

YEAR 8

Junior Curriculum Handbook



2026

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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

Acting 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

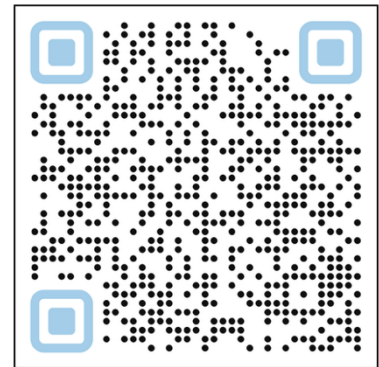
OUR MOTTO

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 two electives 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

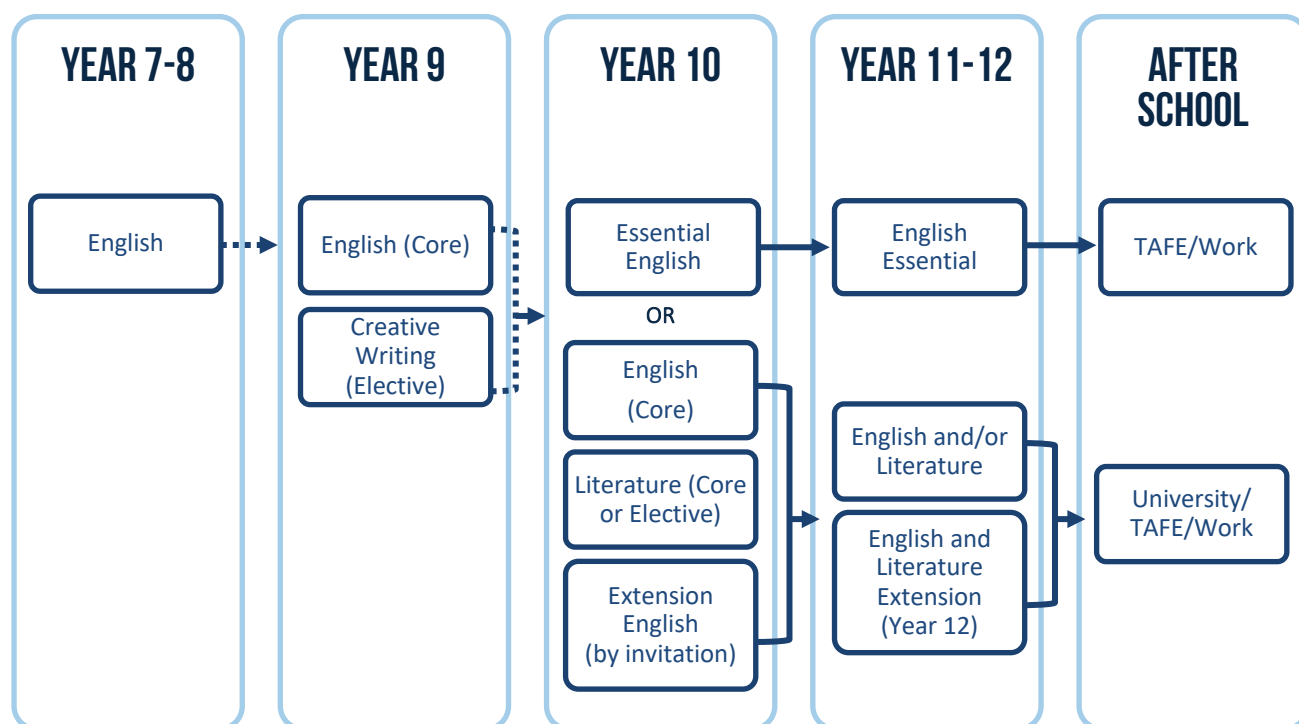
CORE

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

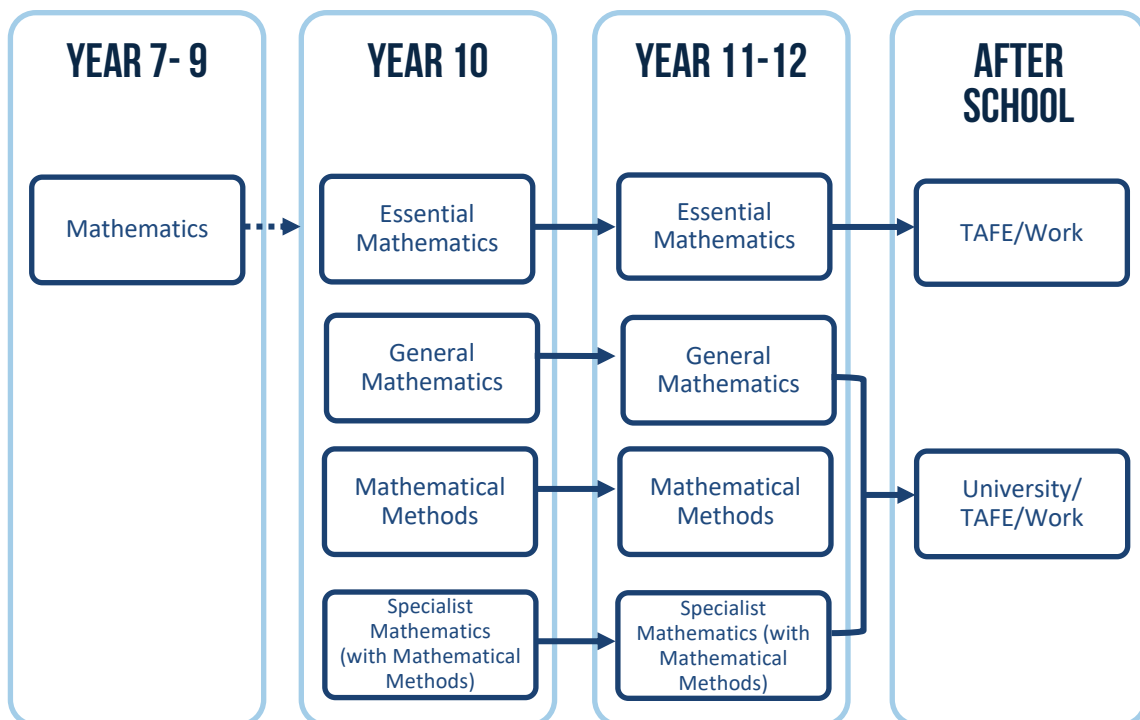
CORE

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 Money and Financial Maths Time | Exam |
| Term 2 | Patterns and Algebra Linear Relationships | Exam |
| Term 3 | Probability Statistics | Exam Assignment (Problem solving task) |
| Term 4 | Measurement Geometric reasoning | Exam |



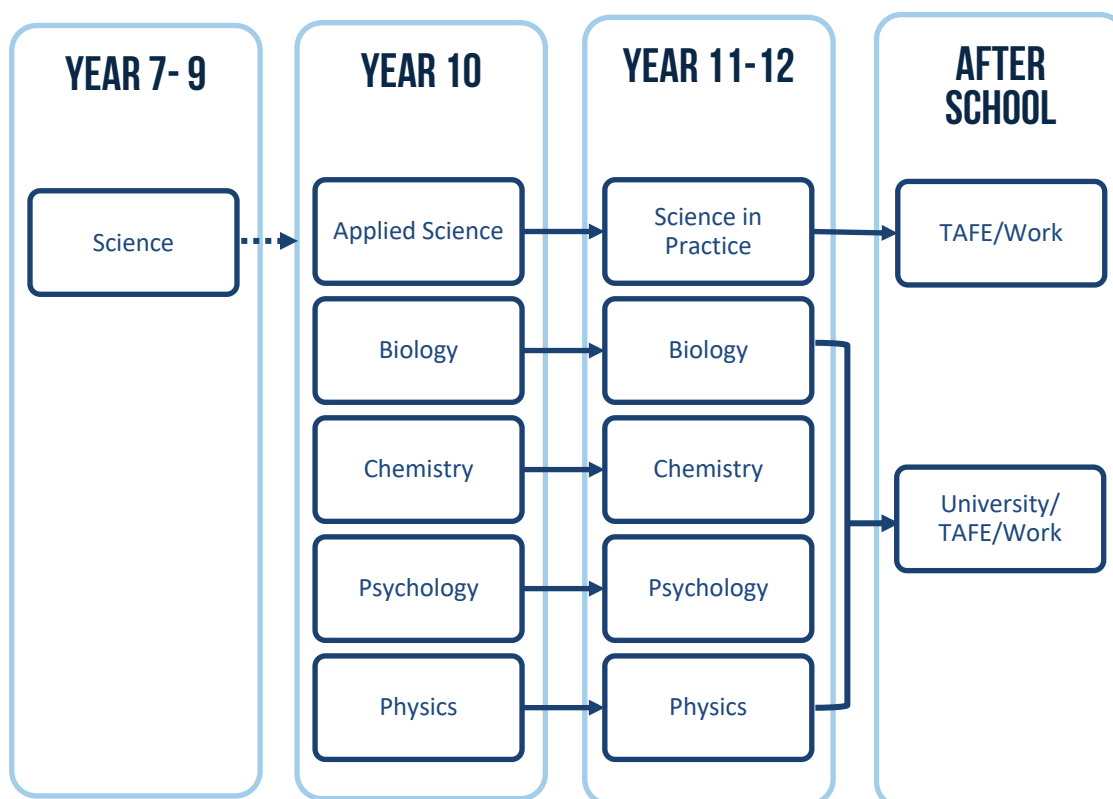
Science

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.

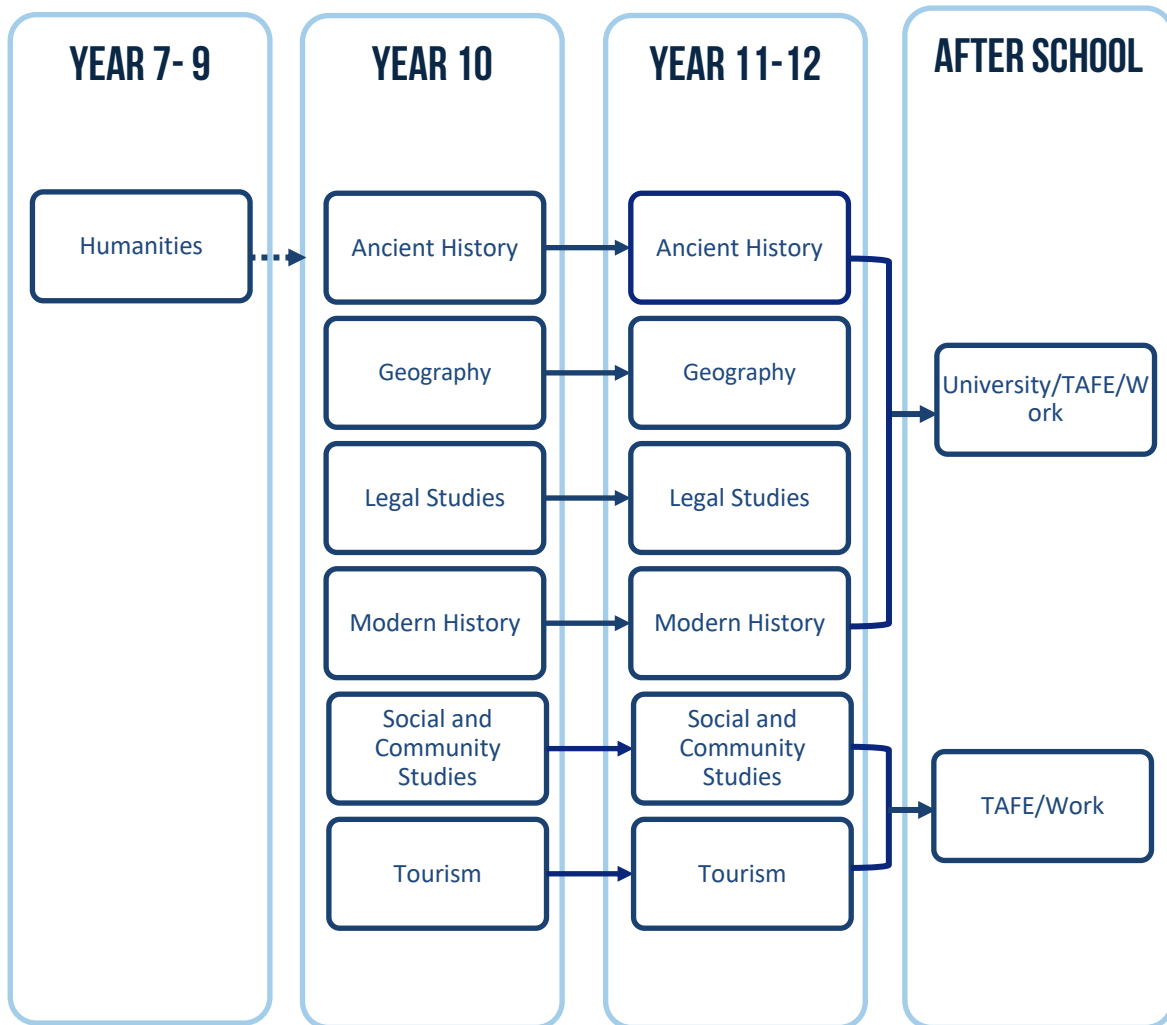
The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

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 |

HUMANITIES CONTINUED NEXT PAGE



Health and Physical Education

CORE

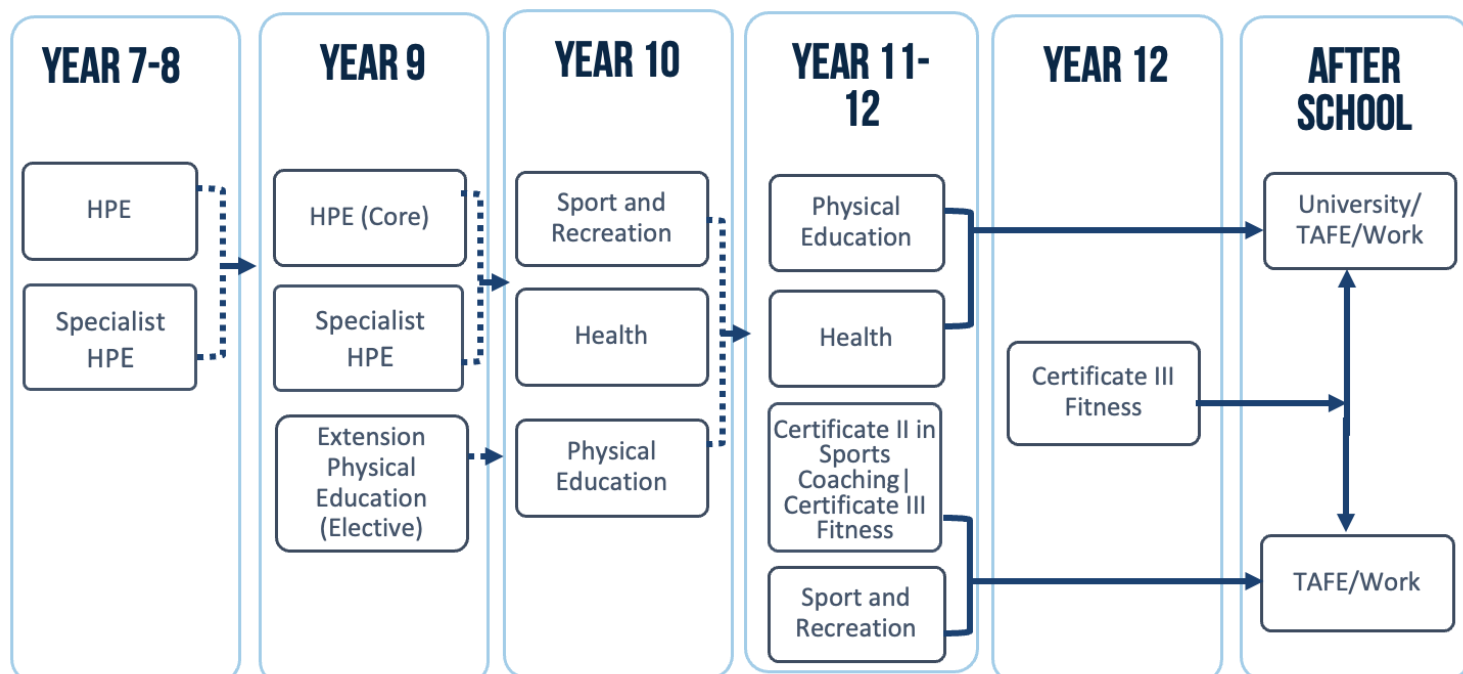
Health and Physical Education aims to enable students to:

- ✓ 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 Assignment |
| Unit 2 | Batter Up | Written Assignment and Practical |
| Unit 3 | One in, All in | Multimodal Assignment |

*Students have the opportunity to specialise in an academy sport specific focus through the HPE curriculum. This option is subject to teacher availability and class size restrictions



Japanese

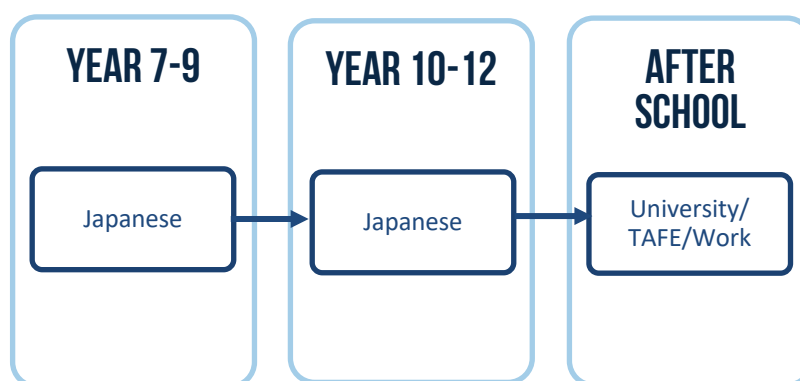
CORE

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

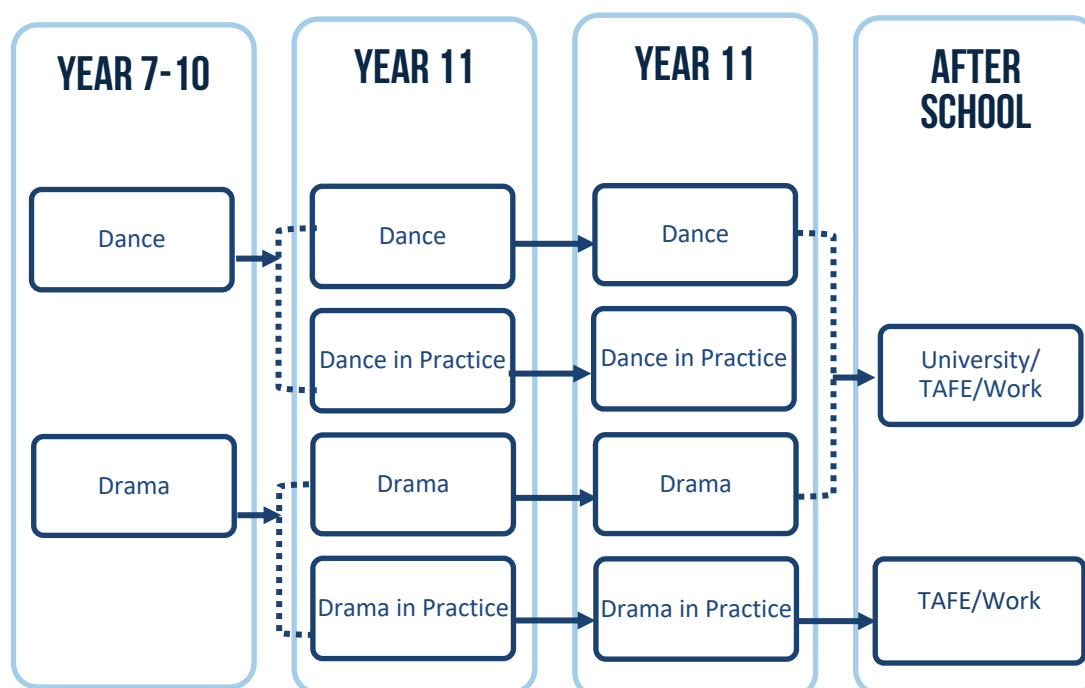
ELECTIVE

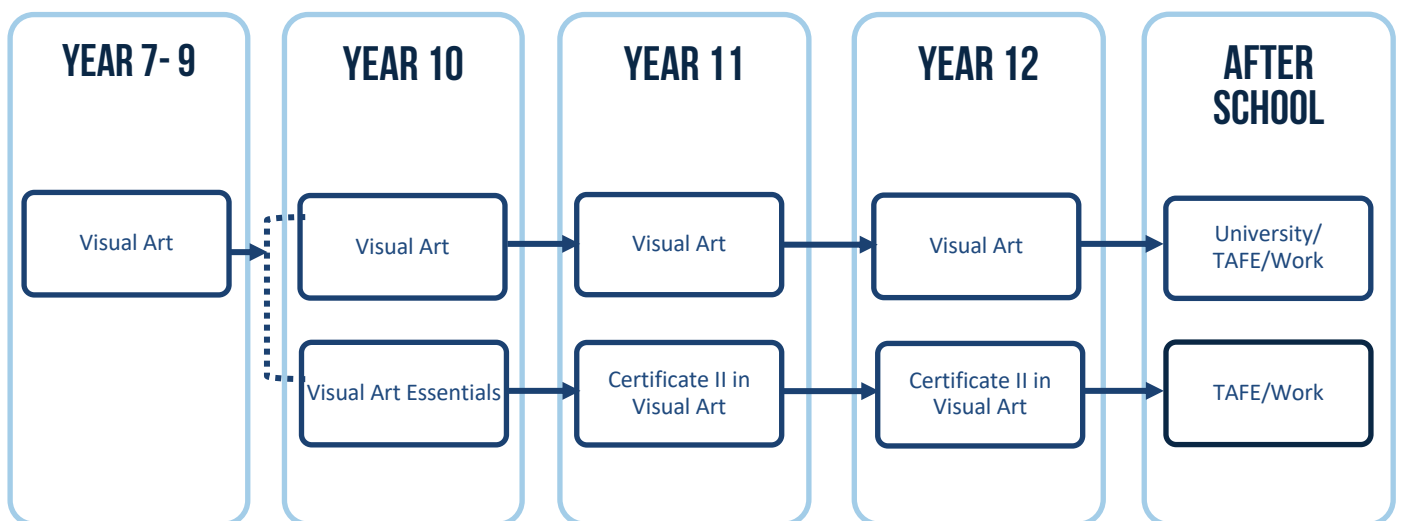
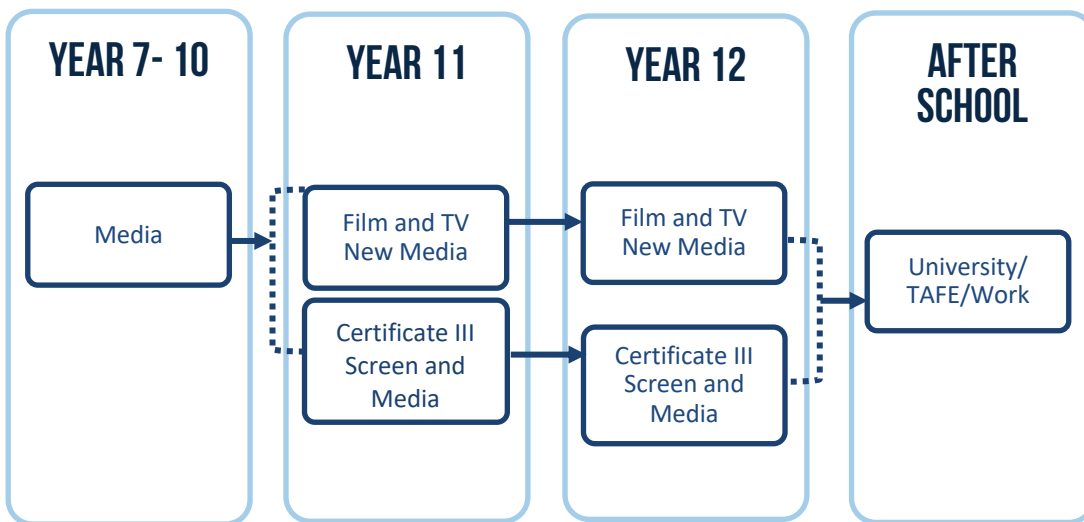
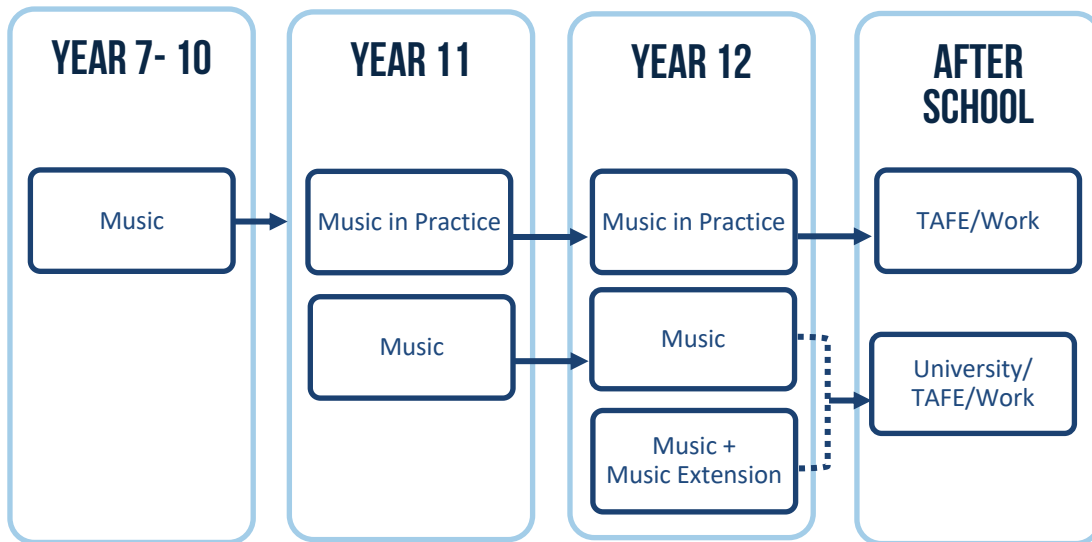
The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The five arts subjects in the Australian Curriculum provide opportunities for students to learn how to create, design, represent, communicate 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 Play Study | Performance and Project Performance |
| Music | Music with a Message | Performance and composition |
| Media | Music Videos | Two making tasks and one responding task. |
| Visual Art | House Party and Wonderland | Practical folio, resolved artworks and reflective journal entries |





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 ENGINEERING

Digital Engineering at SCSHS builds a strong foundation in data, networks, and programming while developing creativity, critical thinking, and responsible digital citizenship. Students learn about cybersecurity, safe online practices, and effective use of digital tools for creating, sharing, and managing content. They also build skills in planning, collaboration, and project management to navigate and manage their digital presence confidently.

DESIGN IN PRACTICE

Design in Practice provides a hands-on learning experience where students explore industrial technology and manufacturing through activities like woodwork. They develop practical skills, problem-solving abilities, creativity, and teamwork while tackling real-world design challenges and gaining insight into materials and processes used in industry.

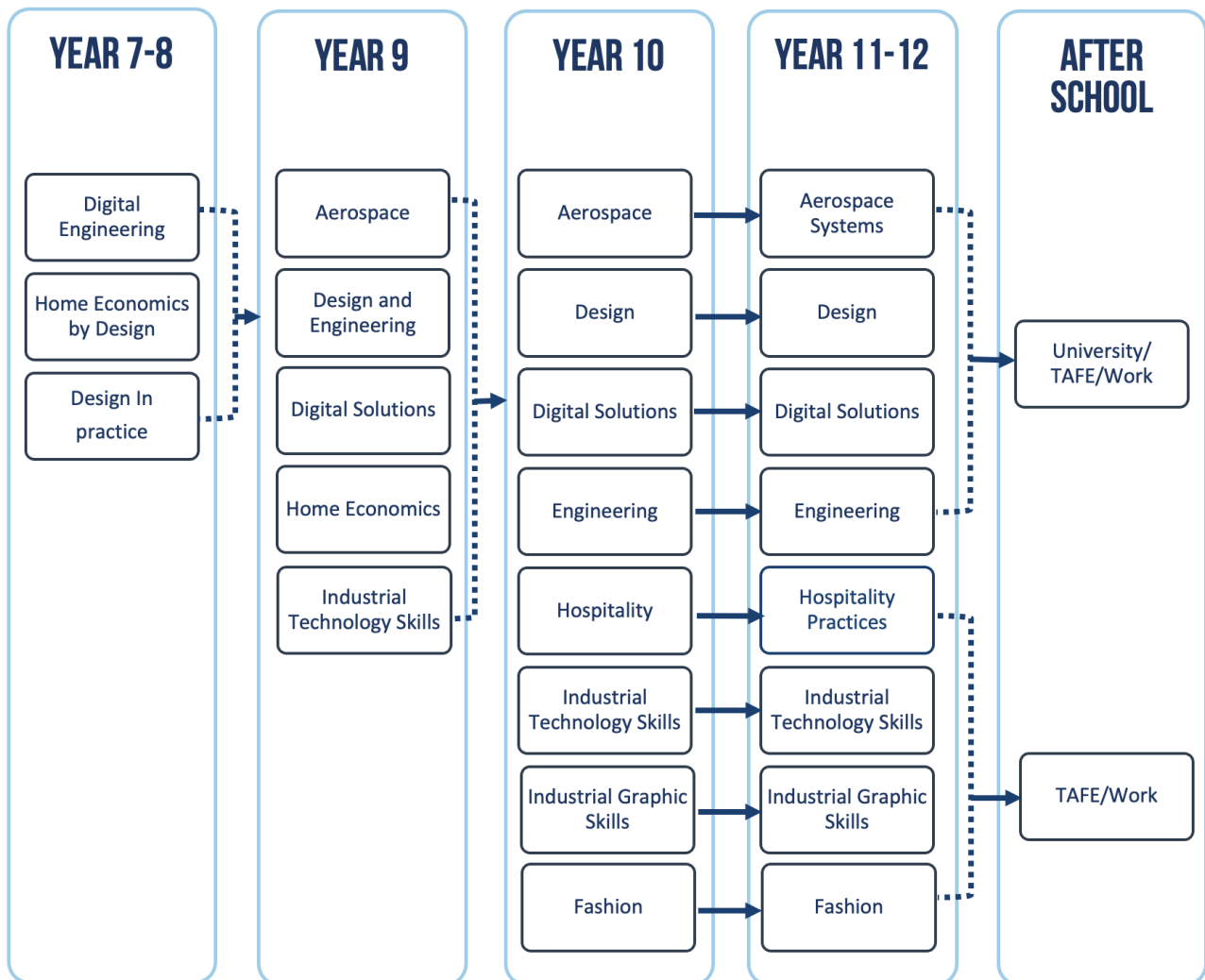
HOME ECONOMICS BY DESIGN

Home economics is a valuable subject that equips students with essential life skills for the modern world. It combines practical knowledge of cooking, nutrition, and textiles with contemporary applications and digital tools. This comprehensive curriculum prepares students to thrive in a dynamic environment, promoting health, creativity, and individuality.

HUMANITIES CONTINUED NEXT PAGE

COURSE AND ASSESSMENT OUTLINE

| Year 8 | Unit of Work | Assessment |
|--------------------------|---|-------------------------|
| Digital Engineering | Design and Block Coding (Minecraft Coding) | Project |
| | Robotics and Coding with Spheros (Sphero World) | Project |
| Design in Practice | Mallet Masterpiece (Wood Mallet) | Project Folio & Product |
| | Rustic Read (Magazine Rack Holder) | Project Folio & Product |
| Home Economics by Design | Wholesome Bites: Crafting Nutritious Lunches | Project |
| | Tote-ally Stylish: Designing Custom Bags | Project |



Humanities

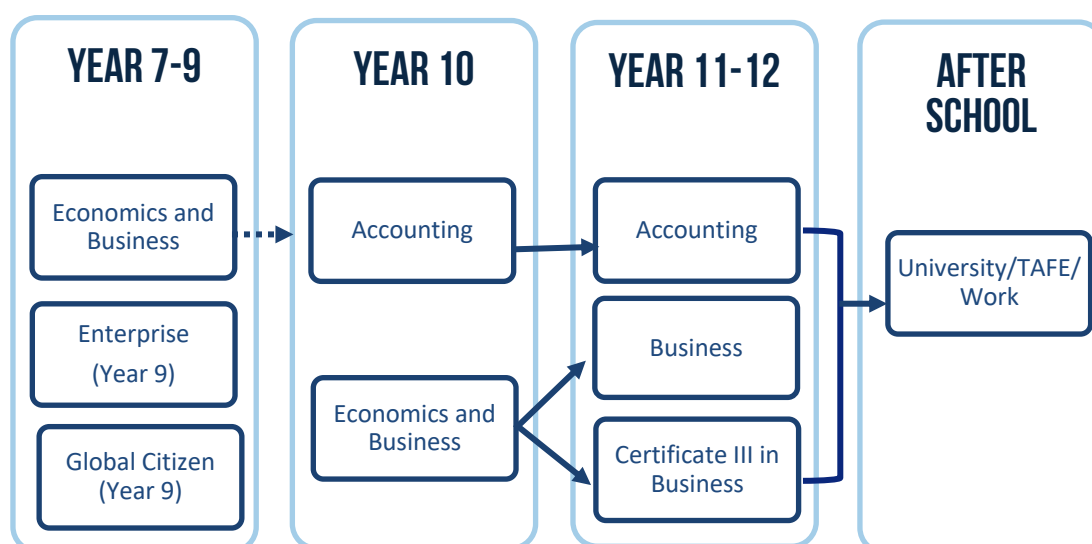
ELECTIVE

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 | Rights and responsibilities of Consumers and Producers | Examination |



Believe *Belong* *Become*