

YEAR 8

# Junior *Curriculum* Handbook



2027

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# Principal's Foreword

At Springfield Central State High School, we challenge our young people to “Scale Great Heights” through high expectations, focusing on teaching and learning and inspiring our students to become lifelong learners. Fostering a love of learning will ensure our students have success in the ever-changing world and workforce.



Along with our focus on teaching and learning, we also strive to create an inclusive, safe, and supportive learning environment catering for students needs and interests. We take great pride in the richness of our diversity, embracing our vibrant multicultural community. We nurture student achievement in academic, sporting, and creative fields through our high expectations around work effort, personal presentation, and behaviour.

Everything at Springfield Central stems from the school's vision and priorities:

*Believe* all students can learn, improve and achieve.

*Belong* all students are valued and included.

*Become* all Students are future-orientated.

This school has gained a reputation as a school of choice in the community, known for its endless pathways and realising the potential of every student. Our senior school offerings of job ready, job seeker, alternative pathways, and Australian Tertiary Admission Rank (ATAR) ensure that all students succeed. With over 50 external courses available, spanning both academic and Vocational Education and Training (VET) pathways, students are empowered to pursue their passions and prepare for their futures. Furthermore, our school offers MAGNA excellence programs, a growing International Student Program, and Sport Academies in Volleyball, AFL, Basketball, and Soccer.

Education is the key to a successful future and to the numerous opportunities we come across in our lives. Education has the power to improve all elements of our life. It makes the impossible, possible. But just like all things in life, it takes commitment and effort. Learning is not always easy, and that is why we have the best teachers possible to support our student’s learning and significantly improve their schooling experience and engagement. We aim to ensure that our young people enjoy their schooling experience, while preparing our young people academically, socially and physically from entry to high school to graduation.

Our school is deeply supported by a committed and engaged community, with our parents and community playing a pivotal role. Together, we are united in our purpose to cultivate young individuals who are dedicated to striving for the highest standards of excellence, both within school and beyond.

We have a saying at Springfield Central SHS “once a Springer, always a Springer” which we extend to our whole school community. Our students, staff, parents/carers and wider school community, we welcome you with open arms and am excited for you to be part of our Springer community.

Sally Goodfellow

Executive Principal

# About our school

## OUR VISION

Believe, Belong, Become

## OUR MISSION

Springfield Central State High School develops young people who strive for the highest standards, personal bests and have strong values that will empower them to contribute in life within and beyond Springfield in the years ahead

## OUR VALUES

- ✓ Respect,
- ✓ Resilience,
- ✓ Relationships,
- ✓ Responsibility,

## OUR STRATEGIC PRIORITIES

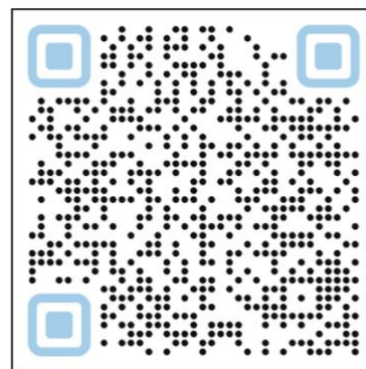
- ✓ Believe - all Springers can learn, improve and achieve
- ✓ Belong - all Springers are valued and included
- ✓ Become - all Springers are futures-orientated

## OUR MOTTO

Scale Great Heights

# Key Staff Contacts

For the most up-to-date staff contact information, please scan the QR code. This will take you directly to our Staff page on the school website, where all contact details are maintained and regularly updated.



## Year 8 Overview

In 2026, Year 8 students will again be preferencing their elective studies. Students will study one elective per semester.

Please note that while every attempt will be made for students to be provided with their first preference, no guarantee can be provided to students or families.

| SUBJECT                |          | YEAR LEVEL | LENGTH OF STUDY |          |
|------------------------|----------|------------|-----------------|----------|
|                        |          | 8          | YEAR            | SEMESTER |
| English                | Core     | ✓          | ✓               |          |
| Maths                  | Core     | ✓          | ✓               |          |
| Science                | Core     | ✓          | ✓               |          |
| Humanities             | Core     | ✓          | ✓               |          |
| Business and Economics | Elective | ✓          |                 | ✓        |
| HPE                    | Core     | ✓          |                 | ✓        |
| Languages              | Core     | ✓          |                 | ✓        |
| The Arts               | Elective | ✓          |                 | ✓        |
| Technology             | Elective | ✓          |                 | ✓        |

# English

## CORE

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light, it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander Peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

### COURSE AND ASSESSMENT OUTLINE

| YEAR 8 | UNIT        | ASSESSMENT          |
|--------|-------------|---------------------|
| Term 1 | Media Watch | Short Response Exam |
| Term 2 | Film Study  | Film Review         |
| Term 3 | Novel Study | Character Monologue |
| Term 4 | Game On     | Game Design Brief   |

# Mathematics

## CORE

The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

### COURSE AND ASSESSMENT OUTLINE

| YEAR 8 | UNIT                            | ASSESSMENT                                |
|--------|---------------------------------|-------------------------------------------|
| Term 1 | Number and place value<br>Space | Exam<br>Project                           |
| Term 2 | Probability<br>Measurement      | Exam<br>Project                           |
| Term 3 | Algebra<br>Geometric Reasoning  | Exam<br>Assignment (Problem solving task) |
| Term 4 | Statistics                      | Project                                   |

# Science

## CORE

The ability to think and act in scientific ways helps build the broader suite of capabilities in students as confident, self-motivated and active members of our society. The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

### COURSE AND ASSESSMENT OUTLINE

| YEAR 8 | UNIT          | ASSESSMENT             |
|--------|---------------|------------------------|
| Term 1 | Physics       | Experimental report    |
| Term 2 | Earth Science | Exam                   |
| Term 3 | Biology       | Research Investigation |
| Term 4 | Chemistry     | Exam                   |

# Humanities

## CORE

In the Australian Curriculum, the Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship and economics and business. At Springfield Central State High School, students engage in a year-long study containing history, geography and civics and citizenship. Economics and Business is offered as an elective for one semester.

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

### COURSE AND ASSESSMENT OUTLINE

| YEAR 8 | UNIT                                            | ASSESSMENT    |
|--------|-------------------------------------------------|---------------|
| Term 1 | Civics and Citizenship                          | Folio         |
| Term 1 | Geography – Landforms & Landscapes              | Project       |
| Term 2 | Geography – Changing Nations                    | Examination   |
| Term 3 | History – Medieval Europe (c.590-1500)          | Investigation |
| Term 4 | History - Japan under the Shoguns (c. 794-1867) | Examination   |

# Health and Physical Education

## CORE

Health and Physical Education aims to enable students to:

- ✓ Access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation.
- ✓ Develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships.
- ✓ Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings.
- ✓ Engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong.
- ✓ Analyse how varied and changing personal and contextual factors shape opportunities for health and physical activity.

## COURSE AND ASSESSMENT OUTLINE

| YEAR 8 | UNIT                     | ASSESSMENT                       |
|--------|--------------------------|----------------------------------|
| Unit 1 | Springing into self-care | Research & Practical Assignment  |
| Unit 2 | One In, All In           | Written Assignment and Practical |

# Japanese

## CORE

Japanese is the official language of Japan, Australia's northern neighbour in the Asia region. It is also widely used by communities of speakers in Hawaii, Peru and Brazil, and learnt as an additional language by large numbers of students in the Republic of Korea, China, Indonesia and Australia.

Japanese uses three scripts for writing: *hiragana*, the basic phonetic script representing the sounds of Japanese; *katakana*, the companion phonetic script that is largely used for loan words; and *kanji*, Chinese characters that represent meaning rather than sound (ideographs). The three scripts are used interdependently. *Hiragana* is typically the first script learnt, with *katakana* and *kanji* first introduced in context then taught systematically, contributing to script knowledge and competence.

### COURSE AND ASSESSMENT OUTLINE

| YEAR 8   | UNIT             | ASSESSMENT                                               |
|----------|------------------|----------------------------------------------------------|
| Term 1/3 | Journey to Japan | Multimodal Presentation – Assignment                     |
| Term 2/4 | Happy Hobbies    | Written assignment – Reading, writing and listening exam |

# Electives Overview

| THE ARTS               | TECHNOLOGY               | HUMANITIES             |
|------------------------|--------------------------|------------------------|
| Dance (performing)     | Digital Solutions        | Economics and Business |
| Drama (performing)     | Home Economics by Design |                        |
| Media (practical)      | Design Practices         |                        |
| Music (performing)     |                          |                        |
| Visual Art (practical) |                          |                        |

- ✓ Students will complete two electives each semester.
- ✓ No elective can be repeated in the same year.
- ✓ Not all subjects will be available to all students.
- ✓ There may be waiting lists.
- ✓ Elective subjects will run based on student and staffing numbers.
- ✓ All attempts will be made to provide students with one of their preferred elective options.

# The Arts

## ELECTIVE

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The five arts subjects in the Australian Curriculum provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

Through The Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world. They learn that designing, producing and resolving their work is as essential to learning in the arts as is creating a finished artwork. Students develop their arts knowledge and aesthetic understanding through a growing comprehension of the distinct and related languages, symbols, techniques, processes and skills of the arts subjects. Arts learning provides students with opportunities to engage with creative industries and arts professionals.

### COURSE AND ASSESSMENT OUTLINE

| YEAR 8     | UNIT                                                | ASSESSMENT                                               |
|------------|-----------------------------------------------------|----------------------------------------------------------|
| Dance      | Digital Dance Dialogues                             | Performance, Short Response Theory Exam and Choreography |
| Drama      | Haunted House Process Drama<br>Play Study           | Performance and Project<br>Performance                   |
| Music      | Music with a Message                                | Performance and composition                              |
| Media      | Music Videos                                        | Two making tasks and one<br>responding task.             |
| Visual Art | Place through storytelling<br>Place through Animals | Folio of responding and making tasks                     |

# Technologies

## ELECTIVE

Technologies at Springfield Central SHS is divided into two areas: Digital Technologies and Design and Technologies, delivered on a semester rotation in Year 8.

In Digital Technologies, students develop computational thinking and basic programming skills. They explore algorithms, data representation, and visual coding, learning to break down complex problems into simpler, logical steps.

In Design and Technologies, students engage in creative, hands-on projects. They follow the design process to plan and produce solutions to real-world problems, using a range of tools, materials, and techniques.

Both areas emphasise critical thinking, collaboration, creativity, and ethical technology use. Practical activities help students understand how technology shapes their daily lives and its wider impact on society. The program follows the ACARA Technologies curriculum and is led by the Technologies Department.

### **Important: Safety Policy Requirement for Design in Practice and Home Economics by Design**

Students enrolled in Design in Practice and/or Home Economics by Design must complete the Technologies Safety Training and return a signed copy of the Technologies Safety Policy to their classroom teacher within the first two weeks of the subject commencing.

Failure to complete this requirement will mean students cannot participate in any practical components of these subjects until it is fulfilled.

## DIGITAL TECHNOLOGY

Year 8 Digital Technologies provides students with an exciting introduction to the creation and development of digital solutions. Through hands-on projects, students learn how websites, programs, and digital systems are designed, built, and used to solve real-world problems. In the Web Development unit, students learn how websites are created using HTML and CSS, the foundational languages of the internet. They design and develop their own web pages while exploring the principles of effective web design, user experience, and digital communication.

In the Programming and Data unit, students work with Micro:bit devices to learn the fundamentals of coding and physical computing. They create programs that interact with sensors and inputs by programming with JavaScript and Python, collect real-world data, and investigate how data can be organised and analysed. Students then use spreadsheets to process, represent, and interpret this data, developing important skills in data management and digital analysis.

# INDUSTRIAL TECHNOLOGY SKILLS

Year 8 Industrial Technology Skills provides students with a hands-on introduction to design, manufacturing and workshop practices. Through practical projects such as woodwork, students develop skills in safely using tools, equipment and materials while learning about common manufacturing processes.

Students follow a design process to identify needs, explore ideas, develop solutions and create finished products. They use sketches and drawings to communicate their ideas, consider materials and construction techniques, and evaluate their finished designs. Through practical design challenges, students build creativity, problem-solving, accuracy, teamwork and confidence while gaining an understanding of how products are designed and manufactured in real-world industrial settings.

# HOME ECONOMICS

Home Economics equips students with essential life skills for the modern world through hands-on, design-centred learning. Students develop practical skills across food technology and textiles while applying a structured design process — investigating real-world problems, generating creative solutions, planning, producing quality outcomes, and evaluating their results.

Units are built around authentic challenges that connect to everyday life, encouraging students to think critically about nutrition, sustainability, materials, and resourcefulness. Students develop confidence in the kitchen and the sewing room while building transferable skills in problem-solving, planning, and creative thinking that extend well beyond the classroom.

## COURSE AND ASSESSMENT OUTLINE

| YEAR 8                       | UNIT OF WORK                                     | ASSESSMENT               |
|------------------------------|--------------------------------------------------|--------------------------|
| Digital Technology           | Web Development Programming & Data               | Project                  |
| Industrial Technology Skills | Table Top game Design                            | Investigation & Creation |
| Home Economics               | Plate & Purpose – Food Security Today & tomorrow | Project                  |
|                              | The Textiles Studio – From Design to Stitch      | Project                  |

# Humanities

## ELECTIVE

## ECONOMICS & BUSINESS

At Springfield Central State High School Economics and Business is offered as an Elective.

Economics and Business empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. The study of economics and business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society. Through studying economics and business, students investigate the nature and purpose of informed and responsible decision-making by individuals and businesses, with attention to the allocation of limited resources to meet unlimited needs and wants, types of businesses, how entrepreneurial characteristics contribute to business success, and the ways work is undertaken. They also examine the rights and responsibilities that individuals and businesses have within consumer and financial contexts. Through authentic learning opportunities, the economics and business curriculum fosters enterprising individuals who are able to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently.

### COURSE AND ASSESSMENT OUTLINE

| YEAR 8 | UNIT NAME/TOPIC:       | ASSESSMENT    |
|--------|------------------------|---------------|
| Term 1 | World of Work          | Investigation |
| Term 2 | Taxation and financial | Examination   |