



# OXLEY

CHRISTIAN COLLEGE



## Year 7

### CURRICULUM OVERVIEW

## Year 7

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## Year 7 Art

A semester-long subject taken by all Year 7 students, either in first or second semester.

### Rationale

This subject encompasses the design and creation of two and three-dimensional artworks using variety of processes, techniques and materials. Students use observation, experience and imagination to develop ideas for drawing, painting and artworks made with clay and mixed media. They gain an understanding of art element and principles and the ways they are used to make art. Students view and discuss art works using appropriate language to describe the way images and forms are organised.

### Course Objectives

- To produce artworks from various starting points that reflect skills and express imagination and creativity
- To gain technical understanding and experience of art making processes that use a variety of media and tools.
- To identify the arrangement and use of art elements and principles in an artwork
- To describe the way images and forms communicate meanings
- To demonstrate an understanding of documenting artistic practice

### Content

- colour exploration including experimentation with paint/ink
- imaginative and observational drawings
- hand building with clay and application of a range of surface decorations
- the design and construction of a mixed media sculpture
- development of a folio of annotated drawings and idea sketches
- resolved artworks

### Assessment

- Criteria based assessment is applied for each art making exercise, allowing students to see the areas of strength and improvement. Assessment includes demonstration of skill in the use of appropriate tools and media, application of the design process in exploring and developing of ideas and the ability to display creativity and imagination.

# Year 7 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. Throughout the year, students gain a broad overview of Christian scripture as 'God's Story', which helps them understand the Bible's thrust as one of creation, fall and redemption. Through analytical and devotional readings of scripture, students are encouraged to live lives openly before God. In particular, the focus in Year 7 will be on the first five books of the Bible (Torah) in Terms 2-4, after an introduction to Christianity and Scripture in Term 1.

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; and
- Critiquing culture in light of a Christian perspective

## Content

- Topic 1 – An Introduction to the Bible and Christianity
- Topic 2 – Creation to Noah
- Topic 3 – The Patriarchs: Abraham, Isaac, Jacob and Joseph
- Topic 4 – Moses the Exodus and the Law

## 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 7 Drama

A term-long subject taken by all students.

### 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, slapstick, script to performance and role play to create dramatic images and to convey meaning.

Using a range of techniques and processes, students develop a range of performance skills to communicate with an audience. The 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.

### 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.

The curriculum aims to introduce students to ways in which scenes and plays can be developed from observation, research and personal experience. Students are encouraged to develop the skills of refining and shaping improvised drama and to use imagination and perception to develop characters. Learning to sustain characters by use of appropriate voices, gestures, movement and timing are incorporated into the units of work.

In groups they experiment with dramatic and theatrical forms to convey meaning. Students will develop the skills required to rehearse and refine



improvised works for performance. Students are given opportunities to discover their own creative gifts and talents and to develop in confidence and self-esteem.

Students will:

- Use starting points to generate and expressively develop ideas for making and presenting drama.
- Use resources 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.

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. Teachers introduce students to the performance of different social and cultural contexts helping them to identify distinguishing features. 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 of drama communicates ideas and feelings.
- How the presentation of drama communicates ideas and feelings.
- Effectively communicating ideas through drama.

## **Assessment**

Assessment of this subject takes place in a number of ways but mainly through teacher observation and viewing the Log Book of collated ideas.

- 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
- Participation in role plays
- Confidence during performance
- Ability to work as a member of a group
- Journaling

# Year 7 English

## Rationale

Students are introduced to many new, exciting and challenging areas of study which aim to nurture their God given ability to communicate effectively and build on the language skills introduced in their junior years. The study will extend written, aural and oral skills with an emphasis on engaging students in a variety of learning outcomes.

## Course Objectives

- Students are provided with opportunities to develop their God given creative and linguistic abilities within a Christian context. Students produce, study and respond critically to texts created for a wide range of purposes and audiences. They will engage with and explore complex texts, themes and issues from both biblical and secular views.
- Students speak in a variety of formal and informal situations, exploring different perspectives on complex ideas and issues. They listen critically and examine the subtle ways in which language influences audiences through the use of persuasive techniques.
- Students read classic, contemporary and popular literary texts, as well as media and multi-media texts to develop critical ways of responding to them. Students analyse how and why various texts are interpreted differently by diverse audiences.
- Students' writing explores more complex themes and issues for specific and general audiences. They use and control complex linguistic structures and features to convey meaning for audience and purpose.

## Content

- In Semester 1, students will study the craft of writing in a variety of forms and styles, including creative, reflective and poetic. They will study the class novel, 'Wonder' by R J Palacio, and participate as a member of a Literature Circle, studying one of a variety of selected texts. Students will learn about plot structure, setting, characters and issues raised, as each novel is studied. They will begin to explore narrative writing which will be guided by the study of a film text.
- In Semester 2, students will study 'Wolf on the Fold' by Judith Clarke, a collection of six inter-connected stories set in Australia spanning more than 60 years in the life of a family. They will learn how to write a text response essay in response to the themes and ideas in the novel. The year will culminate with a unit on persuasive writing.
- Students will also participate in the Launch Pad writing program, where they work with an author to create a narrative which will be professionally published in an anthology.
- Throughout the year, students will undertake a range of speaking activities, which includes participation in class and small group

discussions as well as a formal oral presentation. These will be based on the texts studied, wider reading, and personal experiences. Ongoing, strategic learning activities to reinforce grammar, punctuation, paragraph structure and figurative language are undertaken throughout the year and embedded within each reading and writing task.

## **Assessment**

- Students will be assessed in a variety of ways under the broad categories of 'Reading', 'Writing', 'Speaking and Listening' and 'Examination'. Students will complete assessment tasks formally and informally. Some will be completed at home, others in class. Some will be handwritten whilst others will require computer use. Assessments and the end of semester examination lead to the satisfactory completion of the subject.



## Year 7 Food Studies

A term-long subject taken by all students, either in term one, two, three or four.

### Rationale

This is a practically based subject that focuses upon the food preparation skills required for everyday living. Sharing kitchen facilities and working as a team reinforces the skills we need to live together as a community. Throughout the production exercises, students have 'hands on' experience with basic foods that God has provided for our enjoyment and nourishment. The foods and recipes are chosen to provide excitement in the kitchen and a life-long enjoyment of healthy food preparation.

### Course Objectives

Students will be able to:

- Develop and practice personal skills in organisation and time management.
- Produce quality food products in a safe and hygienic manner.
- Demonstrate an ability to work as part of a team.
- Describe the role of breakfast and identify discretionary foods.
- Describe foods using sensory evaluation.

### Content

- The basic design process – investigating, designing and recipe writing.
- Food production – products suitable for breakfasts, snacks, lunch and dinner.
- Safety and hygiene including food storage, cross contamination and knife skills.
- Equipment and utensils.
- Food preparation skills.
- Basic cookery terms.
- Measuring foods.
- Oven, microwave and stovetop management.
- The Australian Guide to Healthy Eating.
- Sensory evaluations.

### Assessment

Students are assessed on:

- Practical skills in the kitchen
- Teamwork, organisation and time management
- Workbook exercises
- Research task

# Year 7 Geography

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

## Rationale

In this course, students are introduced to the study of Geography. After an introduction to key geographical concepts, we study two more topics in greater depth: *Water in the world*, and *Place and liveability*. Geography is organised into two strands: *Geographical Knowledge* and *Geographical Inquiry and Skills*.

## Geographical knowledge

### Water in the World

- We examine the many uses of water, the ways it is perceived and valued, its different forms as a resource, the way it connects places, its availability and its scarcity. We will learn how water supports and enriches human and other life, specific hazards related to water, and different ways in which humans use and value the environment.

### Place and Liveability

- We focus on the concept of place through an investigation of liveability. We examine factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and how spaces are planned and managed by people. We evaluate the liveability of our own place and investigate whether this can be improved through planning.

## 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

- Mapping and data interpretation tasks;
- Topic tests;
- Research projects incl. a most liveable website;
- Fieldwork on and off site.

## Year 7 Health and Personal Development

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

### Rationale

This unit has been designed to give students the opportunity to explore ways of dealing with the physical, social and emotional aspects of the transition from primary to secondary school. It also deals with changes associated with the lifespan stage of adolescence, using God's word as a guide and pattern of behaviour.

Students use a variety of mediums to identify the health concerns of young people and the strategies that are designed to improve their health. They describe the health resources, products and services available for young people and consider how they could be used to improve health. Students gain an understanding of the physical, social and emotional changes experienced during adolescence, and identify the potential consequences of participating in risk-taking behaviours.

### Course Objectives

The curriculum aims to promote each student's ability to manage themselves individually and as part of a group either at home, school or in a wider community setting. They are given opportunities to work in a safe environment and to develop in confidence and self-esteem.

By the end of this course students should be able to:

- Identify the dimensions and determinants of health, and the impact they can have on our health status.
- Identify who to go to about personal problems.
- Discuss what constitutes bullying, its effects and how it can be dealt with.
- Identify the potential consequences of risk taking behaviours.
- Understanding human relations and reproduction.

Key concepts include:

- Strategies designed to maintain or improve health.
- Making decisions about health issues.
- Health resources, products and services that are available to individuals and groups.
- The physical, social and emotional changes that occur during adolescence]
- Risk taking behaviours and their potential consequences.

## **Assessment**

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

- Teacher observation of cooperative behaviours
- Observation of contribution during class discussions
- Completion and organisation of workbook tasks
- Participation in role plays
- Completion of posters

# Year 7 History

## Year 7 – Ancient History

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

### Rationale

*The Year 7 curriculum provides a study of the history of human communities to the end of the ancient period (3000 BC – 500 BC). It was a period defined by the development of cultural practices and organised societies. 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 Rome and China 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 do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

### Content

- *Civilisations (A Career in Ruins)*: How History is investigated; date systems; types of evidence; conservation of the past; origins and features of civilisations; Ancient Troy mystery case study.
- *The Mediterranean world: Rome (Guts, Glory and Gladiators)*: Influence of geographical features; key event timeline; social groups; daily life; belief systems incl. spread of Christianity; death and gladiators; warfare and the spread of empire; Julius Caesar case study.
- *The Asian world: China (The Forbidden Kingdom)*: Influence of geographical features; key event timeline; social groups; belief systems (focus on everyday life); development and expansion; Emperor Shi Huangdi case study.

### Assessment

- Assessment tasks include topic tests, a formal essay on Julius Caesar, summary mind maps, a research project on a Chinese invention, and a journal detailing life in Ancient China.

## Year 7 Information Technology

A semester-long subject taken by all Year 7 students, either in first or 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.

In Years 7 students will develop general confidence in using a computer, and key skills in the use of a word processor, spreadsheet software, movie editor, email, the internet and OneNote. Students will have the opportunity to develop general skills in typing and file management.

Course work is managed through 'SEQTA Learn', the Virtual Learning Environment utilised at Oxley Christian College. This enables students to interactively manage specific course content over the internet through a secure connection.

### Course Objectives

- To develop touch typing skills.
- To develop word processing skills.
- To develop skills in using Excel.
- To create short movies using Movie Maker.
- To effectively use the Internet for locating information and data.
- To effectively use 'SEQTA Learn' in the management of class tasks.

### Content

Year 7 Information Technology develops the essential skills required in other subjects as well as beyond school. Touch typing is focused on to ensure efficient use of a keyboard, which will aid in the production of content. Word processors are used with an emphasis on correct formatting, using margins, tables and other features, to enable effective organisation and presentation of work in various subjects. Spreadsheets are explored by students to look at options for presentations of different types of data, including learning on simple arithmetic formulae. Students use their Surface Pro computer to take photos and videos and edit them using Movie Maker. Students also examine some important ethical issues in IT (such as Cyberbullying) from a Christian perspective.

### Assessment

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



## Year 7 Languages

### Rationale

The study of a Language is compulsory for Years 7 to 9 at Oxley. Students in Year 7 choose either Chinese or German. 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 organises trips to China every second year. This opportunity enables students to learn more about the Chinese culture. 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; speaking; reading and writing. Students will be able to:

- Listening - Follow classroom instructions  
- Show understanding of the topics studied
- Speaking - Use appropriate greetings  
- Use correct pronunciation, intonation and phrasing  
- Participate in role plays and oral presentations
- Reading - Select and order information in response to questions  
- Retell main events from a written text
- Writing - 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 7 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 consolidate and develop the student's understanding of mathematical thinking and its usefulness in solving a wide range of everyday problems. Studies in Geometry, Arithmetic, Measurement, Statistics, Probability, Linear Equations and Algebra are undertaken and involve the use of whole numbers, decimals and fractions. While exercise work is an integral part of the course, there are opportunities for both hands on and computer supported activities. Students are also encouraged to use a number of different strategies when problem solving.

## Assessment

Assessment tasks for each course include:

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

# Year 7 Music

## Rationale

In year 7 Music classes, students have the opportunity to experience music in a fun, practical and collaborative way. Students learn to play a musical instrument [brass, woodwind, string or percussion]. The classroom Instrumental Program encourages cooperative learning through the active participation in music making.

Classroom music activities build upon students' practical skills by involving them in an investigation of the role and use of music and sound in societies.

## Course Objectives

Students will:

- Demonstrate an appropriate development of technique and sound production on their instrument.
- Display an ability to discriminate pitch and maintain consistent rhythm.
- Demonstrate an ability to perform on their instrument in an ensemble context with confidence and accuracy.

## Content

- Year 7 students will receive one instrumental and one general music lesson each week, for the entire year.
- Instrumental Music Lessons occur under the guidance and expertise of our Instrumental Music Instructors. Students are issued with a musical instrument for the year, and work in small groups using a suitable tutor book such as "Essential Elements", which caters for group and individual instruction. Throughout the year, students will have the opportunity to perform in class ensemble groups.
- In General Music Lessons, students investigate what music is and how sound is organised. They participate in such musical activities as soundscapes, rhythm games and mini ensemble rehearsals. Students will create, listen to and experience many styles of music.

## Assessment

- Assessment will be largely based on student's practical instrumental skills and their understanding of core musical elements. There will be an end of semester class musical performance. Students will also be assessed on class work, both individual and collaborative.

# Year 7 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 us 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. Minor games sessions are undertaken with the aim of developing a student's ability in areas such as agility, speed, team work and tactical play. Units on specific sports such as netball, athletics, Australian Rules Football, basketball, volleyball, tennis and table tennis are also conducted with the focus on developing skills required for success in the different types of sports.

## **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. Observation and skill tests are used as a means of assessment.
- 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 are also sometimes completed.



# Year 7 Science

## Rationale

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

## Course Objectives

By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of Earth, the sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem. They explain possible implications of the solution for different groups in society.

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

## Science Understanding

- Biological sciences
  - Classification helps organise the diverse group of organisms
  - Interactions between organisms, including the effects of human activities can be represented by food chains and food webs
- Chemical Sciences

- Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques
- Physical Sciences
  - Change to an object's motion is caused by unbalanced forces, including Earth's gravitational attraction, acting on the object
- Earth and Space Sciences
  - Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon
  - Some of Earth's resources are renewable, including water that cycles through the environment, but others are non-renewable

### **Science Inquiry Skills**

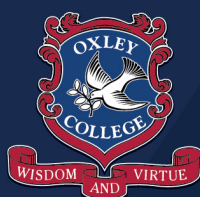
- Questioning and predicting
- Planning and conducting
- Processing and analysing data and information
- Evaluating
- Communicating

### **Science as a Human Endeavour**

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

### **Assessment Tasks**

- Practical investigations
- Research tasks
- Topic tests
- Practical examinations
- Class activities



# OXLEY

## CHRISTIAN COLLEGE

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