Bass Coast College

Year 7 and 8 Handbook

2026

"Achieving success in a caring and creative environment"

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INTRODUCTION

Bass Coast College aims to provide students with a wide range of relevant and stimulating academic, cultural and practical experiences.

In Year 7 & 8 all students follow a common course of study based on the Victorian Curriculum.

The curriculum at Bass Coast College is delivered across the eight established Learning Areas: English, Mathematics, Science, Health & Physical Education, Language, Humanities, Arts and Design/Technology.

Year 7 & 8 students operate in a Homeroom environment and the year is seen as one of consolidation and transition from primary to secondary school. The transition from primary to secondary school or from one secondary school to another has its own challenges and rewards. To be a student of Bass Coast College with a large range of subjects, new teachers, new students and a different culture may be quite an adventure.

There are a number of support structures in place to help students. Year Level Coordinators, Student Wellbeing Coordinator, Office Staff, Campus Principals and Classroom Teachers provide ongoing assistance. Parents and students are encouraged to seek assistance from these people whenever it is needed.

In Year 9 students operate in a Core & Elective structure. This structure allows students to plan a course of study that best caters for their needs and interests across the eight areas of study.

Year 10 consists of a Core of English, Mathematics, Science, Humanities, Industry and Enterprise and one compulsory unit of Physical Education. The remainder of the program is made up of elective subject units chosen from across the remaining Learning Areas.

The Senior School Program is based on the Victorian Certificate of Education (VCE). It covers the last two or sometimes three years of secondary education. The VCE Vocational Major (VCE VM) and Vocational Education & Training (VET) are also offered.

Bass Coast College has excellent facilities and resources available for use by students at all levels. Students are encouraged to participate in a variety of leadership initiatives. The College is very proud of its Student Leadership Program and values input by students through opportunities such as Student Representative Council, Campus Captains, and House Leadership. Student opinion is valued, and responsible leadership is seen as an important aspect of the College. Students are given the opportunity to express themselves, give their best effort and strive for personal achievement to the highest level.

Parents are encouraged to become active members of the College Council and/or Parents Association. Please feel free to call the school and make an appointment to tour our campus and discuss how it operates.

Jesse Boyd
DUDLEY CAMPUS PRINCIPAL

Matt Rose
SAN REMO CAMPUS PRINCIPAL

KEY COLLEGE CONTACTS

College Principal
Leith Cummins

Assistant College Principal
Emma Harris

Dudley Campus Principal
Jesse Boyd

Dudley Assistant Campus Principal
Guy Thomas

Dudley Year 7 Co-ordinator
Shem Hawking

Dudley Year 8 Co-ordinator
Brad Porter

Dudley Year 9 Co-ordinator
Sam Martin

Dudley Campus Manager
Jamie Ashman

Dudley Student Wellbeing
Kate Miller

Dudley A & I Co-ordinator
Annmarie Harvey

KEY COLLEGE CONTACTS

San Remo
Campus Principal
Matt Rose

Assistant Campus Principal
Bradley James

San Remo
Year 7 Co-ordinator
Andrew Hay

Assistant Principal
Junior Programs
Megan Macdonald

San Remo
Year 8
Co-ordinator
Antonio Castello

San Remo
Campus Manager
Barb Lumby

San Remo
Year 9
Co-ordinator
Claire O'Brien

San Remo
A & I Co-ordinator
Kirsty Hart

San Remo
Student Wellbeing
Natalia Bailey

Assistant Principl
Student Wellbeing
Emily O'Brien

TERM DATES & BELL TIMES

Term Dates 2026

TERM 1: 28 January (students return) to 2 April

TERM 2: 20 April to 26 June

TERM 3: 13 July to 18 September

TERM 4: 5 October to 18 December

Bell Times

Student access lockers	8.50 am		
Unit 1	9.00 am	-	10.00 am
Unit 2	10.00 am	-	11.00 am
Recess	11.00 am	-	11.45 am
Unit 3	11.45 am	-	12.45 pm
Unit 4	12.45 pm	-	1.45 pm
Lunch	1.45 pm	-	2.30 pm
Unit 5	2.30 pm	-	3.30 pm

ASSESSMENT TASKS & HOMEWORK HINTS

One of the most important and at times difficult changes for students to make is the transition from Primary School to Secondary School.

Students are expected to adjust to new subjects, new teachers, new friends and to always work to the best of their ability. Students need to be able to organize themselves and to manage their time in order to help them cope with the demands and expectations of each subject.

Year 7 & 8 homework will consist mainly of:

- Any work not completed in class.
- Independent reading on a daily basis and weekly spelling words in English.
- Regular revision for Language (Japanese)
- Research, project and assignment work.

The total homework load per student will generally be between 60 and 90 minutes per week at Year 7, increasing to between 90 and 120 minutes per week at Year 9.

To help you and your child we include the following Homework/Work-Study "hints". If these processes are put into practice, students should find the work pressures at secondary school a little easier to handle. Also it will ensure a pleasing and rewarding assessment at the end of the year.

Students need:

- A quiet environment to work, away from family distractions.
- To maintain an up to date record of homework, upcoming tests and assignments and when they are due.
- To be organized: have all equipment and information at hand. i.e.: pens, paper, and eraser.
- Access to the internet and their password for Compass and other relevant platforms.
- To decide what time of day is the most suitable to study.
- To devote equal amounts of time to all subjects but do the more difficult subjects or work tasks first.
- To not spend too much time on the favourite or "easiest" subjects.
- To use study time to revise work, read or organize books and notes when there is little or no set homework.
- To talk your work over with friends and parents that ideas can be exchanged.

THE VICTORIAN CURRICULUM

In Year 7 & 8 all students follow a common course of study and stay in Home Groups for all classes.

The Year 7 & 8 Curriculum follows the requirements laid out in the Victorian Curriculum.

The Curriculum for Years 7 & 8 has been designed to provide all students with a solid foundation across the 8 Essential Learning Areas.

The Victorian Curriculum incorporates 8 subject areas, 4 main capabilities as shown in the table below.

Learning Areas	Capabilities
English Mathematics Science Health & Physical Education Language Humanities & Social Sciences (History, Geography, Civics & Citizenship, Business and Economics) The Arts Technologies (Design & Technologies and Digital Technologies)	Personal and Social Critical and Creative Thinking Intercultural Ethical

The Victorian Curriculum documents outline the curriculum from Prep (Foundation) to Year 10 that all government schools need to use to plan, assess and report to parents. There is a learning continuum over 11 levels.

For more information contact Megan McDonald – Assistant Principal Junior Programs

TIME ALLOCATION & COURSE SUMMARY OF YEAR 7 & 8 CURRICULUM

Key Learning Area		Year 7 Unit Allocation (per week)	Year 8 Unit Allocation (per week)
Mathematics		3.5	3.5
English		3.5	3.5
Science		2.5	3
Humanities		2.5	3
Arts and Design/ Technology	Music	1	-
	Art/Sculpture	3	-
	Textiles	2	-
	Woodwork	3	-
	Drama	-	2
	Visual Communication	-	2
	Food Technology	-	2
	Metals & Plastics	-	2
STEAM	IT: Digital Communication	1	-
	Mechanisms/Systems	2	-
	Coding/Robotics	-	2
	CAD	-	2
Health & Phys Ed	Health & PE	3	3
Boost		1	1
Swell		2	-
Language (Elective)		2	2

Unit Allocation is the number of 60 minute lessons per week

Please note that students have 5 X 60 minute lessons per day making a total of 25 units per week.

STEAM: intertwines principles of Science, Technology, Engineering and Mathematics with key skills such as problem solving, strategic thinking and collaboration to produce quality products. The inclusion of Arts, recognises the importance of expression, creativity, imagination, observation and communication, in developing skills in design thinking. This creates an integrated area of study called **STEAM.**

Boost and Swell cover aspects of the Capabilities curriculums, focusing on growing student's abilities in teamwork, emotional awareness and regulation and peer connection and support. Programs such as *The resilience project* and *School of play* are delivered in these classes.

Please note that Art and Design/Technology and STEAM classes run for one semester instead of the whole year.

SPECIAL PROGRAMS

SEAL

Students in the Year 7 SEAL (Select Entry Accelerated Learning) class will be accelerated through English, Maths, Humanities, Japanese and Science Entry to this program is by testing and interview. For further information please contact the SEAL Co-ordinator at either Dudley or San Remo Campus.

SELP

At Year 7, Bass Coast College offer a SELP (Select Entry Literacy Program) that seeks to improve the literacy of students who have been identified by their Grade 6 teacher as having skills and understandings in this area below the state standard.

Literacy assistance is also available for any student outside of the SELP class who needs support in developing their general literacy skills.

For further information about SELP and other literacy interventions available for Year 7 students, please contact Bass Coast College's SELP Coordinator, Heather McKinnon.

TLI

TLI (Tutor Learning Program) is a DET initiative aimed at providing support to students whose learning growth was impacted from working remotely due to COVID. Tutors are either fully registered teachers or preservice teachers. Tutoring will occur through supporting students 1:1, in small groups and in class support.

YEAR 7 SUBJECTS

MATHEMATICS Year 7

Mathematics (mainstream)

SUBJECT DESCRIPTION:

The Year 7 Mathematics course is aligned with the Victorian Curriculum 2.0 across six strands: Number, Algebra, Measurement, Space, Statistics and Probability. In Year 7, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to the learning and doing of mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Students will be exposed to mathematics utilised in both daily life and specialised contexts.

Students will be expected to bring their own textbook (found on the resource list), scientific calculator and laptop device to class, as well as basic stationaries and exercise books. Students will be expected to bring their own corded headphones/earphones if they wish to access the audible components of digital learning resources.

Students will be assessed in accordance with relevant achievement standards in Victorian Curriculum 2.0. The teacher will be continuously updating students' learning progression against the achievement standard via Common Assessment Tasks (CATs) on at least 3 occasions through a semester, in addition to providing a single, aggregated score in the end-of-semester report.

MATHEMATICS Year 7

Mathematics (SEAL)

SUBJECT DESCRIPTION:

The Year 7 SEAL Mathematics course is aligned with the Victorian Curriculum 2.0 accelerating student learning to one year ahead of the student's school year across six strands: Number, Algebra, Measurement, Space, Statistics and Probability. Learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to the learning and doing of mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. The Year 7 SEAL course content is identical to the standard Year 8 course, however, there is a focus on higher level thinking, problem solving and independent learning appropriate to the learning capabilities of SEAL students.

Students will be expected to bring their own textbook (found on the resource list), scientific calculator and laptop device to class, as well as basic stationaries and exercise books. Students will be expected to bring their own corded headphones/earphones if they wish to access the audible components of digital learning resources.

Students will be assessed in accordance with relevant achievement standards in Victorian Curriculum 2.0. The teacher will be continuously updating students' learning progression against the achievement standard via Common Assessment Tasks (CATs) on at least 3 occasions through a semester, in addition to providing a single, aggregated score in the end-of-semester report.

ENGLISH Year 7

English

SUBJECT DESCRIPTION:

The study of English helps create confident communicators, imaginative thinkers and thoughtful, informed citizens. It is through the study of English that students will learn to analyse, understand, communicate and build relationships with others, with literature and with the world around them. Bass Coast College's English Program seeks to also develop the understanding, attitudes and capabilities of our students through the study of literature and literary elements.

Exploring Short Texts

In Term 1, students will engage in a variety of fiction and non-fiction short stories and texts (supplied by the school). These will connect to real world events and aim to allow students to reflect on values such as resilience, compassion and personal growth. Students will demonstrate their understanding of the collection of short texts as well as spelling, punctuation and syntax rules by crafting their own creative response

Language Analysis

Students will learn about a variety of persuasive techniques found within media texts (advertisements, articles, social media). Students will have the opportunity to demonstrate their understanding by writing their own persuasive pieces as well as creating their own advertisement with a specific purpose and audience.

Film Study

Students will be introduced to and explore what film techniques are and how they are used in a film text to create character and meaning. Students will demonstrate their understanding of character, theme and film techniques both in an oral presentation as well as writing in responses to the film.

Novel Study

Students will study 'Bindi' by Australian author Kirli Saunders. The novel is to be purchased by the student for use in class. Students will build on their understanding of the different poetic devices (such as metaphor and simile, alliteration and onomatopoeia) while also learning about author's purpose and themes. Students will complete a variety of comprehension and creative tasks while reading the novel. They will create their own free verse poem on a significant person or place to them and will also write a text response essay after finishing the text.

SCIENCE Year 7

Science

SUBJECT DESCRIPTION:

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understanding and skills to make informed decisions about personal, local, national and global issues and to participate, if they so wish, in science-related careers.

The Science year 7 curriculum aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore and ask questions
- an ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and collecting and analysing data
- an ability to communicate scientific understanding and findings
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences

In Year 7, the curriculum focus is on explaining phenomena involving science and its applications.

Students explain the role of classification in ordering and organising information about living and non-living things. They classify the diversity of life on Earth into major taxonomic groups. They use and develop models including food chains and food webs to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems.

Students investigate relationships in the Earth-Sun-Moon system and use models to predict and explain astronomical phenomena.

They explain changes in an object's motion by considering the interaction between multiple forces.

Students explore changes in matter at a particle level and investigate how heat causes changes of state from solid, to liquid and gas and back.

Students make accurate measurements and control variables in experiments. They make predictions and propose explanations, drawing on observations to support their reasoning.

Assessment

Assessment will be by topic tests, assignments, investigations, practical work, and work completed in class.

HUMANITIES

Year 7

Humanities

SUBJECT DESCRIPTION:

One of the biggest and the best subjects around is Humanities. A core subject studied from 7-10, we cover Geography, History, Economics and Politics. It is broad, interesting and offers a huge variety of learning opportunities.

In Year 7 we start the year with Geography by learning about the wonders of water, a vital and precious resource, that is at the heart of what makes a place livable. Students complete a variety of creative activities as they learn important skills as geographers. By applying their skills and knowledge they can come to understand and appreciate a resource that is vital for life on Earth – water. Geography is studied during Terms 1 and 2, Semester 1.

During Terms 3 and 4, we turn our attention to History. What better way to begin than to start when time began? Prehistory, human migration, Indigenous beliefs and customs, theories of development and the causes of change and continuity of the earliest human communities make for a truly fascinating study. In this unit we also discover how historians know what they know about a time before the written word. A very engaging and exciting study of the past.

Having developed key skills as students of history we focus our attention on how and when humans progressed to develop what we know as civilisation. Through brutal conquest, thievery, political conniving, and stunning innovation we learn about Ancient Egypt, Greece and Rome.

The Humanities is a subject that focuses on key literacy skills by engaging students with intriguing topics designed to spark curiosity and develop critical thinking.

ARTS & DESIGN/TECHNOLOGY

Year 7

Woodwork

SUBJECT DESCRIPTION:

This course aims to encourage students' interest and enjoyment in using wood and to introduce them to basic techniques and tools with an emphasis on safe workshop practices.

Students will be required to design and produce various projects with original decorative features.

Assessment will be based on:

- The quality of construction and finish.
- The efficient use of time.

Satisfactory completion of written work (e.g. design, evaluation).

Students will achieve these outcomes through:

- Investigation into tools, techniques and materials
- Design of model
- Production of projects

Textiles

SUBJECT DESCRIPTION:

This course aims to develop the knowledge, understanding and skills to ensure that students become critical users of technologies, and to understand how designers and producers solve problems and produce new ideas.

Students learn skills such investigating, generating, designing, producing, being innovative and communicating.

Students will learn to identify and safely use a range of tools, equipment and materials in the Textiles classroom. They will be required to learn to use the Design process in both a theoretical and practical way and they will explicitly learn about Textiles art and textiles design, this model will be embedded within their practical classes.

The course will focus on improving students' level of skill whilst applying a range of techniques, developing design skills while following safe work practices.

Common assessment tasks

- CAT 1 – Design a wall hanging.
- CAT 2 – Design a tote bag

Art

SUBJECT DESCRIPTION:

Art will enable students to develop skills in the areas of two and three-dimensional art. To increase confidence and encourage creative ideas students will explore a range of art materials and techniques through a series Learning Tasks whilst exploring Sculpture, Painting, Drawing and Printmaking. Students will develop skills in exploring, developing, creating and presenting art works through documenting artistic practice in their Visual Journals. In addition, students will learn how to analyse the ideas and viewpoints that are expressed in artworks.

ARTS & DESIGN/TECHNOLOGY

Year 7

Music

SUBJECT DESCRIPTION:

In Music students develop their skills as performers, composers and critical listeners. Students are introduced to a range of instruments, singing and music technology.

Topics covered include:

- Singing and composition on percussion instruments
- Introduction to guitar and the blues
- Electronic music composition in Soundtrap
- Stories in music

Assessment will be based on:

- Composition and rehearsal process
- Group Performances
- Electronic dance music created by students

Instrumental Music

SUBJECT DESCRIPTION:

The South Gippsland Schools Music Program offers Instrumental Music Tuition to students of the College at all year levels. No previous experience is required. Instrumental Music is taught through a combination of small group lessons with a specialist teacher during the school day and ensemble rehearsals before school. Lesson times rotate to avoid students repeatedly missing the same class. Each student follows an individual work program with opportunities for public performances and examinations. All Instrumental Music students participate in a Band or Ensemble: Senior, Intermediate and Junior Concert Band, Big Band, and Guitar Ensemble. Tuition is offered in Woodwind, Brass, Percussion, and Guitar, with some instruments available for hire. Highlights of Instrumental Music include the annual visiting Guest Artist program, the Arts Showcase concert and large combined band performances with other SGSMP schools. Instrumental Music Tuition also provides a pathway to VCE Music and tertiary music study.

COST: Fees for 2026 are as follows,

· Tuition $330.00 for the year.

· Hire of instrument $150 for the year.

· All fees are due by the end of term 1 2026, or by payment plan arranged by the end of term 1 2026.

LANGUAGES

Year 7

Languages

SUBJECT DESCRIPTION:

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world.

Japanese

At Bass Coast College, we offer Japanese. Japanese is the official language of Japan, a nation of islands located in the East Asia region. Japanese is used for various purposes, including education, business and media communication. A feature of Japanese culture reflected in language use is the importance accorded to expressing humility and maintaining harmony.

Study

It is important to realise that it takes many years to become fluent in a foreign language and one of the very important parts of learning a foreign language is memorising new words and expressions, or, in the case of Japanese, a new written script. Students are expected to do 20-30 minutes three times a week covering memorisation of vocabulary, script and grammar.

While learning a foreign language is a demanding process, it can also be very rewarding and enjoyable if undertaken seriously.

Students will undertake their study by conducting simple conversations on a limited range of topics and producing written work focused on learning to read and write the hiragana script, although a small number of kanji (Chinese characters) are also included.

Students will explore topics such as: Japanese writing systems, greetings, self-introduction, friends, family, town, after school activities, food and culture.

This subject will also include learning songs, games and a general study of the Japanese people, their customs, lifestyles and country.

Assessment:

Students will be assessed by three Common Assessment Tasks.
Task 1 Achievement Standard
Students exchange meaning in a spoken interaction in Japanese.

Task 2 Achievement Standard
Students interpret information from texts and respond in Japanese and in English.

Task 3 Achievement Standard
Students present information in writing in Japanese for a specific audience and purpose.

They will be assessed by Other Assessment Evidence such as:

- Vocabulary Tests
- Grammar Tests
- Reading and Listening Comprehension Tests
- Japanese Composition Tests
- Class Observation: Role-Play, Pair work, Class Participation
- Homework

STEAM

Year 7

IT: Digital Communication

SUBJECT DESCRIPTION

This Information Technology course aims to develop general computing knowledge as well as encourage the development of problem solving skills to deal with common computer related issues. Students will use Office 365 programs such as Microsoft Word, Excel and PowerPoint to work individually and collaboratively on various tasks. Students will also learn how to safely and responsibly use online spaces.

Assessment will be based on:

- Accuracy of information used in tasks.
- Planning tools used in the creation of tasks.
- Correct and appropriate use of program functions and tools.
- The efficient use of time in completing tasks.

Students will achieve these outcomes through:

- Investigation of tools used in various programs.
- Design of projects using planning tools to achieve final product.
- Production using instruction/processes to achieve a set outcome.
- Evaluation of project to determine all set requirements are met.

Mechanisms/Systems

SUBJECT DESCRIPTION

The course in Mechanisms introduces students to a basic understanding in engineering and mechanics. Students gain an understanding in engineering structures and mechanical components.

In this introductory course students build basic mechanisms and structures using Lego and projects involving a range of materials from which models will be made.

Students develop an understanding of a design brief and will use investigation, design, construction, and evaluation skills developing a range of solutions to set problems. These components will include levers, pulleys, gears and engineering structures.

Assessment will be based on:

- practical results
- written evaluations on design and construction problems and solutions

Students will achieve these outcomes through:

- investigation into structures and mechanical components
- design of various structures
- production of models and structures form the design briefs
- evaluation of solutions to the design briefs

HEALTH & PHYSICAL EDUCATION

Year 7

Health Education

SUBJECT DESCRIPTION:

Health Education aims to:

- Promote attitudes and behaviours which contribute to personal and community well-being
- Develop the ability to make decisions about personal and community health matters and to encourage students to take responsibility for such decisions
- provide accurate information about health and health-related matters
- develop an understanding of factors which influence the quality of life enjoyed by an individual or a community
- promote good health, fitness and a quality lifestyle

Topics include the following:

- Protective Behaviours / Resilience
- Harassment / Bullying : strategies to deal with it
- Being myself: personal values, peer pressure, individual rights and responsibilities, resolving conflict
- Developing essential social skills and improving social interaction
- Health issues related to basic hygiene
- Respectful relationships
- Puberty and basic introduction to reproductive systems
- Fitness: fitness components, healthy active lifestyles
- Personal Health Reflection

Assessment is based upon student co-operation, contribution and responsibility within the group, as well as written work, topic tests, posters, research assignments and ICT based assignments.

In addition to assessing set tasks, individual achievement will be reported in relation to the Victorian Curriculum.

Physical Education

SUBJECT DESCRIPTION:

The Physical Education Program is designed to help each student to become a well-adjusted and co-ordinated person. This is achieved through a varied and challenging program, whereby individual potential is developed in a physical, mental, emotional and social capacity.

The practical activities will include: Fitness Testing, Fundamental Motor Skills, minor and Indigenous games, invasion Games including basketball netball and soccer. Striking and Fielding sports including softball and cricket, Net sports including table tennis, pickle ball and badminton, Gymnastics, Athletics.

Each student will be assessed according to organisation, attitude, performance, knowledge of rules and strategies, teamwork and progress in practical sessions; and the completion of theory tasks where it may apply.

YEAR 8 SUBJECTS

ENGLISH Year 8

English

SUBJECT DESCRIPTION:

The study of English encourages confident communicators, imaginative thinkers, and informed citizens. It is through the study of English that students will learn to analyse, understand, communicate and build relationships with others, with literature and with the world around them. Bass Coast College's English Program seeks to also develop the understanding, attitudes and capabilities of our students through the study of literature (print, digital and multi-modal) and literary elements as well as texts designed to inform and persuade.

Novel Study

Students will study a collection of short fiction and memoirs from a range of Australian writers from diverse backgrounds. This text will be studied as a class and copies of this text will be provided by the English department. Students will explore important themes and ideas such as family relationships, the importance of place, growing up and being grateful for what we have. Furthermore, students will build on their understanding of different narrative styles/structures and the effect this can have on an audience. To summarise their learning, students will produce a personal or creative response in a similar style to one of the short pieces read in class.

In Term 3, Students will then study *'The Simple Gift',* by Steven Herrick, and will bring their own copy of the text. We encourage this so students can read, outside of class at their own pace and in order to allow us to teach students how to annotate a book for understanding. Through this novel, students will explore themes such as relationships, homelessness, trust and compassion, as well as build on their understanding of the different literary elements and the views and values of the author. At the end of the term, students will write a text response essay to demonstrate their knowledge and understanding.

Exploring and Creating Arguments

Students develop their knowledge and skill to consider the way arguments are developed and delivered in many forms of media. Students will learn to identify and analyse how language has been used to persuade an audience of a particular point of view. Students will then write a script and produce a podcast which explores a current local, national, or global issue. The podcast requires a clear contention, supporting arguments and use persuasive language to position the audience to agree with their point of view.

Film Study

Students will explore how meaning has been created in a film text ('Walter Mitty' or 'Ride Like A Girl') through characters, plot, and film techniques. Students will demonstrate their understanding by completing an oral presentation analysing a chosen theme or symbol in the film.

Context Study

Students will explore various mentor texts around the theme of 'Caring for the Environment'. Through the guided reading and viewing of a range of mentor texts, students develop an understanding of the diverse ways that vocabulary, structures, language features and ideas can interweave to craft compelling texts. Using the ideas they were introduced to, students will then produce their own persuasive or creative text – with a particular audience and purpose in mind.

MATHEMATICS Year 8

Mathematics (mainstream)

SUBJECT DESCRIPTION:

The Year 8 Mathematics course is aligned with the Victorian Curriculum 2.0 across six strands: Number, Algebra, Measurement, Space, Statistics and Probability. In Year 8, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to the learning and doing of mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Students will be exposed to mathematics utilised in both daily life and specialised contexts.

Students will be expected to bring their own textbook (found on the resource list), scientific calculator and laptop device to class, as well as basic stationaries and exercise books. Students will be expected to bring their own corded headphones/earphones if they wish to access the audible components of digital learning resources.

Students will be assessed in accordance with relevant achievement standards in Victorian Curriculum 2.0. The teacher will be continuously updating students' learning progression against the achievement standard via Common Assessment Tasks (CATs) on at least 3 occasions through a semester, in addition to providing a single, aggregated score in the end-of-semester report.

MATHEMATICS Year 8

Mathematics (SEAL)

SUBJECT DESCRIPTION:

The Year 8 SEAL Mathematics course is aligned with the Victorian Curriculum 2.0 accelerating student learning to one year ahead of the student's school year across six strands: Number, Algebra, Measurement, Space, Statistics and Probability. Learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to the learning and doing of mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. The Year 8 SEAL course content is identical to the standard Year 9 course, however, there is a focus on higher level thinking, problem solving and independent learning appropriate to the learning capabilities of SEAL students.

Students will be expected to bring their own textbook (found on the resource list), scientific calculator and laptop device to class, as well as basic stationaries and exercise books. Students will be expected to bring their own corded headphones/earphones if they wish to access the audible components of digital learning resources.

Students will be assessed in accordance with relevant achievement standards in Victorian Curriculum 2.0. The teacher will be continuously updating students' learning progression against the achievement standard via Common Assessment Tasks (CATs) on at least 3 occasions through a semester, in addition to providing a single, aggregated score in the end-of-semester report.

HUMANITIES

Year 8

Humanities

SUBJECT DESCRIPTION:

The Humanities offers students the opportunity to find out more about the world, its origins, and its complexities. Through inquiry, critical thinking, creative writing, storytelling, simulations, role plays and depth studies, students' minds are opened to the wonders of the Geography, History, Economics and Politics.

We begin the year with the Coastal Landscapes, where the earth meets the sea in a dynamic interplay of forces. From rugged cliffs to sandy beaches, students delve into the intricate processes shaping our coastlines. This practical study includes a field trip to local beaches, where they witness firsthand the power of erosion, deposition, and coastal ecosystems. By studying Geography, students not only gain a deeper understanding of the natural world but also develop essential skills in observation, analysis and sustainability.

Our history units are developed to engage students in determining pivotal moments in time that point to the events, the people and the places that emerged from ancient civilisations to medieval, feudal communities. This is achieved through storytelling, re-enactments, research and inquiry, role play and deep critical thinking.

Understanding chronology and the order of events for particular places in the world, students will continue to learn about key turning points that resulted in the rebirth of society - the Renaissance. This incredible time, its people, groups, ideas, and thinking have shaped and influenced society today.

We round out the year by covering vital knowledge regarding personal financial literacy in a hands-on, practical study of key ideas about the relationships between consumers and producers, the role of government in markets, including tax and its purpose and what factors determine a successful business.

Throughout each area of study vital skills are embedded to further develop competencies applicable to other subject areas, particularly literacy, critical thinking, empathy, analysis, evaluation, group work, leadership, public speaking, exam preparation, and accountability.

Overall, Humanities has something for everyone. Bring your curiosity and a need to know more.

SCIENCE

Year 8

Science

SUBJECT DESCRIPTION:

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understanding and skills to make informed decisions about personal, local, national and global issues and to participate, if they so wish, in science-related careers.

The year 8 Science curriculum aims to ensure that students develop:

- an interest in science as a willingness to explore, ask questions about and speculate on the changing world in which they live
- an ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations, collecting and analysing data, evaluating results, and drawing conclusions
- an ability to communicate scientific understanding and findings to a range of audiences
- an understanding of historical and cultural contributions to science as well as an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences and to appreciate the dynamic nature of science knowledge.

In year 8, the curriculum focus is on explaining phenomena involving science and its applications.
Students 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 explore cells, investigating the function of various components using different types of microscopes. They explore the organisation and interconnectedness of body systems in mammals and plants.
They distinguish between chemical and physical change.
Students make accurate measurements and control variables in experiments and explore and explain results using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their reasoning.

Assessment:
Assessment will be by topic tests, assignments, investigations, practical work, and work completed in class.

LANGUAGES

Year 8

Languages

SUBJECT DESCRIPTION:

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world

Japanese

At Bass Coast College, we offer Japanese. Japanese is the official language of Japan, a nation of islands located in the East Asia region. Japanese is used for various purposes, including education, business and media communication. A feature of Japanese culture reflected in language use is the importance accorded to expressing humility and maintaining harmony.

Study

It is important to realise that it takes many years to become fluent in a foreign language and one of the very important parts of learning a foreign language is memorising new words and expressions, or, in the case of Japanese, a new written script. Students are expected to do 20-30 minutes three times a week covering memorisation of vocabulary, script and grammar.

While learning a foreign language is a demanding process, it can also be very rewarding and enjoyable if undertaken seriously.

Students will undertake their study by conducting simple conversations on a limited range of topics and producing written work focused on learning to read and write the hiragana script, although a small number of kanji (Chinese characters) are also included.

Students will explore topics such as: daily routines, school, hobbies, describing characters, events and festivals in Japan.

This subject will also include: learning songs, games and a general study of the Japanese people, their customs, lifestyles and country.

Assessment:

Students will be assessed by three Common Assessment Tasks.

Task 1 Achievement Standard
Students exchange meaning in a spoken interaction in Japanese.

Task 2 Achievement Standard
Students interpret information from texts and respond in Japanese and in English.

Task 3 Achievement Standard
Students present information in writing In Japanese for a specific audience and purpose.

They will be assessed by Other Assessment Evidence such as:

- Vocabulary Tests
- Grammar Tests
- Reading and Listening Comprehension Tests
- Japanese Composition Tests
- Class Observation: Role-Play, Pair Work, Class Participation
- Homework

HEALTH & PHYSICAL EDUCATION

Year 8

Health & Physical Education

SUBJECT DESCRIPTION:

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing, and physical activity participation in varied and changing contexts. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Year 8 all students will have the opportunity to participate in 4 practical and 1 theoretical units of Health and Physical Education per fortnight. Content in these practical and theoretical components will be closely linked and successful completion will require effective involvement and the development of knowledge and skills in all aspects of the course. Individual achievement will be assessed according to standards set in the Victorian Curriculum.

The theory components will include Lifestyle Diseases, drug and alcohol education, personal fitness, relationships and identity, and sexual education. Practical activities will include fitness testing, invasion sports, net/court sports, recreational activities, and minor games and indigenous.

Additionally, students will have the opportunity to select from a range of recreational activities in both Terms 1 and 4. Many of these activities will be run off campus and will aim to involve students in the wider community, with a focus on experiential learning.

ARTS & DESIGN/TECHNOLOGY

Year 8

Drama

SUBJECT DESCRIPTION:

Students in drama will work in small and large groups to represent create, develop and communicate familiar and abstract ideas in short performance pieces.

Students will develop their understanding of traditional styles of theatre such as mime, slapstick and melodrama. They will develop their ability to improvise and use their expressive skills of voice and movement and use them to create characters.

Assessment will be based on:

· Workshop, rehearsal and performances

· Their ability to communicate effectively

· Their ability to create characters and stories using props, costumes and set.

Visual Communication

SUBJECT DESCRIPTION:

Students will be introduced to the fundamentals of Visual Communication Design and will explore a range of design element and principals within messages, objects and environmental and industrial fields.

Students will explore a range methods, materials and media whilst exploring both 2d and 3d presentation formats.

Students will be exposed to the design process to create brand identities. Students will also have the opportunity to compare and analyse different visual communications made within particular social, cultural and historical contexts.

ARTS AND DESIGN/TECHNOLOGY

Year 8

Food Design/Technology

SUBJECT DESCRIPTION:

This subject aims to develop the knowledge, understanding and skills to ensure that students become critical users of technologies, and to understand how designers and producers solve problems and produce new ideas.

Students learn skills such investigating, generating, designing, producing, being innovative and communicating.

Students will learn to identify and safely use a range of tools, equipment and materials in the kitchen. They will be required to learn to use the Design process in both a theoretical and practical way and they will explicitly learn about the Australian Guide to Healthy Eating, in which the messages from this food model will be embedded within their practical classes. The course will focus on improving students' level of skill whilst applying a range of techniques, developing design skills while following safe work practices.

Common Assessment Tasks

- CAT 1 - Design a hamburger.
- CAT 2 - Design a dessert

Product Design Materials

SUBJECT DESCRIPTION:

This subject aims to develop an appreciation for a range of materials including Tin, copper, brass and acrylic and to introduce basic techniques and tools with an emphasis on safe workshop practices.

Students will be required to design and produce various projects with original decorative features

Assessment will be based on:

- The quality of construction and finish.
- The efficient use of time.

  Satisfactory completion of written work (e.g. design, evaluation).

Students will achieve these outcomes through:

- Investigation into tools, equipment and designs for products
- Design of model before manufacturing
- Production – set and self-designed products
- Evaluation of the product and skill used in the classroom

STEAM

Year 8

CAD

SUBJECT DESCRIPTION:

This subject aims to provide students with an introduction to Computer Aided Design.

Following the design process (investigating, generating, producing, and evaluating), students will create two and three-dimensional digital designs in response to given design briefs. Innovation and visual communication skills develop as students explore aesthetic and functional choices while working on architecture and product design projects.

They will build skills using various industry-standard CAD programs enabling students to produce final presentations that show their creative efforts. Students will investigate technology and society with topics that include sustainable building design and 3D printing.

Common assessment tasks

- Sustainable Tiny Home Design
- Product Design and 3D Printing

Coding/Robotics

SUBJECT DESCRIPTION:

From traffic light to car manufacture to satellites orbiting the Earth, robots are everywhere. In this unit we enter the fascinating world of robotics and learn about the modern information technology that equips robots to perform a wide variety of jobs.

During this course you will develop computer, engineering and scientific skills through hands-on experiences that relate back to the real world using industry standard software and realistic models. In groups and individually you will build, program and develop robots to solve and simulate real life situations.

You will need all your inventiveness and creativity to get your robots to complete challenges, and to work within their limitations. We will be using a variety of software and hardware, with programmable components.

You will also investigate the uses of robots in history and in modern times. Find out where they originated, and how they are so important to our way of life.

Students build autonomous robots that can:

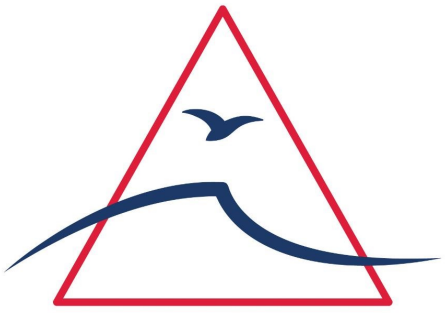
- Take Independent action.
- Interact and make decisions based on the inputs around them.
- Are easily re-programmable.
- Use technology that directly equates with possible future training and employment.

What assessment will students be required to complete in this subject

Common assessment tasks

CAT 1 – Maze rescue
CAT 2 – Human need

WE WALK TOGETHER
WE WORK TOGETHER
We acknowledge the Traditional Custodians of the land on which we live, work and learn, the Bunurong people. We pay our respects to their Elders past, present and emerging.
Brought to you by BASS COAST RECONCILIATION NETWORK
NATURE PARKS
BASS COAST
WESTERNPORT WATER
BCH



Bass Coast College

"Achieving Success in a caring and creative environment"