.
- Deduce** why the Moon orbits the Earth, instead of the Earth orbiting the Moon.

Interpret

- The mass of Jupiter is approximately 318 times that of Earth. **Predict** whether the gravitational force on Jupiter would be greater or less than that of Earth.
- Among the planets shown, two of them are such that a person standing on their surface would weigh about the same. **Infer** which two planets they are.
- Pluto has a relative force of gravity of 0.06 to that of Earth. Use the relationship identified in Question 4, to **justify** that Pluto will have a mass less than that of Earth's Moon.

STEM activity: Designing and prototyping a ferry

Background information

Ferries are used worldwide to connect two or more points (e.g. CityCat or CityHopper in Brisbane). They carry passengers, goods, and sometimes vehicles and machinery. Ferries are vital for transport in many developing countries, since highways are expensive to build and most waterways come free. Without ferries, whole populations in the Amazon Forest would not be able to communicate, get access to food and goods or even have contact with the modern world.

Ferries, like boats, ships and canoes, float in water as a result of buoyancy. Any object placed in water will either sink or float, and that outcome is related to the density of that object (the amount of mass in a certain volume). If an object is denser than water, it will usually sink, and if it is less dense, it will float. But how can a steel ship, capable of carrying thousands of passengers and cars, float in the ocean when a metal ring or coin would sink in your bathtub?

It is time to investigate how design can affect the buoyancy of a ferry!



Figure 7.59 Ferries are part of the public transport system in many places in the world.

Design brief: Design and construct a ferry boat.

Activity instructions

In teams (maximum of 3 people), you will design and construct a ferry capable of transporting a payload between two points (return trip). Your team has been assigned the task of designing and constructing a ferry for riverside communities to transport people and goods on the water.

As an engineer, you should investigate the science and technology of boats.

Suggested materials

- ruler and tape measure
- scissors
- cardboard
- bubble wrap
- plastic bags
- 5 × 100 g parcels of sugar/salt (payload)
- sticky tape (duct tape or gaffer tape would be good)

Research and feasibility

- 1 List the features that would make a useful boat.
- 2 Research the terms 'density' and 'buoyancy' and discuss in your group how these factors are important in boat design.

Design

- 3 List all the materials that you have available and that you plan to use for your ferry.
- 4 Design a ferry that is capable of transporting your payload (set mass) between two points and return.
- 5 Label and include measurements of your ferry.

Create

- 6 Build your ferry using the materials, checking as you progress that your ferry is capable of floating.

Evaluate and modify

- 7 Discuss the challenges you have encountered throughout this project with at least three of your peers. List the strategies or actions that allowed you to overcome it.
- 8 Create a list of improvements to your design that could be applied to this project to refine its performance.

Chapter 8

Simple machines



Chapter introduction

In the previous chapter, you learned about how forces affect the world around us. Forces are necessary to carry out basically everything we need to do in our day to day lives! In this chapter, you will learn about how you can use simple machines to make some of your tasks easier to perform. You may not realise it but we use simple machines every day, from door handles, taps and screwdrivers to the wheels of our car. You can make machines that use forces to perform a function. You will learn how to identify three different types of levers and find out how pulleys and ramps work.

Curriculum

Change to an object's motion is caused by unbalanced forces, including Earth's gravitational attraction, acting on the object (ACSSU117)

investigating the effect of forces through the application of simple machines, such as the bow and arrows used by Torres Strait Islander peoples or the spear throwers used by Aboriginal peoples (OI.5, OI.7)	8.1
investigating a simple machine such as lever or pulley system	8.1, 8.2

© Australian Curriculum, Assessment and Reporting Authority (ACARA)

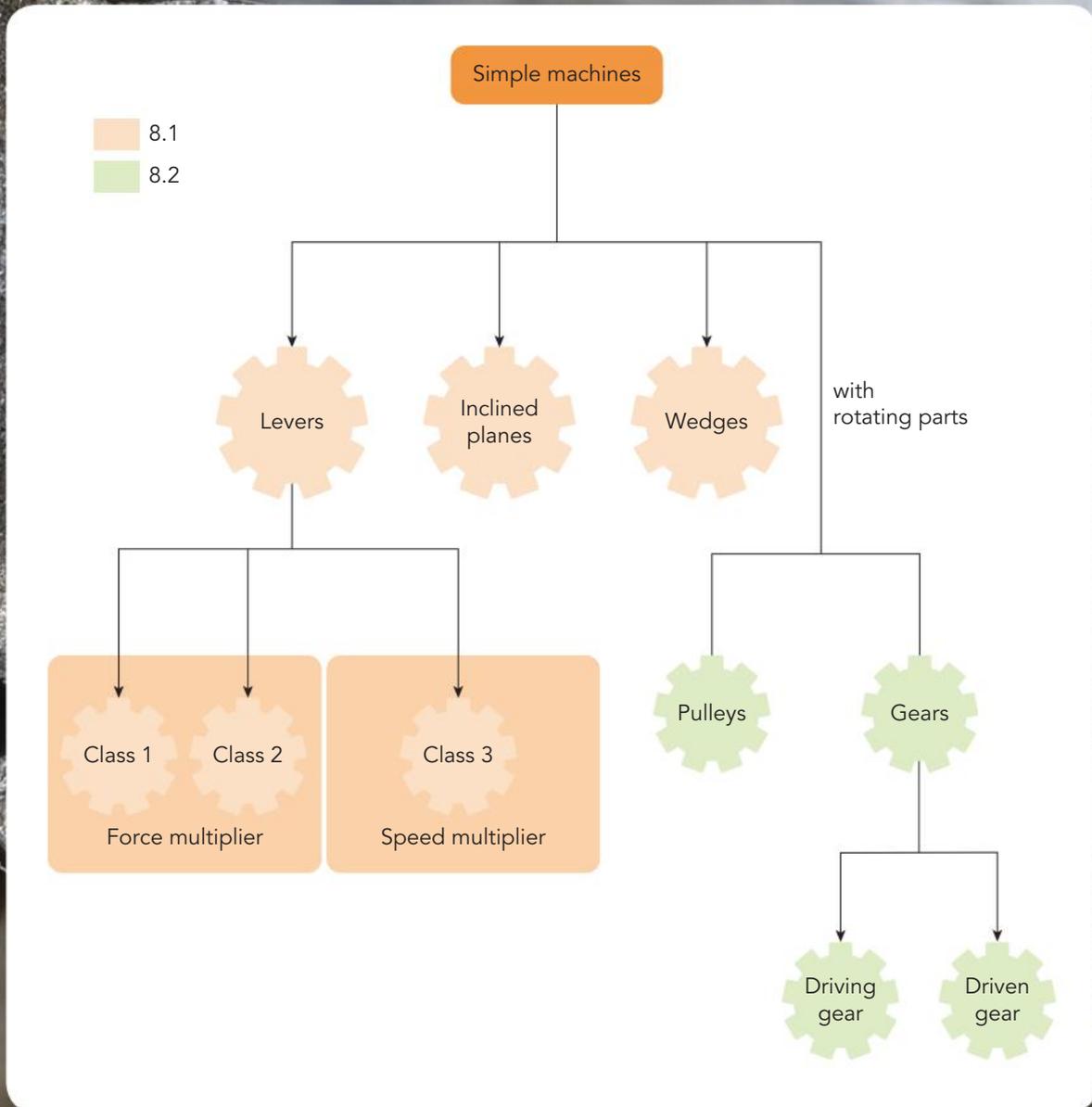
Glossary terms

anomalous
class 1 lever
class 2 lever
class 3 lever
cog
driven gear
driving gear

effort
force multiplier
fulcrum
gear
lever
load
load force

mechanical advantage
pulley
ramp
simple machine
speed multiplier

Concept map



8.1 Investigating simple machines

In this section, you will learn about how **simple machines**, including **levers**, **ramps** and **pulleys**, can be used to perform tasks. The common factor between all these simple machines is that they all use forces to do something that would be difficult otherwise. Simple machines work generally by increasing the amount of force applied to an object, but in a few cases they work by increasing the speed of movement. By doing this, it makes the job much easier for us to perform. The amount of force applied to the machine is called the **effort** and the object being moved is called the **load**. The **load force**, which the machine applies, is the amount of force required to move the load.

Mechanical advantage

Simple machines give us a **mechanical advantage**. The idea of most simple machines is that a small amount of effort can be used to generate a large load force. The mechanical advantage of a simple machine can be measured by the following equation:

$$\text{mechanical advantage} = \frac{\text{load force (force applied by machine to object)}}{\text{effort (force applied by you to the machine)}}$$

Worked example 8.1

You need to use a simple machine to move a load. The load force is 120 N and the mechanical advantage of the machine is 4. Calculate the effort required to move the load.

Working	Thinking
Rearranging the formula gives: $\text{effort} = \frac{\text{load force}}{\text{mechanical advantage}}$	To move the load force of 120 N using a simple machine with a mechanical advantage of four, you need to exert a force of 30 N.
Substituting the numbers into the formula gives: $\text{effort} = \frac{120 \text{ N}}{4} = 30 \text{ N}$	

Except in some special cases, the effort is less than the load, so this equation results in a mechanical advantage that is greater than one. The higher the mechanical advantage of a simple machine, the more our effort force is magnified, meaning the easier it is for us to move a load.

Levers

Levers are surprisingly common. You may have had to use a screwdriver to lift off the lid from a tin of paint or the end of a spoon to open a Milo tin, but did you know that golf clubs and brushes are also levers? What about wheelbarrows, scissors and nutcrackers? You guessed it, these are all levers as well.



simple machine

a basic mechanical device for applying a force and changing either its size or direction

lever

a rigid bar that moves around a fixed point so one end can be pushed or pulled to move the other end with a greater or smaller force

ramp

an inclined surface connecting a higher and a lower level

pulley

equipment consisting of a grooved wheel (or wheels) with a rope or chain attached to an object to be moved

effort

the input force to a simple machine

load

the object that is to be moved

load force

the output force of a simple machine

mechanical advantage

the ratio of the output force to the input force



VIDEO
Name and classify the simple machines you see



Figure 8.1 A garlic press is an example of a lever.

Try this 8.1

Find a tin of Milo or hot chocolate with a metal lid and try to lift the lid off with your hands. Were you able to do it? Think about how much force you would have to apply to get the lid off.

Now grab a spoon or screwdriver and use it to remove the lid. Compare how much force is required when using a lever to lift the lid. Can you explain what is happening?

class 1 lever

a lever in which the fulcrum is between the load and effort

class 2 lever

a lever in which the fulcrum is at one end and the load is between the fulcrum and the effort

class 3 lever

a lever in which the fulcrum is at one end and the effort is between the fulcrum and the load

fulcrum

the point on a lever where a bar is supported; the lever turns about this point

force multiplier

something that increases the size of a force

A lever consists of a rigid arm, which may be bent or straight, made of wood, steel or similar material. Levers are used to exert a force on the load. Levers are classified into three types called **class 1**, **class 2** and **class 3**.

All levers have the following characteristics:

- Levers have a fixed point called the **fulcrum**.
- The lever pivots around the fulcrum.
- An effort force is applied to the lever.
- The effort force is transferred by the lever to exert a load force that moves or pushes the load.

Class 1 and class 2 levers are called **force multipliers** because they are able to magnify the effort force you put in. However, the trade-off is that the effort needs to be applied over a greater distance to move the load a small amount. Just like the bottle opener in Figure 8.4, levers can be used to move objects that would otherwise be impossible to do with our bare hands!

Class 1 levers

In a class 1 lever, the fulcrum lies between the load force and the effort force. A class 1

lever can magnify the effort force to generate a larger load force, making it easier to move the load. To increase the mechanical advantage and make the job easier, the lever could be lengthened to increase the distance from the effort to the fulcrum. However, this comes at a cost. The distance you push down on the lever will be much larger than your load moves.

Diagrams of class 1 levers are in Figure 8.2. The blue and red arrows in the diagrams show forces that are applied to the machine (the effort) and the load force applied to the load. Their length indicates the size of the force. In this chapter, the arrows do not show the weight of the load (which would be opposite to the load force), nor do they show speed or distance moved.

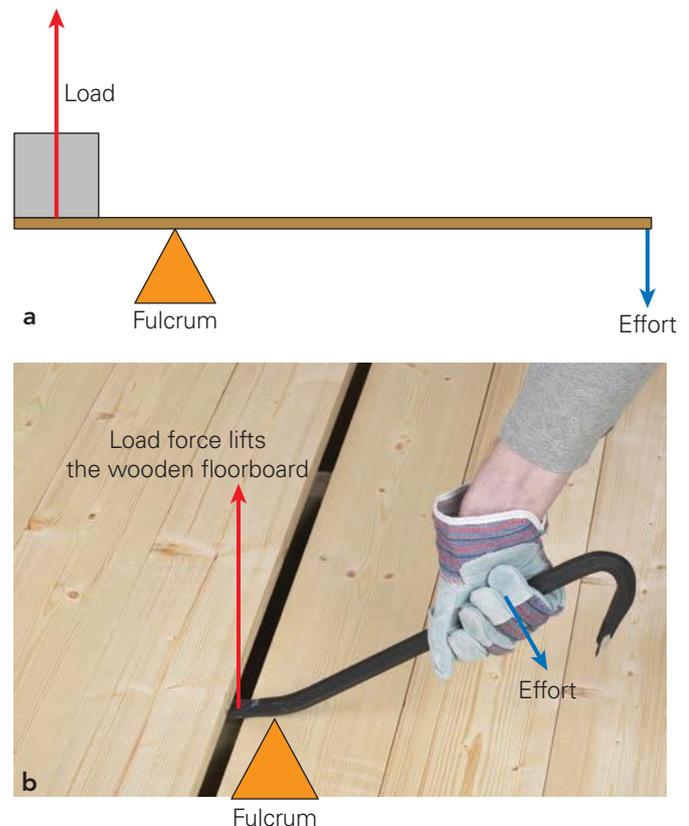


Figure 8.2 (a) A class 1 lever: the fulcrum is between the load and the effort. (b) A crowbar is a class 1 lever that can be used to lift a wooden floorboard. The effort force is shown in blue. In this case, the load force in red is used to lift the wooden floorboard.

Class 2 levers

A class 2 lever has a fulcrum at the end and the load in the middle. The effort is applied at the other end. Like a class 1 lever, a class 2 lever can magnify the effort force to generate a large load force. With class 2 levers, the effort force is upward.

In the examples shown below, can you think of a way to make this job even easier?

You guessed it! Increasing the length of the handles will increase the mechanical advantage.

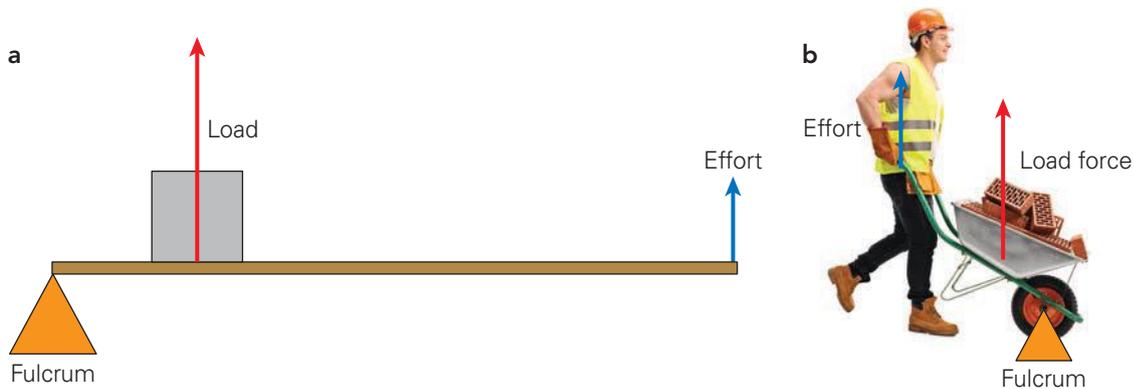


Figure 8.3 (a) A class 2 lever. The fulcrum is at one end and the load is between the fulcrum and the effort. (b) A wheelbarrow is an example of a class 2 lever. The workman does not have to apply as much effort force to lift the load. Without this simple machine, it would be nearly impossible to lift that amount of bricks!

Figure 8.4 A bottle opener is a class 2 lever. The fulcrum (shown by the orange triangle) rests on the cap and the effort force is applied to the handle. This results in a large load force on the edge of the cap, which opens the bottle. It would otherwise be difficult to open the bottle with our bare hands.



Investigation 8.1

Effect of changing the distance from the effort to the fulcrum

Aim

To investigate the effect on the effort force when changing the distance from the effort to the fulcrum.

Materials

- 1 metre ruler
- rubber stopper (alternative: eraser)
- 1 × 100 g mass
- 10 × 10 g masses

continued...

...continued

Planning

- 1 Write a research question guided by the aim stated above.
- 2 Identify the independent variable.
- 3 Identify the dependent variable.
- 4 List the controlled variables.
- 5 State a hypothesis based on your research question.
- 6 Read the method below and draw an appropriate results table.

Method

- 1 Place the rubber stopper under the 1 metre ruler at the 20 cm mark. The rubber stopper will act as a fulcrum.
- 2 Place the 100 g mass on top of the ruler at the 0 cm mark.
- 3 Place a 10 g mass on the 100 cm mark at the other end of the ruler. Observe.
- 4 Continue to add a 10 g mass to the 100 cm mark until the 100 g mass is lifted.
- 5 Record the mass required to lift the 100 g mass in your results table.
- 6 Move the rubber stopper to the 40 cm mark and repeat steps 1–3.
- 7 Move the rubber stopper to the 60 cm mark and repeat steps 1–3.
- 8 Move the rubber stopper to the 80 cm mark and repeat steps 1–3.



Analysis

- 1 State which class of lever was used in this experiment.
- 2 Describe any trends in your results.

Evaluation

Limitations

- 1 Discuss whether the control variables were managed properly to ensure they did not change and affect the measurements.

Improvements

- 2 Identify any changes that could be made to the method to improve the quality of the data in future experiments.
- 3 Describe how the experiment could be extended if it was done again.

Conclusion

Draw a conclusion, based on the hypothesis about the relationship between the effort and the distance from the fulcrum.

Class 3 levers

Class 3 levers are not force multipliers, like class 1 and 2 levers. The effort force for class 3 levers generates a load force that is smaller than it, but more speed or distance can be obtained. These levers are called

speed multipliers. They are the special case, mentioned previously, which is the exception to the rule that load force is generally larger than effort force.

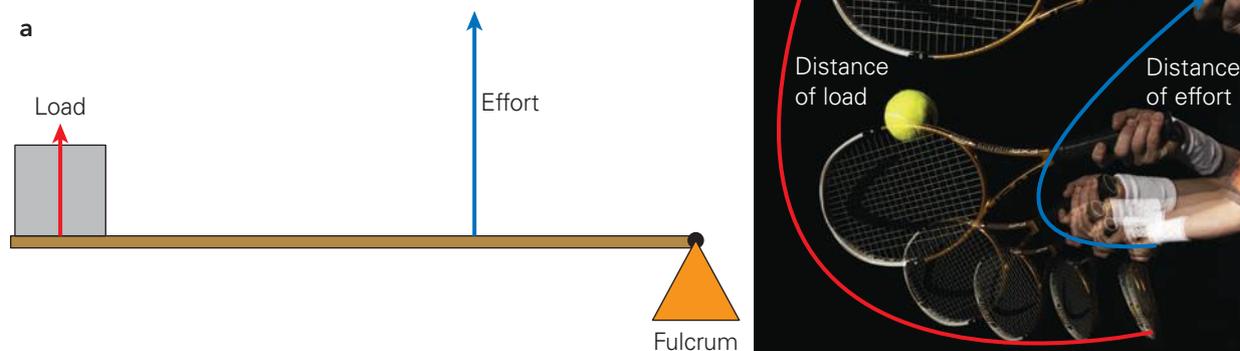
In a class 3 lever, the fulcrum is at one end and the effort force is between the load and fulcrum. Recall that class 1 and 2 levers increase the force applied to an object, but that force must be applied over a larger distance than the load moves. With class 3 levers, the load moves a much further distance than the effort, but with a smaller force. Golf clubs, paint rollers and tennis racquets are examples of class 3 levers.

speed multiplier
something that increases the speed of an object

For example, a tennis racquet can hit a ball with much greater speed than can be achieved with just your arms. Imagine trying to hit a tennis ball with your hand. It would not go very far! In a tennis racquet, the wrist acts as the fulcrum and the effort is applied

by the hand to the handle. The load is in the middle of the racquet head. The head of the racquet moves a larger distance than the hand, multiplying its speed (note that the blue and red arrows are force arrows, not speed or distance arrows).

Figure 8.5 (a) In a class 3 lever, the fulcrum is at one end and the effort force is between the load and the fulcrum. **(b)** Sports scientists apply this knowledge of forces to help their clients improve their sporting performance. This knowledge has helped tennis players to now make serves at speeds above 250 km/h!



Try this 8.2

Explore your environment to see how many levers you can find. Remember, many everyday objects can be used as levers and may be hiding in plain sight! Once you have a collection of levers, sort them into their classes.

Did you know? 8.1

There are a number of levers in the human body. Raising the forearm, for example, is a class 3 lever. The elbow is the fulcrum, the bicep muscle provides the effort force to the forearm and the hand holds the load. Other levers in nature include birds' beaks and crabs' claws.

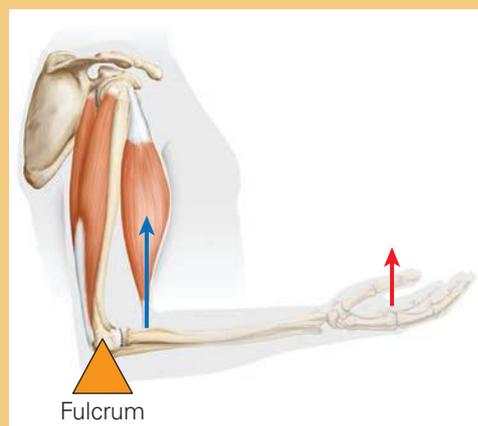


Figure 8.6 The arm is a class 3 lever.

Extension

The mechanical advantage is related to the distances of the load and effort forces to the fulcrum. For a class 1 lever, the closer the fulcrum is to the load and the further it is from the effort, the easier it is to move. However, this means the load moves a smaller distance.

$$\text{mechanical advantage} = \frac{\text{distance of effort from fulcrum}}{\text{distance of load from fulcrum}}$$

You also know that:

$$\text{mechanical advantage} = \frac{\text{load force}}{\text{effort}}$$

Notice that when calculating the mechanical advantage using forces, the term using load is on the top, whereas when calculating the mechanical advantage using distance, the term using effort is on the top.

Worked example 8.2 shows the use of a class 1 lever to move a load. With a short lever, an effort force applied at the end of the lever produces a large force at the other end, but it is not enough to move the load.

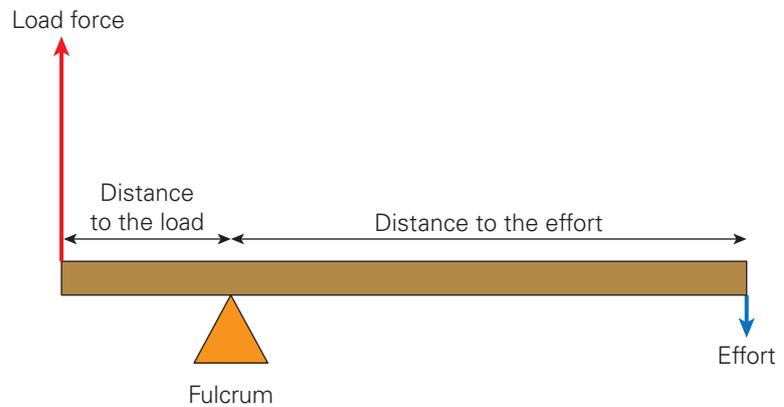


Figure 8.7 How to measure the distances to the fulcrum

Worked example 8.2

Use the information in the diagram

Figure 8.8 to:

- calculate the mechanical advantage of the lever
- determine whether a load of 300 N can be moved by an effort force of 50 N using the lever.

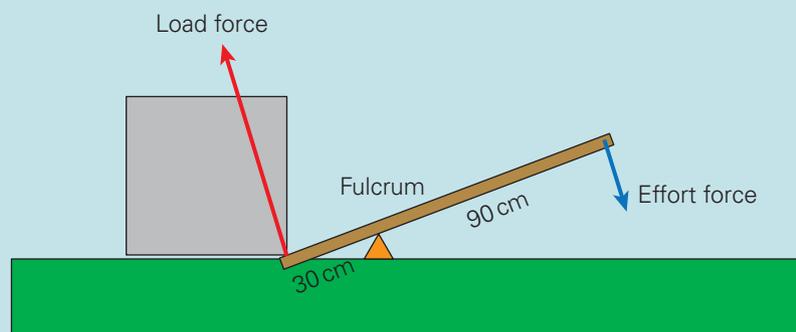


Figure 8.8 An example lever system

Working	Thinking
<p>a mechanical advantage</p> <p>We use the formula</p> $\text{mechanical advantage} = \frac{\text{distance of effort from fulcrum}}{\text{distance of load from fulcrum}}$ <p>Substitute the numbers:</p> $\text{mechanical advantage} = \frac{90 \text{ cm}}{30 \text{ cm}} = 3$ <p>The mechanical advantage is 3.</p>	<p>This means that the effort can lift a load 3 times its force.</p>
<p>b effort required to move 300 N</p> <p>We can rearrange the formula so that the effort required is on the left-hand side:</p> $\text{mechanical advantage} = \frac{\text{load force}}{\text{effort}}$ <p>Doing this gives:</p> $\text{effort} = \frac{\text{load force}}{\text{mechanical advantage}}$ <p>Substituting the numbers:</p> $\text{effort} = \frac{300 \text{ N}}{3} = 100 \text{ N}$ <p>The load will not move.</p>	<p>The effort required by this lever system to move a load of 300 N is 100 N. This is because the mechanical advantage is 3.</p> <p>This means that an effort force of 50 N will not move the load.</p>

Worked example 8.3 shows the same load is able to be moved by the same effort force if it is applied at the end of a longer rod. The longer lever produces a greater load force.

Worked example 8.3

The lever from the previous example was then replaced with a longer lever. Use the information in the diagram to determine whether an effort of 50 N could now move the same initial load of 300 N.

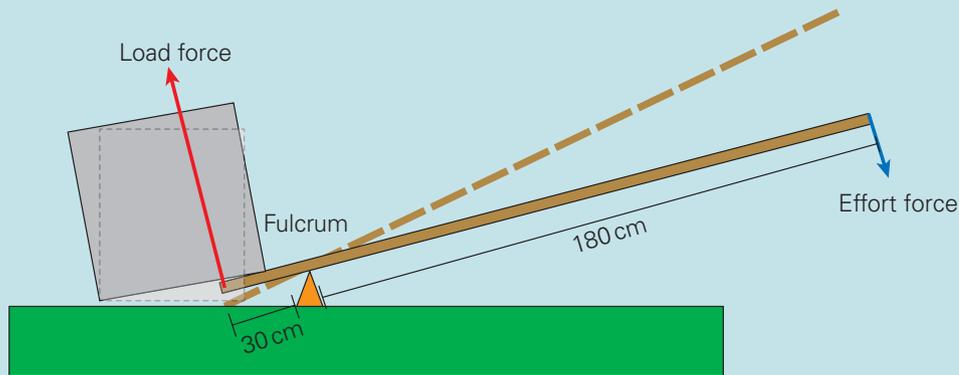


Figure 8.9 An example lever system

Working	Thinking
$\text{mechanical advantage} = \frac{\text{distance of effort from fulcrum}}{\text{distance of load from fulcrum}}$ $= \frac{180 \text{ cm}}{30 \text{ cm}}$ $= 6$ <p>The mechanical advantage is now 6.</p> <p>The effort required is now:</p> $\text{effort} = \frac{\text{load force}}{\text{mechanical advantage}}$ $= \frac{300 \text{ N}}{6}$ $= 50 \text{ N}$ <p>The effort of 50 N is able to move the load.</p>	<p>The distance between the effort and fulcrum has increased by using a longer lever.</p> <p>Now, an effort of 50 N is required to move the load of 300 N.</p>
<p>Alternatively, we can find the maximum load that an effort of 50 N can move with this new lever system.</p> <p>Rearrange the formula so that load force is on the left-hand side:</p> $\text{mechanical advantage} = \frac{\text{load force}}{\text{effort}}$ $\text{load force} = \text{effort} \times \text{mechanical advantage}$ $= 50 \text{ N} \times 6$ $= 300 \text{ N}$ <p>The effort of 50 N is able to move the load.</p>	<p>The maximum load is 300 N. Therefore, in this case, the effort 50 N is able to move a load of 300 N.</p>

Explore! 8.1

Spear throwers are simple machines that were developed to help with hunting by ancient peoples all around the world during the Upper Paleolithic period (10 000 to 50 000 years ago). In Australia, Aboriginal peoples developed their own versions called the woomera. They did not use the bow and arrow like other early cultures, such as the Torres Strait Islander peoples, possibly due to needing a heavier weapon to hunt larger prey that were only found on mainland Australia (for example, kangaroos). Note that the choice of weapon was not just dependent on the size of the animal; it was also the landscape and whether the land was heavily wooded that determined the weapons used. Rainforest people used a bow and arrow too, as a woomera would not have worked within the constraints that a forest provides.

The woomera is commonly about 50 cm long and made from a hardwood. At one end, a hand grip is often coated with spinifex resin. At the other end is a peg, either made from wood or a large tooth, which is attached to the woomera using animal sinew and resin. The peg helps hold the spear (or dart) in position, and focuses the throwing force.



Figure 8.10 The design of the woomera differs depending on where in Australia they were developed, as they were refined and altered by the people of each area to suit their own particular needs.

The woomera acts as a lever, multiplying the force that a thrower can apply to the spear, as well as increasing accuracy. It allows spears of up to 3 m in length to be thrown at speeds of as much as 150 km/h.

Conduct research and watch videos of the woomera being used to answer the following questions.

- 1 Draw and label the parts of a woomera and spear, showing how they connect to one another.
- 2 Identify where on the woomera the load, force and fulcrum are located.
- 3 Deduce what class of lever the woomera is, and explain your reasoning. Consider your answer to Question 2, and also whether it is a force or distance multiplier. Note that you and your classmates may differ in opinion.

Quick check 8.1

- 1 Define the terms 'effort', 'load' and 'load force'.
- 2 Recall an example of a class 1, 2 and 3 lever.
- 3 Describe the difference between class 1, 2 and 3 levers in terms of where the fulcrum, load and effort are placed relative to each other.
- 4 Explain the term 'mechanical advantage'.
- 5 Describe how you could make a class 1 or 2 lever more effective.
- 6 If a wheelbarrow had a mechanical advantage of 10, and the load weighs 1000 N, calculate how much effort is required to lift the load.

Inclined planes

The type of inclined plane you would be most familiar with is a ramp. A ramp is used to move heavy objects up against the force of gravity. It is much easier to push an object up a ramp than to lift it vertically upwards, especially if you can reduce friction with wheels or rollers. Just like levers, ramps provide a mechanical advantage. It requires a smaller effort force to push an object up a ramp than it would to lift it straight up. However, there is a trade-off. The effort force must be applied over a larger distance. In other words, it is easier to push the object up a ramp, but you have to push it further. Ramps are always force multipliers.

Examples of ramps include boat ramps that lift boats out of the water, playground slides and inclined roads. The closer the ramp is to the horizontal, the greater the load that can be lifted. That means that ramps that are less steep have a greater mechanical advantage than ramps which are steeper. Heavy vehicles cannot go up inclines of more than about 20° , so mountain roads on land that rises at a greater angle are designed with a series of bends to increase the horizontal length for the same rise. This results in a less steep road.

If you have ever moved house, you may have seen a removalist using a ramp to carry your belongings in and out of the truck.



Figure 8.11 Ramps are used to lift and move heavy objects.



Figure 8.12 Mountain roads have hairpin bends to reduce the incline for vehicles.

Using a ramp decreases the effort force needed to move an object from one height to another. However, the trade-off is that you must move the load through a further distance.



Figure 8.13 Using a ramp decreases the amount of effort needed to lift the object into the truck. A less steep ramp gives a greater mechanical advantage but you have to push the object further. If the truck bed is 1 m high, the mechanical advantage of the ramp on the left is $3\text{ m}/1\text{ m} = 3$, and of the ramp on the right is $8\text{ m}/1\text{ m} = 8$. If the box has a load force of 120 N, the worker needs to apply 40 N of effort force on the left, and only 15 N of effort force with the longer ramp on the right!

Investigation 8.2

Calculating the effort force

Aim

To investigate the effect of changing the ramp angle on the effort force required to pull a mass up a ramp.

Materials

- books or wooden blocks
- spring balance (10 N, 20 N, 100 N)
- 500 g weight holder
- long wooden plank
- protractor

Planning

- 1 You need to provide background information to the investigation. Complete research and write a brief paragraph to explain the key concepts of ramps and effort forces.
- 2 Create a research question, based on information in the aim.
- 3 Identify the independent variable in this investigation.
- 4 Identify the dependent variable.
- 5 Identify the controlled variables.
- 6 Read the method below and create a results table, with the independent variable in the left column and the dependent variable trials and mean in the right columns.

Method

- 1 Set up a ramp using the wooden plank and books/blocks.
- 2 Place the 500 g weight at the bottom of the ramp and attach the appropriate spring balance. (Hint: which spring balance would be the best for each ramp angle?)
- 3 Pull 500 g weight up the ramp using the spring balance at a constant speed. The force on the spring balance will be equal to the force of friction. Record this reading in your results table.
- 4 Repeat the measurement two more times and record in your table.
- 5 Repeat steps 1–4 at four different ramp angles. Use a protractor to calculate the different angles.
- 6 Complete the results table by calculating the average effort force for each ramp angle. (To do this, you add all the readings you took for a particular ramp angle, then divide it by the number of readings you took for that ramp angle.)

Data processing

Draw a graph showing the relationship between ramp angle and effort load.

Analysis

- 1 Identify any trends in your results.
- 2 Identify any **anomalous** results in your graph.

anomalous
an outlying result that does not fit in with the pattern of the other results

Conclusion

Answer your research question, using evidence to support your statement.

Did you know? 8.2

Although the ramp looks like a simple device, it is capable of being used to build enormous structures. Archaeologists believe that the Great Pyramids of Giza in Egypt were built by teams of men dragging limestone blocks up giant temporary ramps into place on the pyramid.

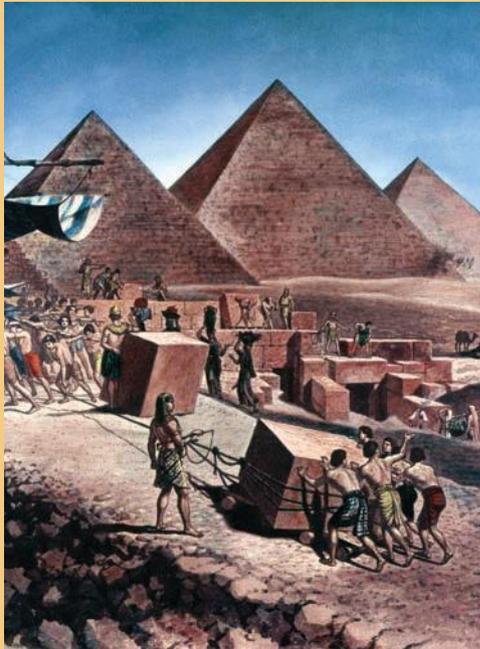


Figure 8.14 Workers on pyramids moving large stones up a ramp.

You may be surprised to learn that a screw is a type of inclined plane. It is almost like a ramp wound around a cylinder. Screws are used to penetrate wood and other materials. Less effort is required to do this compared to hammering in a nail of the same size. However, for each turn of your screwdriver, the screw only goes in a little bit. That's the trade-off!



Figure 8.15 Screws and bolts are a special type of inclined plane.

Did you know? 8.3

Ancient Greek scientist Archimedes built a machine that was essentially a giant screw. The machine was used for irrigation in the Nile Delta and for pumping out water. It is still used today for pumping sewage in wastewater treatment plants.

By turning the screw, water is carried up the machine to a higher level.

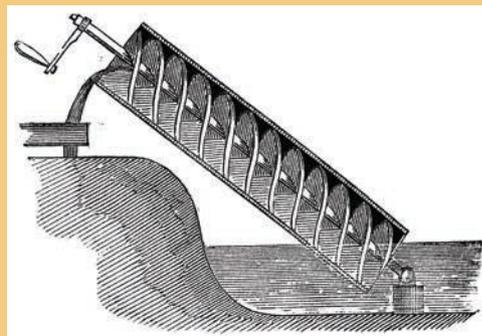


Figure 8.16 Archimedes' screw is used for lifting water.

Wedges

A wedge is a simple machine with two inclined planes, which changes the direction of force and also multiplies it. As shown in Figure 8.17, the vertical force applied to the wedge by the hammer is changed to two forces that are almost horizontal, which prise the layers of wood apart. Wedges can also be used to split layered material into sheets, or to prise apart glued or laminated sheets.

Another use of a wedge is to raise very heavy objects, such as large blocks of concrete, enough to be able to pass a lifting strap or rope underneath them, which can then be attached to a crane. The wedge is placed horizontally on the ground with the sharp edge touching the edge of the block. It is then tapped with a hammer so that it is driven under the block and raises it off the floor.

A wedge with a long thin cross-section requires less effort than one with a short thick cross-section to create the same

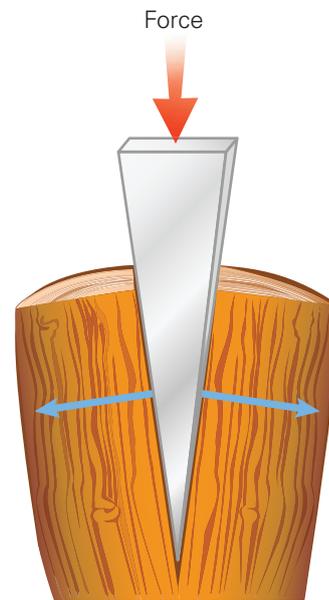


Figure 8.17 A wedge used to split a block of wood. It has been placed with the sharp edge on the end of the block, parallel to the wood grain (its natural layers). It is then tapped with a hammer, driving it into and splitting the wood.

load force, so it has a higher mechanical advantage.

Other examples of wedges are axe heads, doorstops, and the pointed ends of nails and pins.

Quick check 8.2

- 1 Recall three examples of inclined planes.
- 2 Explain the effect of an inclined plane on the effort required to complete a task.
- 3 Explain how inclined planes are used to enable vehicles to drive up mountains.
- 4 Describe what happens to the mechanical advantage of a ramp and the effort required to push a load to the top as it becomes less steep.

Section 8.1 questions

Retrieval

- 1 **Identify** the missing words in the following sentence: To calculate mechanical advantage, you must divide _____ by _____.

Comprehension

- 2 If the mechanical advantage is 3, **calculate** the maximum load if the effort is 25 N.
- 3 If the mechanical advantage is 4, **calculate** the minimum effort required to lift a load of 120 N.
- 4 Most schools and public buildings now have ramps designed for wheelchair access. Use your knowledge of ramps and forces to **explain** why the ramps can only be so steep.

Analysis

- 5 **Classify** each of the following as a class 1, class 2 or class 3 lever, and justify your response by describing where the fulcrum, load and effort are located for each one.



QUIZ

a Crowbar



b Wheelbarrow



c Seesaw



d Chopsticks



e A screwdriver used to open a can



6 **Distinguish** between a class 1, 2 and 3 lever, what they magnify and the trade-offs.

Knowledge utilisation

7 **Discuss** whether you would consider the lower beaks of the birds to be levers. Examine the picture of the parrot skull and use your knowledge of simple machines in your answer. Note that there is one kind of lever to open the beak, and another kind to close it.



Figure 8.18 The lower beak is pulled up (beak closed) by the contraction of muscles shown in red. It is moved down (beak opened) by the muscles shown in purple.

8.2 Simple machines with rotating parts

Pulleys

Pulleys can be used to lift heavy objects. The most common example is a single-pulley system. A single fixed pulley does not decrease the effort needed to lift the object, it only changes the direction of the force. It is easier to pull down on a rope than lift something

up because you can put your weight into it. This type of pulley system is used for opening blinds that cover windows.

To decrease the effort force needed to lift an object, more pulleys need to be added. The



more pulleys that are added to a pulley system, the higher the mechanical advantage. If a pulley system has a mechanical advantage of 2, that means that it takes half the effort to lift an object compared to if a pulley was not used. However, the trade-off is that the rope will have to be pulled twice the distance to lift the load.

Pulleys are often found on sail boats, where heavy objects need to be lifted and held high up in the air. Imagine trying to lift and hold a sail up all by yourself! With pulleys, you simply need to pull on the rope.



Figure 8.19 A single fixed pulley system can be used to lift heavy objects. It does not give a mechanical advantage, but it changes an upwards lifting force into a downwards pulling force, which is easier.

Practical skills 8.1: Teacher demonstration

Observing the effect on effort force of more pulleys

Aim

To observe the effects on the effort force after adding more pulleys to a pulley system.

Materials

- 2 compound pulleys
- string
- 500 g mass
- ruler
- 500 g spring balance

Method

- 1 Set up the four pulley systems as shown in Figure 8.20 or by the teacher.
- 2 Draw up a results table in your science book and label it appropriately.
- 3 Hook a 500 g mass to the load part of the pulley.
- 4 Attach the spring balance to the effort part of the pulley.
- 5 Observe the amount of force required to lift the mass at a constant rate by pulling on the spring balance. Record.

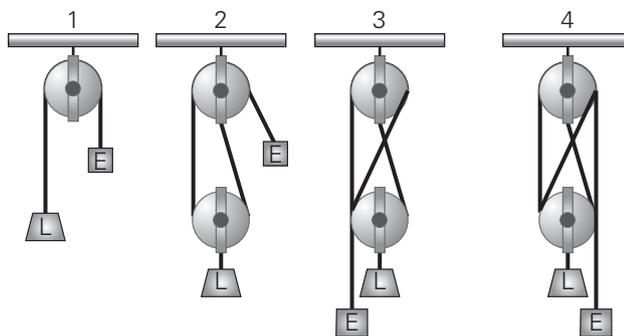


Figure 8.20 L represents the load force (the weight of the mass attached) and E represents the effort force required to lift the mass.

Planning

- 1 You need to provide background information to the investigation. Complete research and write a brief paragraph to explain the key concepts of pulleys. Ensure you reference appropriately.
- 2 Create a research question, based on information in the aim.

continued...

...continued

Results

Independent variable	Dependent variable	
	Load	Effort
Set-up 1		
Set-up 2		
Set-up 3		
Set-up 4		

Analysis

Identify any patterns, trends or relationships in the results.

Conclusion

Answer your research question, using evidence to support your statement.

Extension

Let us investigate mechanical advantage further.

mechanical advantage = number of strings supporting the load

In Figure 8.22, when the effort rope (blue) is pulled, each of the two load ropes (red) is

shortened. As there are two load ropes and one effort rope, the mechanical advantage of this system is 2.

In Figure 8.23, when the effort rope (blue) is pulled, the load ropes (red) are shortened. As there are four load ropes and one effort rope, the mechanical advantage is 4.

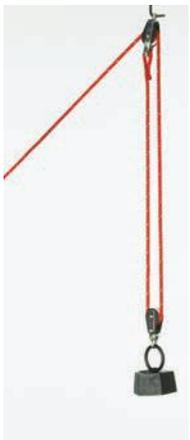
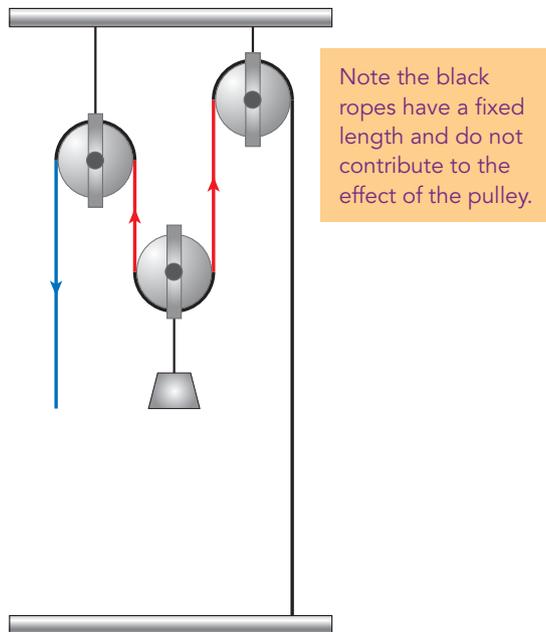
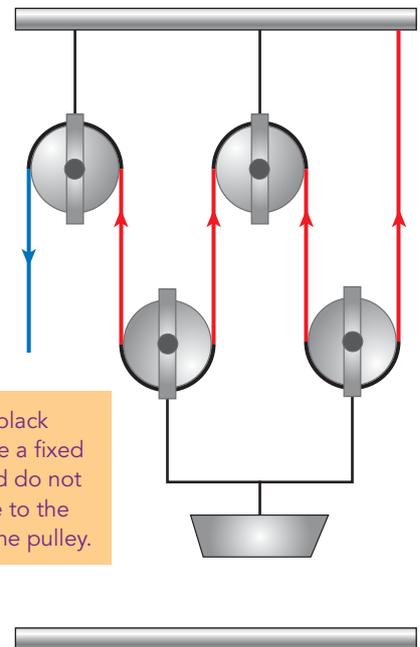


Figure 8.21 A two-pulley system



Note the black ropes have a fixed length and do not contribute to the effect of the pulley.

Figure 8.22 A pulley system with a mechanical advantage of 2



Note the black ropes have a fixed length and do not contribute to the effect of the pulley.

Figure 8.23 A pulley system with a mechanical advantage of 4

Quick check 8.3

- 1 Identify the mechanical advantage of the pulley system shown.

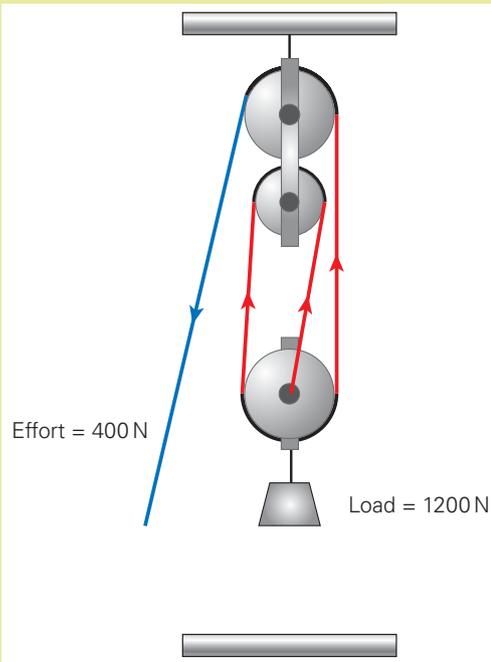


Figure 8.24 A pulley system

- 2 Calculate the maximum load that could be lifted if an effort force of 40 N was applied to the system in the previous question.
- 3 Explain why, in practice, the actual load that can be lifted may be less than the value calculated in Question 2.

Gears

Another type of simple machine is a special type of wheel called a **gear** or cogwheel. They are essentially wheels with **cogs** (teeth) that transmit force from one wheel to another. You

may recognise gears in bikes or clocks.

In a bike, the gears are connected by a chain, whereas in a clock they are called ‘meshed’ gears because the teeth fit into each other.

When gears of different sizes can be used, they can be either speed or force multipliers. In a gear system, the

gear

a device consisting of connecting sets of wheels with teeth

cog

one of the tooth-like parts around the edge of a wheel

driving gear

the gear connected to the source of the force

driven gear

the gear that rotates due to the rotation of a driving gear

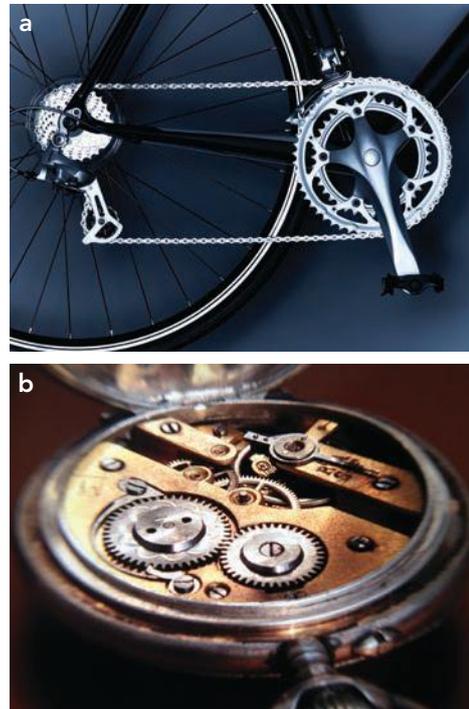


Figure 8.25 (a) Chained gears in a bicycle, (b) meshed gears in a pocketwatch

driving gear (the gear to which the effort is applied) turns the **driven gear**. If the driving gear is the larger of the two, then you have a speed multiplier. This is because for each turn of the large driving gear, the smaller driven gear turns many more times. A motor can be attached to the gear to produce a turning force. An old-fashioned egg beater is an example of this sort of gear system in use.



Figure 8.26 Every time the larger driving gear turns once, the smaller driven gear turns multiple times, spinning faster.



Figure 8.27 A manual egg beater. The handle turns the large gear, which in turn spins smaller gears that cause the beaters to spin fast.

In this case, you turn the larger gear using the handle and the beaters spin faster than you are turning the handle. A road bike works in the same way.

The other type of gear system is a force multiplier, where the smaller gear is the driving gear. For every turn of the driving gear, the driven gear does not turn as many times, so it turns more slowly, but it turns with more force. This sort of arrangement provides a mechanical advantage. These are found on mountain bikes.

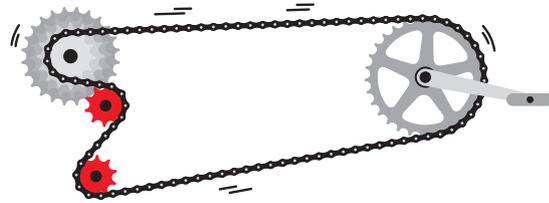


Figure 8.28 When pushing the pedals on a bike, force is applied to the larger gear by turning the pedal with your foot. This turns the smaller rear gear many times, allowing you to ride your bike with speed!



VIDEO
How is a bicycle a complex machine?



WIDGET
Gear ratios

Try this 8.3

You will need either a hand beater or a hand drill.

- 1 Count how many small gears and large gears are present in your simple machine.
- 2 Either measure the diameter of each gear or count the number of teeth.
- 3 Use the handle to operate your beater or drill. Draw a diagram of the gear set-up to show how the machine works. Be sure to label the driving gear and driven gear.
- 4 For every full rotation of the driving gear, how many times does the driven gear turn?
- 5 Explain whether this is a speed or force multiplier.
- 6 How could you make the machine turn faster? How could you make your machine turn with more force?

Section 8.2 questions

Retrieval

- 1 **Name** at least three everyday objects that use gears.

Comprehension

- 2 **Illustrate** the gear set-up most commonly used in bikes.
- 3 **Explain** the difference between a speed multiplier and a force multiplier for gears.
- 4 **Describe** when you would use a speed multiplier and when you would use a force multiplier.



QUIZ

- 5 An experiment was done with the pulley system shown in Figure 8.29 and the results are shown in the table. Use the formula given to complete the table and hence **calculate** the average mechanical advantage to 2 decimal places.

$$\text{mechanical advantage} = \frac{\text{load}}{\text{effort}}$$

Load (N)	Effort (N)	Mechanical advantage
88	30	
121	40	
147	50	
185	60	
Average		

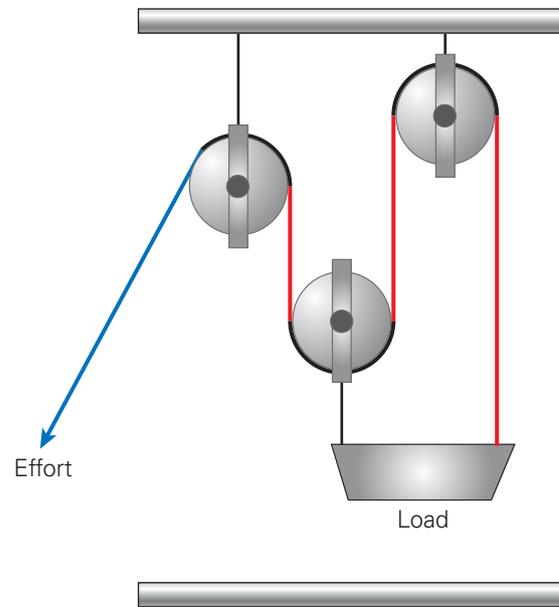


Figure 8.29 A load system

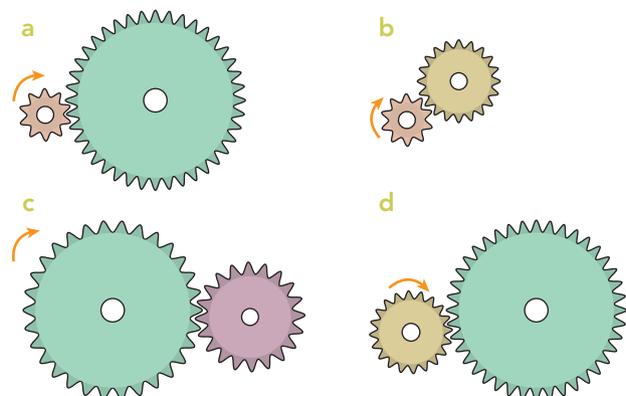
- 6 Look at the bike gear system in Figure 8.30. **Explain** why a bike might have a number of different-sized driven gears.



Figure 8.30 Bike gear system

Analysis

- 7 **Contrast** a force multiplier and a speed multiplier.
 8 **Classify** the gears on the right as speed or force multipliers. The arrows indicate the driving gear.



Knowledge utilisation

- 9 A gear system has a driving gear with 30 teeth and a driven gear with 25 teeth. **Discuss** whether it is a force multiplier or a speed multiplier. How could it be made more effective? In other words, how could it be made to multiply speed or force more?

Chapter review

Chapter checklist

You can download this checklist from the Interactive Textbook to complete it.

1	I can recall some simple machines and how they work. e.g. Define 'load', 'effort' and 'fulcrum'.	
2	I can describe 'mechanical advantage'. e.g. State the equation for mechanical advantage.	
3	I can recognise class 1, class 2 and class 3 levers. e.g. Illustrate a labelled diagram to show the differences between a class 1, 2 and 3 lever.	
4	I can describe how pulleys are useful. e.g. A pulley has seven load ropes and one effort rope. Calculate the mechanical advantage.	
5	I can describe how gears are useful. e.g. Compare a 'speed multiplier' with a 'force multiplier'.	

Review questions

Retrieval

- 1 **Recall** how many different classes of lever there are.
- 2 **State** the two different types of gears.
- 3 Figure 8.31 shows tongs used for a barbecue. **Identify** their class of lever.



Figure 8.31 Barbecue tongs



Comprehension

- 4 A pulley system has a mechanical advantage of 4 but is less than 100% efficient. If an effort force of 80 N was applied, **explain** whether the maximum load that could be lifted would be less than 320 N or more than 320 N.

- 5 Extension: The mechanical advantage of a lever is given by:

$$\text{mechanical advantage} = \frac{\text{load}}{\text{effort}} = \frac{\text{fulcrum to effort distance}}{\text{fulcrum to load distance}}$$

Use the formula to **calculate** the maximum load that can be moved with the lever in Figure 8.32.

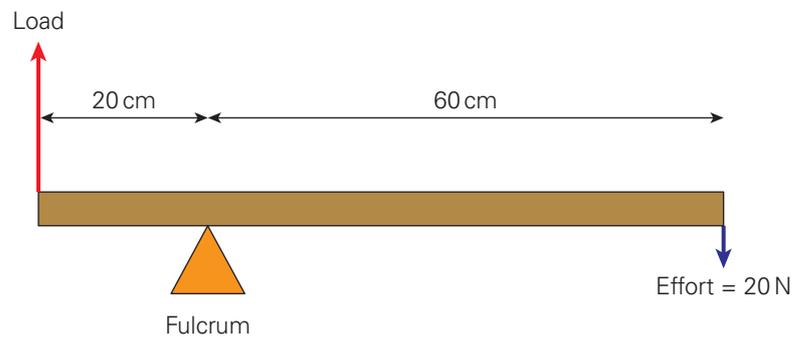


Figure 8.32 A lever

- 6 Extension:
- Look at the pulley system in Figure 8.33 and **explain** the mechanical advantage.
 - Use your result to **calculate** the maximum load that can be lifted by an effort force of 80 N.

Analysis

- 7 **Classify** the following tools as either class 1, 2 or 3 levers.
- Screwdriver opening a lid of paint
 - Fishing rod
 - Scissors
 - Wheelbarrow
 - Claw hammer
 - Nutcracker
 - Pliers
 - Crowbar
 - Barbecue tongs
 - Seesaw
 - Broom
- 8 You have the choice of a ramp that is 6 m high and 10 m long, or a ramp that is 6 m high but is 20 m long. **Identify** the advantages and disadvantages of each situation.

Knowledge utilisation

- 9 **Propose** which pulley system (A, B or C) you would use if you needed to lift a particularly heavy load. Give reasons for your answer.

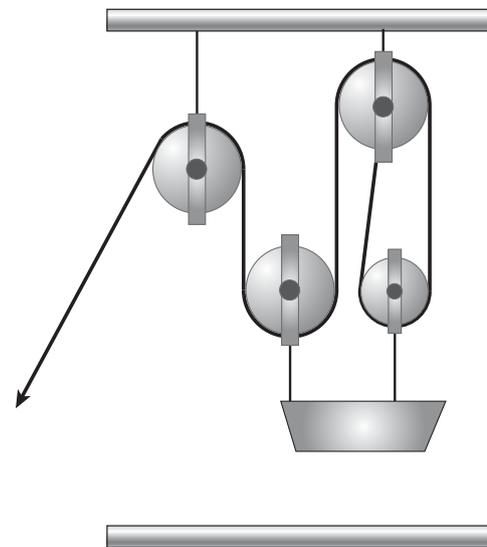
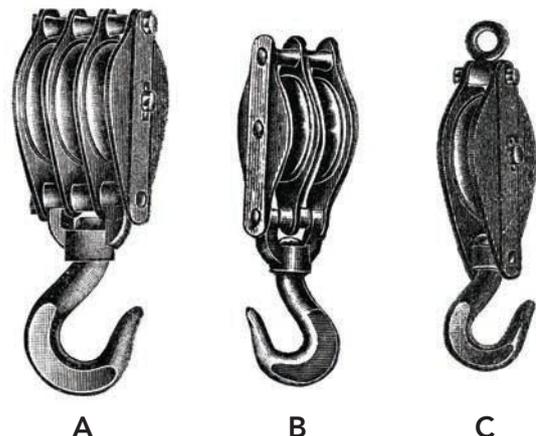


Figure 8.33 An example pulley system



Data questions

The ancient Greek engineer, Archimedes, is supposed to have said, 'Give me a lever long enough and a fulcrum on which to place it, and I shall move the world.' In this activity you will assess the results of the experiments by a group of Year 7 students. They designed systems to lift a 10 kg bucket of water using a series of pulleys (Table 8.1) and also using a 2 metre class 1 lever with the bucket at different distances from the fulcrum (Table 8.2).

Number of pulleys	Effort (N)
1	100
2	50
3	33
4	25
5	20
6	17

Table 8.1 Effort force (N) for lifting a 10 kg bucket of water with respect to a number of pulleys used.

Distance of bucket from fulcrum (m)	Mechanical advantage
0.4	4.0
0.8	1.5
1.0	1.0
1.2	0.7
1.6	0.3

Table 8.2 Mechanical advantage for lifting a 10 L bucket of water using a 2 metre class 1 lever with the load (bucket) a varying distance from the fulcrum.

Apply

- Identify** the number of pulleys in Table 8.1 which requires the least effort force to lift a 10 kg bucket of water.
- Calculate** the mechanical advantage for using a pulley system with five pulleys.
- Use the data from Table 8.2 to **determine** the distance of the bucket from the fulcrum which would require the least effort force to lift the 10 kg bucket.

Analyse

- Identify** the trend in Table 8.2 between the distance of the bucket from the fulcrum and the mechanical advantage.
- Use data in Table 8.1 to **identify** the relationship between the number of pulleys used and the mechanical advantage.

Interpret

- Deduce** how the students could gain a greater mechanical advantage using the class 1 lever.
- Compare** the mechanical advantage of a five-pulley system, to that using a 2 metre class 1 lever with the bucket 40 cm from the fulcrum and describe which simple machine would use less effort force.
- Extrapolate** the data presented in Table 8.1 to estimate the effort force (N) used in a 10-pulley system.
- Predict** whether mechanical advantage would increase or decrease in Table 8.2 if a 4 m lever was used instead.

STEM activity: Designing and prototyping a mechanical arm

Background information

A machine is an apparatus that applies energy to exert forces for a particular action. In the real world, machines help us do a variety of things. An example of a machine is a forklift. Forklifts can be used to move loads that a human cannot move. The average human would get tired carrying around a 20 kg load for several minutes (please

do not try this!), but a forklift can carry 1000 kg without breaking a sweat!

Simple machines reduce the force required to do a task, like lifting a heavy object. There are various types of simple machines that can be used to perform tasks, including levers, ramps, wedges, pulleys, gears and screws. Two or more simple machines can be combined together to form a compound machine.



Figure 8.34 Cranes use pulleys, and may also use levers. Cranes are one example of a compound machine.

Design brief: Design and build a mechanical arm that can lift and move the greatest weight.

Activity instructions

Your team has been assigned a task to construct a compound machine that involves at least two simple machine mechanisms to lift a load at least 30 cm vertical distance and move it at least 30 cm horizontal distance. You will provide the power to move the machine and provide the effort to lift and move the load. You must be able to control the machine by staying put in the same spot while the machine moves around and hooks the load.

As an engineer, you should investigate different kinds of mechanical arms that can be created without a motor. You will draw a design and prototype using cardboard and a number of different materials that will be provided by your teacher. Finally, you will test your prototype(s) by lifting different loads starting from the lightest to the heaviest.

Suggested materials

- four weights – 50 g, 100 g, 250 g, 500 g
- pulleys
- ruler and tape measure
- scissors
- cardboard
- string
- straws
- icy-pole sticks
- sticky tape
- wire

Research and feasibility

- 1 Research and list all the ways that mechanical arms are useful.
- 2 List the construction materials and the components used in cranes. Record the explanation for each. A table has been constructed as an example.

Materials	Components	Explanation
Steel lattice	Mast – upright steel lattice structure	The mast uses triangular steel structures bolted to each other.

- 3 Explain which simple machine types are involved in a crane and how they contribute to the motion of the arm.

Design

- 4 List the materials you have available for construction and how they would be useful.
- 5 Design a mechanical arm that you could build using your available materials. Ensure you have included in your design the capacity to move a load 30 cm both vertically and horizontally.
- 6 Label the design and include measurements for construction.

Construction

- 7 Build your mechanical arm. At several points during the construction process, check that the structure continues to meet the design constraints. You may wish to test the mechanical arm's strength and ability to lift the load during construction in case you need to make refinements.

Evaluate and modify

- 8 Discuss the challenges that you have encountered throughout this activity. List the strategies or actions that enabled you to overcome each one.
- 9 Propose ways that your prototype could be improved if you had more time and resources available.
- 10 Predict what would happen if the prototype was used on a heavier load and test if possible.

Glossary

Cognitive verbs

analyse examine something in order to find meaning, what it is made of or a relationship with other things

apply use knowledge to answer a given situation

calculate find a numerical answer by using mathematical processing

categorise place something in a particular group

classify place something in a group based on shared characteristics

communicate share knowledge with others

compare give an account of the similarities and differences between two or more items

comprehend understand the meaning of something

connect bring two or more ideas together

consider think carefully about something

construct create something by arranging ideas

contrast give an account of the differences between two or more items

create produce something from a set of thoughts or ideas

critique review something in a critical way

decide make a decision from a range of alternatives

deduce reach a conclusion based on the information given

define provide the meaning of a word

describe give a detailed account of something

determine establish after research or investigation

differentiate identify the differences between two or more things

discuss write about a topic in detail

distinguish recognise something as different

draw conclusions make a judgment based on evidence

elaborate add detail to expand upon an idea

evaluate appraise something by assessing strengths and limitations

explain make an idea clear by describing it in more detail

extrapolate estimate an unknown value by extending known information

identify establish what something is

illustrate provide information using images and labels

infer conclude something from evidence and reasoning

investigate to carry out a comprehensive examination or review of something in order to discover new information and develop conclusions

justify give reasons to support an answer or prove a statement is correct

name indicate what something is

organise arrange in an ordered way

predict say what will happen based on available information

propose put forward an idea or suggestion

recall remember a fact

reflect on think about something carefully

select choose the most appropriate answer

sequence arrange in a particular order

state express something clearly

summarise produce a short statement that conveys information about a larger piece of information

Chapter 1

accuracy how close a measurement is to the true value

analyse examine something in order to find meaning, what it is made of or a relationship with other things

claim a statement that has no provided evidence that is evaluated and then either supported or not supported by the collection of thorough evidence

concave a surface that curves inwards

controlled variable the variable or variables that are kept the same during an experiment

convex a surface that curves outwards

data facts or statistics gathered to answer a question or for further analysis

dependent variable a variable that is tested or measured during an experiment (as it responds to the independent variable)

experiment a controlled situation where data is gathered to answer a question

hypothesis a proposed explanation or prediction of an event (e.g. an experiment) based on research and current knowledge

independent variable the variable that is changed during an experiment

infer to link an observation with past knowledge and assign meaning to the observation

inference applying a reason or explanation to an observation based on past experiences and known facts

knowledge the understanding of information

meniscus the surface of a liquid in a container

observe use senses and tools to notice something significant

parallax error an error caused by not reading liquid measurements at eye level, which leads to measurements being too high or too low

peer-review to read, check, and give an opinion about something that has been written by another scientist or expert working in the same subject area

precision how close measurements are to each other

predict to make an estimate about a possible future event or outcome

qualitative a form of data that is a descriptive measurement

quantitative a form of data that is a numerical measurement

random error an error that is random and caused by factors that cannot be easily controlled by the experimenter

rationale background information that supports a research question and hypothesis for an experiment

research question a question that can be answered practically through scientific investigation or through research to evaluate a claim

systematic error an error that causes measurements to differ from the true results by a consistent amount, often due to faulty or uncalibrated equipment

trend a pattern in data that shows the general direction/shape of the relationship between the independent and dependent variables

variable a component of an experiment that changes or can be changed

Chapter 2

anomalous an outlying result that does not fit in with the pattern of the other results

autotroph an organism that produces its own food from light, carbon dioxide, water or other chemicals

bilateral symmetry organism can be divided into two symmetrical halves

binomial nomenclature a system of naming in which two names are used to identify an individual species of organism

botanist a scientist who studies plants

characteristic a feature or quality of something

class the taxonomic ranking below phylum and above order

classification the grouping of similar objects or organisms together

dichotomous key a tool for scientists to identify an organism from a series of choices between two characteristics

DNA deoxyribonucleic acid, a chemical present in cells of living things that carries genetic information

domain the highest taxonomic rank above kingdom and even more broad

ectothermic a cold-blooded organism that cannot regulate its internal temperature

endothermic a warm-blooded organism that can regulate its body temperature

family the taxonomic ranking below order and above genus

genre a category used to group media such as music, art or books

genus the taxonomic ranking below family and above species

heterotroph an organism that cannot make its own food, instead relying on other organisms for energy

invertebrate does not have a backbone

key a tool used to identify organisms

kingdom the highest classification on the Linnaean taxonomic rankings and the most broad

metamorphosis the process of transformation from an immature form to an adult form

microbiologist a scientist who studies very small living things like bacteria

morphology the study of the size, shape and structure of organisms

non-vascular not containing veins or specialised fluid vessels

order the taxonomic ranking below class and above family

organism a living creature

parasite an organism that lives in or on another organism and takes its food from its body

phylum the taxonomic ranking below kingdom and above class

qualitative a form of data that is a descriptive measurement

quantitative a form of data that is a numerical measurement

radial symmetry organism is symmetrical around a line drawn through the centre in more than one position

sessile an organism that does not independently move its location but may move body parts

species the most specific taxonomic ranking below genus

taxonomy a branch of science that groups organisms



unicellular consisting of one cell

vascular containing veins or specialised fluid vessels

vertebrate has a backbone

Chapter 3

10% rule when energy is passed from one trophic level to another, only 10% of the energy will be passed on

abiotic relating to the non-living things in an ecosystem

abundance the number of individuals of a species within a community or ecosystem

algae small protist organisms (see Chapter 2) without leaves or roots; a valuable food source in aquatic ecosystems

apex predator a predator at the top of a food chain

barnacle small sea creature with a shell that sticks to rocks and the bottom of boats

biodiversity the number and types of plants and animals that exist in an area

biological control the practice of introducing an organism into an ecosystem with the intention of limiting the spread of another organism

biopiracy when naturally occurring biological material is commercially exploited

biotic relating to the living things in an ecosystem

calicivirus a disease that damages a rabbit's internal organs and can cause bleeding

carnivore an animal that eats only meat

cellular respiration the chemical process by which cells release energy from food

chemotroph an organism that obtains energy through chemical processes in its environment

community a group of animals or plants that live or grow together

consumer an organism that obtains food from consuming other organic material

decomposer an organism such as a bacterium or fungus that makes dead plant and animal material decay

deforestation clearing a wide area of trees or natural land

detritivore an organism that feeds on dead or decaying organic matter

detritus waste or debris

ecosystem the living and non-living components of a specific area

energy the ability to do work by producing heat or motion

environment the air, water and land conditions in which an organism lives

firestick farming the burning of areas of bush in stages, by the application of firesticks, to encourage new growth

food chain the flow of food energy through an ecosystem passing from plants and bacteria to consumers

food web a group of interweaving food chains

habitat the natural home of an organism

herbivore an animal that eats only plants

invasive species an organism that is not native to an environment and causes harm to native organisms

microorganism a living thing that on its own is too small to be seen with the naked eye

omnivore an animal that is naturally able to eat both plants and meat

pathogen an organism that can cause illness

photosynthesis the process by which a plant uses the energy from the light of the Sun to produce its own food

population all organisms of a particular species or group who live in one area

primary consumer an animal that eats plants

producer an organism capable of producing food from photosynthesis

scavenger an organism that feeds on dead animals that it has not killed itself

secondary consumer an animal that eats other animals

symbiotic a relationship between two types of living things that helps at least one of them survive

tertiary consumer an animal that eats secondary consumers

trophic level refers to an organism's level or position in a food web. It is based on an organism's feeding habits, where producers occupy the first trophic level, primary consumers the second trophic level, and secondary consumers the third trophic level, etc.

Chapter 4

aqueous solution solutions where the solvent is water

centrifuge a device that uses speed to separate substances based on mass

chromatography a technique to separate substances based on movement at different rates due to solubility

colloid a mixture where particles of one substance will not dissolve but remain distributed through another substance

concentrated a solution with a large amount of the solute

crystallisation solidification of a substance into a highly structured form

decantation the process of separating by using gravity

dilute a solution with only a small amount of the solute

dissolve cause to become mixed in a substance so that it cannot be seen

distillation a technique to separate substances in a liquid using evaporation through boiling and condensation

emulsion a colloid of two or more liquids

evaporation when heat causes liquid to become gas

filtrate the substance that passes through the filter

filtration separating a mixture by passing through a filter

flocculant a substance that causes particles to clump

floatation separating a mixture based on the capacity to float

heterogeneous mixture a mixture that can be easily separated into its parts, and those parts retain their original properties

homogeneous mixture a mixture where components are evenly distributed

insoluble substances that cannot dissolve

mixture material made up of two or more different substances

pure substance material that is made up of just one type of particle

residue the substance that is left in the filter

saturated a solution with the maximum amount of solute dissolved

smog a mixture of smoke, gases and chemicals, especially in cities

soluble substances that can dissolve

solute the component of a solution being dissolved

solution a mixture where one substance is evenly dissolved in another

solvent the component in a solution capable of dissolving another substance

suspension a mixture where one substance will eventually settle out of the solvent

Chapter 5

annular eclipse an event when the Moon blocks the Sun but the Moon is further away and the outer edge of the Sun is still visible

apogee the point in the Moon's orbit when it is furthest from Earth

blood moon a name given to the Moon during an eclipse while it is completely in Earth's shadow

dawn the time of day when the Sun rises over the horizon or night turns into day

dusk the time of day when the Sun drops below the horizon or day turns into night

elliptical oval shaped

equator an imaginary line drawn around the middle of Earth equidistant between the North and South poles

far side the face of the Moon that is always turned away from Earth; also called the dark side

geocentric model a cosmological model where Earth was the centre of the universe

gravitational field the region around a large object where another object can experience its gravity or pull

heliocentric model a model with the Sun as the centre of the solar system

horizon the point where the sky appears to meet the land or the sea

leap year a year that happens every four years and has an extra day on 29 February

lunar eclipse a full moon becomes dark as it enters Earth's shadow

mass the amount of substance in an object that never changes, even in space

Northern Hemisphere the half of Earth north of the equator

orbit the curved path of a celestial object or spacecraft round a star, planet or moon

partial eclipse an event when the Sun is partially blocked by the Moon

penumbra the region in a shadow where the light is partially blocked

perigee the point in the Moon's orbit when the Moon is closest to Earth

revolution one complete orbit

solar eclipse an event when the Sun partly or completely disappears from view, while the Moon moves between it and Earth

Southern Hemisphere the half of Earth south of the equator

sunspot feature on the Sun's surface that moves slowly across the surface

synchronous rotation occurs when the rotation of an orbiting body is the same length of time as its revolution around a larger body

syzygy the occurrence in astronomy of three or more objects moving into a straight line

telescope an optical instrument for making distant objects appear nearer and larger, or an instrument that detects electromagnetic radiation from space

time zone Earth is divided into 24 time zones, each about 15° of longitude and each one representing a time difference of 1 hour



total eclipse an event when the Sun is completely blocked by the Moon

umbra the region in a shadow where the light is completely blocked

waning the period of about two weeks where the illuminated part of the Moon is decreasing from a full moon to a new moon

waxing the period of about two weeks where the illuminated part of the Moon is increasing from a new moon to a full moon

Chapter 6

barrage a barrier to generate electricity from tidal power

biomass plant and animal material suitable for using as fuel

blackwater waste water from toilets

condensation where heat is lost causing a gas to become a liquid

drought a prolonged period of unusually low rainfall that leads to a shortage of water

evaporation when heat causes liquid to become gas

fossil fuel fuels, such as gas, coal and oil, that were formed underground from plant and animal remains millions of years ago

geothermal energy energy from the heat inside Earth

greenhouse gas gases that prevent heat from Earth escaping into space

greywater water that has been used before; for example, from washing, which can be stored and used again for other uses such as toilets

groundwater water that collects beneath Earth's surface

hydroelectricity producing electricity by the force of fast moving water such as rivers or waterfalls

impermeable not allowing liquid or gas to go through

infiltration to move slowly into a substance

mineral substance formed naturally in the ground

non-renewable existing in limited quantities that cannot be replaced after they have all been used

nuclear energy the energy obtained from changes within the atomic nucleus from nuclear fission or fusion

ocean energy energy harnessed from the ocean such as waves and tides

percolation the process of a liquid moving slowly through a substance that has very small holes in it

permeable allows liquids or gases to go through it

pervious a substance that allows water to pass through via cracks or defects in the rock

photovoltaic able to produce electricity from light

precipitation water that falls from the clouds towards the ground as rain or snow

renewable replenished by natural processes within a human lifetime

resource natural commodity that is valuable in supporting life

runoff water that flows away from high areas to low areas

silt sand or soil that is carried along by flowing water and then dropped usually at a river's opening or bend

solar energy using the energy from the Sun to produce electric power

transpiration the process of losing water through the surface of a plant

urban water cycle a water cycle that includes the consequences of increased development

water cycle the way that water is taken up from the sea, rivers, lakes and soil and then comes back down as rain, snow or hail

Chapter 7

air resistance the frictional force of the air

alloy a substance composed of two or more metals

anomalous an outlying result that does not fit in with the pattern of the other results

applied force force that is applied to an object by another object or person

balanced forces forces of the same size but which act in opposite directions

brittle a material that is likely to break or snap when subject to a big enough force

buoyancy force the force experienced by an object that is partially or fully submerged in a fluid, e.g. water or air

drag the frictional force of a liquid or gas

elastic elastic materials bend, stretch or compress when a force is exerted on them; they exert elastic forces when this happens

electromagnet a magnet made by passing electricity through a coil of wire

electrostatic force a non-contact force between positive and negative charges, opposite charges attract, like charges repel

field a region in space in which an object is affected by a force

force a push, pull or twist in a specific direction

friction a contact force opposing motion due to the interaction between two surfaces

gravity a non-contact force describing the pull of any object with mass

impact force a contact force which sometimes only lasts for a short time; often impact forces change an object's speed

magnetic field the space around a magnet where the magnetic force acts

magnetic force a non-contact force between a magnet and another magnet or magnetic metal

mass the amount of substance in an object that never changes, even in space

mouldable soft enough to be shaped

muscle tissue in the human body capable of exerting a force

net force the sum of all forces acting on an object

newton the unit of force; one newton is roughly equal to the force you need to keep an apple from falling

pull to exert a force towards something

push to exert a force away from something

repel to force back or apart

rotate to turn or spin on an axis

static electricity a build-up of electric charge

streamlined designed to minimise air resistance or drag

tension the force in a wire, cable or string when being stretched

turning force a force that makes an object start or stop rotating

twist to turn something

unbalanced forces a combination of one or more forces that has an overall effect, and which changes an object's motion

weight the force of gravity on an object; it is measured in newtons and changes in space

Chapter 8

anomalous an outlying result that does not fit in with the pattern of the other results

class 1 lever a lever in which the fulcrum is between the load and effort

class 2 lever a lever in which the fulcrum is at one end and the load is between the fulcrum and the effort

class 3 lever a lever in which the fulcrum is at one end and the effort is between the fulcrum and the load

cog one of the tooth-like parts around the edge of a wheel

driven gear the gear that rotates due to the rotation of a driving gear

driving gear the gear connected to the source of the force

effort the input force to a simple machine

force multiplier something that increases the size of a force

fulcrum the point on a lever where a bar is supported; the lever turns about this point

gear a device consisting of connecting sets of wheels with teeth

lever a rigid bar that moves around a fixed point so one end can be pushed or pulled to move the other end with a greater or smaller force

load the object that is to be moved

load force the output force of a simple machine

mechanical advantage the ratio of the output force to the input force

pulley equipment consisting of a grooved wheel (or wheels) with a rope or chain attached to an object to be moved

ramp an inclined surface connecting a higher and a lower level

simple machine a basic mechanical device for applying a force and changing either its size or direction

speed multiplier something that increases the speed of an object



Index

- abiotic (non-living) environmental features 93, 96
- Aboriginal and Torres Strait Islander peoples 5, 45, 133, 160, 196, 238, 253–4
- Elders 125
- land, connection to and understanding of 125–6, 238
- science perspectives 5–6
- traditional stories 199, 205
- absorption 67, 180–1, 230, 240, 282
- abundance 95, 122
- acceleration 290–1
- accuracy 9, 21, 203
- acutely toxic substances 30
- additives 152, 165
- aerodynamic force platform 266
- agricultural encroachment 128, 131
- agricultural science 7
- air 221–2, 226, 238, 280
- air filters 127
- air resistance 270–1, 280–1, 288–91
versus surface area 289–90
- airholes 33
- algae 97–8
- alloys 292
- amphibians/Amphibia 77, 123, 138–9
- anatomy 6, 79–81
- anemones 74
- Animal kingdom 73–82, 122
- animals 6, 55–6, 73–5, 77–8, 123, 125, 192, 196
- annelids 74
- annular eclipses 205
- anomalous results 70, 275, 318
- Antarctica 94
- antennae 75
- antipodes 187
- apex predators 108, 112–13
- apogee 205
- applied forces 284–5
- aqueous solutions 151
- arachnids 123
- archaea 55, 57, 62, 123
- Archimedes' screw 250, 319
- area 195, 285, 289–90
- arrows (showing force size/direction) 266, 310
- arthropods 75, 122
- astronomy 7, 210–12
- atmosphere 64, 187, 206, 210, 212, 240
- atoms 7
- attraction (force) 21, 151, 153, 163, 264, 287, 292, 298
see also magnetism
- autotrophs 64
- background information 138, 216, 227, 258, 304, 318, 330
- bacteria 55, 57, 62–3, 116, 118–19, 123, 258
- balanced forces 267, 269–71
- baleen 156
- barnacles 97
- barrages 223–4
- behaviour 144, 192
- bending 269, 273–4
- Big Bang 211
- bike helmets 285
- bilateral symmetry 76
- binomial nomenclature 58
- biodiversity/index 122–4, 127, 131
- biological controls 131–3
- biological materials 28
- biological treatment 253
- biology 6–7
- biomass 222–3, 226–9
- biomimicry 88–9
- biopiracy 126
- biospheres 96
- biotic (living) environmental features 93, 96
- birds 78, 123, 266
- blackwater 252–3, 258
- blood 79, 159, 161, 234
- blood moon 206
- boiling points 167, 169
- bolts 319
- bones 234
- bony fish 77
- booms 154, 180
- bores 249
- bosshead clamps 32
- box jellyfish 74
- brain, the 7
- brainstorming 10–11
- branching dichotomous keys 46–7
- breaking 269, 273–4
- brittle stars 75
- brittleness 273–4
- brown food chains/webs 120–1
- Bunsen burners 28, 31–5, 245–6
- buoyancy forces 270, 283–4, 304–5
- bush tucker 160
- bushfires 125–6
- caecal matter 120
- calcium 234
- calendars 191
- calicivirus 131
- cane toads 132, 138–9
- canines 106
- carbon 129, 155
- carbon dioxide 64, 79, 101–4, 127, 226
- carnivores 105, 107
- cartilaginous fish 77
- cells 54, 62, 73, 161
- cellular respiration/equation 101
- Celsius (°C) 19
- centimetre (cm) 17–18
- centrifuging 161
- cephalopoda 81
- CETO (Cylindrical Energy Transfer Oscillating) 225
- characteristics 44, 48–9, 75, 144
see also physical properties
- charge 264, 298
- chemical processes 101
- chemical properties 156–7
- chemical structure 234
- chemicals 6, 28, 105, 154
- chemistry 6–7, 143
- chemosynthesis 105
- chemotrophs 105
- Chondrichthyes 77
- chordates 75, 77–8
- chromatograms 165
- chromatography 163–5
- circle of life 116
- claims 12
- class/classes 56, 77–8, 122
- classes 1, 2 and 3 levers 310–15
- classification 43–6, 49, 53–60, 89, 108, 147–8
- clay 238
- clearing fires 129
- climate change 258
- clones 122
- clouds 244
- cnidarians 74
- coal 234–5
- coal-fired power station 235
- cogs 324
- collaboration 8
- collars 33
- colloids 144, 146, 148
- colours 211, 230–1
- combustion 125
- commensalism 98–9
- common names 58–9
- communication 9–10, 44
- community 95–7
- comparison 125, 157–8, 181, 206
- compasses 294–5
- competition 98–9, 132
- compound machines 330–1
- compression 264, 282
- concave meniscus 21

- concentrated solutions 151, 166
 condensation 169, 235, 240, 243–4
 condensers 169
 conical flasks 31
 consumers 104–8, 116, 120
 contact 264, 277–85
 contamination 222, 253
 contrails 243
 control groups 103–4
 control variables 14, 69–70, 119, 227, 229, 231, 312, 318
 controlled burns 126
 conversion 93, 264–5
 convex meniscus 21
 cooking 227
 cool fires 126, 133
 cooling 169
 cooling towers 224, 235
 cooperation 8–9
 coral bleaching 98
 coral reefs 93, 97–8, 122, 180–1
 coral/coral polyps 73–4, 97, 99
 corrosive chemicals 29
 Country/Place 5
 cropping practices 130
 crows 116
 crude oil 171
 crustaceans 75, 123
 crystallisation 166
 cubic centimetres (cm³) 18
 cubic metres (m³) 18
 cubic millimetres (mm³) 18
 current 295
 cylinders 18, 31
- daily cycles 185
 dams 223
 data 5, 14–17, 22, 124, 275
 quality of 70, 119, 125, 158, 168, 229, 312
 supporting or disproving hypotheses 23, 25, 70
 data collection 5, 14–21, 130, 180
 data logger probes 18–19
 data processing 70, 80, 124, 195, 275, 281, 290, 318
 dawn 186, 189
 daylight 192
 daylight saving 188–9
 day-night cycle 191
 days 19
 dead organisms 68, 73, 116, 120
 decantation 154, 157
 decayed material 238
 decomposers 68, 74, 116–19
 decomposition 116
 deforestation 129, 131
 degrees 187
 dehydration 228
 density 146, 154–5
- dependent/independent variables 14, 22–3, 69–70, 104, 118–19, 195, 227–9, 231, 275, 278, 311–12, 318, 323
 desalination 160
 description 22, 48–9, 89, 93–4, 170, 210
 design 89, 181, 217, 259, 304–5, 330–1
 design constraints 138–9, 259, 331
 detritivores 116–17
 detritus 117, 120
 development 93
 see also growth
 diagrams 88, 168, 201, 266, 293
 dichotomous keys 46–7
 digestion 73, 101
 digital thermometers 18–19
 dilute solutions 151
 dingoes 116
 discussion 217
 disease 68, 123, 258–9
 disinfection 253
 dispersion 180–1
 dissection 79–81
 dissolving 143–4, 150–2, 168
 see also solubility
 distances 17, 187, 204, 310–15, 317, 322, 331
 distillate/distillation 169–72
 DNA (deoxyribonucleic acid) 54–5, 57
 documentation 13
 domains 56–7
 drag 271, 280–1
 drawings 32, 89
 drinking water 152, 249
 driving/driven gears 324
 drought 244, 247, 253–4
 drug screening 165
 drugs 164
 dry conditions 125
 dusk 186, 189
 dust masks 227
 dyes 164
- Earth 185–212, 216, 224, 286–7
 rainforests as ‘lungs’ 127
 reasons for orbit of Sun 191
 tilt and rotation axis 193
 yearly cycle 191–6
 Earth and space science 7
 Earth resources 221–54
 earthworms 74, 117
 eating/habits 73, 105
 see also food intake
 echinoderms 75
 eclipses 203–7
 total versus partial 204
 ecosystem diversity 122
- ecosystems 6, 93–9, 116–21, 127–8, 222
 biotic/abiotic conditions 93, 96
 of Earth 93–9
 human impact on 122–33
 levels in 95–6
 regenerating 125
 ectothermic organisms 77–8
 effort/effort forces 309, 311–12, 318, 320–3
 elastic forces 282–3
 elastic materials 274
 electrically-charged particles 264
 electricity 226, 230, 235, 237, 253
 electromagnets 295–7
 electronic balances 21
 electrostatic forces 264, 298–9
 elks 112–13
 elliptical path 191
 emissions 171
 emulsions 144, 146, 148
 endangered species 128
 endemic plants 126
 endothermic organisms 78
 energy 6, 53, 64, 73, 93, 98, 101, 104–5, 108–11, 120, 171, 189, 194–6, 222–4, 226–7, 230, 234–5, 237–8
 engineering/engineers 88–9, 171, 232, 258
 environmental conditions 95, 125
 environmental degradation 128
 environmental factors 69
 environments 93, 125–6
 enzymes 116
 equator 127, 191–2
 equipment 9, 30–2, 169
 see also personal protective equipment
 erosion 238, 245
 errors 21–2, 70, 104, 165, 170, 241
 estimation 8, 217
 see also prediction
 euglena 66
 Eukarya 56, 62
 evaluation 11, 17, 21–2, 24, 70, 89, 139, 170, 217, 231, 237, 241, 246, 259, 275, 297, 305, 331
 reliability/limitations/improvements 70, 104, 119, 125, 158, 168, 196, 229, 312
 evaporating dishes 32
 evaporation 146, 165–9, 240, 242, 247
 evidence 23, 229, 241, 318
 excretion 53, 73, 93
 exoskeletons 73, 75
 experiments 5, 8–9, 12–13, 22, 35, 70

- explanation 9, 23–4, 241
 exploration 9, 208–12
 explosion 237
 explosive chemicals 29
 extension 313–15
 extinction 59, 68
 extrapolation 275
 eye levels 22
- faeces 120
 Fahrenheit (°F) 19
 family 56
 fashion 164
 fat 146
 feasibility studies 89, 139, 180–1, 305, 331
 features (living/non-living) 93, 96, 105
 feedback 124, 168
 feral cats 131
 ferns 65
 ferries 304–5
 filters/filtration 74, 127, 146, 155–60, 163, 253, 258–9
 filtrate 155
 fire 123, 125–6
 fire safety 34, 167
 firestick farming 125–6, 238
 fish 123, 280
 fission 237
 FLAIM Trainer 126
 flame (Bunsen burners) 32–5
 flammable chemicals 29
 flies 117
 floating 154, 180, 270, 284
 flocculation 154–5, 157
 flotation 154, 157–8
 flowering plants 65, 185
 food chains 101–11
 beginning source *see* Sun
 food gathering 125
 food poisoning 118
 food science 7
 food sources 97, 126
 food webs 109–12, 120–1
 food/food intake 73, 93, 95, 101, 104, 118
 footwear (enclosed) 28
 force diagrams 266
 force multipliers 310, 324–5
 forces 6, 21, 151, 153, 263–7, 274–5, 277–99
 application 263–75
 changes 272–4
 force balancing another 269–71
 forensics 163
 fossil fuels 6, 221, 234–5
 alternatives *see* biomass
 foxes 131
 fractional distillation 171
- friction 264, 270–2, 277–80, 317
 fruit (of plants) 65
 fuel 227
 fulcrum 310–14
 fungi 55–6, 67–8, 116, 123
 funnels 32
 fusion 237
- galaxies 211–12
 see also Milky Way
 Galileo 290
 gas chromatography 164
 gases 30, 62, 189, 226–7, 236–7, 240, 242, 280–1, 283–4
 see also greenhouse gases
 gears 324–5, 330
 generators 223–4, 226, 235
 genetics/genetic diversity 62, 122
 see also DNA
 genres 43
 genus 56–7
 geocentric model 209
 geothermal energy 222–4
 glaciers 222
 glass 28
 global warming 98, 129
 gloves 28, 79, 227
 glucose 101–2, 104
 see also sugars
 goats 131
 goggles 28, 170
 grams (g) 21, 264
 granite rocks (hot rocks) 224
 graphs 22, 24, 119, 181, 228, 241
 gravel 238
 gravitational fields 191, 287
 gravitational forces 216
 gravitational pull 187, 223, 287–8, 291
 gravity 216, 250–1, 264, 266, 269–70, 284, 286–92
 Great Artesian Basin 252
 Great Barrier Reef 93, 97–8, 180–1
 Great Pyramids of Giza 319
 green food chains 120
 green food webs 120–1
 green plants 120
 greenhouse gases 64, 222, 226
 Greenwich Mean Time (GMT) 188
 greywater 252–3, 258
 groundwater 222, 242, 249
 groups/groupwork 8–10, 45, 55–6, 95–6, 103–4, 181
 science groupings *see* science fields
 see also classification
 growing conditions 69
 growth 53, 93, 101, 110, 125, 226
 Gunung Leuser National Park 128
- habitats 75, 93–6, 105, 112–13, 123, 126, 131
 haemodialysis 159
 hail 244
 hand washing 28
 hand-sorting 147, 153, 160
 hares 120
 harsh environments 62, 94, 125
 hazard symbols 28–30
 hazardous chemicals 29
 hazards 28
 health hazards 29–30
 hearing 13
 heat 79, 105, 110, 186, 222, 224, 235
 heating 34–5, 169, 227
 heating equipment 32–5
 heatproof/safety mats 28, 33
 height 48
 heliocentric model 209
 herbicides 129
 herbivores 105–7, 126
 heterogenous mixtures 147–8, 153–61
 heterotrophs 73
 hibernation 192, 196
 homogeneous mixtures 147–8, 163–72
 homogenisation 146
 horizon 186
 hosts 99
 hot fires 126
 hot springs 224
 hours 19
 Hubble Space Telescope 211
 human beings 54, 88–9, 99, 101, 108, 122
 humidity 125, 247
 hunting 125, 131, 316
 hydroelectricity 222–3
 hydrothermal habitats 105
 hypotheses 12–13, 23, 25, 69–70, 118, 181, 296, 312
- ice/ice caps 105, 222, 279
 identification 89, 105–7, 124, 144
 illusion 187–8
 immune system 69, 118, 234
 impact 264, 272–4, 284–5
 impermeable surfaces 245
 incisors 106
 inclined planes 317–20
 individuals 95, 123
 inference 8, 13–14
 infiltration 240, 244–5, 249
 infrastructure 128
 Insecta 122
 insects 75, 117, 123–4
 insoluble substances 151
 interactions 6, 98–9, 267

- introduced species 123
invasive species 131–3
Invertebrate Identification Keys 124
invertebrates 73–4
investigations 16–17, 19–21,
23–5, 69–70, 102–4, 118–19,
123–4, 147, 152, 156–8,
194–6, 227–31, 241, 274–5,
309–12, 318
invisible ink 165
iron 234, 292
italics (typed names) 57
- jawless fish 77
jellyfish 74–5
journals 13
justification 70
- Keep Pond Clean Or Froggy Gets Sick** [mnemonic] 56
Kepler's Laws of Orbital Motion
216–17
keys 45–50
kidneys 159
kilograms (kg) 21, 264–5
kilometre (km) 18
Kingdoms/kingdoms 55–6, 62, 122
links with Woese's domains 57
- lab coats 28, 79
lab equipment 31–2
lab safety 26–8
labelling 88, 119, 164, 228, 231,
236, 265
laboratories 26–8
land clearing (for palm oil) 127–9
land management 125–6, 238
landscape 125, 247
language 44, 58
see also nomenclature
laser distance measuring tools 17–18
Latin 58
leap years 191
length 17–18
levers 309–10, 313, 316, 330
see also classes 1, 2 and 3 levers
Liebig condensers 169
life processes 93, 110, 116, 229
see also energy
lift 266, 317, 330
light 95, 97, 101–5, 194–6, 198,
207, 211, 230–1
light energy 120, 194–6
lighting 189
lightning 125
line of best fit 275
Linnaeus, Carl 56
liquid in glass thermometers 18–19
liquids 18, 21, 31–2, 200, 240, 242,
280–1
see also decantation
litres (L) 18
living things 6, 53–60, 93, 116,
221–2, 226–9, 235, 238
load/load forces 309, 311–12, 314,
317, 330–1
locomotion 53
logging 128, 131
lubrication 279
lunar eclipses 203, 206
LUIVOIR (Large UltraViolet, Optical,
and InfraRed) 212
- machines 147
see also simple machines
magnetic fields/lines 293, 295
magnetic forces 264, 292–7
magnetic separation 147, 153
magnetic substances 153
magnetism 146, 153, 155
magnets 297
Mammalia/mammals 77–8, 123
manure 227
Mars 189, 216
marsupials 78, 82
mass 21, 146, 167–8, 191, 198, 228,
274–5, 281–2, 318
separation based on see
centrifuging
versus weight 264, 287–8
matter 6–7, 148
maximum load 315
mean 119, 195, 228
measurement 17–21, 119, 264–6
descriptive and numerical 48
positional 194–5
see also accuracy; precision
measuring cylinders 31
measuring tapes 17–18
mechanical advantage 309–11,
317, 320, 322–3, 325
equation 309, 313–15
mechanical arms 330–1
medicines 67, 126, 164
membranes 160
Menhinick index 123–4
meniscus 21
Mercury 208, 216
metamorphosis 77
methane gas 227
metre (m) 17–18
microorganisms 117
microscopes 66, 117
migration 192, 196
milk 146
Milky Way 209
milligrams (mg) 21
millilitres (mL) 18
millimetre (mm) 17–18
millipedes 75
milliseconds (ms) 19
minerals 105, 221, 234–5
mines/mining 238
minutes 19
mirrors 210
mixtures 143–5
classifying 147–8
purifying without heat 171
separating 146–7, 153–61,
163–72
mnemonics 53, 56
mobile phase 163
models/modelling 5, 9, 111–12,
194–6, 201, 207, 209, 245–6
moisture 65, 74, 79, 240
molars 107
molluscs 74, 81, 123
monitors 116
monotremes 78
Moon 185, 198–201, 223
blocking of Sun see solar
eclipses
moving into Earth's shadow see
lunar eclipses
waxing and waning 198
morphology 48
mosquitoes 79
motile organisms 73
motion 186, 269, 278
moulding 269, 273–4
mouldable substances 273
moulds 67, 69
movement 53, 73, 93, 101, 110,
187–8, 198–201, 267, 269
MRS GREN [mnemonic] 53
multicellular organisms 65, 67, 73
muscles/musculature 74, 234, 263
mutualism 98–9
- national parks 128, 131
native plants 126
native species 138
natural gas 234–7
Natural Wonders of the World 180
neap tides 199
nematodes 74
nephrons 159
Neptune 208
nerves/nervous system 75, 234
net force 270
newton (N) 264, 287
newton meters 264
Newtonian telescopes 210
nickel 292
nitrogen 226
nomenclature 57–8
see also classification; common
names; scientific names
non-animal kingdoms 62–71



- non-contact 264, 286–99
 non-flowering plants 65
 non-living things 53
 non-magnetic substances 153
 non-renewable resources 221, 234–9
 non-vascular plants 64
 North Pole 186, 193, 294
 Northern Hemisphere 191
 nuclear energy 229, 234, 237–8
 nutrient recycling 68
 nutrients 64, 67, 116–17, 159, 240
 nutrition 53
- ocean energy 223, 225
 ocean waves 222–4
 oceans 251
 octopuses 74
 oil/oil spills 154, 180–1, 234–5
 omnivores 105–7
 orangutans 127
 orbits (planetary) 191, 199, 216–17, 287
 order 56
 organic matter 67
 organisms 45–6, 53–4, 95–6
 orientation 53
 osmosis 160
 Osteichthyes 77
 oxidising chemicals 30
 oxygen 33, 53, 64, 101–2, 127, 226, 234
 oysters 74
- paints 165
 palm oil 127–9
 parallax error 22
 parasites 74, 77
 parasitism 98–9
 partial eclipses 204–5
 particle theory 150
 particles 148, 151, 154–5, 167, 226, 237–8, 240, 253, 264, 298
 pathogens 118
 patterns 9, 22, 70, 119, 203, 231, 241, 290
 see also trends
 peer review 13, 124, 168, 297
 penicillin 67
 penumbra 204
 percolation 240, 244–5, 247
 perfume 172
 perigee 205
 permeable rocks 245
 permeable surfaces 249
 personal protective equipment (PPE) 26, 28, 34, 102
 pervious rock 245
 pesticides 129
 pests 74, 127–8, 131–3, 138–9
- pharmacology 164
 photosynthesis 63, 101–4, 127, 226, 235
 photovoltaic cells 230
 phyla/phylum 56, 73–6, 81, 122
 physical properties 143–4, 146–8, 156–7, 167
 physics 6–7
 pigments 164–5
 pikas 120
 pipettes 18
 placentals 78
 Planet Earth *see* Earth
 plants 6, 55–6, 64–5, 101–2, 120, 123, 192, 227–9, 240
 plasma 161
 platelets 161
 platyhelminthes 74
 platypus 59–60
 Pluto 208
 poaching 128
 poisons 164
 poles 189, 292–3
 pollination 65, 99
 pollution 98, 129, 155, 171, 235, 258
 population 95, 249
 population control 131–2, 138–9
 ‘pore-bearers’ 74
 poriferans 74
 potassium 234
 potting mix 227–8
 pouches 82
 precipitation 240, 244
 precision 17–18
 predator–prey relationships 98–9, 108
 see also apex predators
 prediction 8, 12–13, 23, 118, 203, 207, 236
 pressure 30, 170, 235
 prickly pear 132–3
 primary consumers 108
 problem solving 5, 8, 10, 88–9, 98, 129
 producers 101–4, 108, 116, 120
 properties *see* physical properties
 proteins 226
 protista 63, 97, 123
 prototypes 11, 138–9, 259, 304–5, 330–1
 psychology 7
 pull force 263–5, 267, 277, 282
 pulleys 309, 321–4, 330
 pure substances 143, 148
 push force 263–5, 267, 277
- qualitative/quantitative observations 14–15, 48–9
 questioning 5, 9, 12–14
- see also* research/research questions
- rabbit-proof fences 132
 rabbits 120, 131–2
 radial symmetry 75–6
 radioactive materials 237
 radius 195
 radula 74
 rain 238, 243–4
 rain shadows 243
 rainforests 122, 127–9
 as lungs of the Earth 127
 ramps 309, 317–19, 330
 random errors 21
 range 119, 228
 rationale 12–13, 23
 readings 19–21
 ready-made food 101, 104
 records/recording 9–10, 124, 157, 181, 236, 246, 250
 recycling 68, 74, 116–21, 147, 235, 238, 252–3
 reduce, reuse, recycle 238
 references/referencing 23, 227, 322
 reflection 217
 refraction 206
 relationships 22, 70, 98–9, 119, 241, 275, 290, 312
 renewable resources 221–32
 repair (cellular/bodily) 101
 reports/reporting 13, 22–3, 180–1
 see also scientific reports
 reproduction 53, 93, 95, 98, 101, 110, 226
 reptiles/Reptilia 77–8, 81, 123
 repulsion 264, 292, 298
 research/research questions 9, 12, 16, 23–4, 69, 89, 118, 139, 180–1, 217, 227, 296, 305, 311–12, 318, 322, 331
 see also feasibility studies
 residue 155
 resource management 126
 resources 8, 94, 99, 221–54
 respiration 53, 101
 retort stands 32
 reverse osmosis 160
 revolutions 191
 risk assessments 23, 28, 227, 246
 river systems 223, 251
 rocks 199, 221, 224, 234–5, 238, 245
 rotation 185–90, 193, 198, 263, 269, 272–3
 rotors 226
 roundworms 74, 123
 routines 185
 rubber gloves 28
 rubber tubing 33
 runoff 245, 247, 249

- safety 26–8, 33–4, 69–70, 79, 102, 118–19, 123, 126, 156, 167, 169, 190, 194, 201, 207, 210, 227, 236, 245–6, 285
- safety equipment 167
- safety glasses 28, 170, 245
- safety/heatproof mats 28
- salinity 238
- salt 160, 167, 169
- salt solutions 167–8
- salt water 165
- sand 230, 238, 242
- sanitation 258
- saturation 152, 166
- scale drawings 89
- scales 264
- scavengers 77, 116
- science, defined 5–11
- science careers 7–8, 172, 232
- science fields 6–7
- science skills 5–35
- scientific drawings 32, 168
- scientific method 12–13
- scientific names 57–9, 73, 89
see also common names
- scientific reports 23
- scientists 12–35
- scorpions 75
- screws 319, 330
- sea cucumbers 75
- sea urchins 75
- seasons 187, 191–6
- seawater 225
- secondary consumers 108
- seconds (s) 19
- secretions 73
- security 237
- sediment 154, 245, 258
- seeds 64–5, 126
- segmentation 74–5
- senses 13, 53
- sensory organs 53, 75, 79
- separation/techniques 144, 146–8, 153–7, 163–5, 167–8, 170, 172
- sessile organisms 67, 73–4
- settling 144, 147, 157
- sewage 251, 319
- shape 146
- shared characteristics 54, 56
- shells 74
- shelter 95
- shock 298
- sieves 147, 155, 160
see also filters/filtration
- sight 13
- signage 16
- silicon 230
- silt 238
- similarity 56
- simple machines 309–25
- with rotating parts 321–5
- simulation 126, 180–1, 187, 195, 216–17
- single-celled organisms 62–4, 66–7
- size 146, 155–6
- skills 5–35
- skimmers 154, 180–1
- sleep 185, 189
- slugs 74
- sluice gates 223
- smell 13, 116
- smog 148
- snails 74
- snow 192, 244, 279
- soil 68, 101, 116, 129, 228, 234, 238, 240, 244
- solar cells 230
- solar collectors 230–1
- solar eclipses 203–6
- solar energy 222–3, 230–2
- solar farms 230
- solar system 200, 208–9, 216–17
- solids 240
- solubility 146, 152, 155, 163
- soluble substances 151
- solutes 144, 150–2, 165, 169
- solution concentrations 151, 166
- solutions 144, 150–2, 165–6
see also homogeneous mixtures
- solvents 144, 150–2, 163, 165–6, 169
maximum amount dissolved see saturation
- sorting 146–7, 153, 160
- South Pole 186, 193, 294
- Southern Hemisphere 191, 198
- space 7, 216
see also Earth and space science
- space (to live) 95, 99
- species 56–8, 98–9, 122–3
invasive 131–3
new 59
species diversity 122–3
- spectrometers 210
- speed 269–72, 278, 312–13
- speed multipliers 312
- spiders 75
- spine/spinal cords 73, 75
- sponges 73–4
- spontaneous combustion 125
- spores 64, 69–70
- spreadsheets 70
- spring balances 21, 264–5, 274, 278, 280, 318
- spring forces 282–3
- springs 264, 274, 281–2
- squid 74, 79–81
- starfish 75
- stars 187–8, 209, 211, 288
- states, changes in 165
- static electricity 298–9
- stationary phase 163
- steam 235, 237
- stomata 240
- Stonehenge 270
- stormwater 251
- streamlining 280
- stretching 269, 273–4, 281–2
- subjectivity 48
- sugars 64, 102, 226, 235
- Sumatran tigers 128
- Sun 64, 101, 120, 185–7, 210–11, 216, 223, 229–32, 288
blocking by Moon see solar eclipses
energy flows 108–9, 230–2
rising/setting position on horizon 192
rotation – similarity to Earth 189–90
temperature and shadow changes 186–7
- sunlight 186, 229, 247
- sunspots 189–90
- support force 270–1
- surface area 289–90
- surveys 124
- suspensions 144, 148
particles clumping together in see flocculation
- sustainability 88–9, 129–30
- sweat loss 242
- symbiosis 98
- symbols 28–30
- symmetry 75–6
- synchronous rotation 198
- systematic errors 21
- syzygy 203
- tables 22, 24, 47, 119, 241
- taste 13
- taxonomy 54–5
- teacher demonstration 236–7, 244
- teams/teamwork 8–9
see also groups/groupwork
- technologies 5, 88–9, 126, 210, 212
- teeth 105–7
- telescopes 190, 208, 210–11
- temperature 18–19, 33, 69, 78, 95, 97, 167, 185–6, 192, 211, 222, 228, 231, 235, 240, 244, 247
high 125
Sun's rays effect on 187, 194–6
Sun's temperatures, changes in 186–7
- 10% rule 110–11
- tension/arrows 266
- terminal velocity 291
- terminology 73, 150, 244
- tertiary consumers 108



- test tubes 31
 tests/testing 9, 23, 32, 139, 157–8, 331
 texture 146
 theory 148, 150, 211
 thermal sensors 79
 thermometers 18–19, 22
 threats 123, 127–9, 180
 Three3D printing 294
 tidal barrages 223–4
 Tiddalik 253–4
 tides/tidal energy 199, 222–4
 timber 226
 time 19–21, 69, 102, 118, 147, 185
 characteristics (keys), changes over 48
 time zones 188–9
 tonnes 21
 total eclipses 204
 totemic classification 45
 touch 13
 tourism 131
 toxic substances 30, 237
 toxicology 164
 transpiration 240–1, 247
 treatment plants 251
 trees 126, 226, 240, 282
 trends 22, 70, 119, 231, 241, 290, 312, 318
 tripods 32
 trophic (food chain) levels 110–11
 true values 17, 21–2
 trundle wheels 17–18
 turbines 223–4, 226, 235, 237
 turning forces 272–3
 twist 263, 269
 two-dimensional (2D) drawings 32
- Uluru 245
 umbra 204
- unbalanced forces 267, 269, 287
 underlining (hand-written names) 57
 unicellular organisms 62
 units 17–18, 204, 265
 universal language 44, 58
 universal solvent see water
 universe, the 208–12
 uranium 237–8
 Uranus 208
 urban water cycle 249–51
- vacuums 290
 validity 70, 168, 297
 vapour 169, 235, 242–3
 variables see dependent/independent variables
 variation 119, 229
 vascular plants 64–5
 vegetation 126, 247
 veins 64
 velocity 291
 venom 74
 ventilation 102, 236
 Venus 186, 208, 216
 vertebrates 73, 75, 123
 volume 18, 146
 warmth 101, 229
 wastes 53, 74, 110, 117, 120, 159, 226, 238
 wastewater 251–2
 water 21, 64, 68, 95, 97–8, 101–2, 150, 221–4, 238, 240
 clarifying/cleaning 154, 156, 160
 human management of 240, 249–54
 states of 240
 as universal solvent 151
 water catchments 249
 water cycle 222, 240–7
 water pressure 170
 water pumps 250–1
 water restrictions 222
 water storage 223
 water treatment 253–4
 water vapour 169, 235, 242–3
 waterborne diseases 258–9
 water-soluble marker pens 164–5
 wave energy 223, 225
 weather 7, 196, 258
 weathering 238
 wedges 320, 330
 weight 191, 264–5, 269–71, 283, 287–8, 291, 310
 whales 156
 wheel and axle 279
 wheels 279–80
 wind 65, 125, 223, 226, 238, 247
 wind farms 226
 wind turbines 226
 winnowing 160
 wire gauze mats 32
 Woese, Carl 56
 wolves 112–13
 wombats 82
 woomera 316
 workplaces 26–35
 worms 74
- xylem 64
- yandying 160
 yearly cycle (Earth) 191–6
 yeast 67
 yes/no decisions 46
- zinc 234

Acknowledgements

The author and publisher wish to thank the following sources for permission to reproduce material:

Cover: © Getty Images / VasjaKoman; © Getty Images / Southern Lightscapes Australia

Images: © Getty Images: Ruben Earth, Chapter 1 Opener / Arctic-Images, Chapter 1 Opener (background) Photos Lamontagne, 1.1 / Giordano Cipriani, 1.2 / Andriy Onufriyenko, 1.3 / EThamPhoto, 1.4 / Monty Rakusen, 1 / Piotr Marcinski, 1.11 (a) / Matthew Ward, 1.11 (b) / ma-k, 1.11 (c) / Andrew Brookes, 1.12 (a) / Poba, 1.12 (a) / Mauro Fermariello / SPL, 1.13 / Martin Botvidsson, 1.14 / PM Images, p.22 / Porta, 1.18 / Jan-Erik Nord, Table 1.2 (2) / Geir Pettersen, Table 1.2 (3) / attaphong, Table 1.3 (1-9) / Elementary Imaging, Table 1.4 (1) / Science PL, Table 1.4 (2) / Erik Dreyer, Table 1.4 (3-4) / Mozcam, Table 1.4 (5) / MirageC, Table 1.4 (7) / Jan-Erik Nord, Table 1.4 (8) / Deir Pettersen, Table 1.4 (9) / Chokniti Khongchum, Section 1.3 questions / imagenavi, p.21 / MirageC, p.23 / Siede Preis, p.39 / Hsvrs, p.86 / yasinguneysu, p.136 / Martin Harvey, p.137 / Peter Risley-Settle, p.169 / Brandy Dykes, Chapter 2 Opener / ALFRED PASIEKA / SPL, Chapter 2 Opener (background) / Glow Images, Inc, 2.1 / Peter Dazeley, 2.2 / Reinhard Dirscherl, Try this 2.2 (1), Roman Sandoz, Try this 2.2 (2) / Ewen Charlton, Try this 2.2 (3) / Carissa Lewis, Try this 2.2 (4) / Barcroft Media, 2.3 / mollypix, 2.4 / Auscape / UIG, 2.5 (1) / Thomp Jerry / 500px, 2.5 (2) / Kristian Bell, 2.5 (4) / kaarel olesk, 2.5 (5) / R. Andrew Odum, 2.5 (6) / GlobalP, p.49 / Arterra, 2.8 (1) / Getty, 2.8 (2) / Novastock, 2.7 / Deborah Daniel, 2.9 (1) / MICHAL CIZEK, 2.9 (2) / ullstein bild, 2.9 (3) / Marko Masterl/Nature Picture, Try this 2.4 (Dead-nettle leaf beetle) / Joo Lee, Try this 2.4 (leaf chafer beetle) (Eupholus bennetti) / Takis_Milonas, Try this 2.4 (Green emerald beetle) / Tim Flach, Try this 2.4 (Asian ladybird) / Piotr Nasrecki Nature Picture Library, Try this 2.4 (Ant nest beetle) / Davies and Starr, Try this 2.4 (Longhorn beetle) / Colin Keates, Section 2.1 questions (a) / Vac1, Section 2.1 questions (b) / Dorling Kindersley, Section 2.1 questions (c) / Andy Crawford, Section 2.1 questions (d) / ROGER HARRIS / Science Photo Library, Section 2.1 questions (e) / Geerati, Section 2.1 questions (f) / Auscape, Section 2.1 questions (quandong) (bush Apples) / Visoot Uthairam, 2.11 / Jody Dole, 2.12 / Daniela Dirscherl, 2.17 (a) / Secret Sea Visions, 2.17 (b) / MB Photography, Table 2.2 / Daniel Hernanz Ramos, 2.19 (a) / Giulia Fiori Photography, 2.19 (b) / Louise Heusinkveld, 2.19 (c) / Mark Hamblin, 2.20 / gemredding, 2.24 / man_at_mouse, 2.25 / Created by MaryAnne Nelson, 2.26 / WLADIMIR BULGAR/ SPL, 2.27 / Roland Birke, 2.28 / Besjunior, 2.29 / Posnov, 2.32 / TED MEAD, 2.33 / Aumphotography, 2.31 / Science Photo Library, 2.34 / Lawrie Williams, 2.36 / csp_marilyna, Section 2.3 questions / SEBASTIAN KAULITZKI / SPL, 2.39 / Jeffrey Richards, 2.40 / UserG115667539, 2.41 / Reinhard Dirscherl, 2.48 / Auscape / UIG, 2.42 / Science Photo Library – SCIEP, 2.43 / nailiaschwarz, 2.45 / Ian_Redding, 2.46 / David Merron Photography, 2.48 / mauritius images GmbH, 2.47 / Holger Leue / LOOK-foto, 2.49 / Auscape / UIG Universal Images Group, 2.50 / duncan1890, 2.51 (a) / gemredding, 2.51 (b) / gemredding, Try this 2.10 (1) / Christoph Ruisz, Try this 2.10 (2) / Magnetic-Mcc, Try this 2.10 (3) / Norbert Probst, Try this 2.10 (4) / Louise Docker Sydney Australia, Try this 2.10 (5), 2.61 / Alastair Pollock Photography, 2.54 / Fotofeeling, 2.53 / Matthijs Kuijpers, 2.55 / Theo Allofs, 2.56 / harpazo_hope, 2.65 / keiichihiki, 2.59 / Image captured by Joanne, 2.60. / Katy Clemmans, 2.59 / harpazo_hope, 2.65 / Bruce Lee, 2.30 / Divepic, 2.70 (a) / Ascent Xmedia, 2.70 (b) / MirasWonderland, 2.71 (a) / Fotosearch, 2.71 (b) / The Sydney Morning Herald, 2.21 (a) / Auscape, 2.21 (b), 2.22, 3.18 (1) / Nigel Dennis, 2.23 / GlobalP, p.83 / abandonian, p.84 / Westend61, p.71 / Mike Powles, Chapter 3 Opener / Sergi Escribano, Chapter 3 Opener (background) Jeff Hunter, 3.2 (a) / HotFlash, 3.2 (b) / ColinDavis, 3.2 (c) / Graeme Snow, 3.3 / AtomicZen, 3.4 / Daniel Osterkamp, 3.6 / Csaba Tökölyi, 3.7 / M.M. Sweet, 3.8 / Placebo365, 3.9 / London Scientific Films, 3.10 (a) / Uwe-Bergwitz, 3.10 (b) / Cat Gennaro, 3.10 (c) / Tier Und Naturfotografie J und C Sohns, 3.11 (a) / Ron Evans, 3.11 (b) / Edwin Remsberg, 3.11 (c) / simonlong, 3.12 / Granger Wootz, 3.14 / andDraw, 3.15 / Georgeclerk, 3.17 (1) / Vic Amiel Oyangorin, 3.17 (2) / John Crux Photography, 3.18 (2) / Ewen Charlton, 3.18 (3) / Sharon Lapkin, 3.18 (4) / Marco Simoni, 3.18 (5) / Andrew Wale, 3.18 (6) / The AGE, 3.18 (7) / seanscott, 3.18 (8) / Universal History Archive, 3.19 / Hannah Dunton, 3.21 / WLDavies, 3.22 / Andre Wilms, 3.23 / SCIEPRO, 3.24 (1) / Chris Ward, 3.24 (2) / Digital Vision, 3.24 (3) / Jason Maehl, 3.23 (L) / Jason Maehl, 3.31 / Daniel Viñé Garcia, 3.32 / Chase Dekker Wild-Life Images, 3.33 / finwal, 3.37 (1) / Auscape / UIG, 3.37 (2) / Guy Piton, 3.38 / Auscape, 3.40 / Greensquared, 3.41 (c) / csp_epantha, 3.41 (b) / Valentino Nobile, 3.47 / Abstract Aerial Art, 3.49 / Whitworth Images, 3.50 / South Sky Photography, Elizabeth, 3.51 / Yellowsarah, 3.52 / Bas Vermolen, 3.53 / Mint Images - Frans Lanting, 3.54 / Brian Mckay Photography, 3.46 / Mohd Haniff Abas, 3.60 / Auscape, p.130 / Robyn Macrae, 3.61 (a) / Sean Gallup, 3.61 (b) / Jaykayl, 3.62 / Leann Rodriguez, 3.63 / Getty, 3.64 / Leann Rodriguez, 3.65 / Image by Chris Winsor, 3.67 (a) / Lillian King, 3.67 (b) / Alan Tunnicliffe Photography, 3.67 (c) / Robert Trevis-Smith, 3.67 (d) / Gail Shotlander, 3.67 (e) / Sandra Standbridge, 3.67 (f) / yasinguneysu, p.136 / Getty, 3.10 / Martin Harvey, p.137 / Dimitri Otis, Chapter 4 Opener / joloei Chapter 4 Opener background / Westend61, 4.3 (1) / Eskay Lim, 4.3 (2) / Caspar Benson, 4.3 (5) / Magone, 4.3 (3) / Tafilah Md Yusof, 4.3 (4) / Lyn Walkerden, 4.3 (9) / artisteer, 4.3 (8) / Westend61, 4.3 (6) / Mario Gjashta, 4.3 (7) / Auscape, 4.21 / Mariia Loginovskaya, 4.28 / Adastra, Chapter 5 Opener / Science Photo Library - NASA/NOAA, Chapter 5 Opener (background) / Mark Kolbe, 5.15 / Diane Keough, 5.16 / Meaghan Skinner, 5.17 / Auscape, 5.18 / alle12, 4.1 / Camerique ClassicStock, 4.4 (l) / Kim Taylor, 4.4 (r) / Jorg Greuel, 4.6 / MirageC, 4.8 / Placebo365, 4.10 / dilokk, 4.11 / Dorling Kindersley: Lol Johnson, 4.12 / David Woodfall, 4.12 / Fusaromike, 4.14 / William Reavell Dorling

Kindersley, 4.15 / Kirkikis, 4.16 / ruslanshramko, 4.19 / ssuaphoto, 4.23 (l) / Cultura RM Exclusive/BRETT Stevens, 4.23 (r) / ktsimage, 4.22 / JOHNGOMEZPIX, 4.24 / SetsukoN, 4.25 (a) / simonlong, 4.25 (b) / deepblue4you, 4.25 (c) / gizmotoy, 4.25 (d) / GankaTt, 4.25 (e) / ThamKC, 4.25 (f) / Martin Leigh, 4.26 / sivolok, 4.30 / Amy_Lv, 4.33 / yokeetod, p.159 / attawut Lakjit, p.170 / JoKMedia, p. 174 / Turgay Koca, p.178 / Ezra Bailey, Chapter 6 Opener / Trevor Adeline Chapter 6 Opener (background) / Lianne B Loach / Women Who Drone, 6.20 / Jonathan Wood, 6.32 / DEA / G. COZZI, 6.35 / Auscape, 6.42 (1) / flower photos, 5.2 (r) / DEA V. GIANNELLA, 5.2 (l) / UniversallimagesGroup, 5.3 / Alan Dyer Stocktrek Images, 5.9 / Frank Bienewald, 5.11 / Getty, 5.13 / Wayne Lynch, 5.21 / Arto Hakola, 5.22 / shoo_arts, 5.24 / Gary Hershorn, 5.25 / Sovfoto, 5.28 / parameter, 5.29 (b) / Stocktrek Images, 5.32 / Anadolu Agency, 5.33 (a) / huayang, 5.37 / NurPhoto, 5.39 / Sjo, 5.40 / Cylonphoto, Section 5.4 questions / ChrisGorgio, 5.41 / Jamie Cooper, 5.43 / Getty, 5.49 / duncan1890, 5.48 / NASA, ESA and the Hubble Heritage Team (STScI AURA), 5.50 (a) / Science Photo Library - NASA/ESA/STScI/J. HESTER & A. LOLL, ASU, 5.50 (c) / Universal History Archive, 5.52 / Westend61, Chapter 7 Opener / Fabian Krause, Chapter 7 Opener (background) / chictype, p.265 / Tainar, Quick check 7.2 / Peter Adams, 6.8 / Antonio Gravante, 6.11 (L) / Doctor_J, 6.11 (R) / Doctor_J, 6.12 / Sean Gladwell, 6.13 / moisseye, 6.14 / Hinterhaus Productions, 6.15 (1) / Jacobs Stock Photography Ltd, 6.15 (2) / RuslanDashinsky, 6.15 (3) / Westend61, 6.15 (4) / David Trood, 6.16 / Steve Dagg, 6.17 / Bloomberg, Table 6.1 (1) / Chicago Tribune, Table 6.1 (2) / Roberto Machado Noa, Table 6.1 (3) / Education Images, Table 6.1 (4) / ymgerman, 6.20. / DanielPrudek, 6.23 / moisseye, 6.24 / Stefan Mokrzejcki, 6.25 / Sean824, 6.26 / Grant Faint, 6.28 / Mark Burban, 6.31 / Chris Geary, 6.33 / antiqueimgnet, 6.37 / Simon McGill, 6.38 (1) / Armastas, 6.38 (2) / Skarie20, 6.40 / tsvibrav, 6.41 / Roc Canals, Chapter 8 Opener / Marc Mcdermott, Chapter 8 Opener (background) / Rafael Ben-Ari, 8.10 (1) / Robin Smith, 8.10 (2) / ivan-96, p.329 (A,B,C) / Rob Drummond, 7.3 / tcrawford78, 7.4 / Helen Norman, 7.5 / Tonywestphoto, 7.6 / Jordan Siemens, 7.8 / Ulrich Baumgarten, 7.9 / Scott Barbour, 7.10. / Archive Photos, 7.11 / James Harber, 7.12 / Bob Levey, 7.13 / Sean M. Haffey, 7.14 / Photofusion, 7.15 / Hisham Ibrahim, 7.16 / NurPhoto, 7.17, 7.19 / Bloomberg, 7.18 / Oliver Steinberger, 7.21 / Michael Gottschalk, 7.22 / Dustin B Soph, 7.23 / Mike Powell, 7.24 / Henry Steadman, 7.42 / Print Collector, 7.43 / Alexander Nemenov, 7.45 / Yamada Taro, 7.47 / VW Pics, 7.49 / Jasmin Awad, 7.50 / Science & Society Picture Library, 7.52 / Sakan Piriyaongsak, 7.26 / Alex Tihonovs, 7.26 / Dmytro, 7.28 / Jewel Samad, 7.28 / Claver Carroll, 7.30 (1) / Elfi Kluck, 7.30 (3) / prabhjits, 7.31 / Steve Russell, 7.34 / Quinn Rooney, 7.35 / leisuretime70, 7.36 / Michael Sheehan, 7.37 / noelbesuzzi, 7.38 / Getty Images Sport, 7.39 / Henrik5000, 7.40 (1) / Blade_kostas, 7.40 (2) / PhotoPlus Magazine, 7.41 / NurPhoto, 7.53 / Noah Clayton, 7.55 (1) / Howard Kingsnorth, 7.55 (2) / Johner Images, 7.56 / lutavia, 8.1 / czekma13, 8.4 / Steve Gorton, 8.2 (b) / Dave Nagel, 8.5 (b) / QAI Publishing, 8.6 / David Leahy, 8.11 / RNMitra, 8.12 / Jhorrocks, 8.13 / Siple/ClassicStock, 8.14 / Pichet Wattanabunjongkul, 8.15 / duncan1890, 8.16 / Ttsz, 8.17 / John M Lund Photography, Section 8.1 questions (a) / Moodboard Stock Photography, Section 8.1 questions (b) / Benjamin Egerland, Section 8.1 questions (c) / Chee Siong The, Section 8.1 questions (d) / Trish Gant, Section 8.1 questions (e) / Dave King, 8.18 / Getty, 7.60 (2), 7.60 (4) / Jose A. Bernat Bacete, 8.19 / Dorling Kindersley, 8.21 / Adam Gault, 8.24 (a) / Bernard Van Berg, 8.24 (b) / Bill Oxford, 8.26 / qingwa, 8.27 / hakule, 8.28 / Westend61, Westend61 / Mel Melcon, 8.31 / Nature/UiG, 4.38 / DanielAzocar, 4.39 / Espied, 6.44 / Dr_Microbe, 6.45 / Didier Marti, 7.60 (1) / Patrick Foto, 7.60 (3) / Buena Vista Images, 8.34 / Chansom Pantip, p.96 / Satirus, p107. © Michael Rix / QLD Museum / CC BY 3.0 Australia, 1.6 (a), 1.6 (b); (c) Australia's Science Channel, The Royal Institution of Australia / CC BY NC-ND, 1.7 (a), 1.7 (b); © Notaden bennettii. / CC BY-SA 3.0, 2.5 (3) / © Zareo CC by 3.0, Section 2.1 questions (finger lime); © Mark Marathon CC BY 4.0, Section 2.1 questions (kutjera); (c) Poyt448 Peter Woodard Public Domain, Section 2.1 questions (riberry); CC0 1.0 Universal Public Domain, Section 2.1 questions (tamarind); © OpenCage / CC BY 2.5, 2.17 (c); © Nick Hobgood / CC BY 3.0, 2.17 (d); © Jose C.E. Mendoza and Peter K.L. © Ng / CC BY 4.0 International license, 2.18 (a); © Bernard Schurian / CC BY 4.0 International license, 2.18 (b); © Crulina 98 / CC BY-SA 3.0, 2.35; © National Geographic Image Collection / Alamy, 2.38; © KURT (GUEK HOCK PING), 2.38; © Peter Southwood / CC BY 3.0, 2.52; © JJ Harrison / CC BY 3.0, 2.66; © RSPO, 3.59; © Jordan Condon / CC BY 3.0, 5.1; © National Museum of Australia / Wikimedia, 5.23; © Astronomical Society of Victoria, 5.30; © Nigel Cattlin / Alamy, 4.5; © Somersetpedia.paul / CC BY 3.0, 6.5; © fir0002 / CC BY 3.0, 6.29; © Genevieve Vallee / Alamy, 6.36 (t); © NASA, 5.12, 5.27, 5.29 (a), 5.33 (b), 5.35; © Antonsusi / CC BY 3.0, 5.34; LUIVOIR Courtesy Nasa & NGC, 5.51; © Carnegie Clean Energy, 6.9.

© Australian Curriculum, Assessment and Reporting Authority (ACARA) 2009 to present, unless otherwise indicated. This material was downloaded from the ACARA website (www.acara.edu.au, accessed 2019-2020) and [was] [was not] modified. The material is licensed under CC BY 4.0 (<https://creativecommons.org/licenses/by/4.0/>). ACARA does not endorse any product that uses ACARA material or make any representations as to the quality of such products. Any product that uses material published on this website should not be taken to be affiliated with ACARA or have the sponsorship or approval of ACARA. It is up to each person to make their own assessment of the product.

Every effort has been made to trace & acknowledge copyright. The publisher apologises for any accidental infringement & welcomes information that would redress this situation.