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| **Syllabus change** |
| The content identified by ~~strikethrough~~ has been deleted from the syllabus and the content identified in *italic*s has been revised in the syllabus for teaching from 2023  **Unit 1**  **Science Inquiry Skills**   * design investigations, including the procedure(s) to be followed, the materials required, and the type and amount of primary and/or secondary data to be collected; conduct risk assessments; and consider research ethics, including ~~animal ethics~~ the ethics of research involving living organisms * represent data in meaningful and useful ways; organise and analyse data to identify trends, patterns and relationships; qualitatively describe sources of measurement error~~, and undertainty~~ and limitations in data; and select, synthesise and use evidence to make and justify conclusions   **Science as a Human Endeavour**   * *~~Australia’s Biodiversity Conservation Strategy 2010–2030~~* ~~presents a long-term view of the future and the actions that need to be implemented to conserve biodiversity~~   **Science Understanding**  **Ecosystem dynamics**   * human activities that can affect biodiversity and can impact on the magnitude, duration and speed of ecosystem change include examples of   + habitat destruction, fragmentation or degradation, *including erosion and dryland salinity*   + the introduction of invasive species   + unsustainable use of natural resources   + the impact of pollutants, including biomagnification *and eutrophication*   + *emissions contributing to enhanced greenhouse effect which impact climate change*   **Unit 2**  **Science Inquiry Skills**   * design investigations, including the procedure(s) to be followed, the materials required, and the type and amount of primary and/or secondary data to be collected; conduct risk assessments; and consider research ethics, including ~~animal ethics~~ the ethics of research involving living organisms * conduct investigations~~, including microposy techniques, real or virtual dissections and chemical analysis~~ safely, competently, ethically and methodically for the collection of valid and reliable data * represent data in meaningful and useful ways; organise and analyse data to identify trends, patterns and relationships; qualitatively describe sources of measurement error~~, and uncertainty~~ and limitations in data; and select, synthesise and use evidence to make and justify conclusions   **Science Understanding**  **Multicellular organisms**   * in animals, the acquisition and processing of nutrients is facilitated by the structure of the digestive system; animals may have a gastrovascular cavity ~~with one opening~~ or a specialised alimentary canal ~~with two openings~~; specialisation of alimentary canals is related to diet, for example, herbivores and carnivores * *in animals, waste such as carbon dioxide, water, nitrogenous compounds and salts are excreted; different types of nitrogenous wastes are produced by the breakdown of proteins; most aquatic animals excrete nitrogenous wastes directly into their surroundings; terrestrial animals require specialised mechanisms* * ~~terrestrial Australian plants are adapted to minimise water loss in an arid environment~~ |