



# Oxley Christian College

Year 8 Curriculum Overview

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## Year 8 Art

A semester-long subject taken by all Year 8 students, either in first or second semester.

### Rationale

This subject encompasses the creating of two-dimensional artworks through drawing, painting and collage. Students use observation, experience and imagination to develop art works that explore ideas. They gain further understanding of art element and principles through analysing their own and others art works. Students view and discuss past and present art works, developing analytical skills and appropriate language to describe the way images and forms are organised.

### Course Objectives

- To produce works of art from various starting points that reflects expression of skills, imagination and creativity.
- To gain technical understanding and experience of art making processes involving use of a variety of media and tools.
- To identify the arrangement and use of art elements, principles and concepts.
- To describe the way images and forms communicate meanings.

### Content

- Theme of face and hands
- Observational drawing
- Pop Art Collage
- Two point perspective Drawing

### Assessment

- Criteria based assessment is applied for each art making exercise, allowing students to see the areas where they have done well or need to improve. The areas of assessment include demonstration of skill in the use of appropriate tools and media, application of the design process in exploring and developing of ideas and displaying creativity and imagination. The Art Appreciation component of the subject will be assessed by set written tasks.

# Year 8 Ceramics

A semester-long optional subject for Year 8 students, either in first or second semester.

## Rationale

This subject encompasses the areas of three dimensional art making through the use of a variety of materials and techniques. Students use observation and imagination to develop art works that explore ideas or have a thematic base. Ideas are researched, recorded and developed through sketches and final drawings. They continue to expand on methods of problem solving and working individually, alongside others in a cooperative way. Through their art making experience students develop manipulative skills, higher level psychomotor coordination along with technical knowledge and concepts of spatial relations.

## Course Objectives

- To produce works of art from various starting points that reflects expression of skills, imagination and creativity.
- To gain technical understanding and experience of art making processes involving use of a variety of media and tools.
- To identify the arrangement and use of art elements and principles.

## Content

- Painted Platter or Vase
- Clay Modelling
- Clay Slab Constructed House

## Assessment

- Criteria based assessment is applied for each art making exercise, allowing students to see the areas where they have done well or need to improve. The areas of assessment include demonstration of skill in the use of appropriate tools and media, application of the design process in exploring and developing of ideas and displaying creativity and imagination.

# Year 8 Christian Studies

## Rationale

In Year 8, students move on from the Old Testament knowledge base provided in Year 7 to a focused study on the wise words in the Book of Proverbs and then those of Jesus. Along with this students will study the life and times of Jesus, particularly as reflected in the Gospel of John.

Students also complete community service projects where they give at least three hours of voluntary service to an organisation or individual in need of assistance, and learn ten memory verses each semester.

## Course Objectives

- Develop skills in reading and understanding the Bible
- Develop skills in reading and understanding the use of language in the Bible
- Study the historical content of the New Testament and the Life of Jesus
- Demonstrate an understanding of the life of Christ as depicted in a Gospel
- Have a good understanding of what it means to practically live out a relationship with God
- Learn 20 key Bible verses

## Content

- Unit 1 – Wise Living: The Proverbs
- Unit 2 – The New Testament and the World of Jesus
- Unit 3 – Jesus and the Use of Words
- Unit 4 – The Gospel of John

## Assessment

- Completion of workbook activities in a thorough manner
- Memory verses
- Unit tests
- Creative presentations and written assignments
- Community service assignments

## Year 8 Drama

A semester-long subject chosen by many students, undertaken either in first or second semester.

### Rationale

This unit is structured to help each student to develop ideas for drama from a variety of sources: the arts, literature, current affairs and real life characters. They explore the dramatic potential of a range of stimuli, responding in either naturalistic or non-naturalistic forms of expression. They create roles and characters in response to and in collaboration with others, exploring the contexts of characters and situations.

Students improvise, select and structure elements of drama to make short improvisational plays. They experiment with a range of forms, styles and conventions in drama such as mime, physical theatre, circus arts and role play to create dramatic images and to convey meaning.

Using a variety of techniques and processes, students develop a range of performance skills to communicate with an audience. Drama classes seek to help students to develop the ability to use starting points to generate and expressively develop ideas for making and presenting drama.

The units of work allow students to develop the ability to make informed judgments about the values and purpose of drama. They describe, analyse, interpret and evaluate drama. Students use appropriate terminology to critically discuss and investigate the works.

### Course Objectives

- Explore the dramatic potential of a range of stimuli.
- Use observation, experience or research to create drama.
- Develop characters and situations from starting points, individually and as part of a group.
- Plan, rehearse and present drama to a variety of audiences.
- Develop and sustain characters and situations to express ideas.
- Develop scripts from improvisation.
- Evaluate and refine own work
- Compare the structure and expressive qualities of a range of dramas.
- Develop and express informed opinions about drama.
- Use appropriate terminology to discuss drama.
- Compare dramas from selected cultural and historical contexts.

### Content

- At Year 8 level, the curriculum aims to introduce students to ways in which scenes and plays can be developed from observation, research and personal experience. They are also encouraged to use the

Internet to access this information. Students are encouraged to continue to develop the skills of refining and shaping improvised drama which incorporates dramatic elements and forms and to use imagination and perception to develop characters.

- Students also study play scripts to learn ways of organizing their own ideas before writing their own plays. Learning to sustain characters by use of appropriate voices, gestures, movement and timing are incorporated into the units of work. Individually and in groups, they experiment with dramatic and theatrical forms to convey meaning. Students learn that different effects can be achieved by acting the same scene naturalistically and non-naturalistically. Students also experiment with staging possibilities to communicate their work to a variety of audiences in a range of settings. Students are given opportunities of building on their creative gifts and talents and to further develop in confidence and self-esteem.

Students will:

- Use resources from a variety of sources to develop and expand ideas.
- Make decisions about which techniques and processes to use in developing characters.
- Use a range of skills and techniques to organise drama elements.
- Structure drama to lead to performance.
- Use methods involved in script writing techniques.

At Year 8 level, students are encouraged to use appropriate drama terminology to discuss and evaluate their own work and also to express opinions about their own and others drama. Students identify ways in which drama can inform, entertain and challenge an audience or simply provide an escape into imaginary worlds. Students learn about ways in which drama and theatre have developed and identify differences in content and presentation. Taking part in discussions about ways in which theatre and drama challenge and reinforce attitudes helps students to construct personal and social values.

Students will develop ideas about:

- How the organisation and presentation of drama communicates ideas and feelings.
- Effectively communicating ideas through drama.
- The ways in which drama is an essential part of identity and culture.

### **Assessment**

Assessment of this subject takes place mainly through teacher observation through:

- Keeping a well maintained workbook
- Teacher observation of cooperative behaviours
- Observation of contribution during class

- Use of imagination to create characters
- Ability to collect and use ideas from a varied source
- Ability to sustain character
- Ability to follow through on storyline during improvisation
- Production of a script
- Participation in role plays
- Confidence during performance
- Ability to work as a member of a group
- Journaling

# Year 8 English

## Rationale

Students are involved in a variety of tasks which aim to develop their God-given ability to communicate effectively. This unit will develop and extend writing skills with emphasis given to grammar, punctuation and spelling. Students study two texts and participate in a range of oral and written responses.

## Course Objectives

- Students consolidate and expand their knowledge and understanding of a range of texts. Students take more responsibility for their learning. Formal language is used to construct a range of texts and students explore more challenging themes and issues. Both personal and critical responses to texts are encouraged.
- Students are more observant and analytical of the world around them and how the power of language can influence roles and relationships. Students are encouraged to develop a critical awareness of the media and the techniques used to persuade, entertain and inform audiences.
- Students are able to speak with an understanding of purpose and audience and critically explore challenging issues and how to influence others. They listen more actively and critically.
- Students read and interpret challenging texts and identify different language techniques and the distinctive features of particular literary text types.
- Students write at length with some sophistication of language, which enables them to discuss texts with greater perception.

## Content

- In Semester 1, students will begin with a study of 'Hatchet' and 'Chinese Cinderella'. Hatchet will be used as their context study which focused on 'Survival' while 'Chinese Cinderella' will be used in the 'Reading and Responding' component of their studies and will focus on themes of identity, family and belonging. These units will develop and extend writing skills with emphasis given to grammar, punctuation and spelling. Students will also explore aspects of persuasive language and poetry, focusing upon ideas of purpose and audience. Oral communication will include speeches and debates.
- In Semester 2, students will continue to explore the context of 'Survival' using the novel 'Falling from Grace'. This will be followed by a study of the film text 'Chicken Run'. 'Falling from Grace' will ask students to consider survival from other perspectives and students will be able to further their understanding of narrative. They will be asked to respond to the text in a variety of ways while 'Chicken Run' will introduce them to film studies.

## **Assessment**

Students will be assessed in a variety of ways under the broad categories of 'Speaking and Listening', 'Writing' and 'Reading'. Students will complete tasks formally and informally. Some will be completed at home, others in class. Some will be handwritten whilst others will require computer use. The assessment is carried out within the normal teaching and learning and leads to the satisfactory completion of the 'Outcomes'. Assessment will include comprehension exercises, language sheets, spelling tests, essays, text responses, oral presentations, creative responses, short reflective pieces and an end of semester examination.

## Year 8 Food Studies

A semester-long subject chosen by most students, undertaken either in first or second semester.

### Rationale

As the range of food products in our supermarkets continues to increase, it becomes even more important to be educated in the characteristics of foods and food products so that we can make informed choices in our selection. Students in Year 8 study the characteristics of foods and the food models designed to promote healthy food choices for individuals. Emphasis is placed on designing and adapting recipes using fresh produce to provide quick, nutritious snacks and meals for the teenager and family. In a society where people are often busy, it is important to have the skills to be able to produce nutritious meals quickly so that pre-prepared and take away food does not become the only option. The relationship between diet and health is always stressed in the hope that students will be able to make informed decisions now and into the future.

### Course Objectives

Students will be able to:

- Produce quality food products in a safe and hygienic manner.
- Demonstrate the ability to work as part of a team.
- Demonstrate knowledge of the Healthy Eating Pyramid and food choices to promote health and well-being.
- Interpret design briefs and plan productions that meet specified requirements.

### Content

- The Healthy Eating Pyramid.
- The Australian Dietary Guidelines.
- The characteristics of foods from each part of the Food Pyramid.
- Eat Most – fruit and vegetables, breads and cereals.
- Eat Moderately – meat and meat alternatives, milk and milk products.
- Eat Least – fats and oils.
- Planning menus that meet specific design specifications (meals that are quick and nutritious, low in fats, sugars, salt).
- The specific nutritional needs and health of teenagers.

## **Assessment**

Students will be assessed on:

- Production – this is the student's success in practical sessions. The areas marked on will vary from week to week but may include factors such as hygiene and safety, food presentation, time management, ability to work as part of a team, evaluation of student's own work
- Workbook exercises
- Homework, including review questions on food projects

# Year 8 Geography

A semester-long subject taken by all students, either in first or second semester.

## Rationale

The Earth is a dynamic place, its people and landforms are diverse and changing all the time. In this course students will investigate parts of the world around them (building upon the geographical skills learnt in Year 7) and how these impact on the lives of humans. There will be a particular focus on learning about the people who live around us in the Asia-Pacific Region, and the effects of natural disasters such as volcanic eruptions, earthquakes, tsunamis, cyclones and wildfires.

## Course Objectives

Students will:

- Describe natural processes and study global distribution patterns.
- Discuss the variety found in human cultures.
- Explain how natural processes and human activities change environments.
- Explain how natural environments change over time.
- Enhance geographical skills: mapping, data analysis and interpretation.

## Content

- ***Natural Disasters***

What is a natural disaster? How do disasters occur? What are the effects of disasters on humans? How can we manage disasters better? Hazards and disasters covered will include: earthquakes, tsunamis, volcanoes, cyclones and wildfires.

- ***Asia-Pacific Region***

What is the location and spatial association of major countries in the Asia Pacific region? How diverse is the Asia-Pacific region? What are the living conditions and lifestyles of the Region? What are the critical issues facing the Asia Pacific region (including climate change, poverty and land use)?

- ***Weather***

Where does our weather come from? How do our weather systems work? What are the layers of the atmosphere? What is the water cycle and how does it operate? Why are some places on the earth hot and others cold? How do you read weather maps?

## **Assessment**

- Classroom learning activities
- Topic tests
- Research tasks
- Collaborative projects
- Fieldwork activities

# Year 8 Health and Personal Development

A semester-long subject taken by all students, either in first or second semester.

## Rationale

This unit is structured to enable students to identify the challenges faced during the lifespan stage of adolescence. To equip them with critical literacy skills to critique the mixed messages presented to them by society, with God's word as the reference point and standard.

Through discussion, investigation, collaborative and individual work, students will explore a range of influences on personal and family food selection, and identify major nutritional needs for growth and activity. They will analyse the advertising techniques used by the media to sell their products, and consider the ways in which they, personally, have been influenced by advertisements. Students will identify the physical, social and emotional changes that take place during adolescence, and consider the risks involved with experimenting with different types of drugs.

## Course Objectives

By the end of Year 8, the students should be able to:

- Describe the physical, social and emotional changes that take place during adolescence.
- Demonstrate an understanding of the role genetics plays in determining appearance.
- Identify and explain the factors that impact upon an individual's body image.
- Explain how God views his creation.
- Explain how advertisers manipulate images using programs such as Photoshop.
- Investigate and implement a range of persuasive techniques used by advertisers.
- Explain the nutrients important for consumption by adolescents.
- Identify the food sources of a variety of nutrients.
- Explain the concept of recommended dietary intakes (RDI's).
- Identify the dietary guidelines for children and adolescents.
- Identify and explain potential negative health outcomes as a result of over and/or under-consumption of specific nutrients.
- Demonstrate a clear understanding of the various types of drugs and their impact on the health and development of adolescents.
- Display a sound understanding of peer pressure and strategies to withstand it.
- Understanding human relations and reproduction.
- Identify online safety and friendships (cyber safe).

Key concepts are:

- Developing a healthy body image.
- The nutrients and their food sources required for optimal health and development during adolescence.
- The physical, social and emotional changes that occur during adolescence.
- The dangers associated with drug use and strategies to withstand peer pressure.

### **Assessment**

Assessment of this subject takes place in a number of ways, including:

- Teacher observation of cooperative behaviours
- Completion, and organisation of workbook tasks
- Collection and collation of data in tables and graphs
- Completion of posters
- Completion of an annotated advertisement
- Participation in classroom, debates and discussions

# Year 8 Medieval History

A semester-long subject taken by all students, either in first or second semester.

## Rationale

The Year 8 curriculum provides a study of the history from the end of the ancient period to the beginning of the modern period (c.476 CE – c. 1500 CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

## Course Objectives

By the end of the course, students will be able to answer the following key questions:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- What significant people, groups and ideas from this period have influenced the world today?

## Content

- *Into the Dark*

The collapse of the Roman Empire in the West; the Vikings; the spread of Christianity and Islam; the Battle of Hastings in 1066 CE; key features of the medieval world; the emergence of ideas and the role of people groups.

- *Saints, Serfs and Superstitions*

Social, cultural, economic and political features of life; significant cultural developments; crime and punishment; the role of the Catholic Church in everyday life.

- *The Kingdom of Heaven*

Key aspects of and differences between Islam and Christianity; the First Crusade causes, events and effects; motivations to fight; the effect of Islam on European Society.

- *What a Piece of Work is a Man*

Renaissance causes and characteristics; the impact on Europe and on the modern world; new technologies, philosophy, art, trade, exploration.

### **Assessment**

- Assessment tasks include the student's personal workbook containing all class notes, activities, homework and handouts; topic tests, research tasks, evidence analysis activities, mind mapping, fieldwork tasks on the Melbourne City excursion, and classroom learning activities and participation.

# Year 8 Information Technology

A semester-long subject chosen by most students, undertaken either in first or second semester.

## Course Objectives

- To further develop touch typing skills.
- To effectively use the Internet for locating information and data.
- To use email efficiently and effectively.
- To extend the use of Excel in the presentation of data.
- To extend the use of word processing and desktop publishing skills.
- To effectively use 'Oxley Online' in the management of class tasks.

## Content

- Year 8 Information Technology builds on the skills developed in Year 7 and is aimed at extending students in their understanding and application of digital media. Spreadsheets using simple arithmetic as well as more complex formulae including conditional statements (IF-THEN-ELSE) and graph selection are reinforced at a level appropriate to each student. Touch typing and word processing skills continue to be developed, as do internet search strategies. Formal use of email is developed, including appropriate selection of recipients, and formatting of subject line. Current topical and ethical issues in IT are discussed from a Christian perspective with students responding to questions posed through an online journaling system.

## Assessment

Assessment of this subject includes:

- Creation of attractive word processed documents using Word
- Creating spreadsheets that incorporate formulae. A final task of creating a quiz using IF statements.
- Creating simple and effective animations using Flash.

Students will create and maintain an online e-Portfolio, which stores their semester work electronically and presents the work to their parents and wider community.

## Year 8 Languages

### Rationale

The study of a Language Other Than English (LOTE) is compulsory for Years 7 to 9 at Oxley. Students entering Year 7 choose either Chinese or German and continue on with the subject until the end of Year 9. Languages become optional for Year 10 students. Students are encouraged to continue their language at VCE level. (An alternative program is offered for students in Years 7 to 9 who need support in literacy skills where their English comprehension is still developing.)

LOTE at Oxley Christian College is not simply a classroom subject. Students are offered the opportunity to participate in State and National competitions, cultural excursions, and language exchanges. The LOTE Department organises study trips to China every second year. This opportunity enables students to improve their oral skills, learn more about Chinese culture, and gain confidence in using the Chinese language. The LOTE Department also organises German exchange which enables students who study German to have the opportunity to go to Germany and improve their German proficiency.

### Why Learn Chinese?

Mandarin Chinese is regarded as a world language. It is spoken by a population of over one billion people in China and large Chinese communities throughout the world, particularly in many nations close to Australia. The growing role and influence of China, Taiwan, Hong Kong, Singapore, Malaysia and other Asian countries today add further significance to learning Chinese and its associated culture. The study of Chinese provides an extension of Australian students' general literacy through learning a language that not only employs the Romanisation form but also uses orthographic characters. Learning Chinese creates greater career opportunities including business, law, medicine, tourism, communications and social work.

### Why Learn German?

In today's world of rapid communications, the study of German by Australians is an excellent choice. Germany plays a strategic role, not only in Europe but also in the world as Germany is the world's third largest contributor to research and development. German is the language most commonly used in Europe. Learning German improves students' options in many careers including business, communications, science, computer technology, music, design, tourism and film making. Many Germans visit Australia as tourists whilst many German companies have branches in Australia and offer periods of work placement in Germany.

## Course Objectives

Why learn another language?

- It improves employment opportunities (business, engineering, social work, performing arts, tourism, etc.).
- LOTE study scores are generously scaled up for the calculation of ATAR scores.
- Today's international citizens are multilingual.
- Knowledge of another language and intercultural skills will assist those who want to pursue mission work with other communities.
- Speakers of another language are more socially and culturally aware and are better able to engage with people from other backgrounds.
- People who speak more than one language are more accepting and understanding of cultural diversity.
- Language learning is a key to experiencing another culture.
- Language students need to reflect on their own language (e.g. grammar and vocabulary), which enhances their literacy and problem solving skills.
- The language-learning process fosters creativity, self-discipline, adaptability and humility.
- Learning a language improves students' communication skills (speaking and writing).
- Learning a language enriches leisure and travel opportunities.
- Language learning is great fun.

## Content

In each of the LOTE languages, students develop the four macro skills.

- Listening. Students will be able to:
  - Follow classroom instructions
  - Show understanding of the topics studied
- Speaking. Students will be able to:
  - Use appropriate greetings
  - Use correct pronunciation, intonation and phrasing
  - Participate in role plays and oral presentations
- Reading. Students will be able to:
  - Select and order information in response to questions
  - Retell main events from a written text
- Writing. Students will be able to:
  - Use progressively more advanced vocabulary, sentence structure and grammatical rules to express themselves

Students also reflect on the culture of nations of interest, and compare it with their own. Students study the language and culture through everyday topics such as self, family, friends, school, hobbies, shopping, buildings, transport, local activities, food and celebrations.

## **Assessment**

Students will be assessed by completing a variety of tasks. These will include:

- Class work including projects, computer lab work and oral presentations;
- Regular tests on work covered, e.g., vocabulary tests and unit tests.

# Year 8 Mathematics

## Rationale

Mathematics education is a core part of preparing students to operate successfully in society. We assist each student to better grasp the elegance and usefulness of Mathematics in everyday life, and it can add to student's appreciation of God and the wonders of His creation.

## Course Objectives

Students will be able to:

- Show understanding of the fundamental concepts involved in each topic.
- Make appropriate use of technology such as scientific calculators.
- Apply mathematical skills to practical situations.

## Content

- This course is designed to further consolidate and develop the students' understanding of mathematical thinking and its usefulness in solving a wide range of everyday problems. Studies in Integers, Indices, Fractions, Decimals, Percentages, Algebra, Ratios, Rate, Measurement, Linear Relationships, Geometry, Statistics and Probability are undertaken.

## Assessment

Assessment tasks for each course include:

- Maths Mate homework sheets and tests
- Topic tests
- Investigative projects
- Problem solving tasks
- Semester examination

# Year 8 Music

Year 8 Music is a one-semester subject taken by all Year 8 students either in first or second semester.

## Rationale

In Year 8, a main focus area is music technology. Students have the opportunity to compose and creatively manipulate music employing the 'ACID' music software. They analyse, discuss and create many genres of music. Students consider how music is used in their world, particularly in the media and popular music styles.

## Course Objectives

Students will:

- Creatively combine pre-recorded loops in order to produce their own compositions.
- Listen to, discuss and verbally analyse many genres of music.
- Identify and imitate the basic structure of pop music

## Content

- In this course students will learn how to effectively utilise the 'ACID' music software. Students will use their new-found software skills to compose their own piece. They will also study how sound and music is used in various forms of media (radio, television and film). In response, students will create their own radio advertisement and film score based on a product of their design. They will also analyse basic song structure and then create their own song, based on these learnt concepts.

## Assessment

Major assessment tasks in Year 8 Music:

- Original 'ACID' composition
- Group composition of a radio advertisement
- Song structure composition
- Film score composition

# Year 8 Physical Education

## Rationale

God has created us with amazing bodies that we can choose to look after through exercise and sensible living. He has also created us to communicate with others and to cooperate as part of a team. Physical activities can effectively address and educate students in both these areas through a wide range of sporting activities.

At Oxley Christian College, sporting activities are conducted:

- within the subject of Physical Education,
- at Inter-house and inter-school carnivals for Athletics, Swimming and Cross Country,
- as a part of the timetabled sporting program, either as a part of a selected team against other schools in the Eastern Independent Schools of Melbourne (EISM) group and / or with fellow Oxley students.

## Course Objectives

The main purposes of this subject are to enable students to:

- Recognise and appreciate the wonderful body that God has given them and the way that it enables us to physically move.
- Value the importance of keeping their body healthy and to feel encouraged to remain physically active in his / her own leisure time.
- Develop a range of skills in a variety of sports through different activities, practice drills and competitive games.
- Recognise and appreciate the value of others and their individual abilities, and to develop the ability to communicate and work effectively in group situations.
- Demonstrate skills of cooperation, leadership, problem solving, self-control, self-discipline, perseverance, sportsmanship and fair play. Not only do these skills enable effective team work in sporting situations but they are invaluable in the many facets of life as a whole.

## Content

- In Physical Education lessons, students participate in a variety of team games to further improve their ball handling skills, coordination and teamwork skills. Units on specific sports such as cricket, soccer, Australian Rules Football, hockey, softball, volleyball and basic gymnastics are also conducted with the focus on developing skills required for success in the different types of sports. The tactical elements of play are also focused on in the various sport units, while competitive game sessions provide the opportunity of using these skills in game setting.

## **Assessment**

- Students are assessed on their aerobic fitness level through the implementation of the Multi Stage 20m Shuttle Run Test (Beep Test) as well as other class activities. Other fitness tests may be conducted at various times throughout the year.
- Skills are assessed as students undertake each sport unit during the semester, through observation and skill tests.
- The student's display of team work, cooperation and sportsmanship during lessons is also observed and reported on.
- Students are encouraged to undertake self-assessment of their performance to help increase their awareness of their own achievements, strengths and weaknesses during the lesson. Peer-assessments may also be completed.

## **Timetabled Sport Afternoons and Inter-School Sport**

Students in Year 8 have the opportunity to compete against schools in the EISM group. Year 8 students have the opportunity to trial for combined Years 8 & 9 teams that play a winter season in Terms 2 and 3, and a summer season in Term 4. The sports played include: hockey, tennis, table tennis, soccer, softball, netball, football, volleyball and basketball. Students not successful in being selected for teams in each term will be involved in an alternative sport program at these times and may be called upon to fill in for teams when required. Afternoons that do not involve playing another school may be used for team organisation or other sporting activities.

Students selected for teams may be required to attend team training sessions after school or during lunch times in preparation for competition.

Students may also be selected to represent the school in athletics, cross country and swimming for the EISM competitions.

# Year 8 Science

## Rationale

In this subject, students gain an insight into the wonder and complexity of God's creation through studies in the areas of Energy, Electricity, Chemistry and Biology. The study of Problem Solving and the Scientific Method enables students to analyse problems and communicate findings scientifically. Year 8 Science encourages students to use the abilities God has given them. It extends students' understanding of scientific concepts as well as developing their skills of scientific investigation. The skills of critical thinking and analysis developed in science are useful in many areas of life while knowledge of God's creation is essential to fully appreciate its intricacy.

## Course Objectives

By the end of Year 8, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They analyse the relationship between structure and function at cell, organ and body system levels. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.

Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

## Content

- *Biological sciences*
  - Cell structure and function
  - Human body systems
- *Chemical sciences*
  - The particle model
  - Atoms, elements and compounds
  - Chemical reactions
- *Physical sciences*
  - Electricity
  - Energy transfer and transformations
  - Heat energy

- *Skills, Processes and Procedures*
  - Problem solving and the scientific method
  - Interpretation of data within tables and graphs

### **Assessment**

- Class work and homework tasks
- Practical work
- Investigation tasks
- Topic tests
- Semester practical examinations



# OXLEY

## CHRISTIAN COLLEGE

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