



OXLEY
CHRISTIAN COLLEGE



Table of Contents

Year 8 Art	3
Year 8 Ceramics.....	4
Year 8 Christian Studies	5
Year 8 Drama	6
Year 8 English	7
Year 8 Food Studies Curriculum.....	8
Year 8 Geography	9
Year 8 Health and Personal Development.....	10
Year 8 Medieval History	11
Year 8 Information Technology	12
Year 8 Languages.....	13
Year 8 Mathematics.....	15
Year 8 Music Technology	16
Year 8 Physical Education.....	17
Year 8 Science.....	18

Year 8 Art

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

Rationale

- This subject encompasses creating two and three-dimensional artworks. Students draw inspiration from a range of artists and art movements, as well as imagination to develop drawings, paintings, digital works and sculptures. Students continue to analyse artists' visual art practices and document their planning, research and idea development in their visual diary.

Course Objectives

Students will be able to:

- Analyse the ways that visual artists communicate ideas and concepts through their visual arts practice.
- Demonstrate and describe how they and other visual artists work within ethical and legal requirements and protocols.
- Develop their own visual arts practice as they manipulate visual conventions, materials and techniques to create artworks that communicate their ideas and intentions.
- Curate exhibits to enhance the communication of artists' ideas and intentions.
- Analyse responses to artworks.

Assessment

- Resolved Artworks
- Folio Documentation

Year 8 Ceramics

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

Rationale

A range of hand-building skills are introduced and applied to functional and non-functional works. Decorative skills include glazing and under-glaze decoration. Emphasis is placed on creative and imaginative interpretations of set projects. Ideas are researched, recorded and developed through sketches and final drawings.

Course Objectives

- Explore ceramic art practices as inspiration to explore and develop themes, concepts or ideas in ceramic artworks.
- Explore how ceramic artists use materials, techniques, technologies and processes to realise their intentions in ceramic artworks.
- Experiment with materials, techniques, technologies and processes to express ideas, concepts and themes in artworks.
- Develop skills in planning and designing artworks and documenting artistic practice.
- Identify and connect specific features of visual artworks from different cultures, historical and contemporary times.

Assessment

- Studio Workbook documenting artistic practice of research, inspiration, design and planning.
- Resolved ceramic forms.

Year 8 Christian Studies

Rationale

Oxley Christian College Vision: To delight in God's love through inspired learning.

Oxley Christian College Mission: To provide an education for excellence within a Biblical Christian worldview.

A key component of developing a responsive Christian worldview is the development of Biblical literacy. Through analytical and devotional readings of scripture, students are encouraged to live lives openly before God and understand their place in this story. Year 8 students continue their familiarity with the Biblical narrative through reading key verses/passages. In the first semester, they focus on David and the Psalms, and Solomon and the wise words of Proverbs. The second semester will focus on the Kings and Prophets of Hebrew Bible, expressing the need for a Messiah. This semester concludes with the realisation of this need through a study of the life of Jesus, focussing on his role as teacher, especially in the Gospel of Matthew.

Students also engage with the local community through the completion of independent service projects where voluntary service is given as an expression of Christian virtue and practice.

Course Objectives

- Reading and understanding scripture.
- Prayer, reflection and response.
- Promoting service.
- Critiquing culture in light of a Christian perspective.

Content

- **Topic 1** – King David and the Book of the Psalms
- **Topic 2** – Wise Living: Solomon and the book of Proverbs
- **Topic 3** – The Kings and Prophets
- **Topic 4** – The Life and Teachings of Jesus

Assessment

- Completion of workbook activities in a thorough manner.
- Bible verse – memorisation and meaning.
- Unit tests.
- Creative presentations and written assignments.
- Community service assignments.

Year 8 Drama

A semester-long subject 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 through an eclectic range of theatre styles. They create roles and characters in response to and in collaboration with others, exploring the contexts of characters and situations.

Using a variety of techniques and processes, students develop a range of performance skills to communicate with an audience. Students improvise, select and structure elements of drama to create self-devised works. They experiment with a range of forms, styles and conventions in drama such as Physical Theatre and Melodrama, to create dramatic images and to convey meaning.

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

Assessment

Assessment of this subject takes place mainly through the following:

- Documentation of the development process.
- Observation of contribution during class.
- Ability to work as a member of a group.
- Use of imagination to create characters and scenes.
- Ability to portray and sustain character through the manipulation of expressive skills.
- Application of appropriate conventions and elements to performance.
- Reflective journaling.

Year 8 English

Rationale

Students are involved in a variety of tasks which aim to develop their God given ability to communicate effectively. The study of English will develop and extend oral and written skills with emphasis given to grammar, punctuation and spelling. Students study a variety of texts and complete a range of oral and written responses. They are also encouraged to read regularly and widely.

Course Objectives

- Students consolidate and expand their knowledge and understanding of a range of texts. They are encouraged to 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 taught to be more observant and analytical of the world around them and understand 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 complete four units of work. In the 'Survivors' unit, students learn about stories of survival and used these as the starting point for creative tasks. The novel study on 'My Life as an Alphabet' focuses on students' comprehension and analytical skills, and will require them to write an essay demonstrating a detailed knowledge of themes, characters and context. Students will be encouraged to further develop a critical awareness of how texts are created to persuade, with a strong focus on learning the appropriate metalanguage. Finally, students will read widely and share their analysis of a novel in an oral presentation.
- In Semester 2, students will build on their understanding of persuasive techniques, and will use this awareness to present a persuasive speech. The Shaun Tan unit will allow students to explore the relationship between image and text in making meaning. This unit will also give students the opportunity to write creatively. Students will again explore a wide reading text. Following this, students will study the film text 'Chicken Run'. This text will introduce students to film studies, and will require them to further develop their essay writing skills.

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, essays, text responses, oral presentations, creative responses and short reflective pieces. In addition, Capstone Assessment Tasks* will form part of the assessment (*Capstone Assessment Tasks are rich summative assessments which evaluate essential understanding of coursework undertaken throughout the semester).

Year 8 Food Studies Curriculum

A semester-long subject, undertaken either in first or second semester.

Rationale

The Year 8 Food Studies course aims to equip Year 8 students with the knowledge of the design process and the benefits of the five food groups recommended by the Australian Dietary Guidelines.

Over this course, students will explore how to select and utilise fresh fruits and vegetables and the benefits of eating these in season along with considering the implications of buying from different locations such as Coles, Woolworths and Farmers markets. They will compare the levels of food processing and discuss the benefits and implications of each. Students will explore the different types of main protein foods available and will learn to ensure meat proteins are cooked and stored to maximise food safety for consumers. They will work in small and large groups to apply the design process to create, test and evaluate new food products.

Course Objectives

Students will be able to:

- Consider factors that influence the selection of appropriate materials, components, tools and equipment.
- Identify new opportunities for design.
- Recognise the importance of consuming seasonal produce to reduce cost and increase the sustainability of the whole food system.
- Plan for and produce quality, safe and nutritious food items, using a range of food preparation tools, equipment and techniques.
- Examine the relationship between food preparation techniques and the impact on nutrient value.
- Investigate how a recipe can be modified to enhance health benefits and justify those decisions.
- Consider food preparation techniques used in different cultures including those from the Asia region and the impact of these on nutrient retention, aesthetics, taste and palatability.
- Explain how food preparation techniques impact on the sensory properties (flavour, appearance, texture, aroma) of food.
- Select and justify choices of food and techniques to effectively and safely make designed solutions.
- Research a variety of snack and lunch options and evaluate the nutritional value.

Content

- How to eat well.
- Selecting fresh fruits and vegetables.
- Levels of food processing.
- Understanding how to safely and effectively cook with fruits, vegetables, grains, dairy and proteins.

Assessment

Students will be assessed on:

- Practical skills in the kitchen.
- Teamwork, organization, communication and time management.
- Design challenges and recipe development.

Year 8 Geography

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

Rationale

The Earth is a dynamic place, and its people and landforms are diverse and changing all the time. In this course students investigate parts of the world around them and how these impact on the lives of humans. Students learn about physical geography while studying *Landforms and Landscapes* and human geography through *Changing Nations*, all the while building on the skills they started developing Year 7.

Content

Landforms and Landscapes

This topic examines the processes that shape landforms and the landscapes they belong to, the value of different landscapes and the hazards associated with landscapes. We investigate the processes shaping mountain and desert landscapes, as well as the uses and management of these landscapes in Australia and other regions of the world.

Changing Nations

This topic explores the process of urbanisation and changes in human populations of the world. We discover where and why the world's cities are growing so fast, and examine the push and pull factors that draw us to urban living. We look at the rise of the megacity and the issues that cities face with growing population.

Geographical skills

- Explaining processes that influence the characteristics of places.
- Identifying, analysing and explaining spatial distributions and patterns and explaining the implications.
- Identifying, analysing and explaining interconnections within places and between places.
- Observing, questioning and planning using geographical data and information from useful sources.
- Collecting, recording, evaluating and representing geographical data.
- Interpreting, analysing and making conclusions regarding geographical data.

Assessment

- 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.

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.
- 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.

Key concepts are:

- Developing a healthy body image.
- The physical, social and emotional changes that occur during adolescence.
- The dangers associated with drug use and strategies to withstand peer pressure.
- Understanding and applying consent.

Assessment

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

- Teacher observation of cooperative behaviours.
- Participation in classroom, debates and discussions.
- Body image articles.
- Party safe action plan.
- MyEdonline activities.

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.500 CE – c.1600 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 the historical contexts of the Vikings, the Italian Renaissance and the Khmer Empire 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

- Europe and the Mediterranean World: *The Vikings – Raiders, traders, fearsome invaders*. Social, cultural, economic and political features of Viking life including Viking homelands; weapons, armour and tactics; longships, invasions and settlements; exploration; Norse mythology; religion and Christianity; legacy of the Vikings.
- Expanding Contacts: *Italian Renaissance – What a piece of work is a man*. Causes of the Renaissance; features of Renaissance life; developments in art, science and religion; artistic stars; scientific revolution; the Reformation; legacy of the Renaissance.
- Asia-Pacific World: *Angkor and the Khmer Empire – Approaching greatness*. Connections between Angkor and the Khmer Empire; social classes; the kings; religious beliefs; Angkor and technology; links between modern day Cambodia and Oxley Christian College.

Assessment

Assessment tasks include topic tests, summary mind maps, digital timelines, Viking collector cards research project, and a Renaissance art / technology analysis.

Year 8 Information Technology

A semester-long subject taken by all Year 8 students, in the second semester.

Rationale

The purpose of Information Technology is to equip students with the skills necessary to use a range of software applications, which can be applied in completing a wide variety of tasks across all subject areas. Year 8 Information Technology builds on the skills developed in Year 7 and is aimed at extending students in their understanding and application of various technologies.

Course Objectives

- To further develop touch typing skills.
- To learn to program a robot.
- To extend the use of Excel in the presentation of data.
- To extend the use of word processing and desktop publishing skills.
- To use online web tools to create and publish websites.
- To effectively use SEQTA Learn in the management of class tasks.

Content

- Spreadsheets using simple arithmetic as well as more complex formulae and graph selection are reinforced at a level appropriate to each student.
- Touch typing and word processing skills continue to be developed.
- Robotics and simple programming is introduced through a full day excursion.
- Current topical and ethical issues in IT are discussed from a Christian perspective.
- Web development is introduced through using online web tools.

Assessment

Assessment of this subject takes place in a number of ways, including skill building exercises and projects.

Year 8 Languages

Rationale

The study of Languages 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.

Languages 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 Languages Faculty 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 pictographic and ideographic 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.)
- Languages 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 German and Chinese, 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-based 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:

- Quizzes and tests.
- Topic tests.
- Investigative projects.
- Problem solving tasks.
- Capstone Assessment Tasks (Capstone Assessment Tasks are rich summative assessments which evaluate essential understanding of coursework undertaken throughout the semester).

Year 8 Music Technology

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

Rationale

In this subject, students develop a foundational understanding of God's gift of music in the many ways it is presently experienced and created. Students consider how music is used in their world, i.e. radio, television, and films. Music technology is a large focus of the course and students have the opportunity to creatively compose music using the *Soundtrap* computer program.

Course Objectives

Students will:

- Develop skills in music technology software and create a range of musical compositions.
- Develop an understanding of fundamental musical elements, structure and instrumentation of contemporary songs, and the key functions of film music.

Assessment

Assessment will be based on written analysis and reflections, as well as the creation of original music using the computer program.

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 teamwork 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, Softball, Hockey, Badminton, Handball 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 teamwork, 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.

Rationale

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations.

They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

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 compare processes of rock formation, including the timescales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. 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. They reflect on implications of these solutions for different groups in society.

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.

Science Understanding

Biological Sciences

- Cells are the basic units of living things; they have specialised structures and functions.
- Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce.

Chemical Sciences

- Properties of the different states of matter can be explained in terms of the motion and arrangement of particles.
- Differences between elements, compounds and mixtures can be described at a particle level.
- Chemical change involves substances reacting to form new substances.

Physical Sciences

- Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems.

Earth and Space Sciences

- Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.

Science Inquiry Skills

- Questioning and predicting
- Planning and conducting
- Processing and analysing data and information.
- Evaluating
- Communicating

Science as a Human Endeavour

- Nature and development of science.
- Use and influence of science.

Assessment Tasks

- Practical investigations
- Research tasks
- Topic tests
- Class activities
- Capstone Assessment Tasks (Capstone Assessment Tasks are rich summative assessments which evaluate essential understanding of coursework undertaken throughout the semester).

oxley.vic.edu.au

15-49 Old Melbourne Road, Chirnside Park VIC 3116

Phone: +613 9727 9900 | Absence Line: +613 9727 9922 | office@oxley.vic.edu.au

Life Ministry Centre Ltd, trading as Oxley Christian College

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