



Ignatius Park College

2026

**Middle School
Curriculum
Handbook**

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The Middle School

The Middle School, encompassing years 7 to 9, is a crucial stage in a student’s educational journey at Ignatius Park College. It serves as a learning bridge between Primary and Senior Schooling. Our curriculum strategically facilitates the staged development of foundational learning required for academic, personal, and social growth. The journey starts in Year 7 with a strong focus on supporting boys in their transition from primary school expectations, routines and habits whilst consolidating prior learning. By the end of Year 9, our students are well prepared to start exploring available Senior School Pathways as well as options post-School.

Our Middle School curriculum is fully aligned and mapped to the Australian Curriculum. It is dynamic, engaging and carefully designed to cater to the evolving intellectual, emotional, and physical needs of young men. All our boys will undertake a diverse range of subjects that target integral knowledge and skill acquisition from the following Key Learning Areas:

Religious Education
English
Mathematics
Science
Humanities and Social Sciences
Health and Physical Education
The Arts
Technologies (Industrial, Design/Digital and Food)
Languages (Japanese)

Compulsory Core Subjects lay the foundations for lifelong active engagement, critical thinking, and problem-solving skills, whilst our range of elective subjects enables our boys to explore their interests, discover their hidden strengths, and gain insight into future academic pursuits.

The Middle School truly is an invaluable phase that equips our boys with the necessary skills, knowledge, and self-confidence to thrive as they progress toward Senior School and beyond.

Years 7 & 8 Subjects on Offer

Students in Year 7 and 8 are required to undertake **6 compulsory core subjects** each Semester: Religious Education, English, Mathematics, Science, Humanities & Social Sciences and Health & Physical Education.

Students also rotate through our diverse range of electives each term. Students will undertake 2 different electives per term, meaning by the end of Year 8, they have experienced each of our elective options twice. This allows our boys to make informed decisions on electives they would like to explore further in Year 9 and beyond.

Core Subjects (students undertake these subjects for a full year)

English	Mathematics	Science	Religion	Health & Physical Education (HPE)	Humanities and Social Sciences (HASS)
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Elective Subjects (students rotate through two elective subjects per term)

Digital & Design Technology	Hospitality	Industrial Design & Technologies	Languages	The Arts
Design and Technologies Digital Technologies	Food Technologies	Industrial Arts	Japanese	Music Drama Visual Art

Year 9 Subjects on Offer

In Year 9, our students continue to study the 6 core subjects of Religious Education, English, Mathematics, Science, Humanities & Social Sciences and Health & Physical Education.

Students are also required to select 2 electives per semester for the year. Some elective subjects will only run for one semester, whilst others can be studied in both Semester 1 and Semester 2. Please read the detailed information regarding each subject on the following pages for further information. At the completion of Year 9, our boys learning intentions for Year 10 should be much clearer.

Core Subjects (students undertake these subjects for a full year)

English	Mathematics	Science	Religion	Health & Physical Education (HPE)	Humanities and Social Sciences (HASS)
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Elective Subjects (students will choose two different electives per semester)

Digital & Design Technology	Hospitality	Industrial Design & Technologies	Languages	The Arts
Design and Technologies Digital Technologies S.T.E.M. (Engineering)	Food Technologies	Industrial Arts	Japanese	Music Drama Visual Art

Core Subject Information

CORE SUBJECT

English

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Learning in English builds on concepts, skills and processes developed in earlier years. In Years 7, 8 and 9, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Assessment Techniques:

Portfolio Tasks

Analytical Paragraphs and Essays

Newspaper Articles

Short Stories

Persuasive Speeches

Multi-Modal Presentations

Literary Article

Film Critique

Multi-Modal Stories

What is studied?

Year Level	Units
Year 7	Unit 1: Tales of the Underdogs – a film study
	Unit 2: Tales of the Underdogs – a novel study
	Unit 3: Get up, Stand up – Poetry that moves
	Unit 4: Business for a Better World
Year 8	Unit 1: Strange Worlds
	Unit 2: The Power of Poetry
	Unit 3: The Elixir of Life
	Unit 4: Dissecting Frogs
Year 9	Unit 1: Glass half full
	Unit 2: License to Thrill
	Unit 3: Analytical Novel Study
	Unit 4: The Power of the Media

Mathematics

The proficiency strands of understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

Assessment Techniques:

Project

Examinations

What is studied?

Year Level	Units
Year 7	Unit 1: Numbers and Operations
	Unit 2: Ratios, Rates and Algebraic Reasoning
	Unit 3: Equations, the Cartesian Plane and Geometry
	Unit 4: Measurement, Data and Probability
Year 8	Unit 1: Rational Numbers
	Unit 2: Number Skills and congruence
	Unit 3: Measurement and Algebra
	Unit 4: Statistics, probability and Linear Graphs
Year 9	Unit 1: Measurement, and Probability Statistics
	Unit 2: Linear Relations, and Rates, Ratios and Percentages
	Unit 3: Trigonometry and 'Pythagoras' Theorem, and Similarity and Geometry
	Unit 4: Index Laws and Binomial Expansion

Science

CORE SUBJECT

Over Years 7, 8 and 9, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

The science inquiry and science as a human endeavour strands are described across a two-year

band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated, and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Assessment Techniques:

Collection of Work

Research Investigation

Experimental Investigation

Written Examination

What is studied?

Year Level	Units
Year 7	Unit 1: Chemical Sciences – Mix it Up!
	Unit 2: Earth and Space Sciences – Earth's Seasons and Cycles
	Unit 3: Biological Sciences – Diversity of Life
	Unit 4: Physical Sciences – May the Force be With You!
Year 8	Unit 1: Physical Sciences - Energy Transformations
	Unit 2: Biological Sciences – Cells and Body Systems
	Unit 3: Chemical Sciences - Chemical Reactions
	Unit 4: Earth and Space Sciences – Science Rocks!
Year 9	Unit 1: Biological Sciences – Coordinated Body Systems
	Unit 2: Chemical Sciences – Atoms, Radiation and Reactions
	Unit 3: Physical Sciences - Energy Transfer
	Unit 4: Earth and Space Sciences – Future Earth

Religious Education

The Religion Curriculum at Ignatius Park College enables students in Year 7, 8, and 9 to learn about various ways in which humans understand and express the mystery of God or ‘the Other’, including insights from the major world religions. Students develop their understanding of the experience of sin throughout human history, some ways in which the Church has responded to the presence of good and evil, and the various sources that guide the Church’s action in the world. They learn about various sources of inspiration, strength and guidance for believers today and ways in which believers live their Christian vocation.

Assessment Techniques:

- Project
- Multi-Modal Presentations
- Investigations

The Junior course begins with a detailed look into our specific charism – that of the Christian Brothers and Edmund Rice Education which lays the foundation for the rest of the units to follow, always linking back to this and our guiding Touchstones in all concepts covered.

What is studied?

Year Level	Units
Year 7	Unit 1: Edmund Rice – Foundational Stories
	Unit 2: The Power of the Pen – Words that matter
	Unit 3: What Should I Do?
	Unit 4: Foundations of Faith: The Church Then and Now
Year 8	Unit 1: Movers and Shakers
	Unit 2: Initiation Rituals
	Unit 3: Mission
	Unit 4: Christmas: Presence not Presents
Year 9	Unit 1: Monotheistic Religions
	Unit 2: Biblical Minds
	Unit 3: Why Should I Care?
	Unit 4: Forgiveness is Divine

Health & Physical Education

The Year 7, 8 and 9 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions.

Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

What is studied?

Year Level	Units
Year 7	Unit 1: Identity and Diversity and swimming
	Unit 2: Prioritising safety and athletics
	Unit 3: Connecting culture and Indigenous games
	Unit 4: Sexual Health and modified games
Year 8	Unit 1: Nutrition for Health and swimming
	Unit 2: Alcohol and other drugs and athletics
	Unit 3: Health Benefits of Physical Activity and invasion games
	Unit 4: Understanding movement and water activities
Year 9	Unit 1: Nutrition and striking sports
	Unit 2: Integrity and Ethics and invasion games
	Unit 3: Sexual Health and ultimate disc
	Unit 4: Identity and swimming

Assessment Techniques:

Physical performance

Multi-Modal presentation

Report

Exam

Humanities and Social Sciences (HASS)

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future. It plays an important role in assisting students to understand global issues and building their capacity to be active and informed citizens who understand and participate in the world.

The Humanities and Social Sciences subjects in the Australian Curriculum provide a broad understanding of the world we live in, and how people can participate as active and informed citizens with high-level skills needed now and in the future. They provide opportunities for students to develop their own personal and social learning, and to explore their perspectives as well as those of others.

What is studied?

Year Level	Units
Year 7	Unit 1: Deep Time History of Australia
	Unit 2: Ancient Rome
	Unit 3: Water in the World
	Unit 4: Australia’s Political and Legal Systems
Year 8	Unit 1: Medieval Europe
	Unit 2: The Viking Age
	Unit 3: Australian Legal System – Rights and Responsibilities
	Unit 4: Introduction to Economics and Business
Year 9	Unit 1: Industrial Revolution
	Unit 2: World War I
	Unit 3: Changing Nations
	Unit 4: Introduction to Economics and Business – Managing Financial Responsibilities

Assessment Techniques:

Stimulus Response Exams

Combination Response Exams

Research Inquiry Projects

Data Collection Reports

Collection of work

Elective Subject Information

Design and Technologies

Design and Technologies actively engages students in creating designed solutions for identified needs and opportunities. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking to investigate, generate and refine ideas, plan, produce and evaluate designed solutions.

Assessment Techniques:

Portfolio Tasks

Projects

The subject motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work. Our rapidly changing world requires students to understand the process of change and to engage positively and creatively with it. Design and Technologies emulate these challenges contextually and asks students to react to 'real' situations.

What is studied?

Year Level	Units
Year 7	Unit 1: Designing the Future
Year 8	Unit 1: The Design Process
Year 9*	Unit 1: Intro to Fusion 360 Semester 1
	Unit 2: Prototyping in Fusion 360

*Subject can only be selected for one semester in Year 9

Digital Technologies

Digital Technologies provides hands on experience using creative thinking to create innovative solutions to problems. This subject builds student resolve and resilience through iterative testing and refinement of solutions. Students use computational thinking and information systems to implement digital solutions. Choosing to study Digital Technologies can unlock the skills required to create applications, program robots and develop games, leading to careers in fields such as engineering and software development.

The mediums of Digital Technologies are constantly evolving; however, the fundamental principles of programming have always underpinned the subject and will not change. Analysis of specific problem requirements and creation of programming solutions will remain the backbone of Digital Technologies. In this course students are led to develop their own solutions using a range of differing hardware and software whilst always practicing the most fundamental skill, creative problem solving.

Effective use of technology is critical in being a successful modern learner and greater exposure to the concepts and theories of how technology is developed is essential in a rapidly changing world.

What is studied?

Year Level	Units
Year 7	Unit 1: Digital Systems and Data Management
Year 8	Unit 1: Introduction to Programming
Year 9*	Unit 1: Programming Minecraft
	Unit 2: Robotics
	Unit 3: Intro to Unity
	Unit 4: Programming in Unity

*Subject can be selected for either full year or one semester only in Year 9

Assessment Techniques:

Portfolio Tasks

Projects

Science Technology Engineering Mathematics (S.T.E.M) – Engineering Focus

ELECTIVE SUBJECT

Scientists and engineers are required to develop solutions to some of the world’s most complex problems. We face aging and evolving technology, pollution and climate change, and the challenges of an increasingly automated society. This subject develops knowledge and skills in sciences, technologies, engineering and mathematics (STEM) to explore problems, design and generate prototypes, and evaluate and refine solutions. In Year 9 STEM, students design, build and race a miniature F1 car capable of accelerating from 0-80km/h in under one second.

Assessment Techniques:

Projects

Portfolio Tasks

Reflecting the real world of Formula One, students explore engineering and technology principles as they design, analyse, test, manufacture, and race their own cars. They gain hands-on experience with industry-standard tools such as 3D CAD software and develop skills in Computational Fluid Dynamics (CFD) to refine and optimise their designs. The program builds core capabilities in problem-solving, design, analysis and presentation. Students who wish to extend their learning can compete in regional Cadet Class events, laying a strong foundation for Senior Engineering studies in Years 10-12.

What is studied?

Year Level	Units
Year 9*	Unit 1: Engineering Design Skills
	Unit 2: CFD analysis and prototyping

*Subject can only be selected for one semester in Year 9

Drama

Have you ever wondered, “Why did he act that way?” Do you know what your role is in any given situation? According to Hitchcock, “Drama is life without the dull bits”.

In Drama students explore and understand the many ways that humans interact with each other and the world.

They learn to think, move, speak and act with confidence.

Drama prepares students with the ability to interpret situations in various ways and produce creative and expressive responses. Students also develop their communication and build relationships in a range of contexts.

Drama students develop a range of skills to find their artistic voice to critically analyse social and cultural connections of the world and their place in it. Through the dramatic process, students develop their perseverance and problem-solving skills.

Assessment Techniques:

Performance scripted and devised

Short and Extended response (Analysis, Reflection) Project – Directing, script writing, multi modal

What is studied?

Year Level	Units
Year 7	Unit 1: Once Upon a Time: Storytelling Through Drama
Year 8	Unit 1: Heroes vs. Villains: Melodrama
Year 9*	Unit 1: Comedy: Make ‘Em Laugh
	Unit 2: Stages of Time: A drama journey

*Subject can be selected for either full year or one semester only in Year 9

Food Technologies

ELECTIVE SUBJECT

Food Technologies offers a vibrant hands on learning environment through which students may explore and develop essential life skills including the preparation, cooking and presentation of food, problem solving, communication, interpersonal and team building skills as well as hygiene, health and safety requirements.

Assessment Techniques:

Portfolio Tasks

Practical Assessments

If you have a passion for creating and eating fantastic food and learn about selecting and preparing the freshest produce, Food Technologies is the subject for you.

What is studied?

Year Level	Units
Year 7	Unit 1: Bake to basics – An introduction to basic cookery
Year 8	Unit 1: Let’s get cooking – Learning a variety of cooking methods and techniques
Year 9*	Unit 1: Adolescent Nutrition and Sustainable Diets
	Unit 2: The Herb and Spice story – An investigation of how herbs and spices are used in cooking.

* Subject can be selected for either full year or one semester only in Year 9

Industrial Arts

Industrial Arts is a subject where students will learn and develop practical skills to build workshop projects. In addition to building projects, students will also be responsible for small design aspects and implementing them in the construction process. Using tools and machinery, designated for their year level and production processes safely are the critical learnings that take place within the practical lessons in the workshop. Theory lessons will engage the students to think about the design process, reading plans and safety units for tools and machinery.

Students work independently and collaboratively on projects as they critique, explore and investigate needs and opportunities; generate, develop and evaluate ideas; and plan, produce and evaluate designed solutions.

Picking this subject is an important link as the designing aspects are more significant in the final year 9 project which leads onto more complex design projects in year 10.

What is studied?

Year Level	Units
Year 7	Unit 1: Bluetooth Speaker
Year 8	Unit 1: LED Lamp
Year 9*	Unit 1: Resin Coaster
	Unit 2: Clock
	Unit 3: Consumer Demand Project
	Unit 4: CO2 Dragster

*Subject can be selected for either full year or one semester only in Year 9

Assessment Techniques:

Practical Assessments

Workbook Folios

Japanese

ELECTIVE SUBJECT

Japan's geographical proximity and strong economic partnership with Australia are important reasons why Japanese has long been taught in Queensland schools. The strong partnership enjoyed by Australia and Japan creates the opportunity for interaction and exchange between Australians and Japanese speaking people. Japan's unique language and culture provides an exciting and interesting experience for students at Ignatius Park College.

Assessment Techniques:

Reading

Writing – Hiragana, Kanji and Katakana (Year 9 only)

Speaking – Speech, Roleplay

Listening

Learning Japanese helps you to appreciate your own culture and language as well as improving your communication and cognitive skills. As a student, it helps you to gain broader perspectives and develop learning strategies that you can apply to other subject areas. Learners of Japanese are provided with plentiful opportunities for cultural exchange and interaction, including a tour of Japan they will be eligible to attend from year 10 onwards.

As Japanese is a phonetical and predictable language, choosing Japanese as a second language to learn has numerous benefits. Students of Japanese develop useful communication skills and an appreciation of a culture unlike their own, with a healthy respect for diversity and difference.

What is studied?

Year Level	Units
Year 7	Unit 1: Who am I?
Year 8	Unit 1: Convenience Store
Year 9	Unit 1: Milestones
	Unit 2: Fast Food (Making Healthy choices)
	Unit 3: Shopping
	Unit 4: Spare Time

* Subject can be selected for either full year or one semester only in Year 9

Music

Music exists distinctively in every culture and is a basic expression of human experience. Students’ active participation in music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Whilst analysing repertoire, students increase their knowledge, skills and understanding of different musical styles and genres. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners, however students can understand and learn music in a traditionally aural based context.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students’ progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.

In Years 8 and 9, students develop knowledge, understanding and skills about music as an art form through composition, arrangement, rehearsal and performance. Students studying class music can enhance their musical experience by receiving individual tuition on an instrument/voice and by being involved in the co-curricular ensemble program. This will help students develop a distinctive personal voice as they create, shape and respond to music ideas in a range of forms and styles.

What is studied?

Year Level	Units
Year 7	Unit 1: Soundscapes: You Call That Music?
Year 8	Unit 1: Music for a New Age – Rock and Pop
Year 9*	Unit 1: Score it! – Music for Film
Each unit is one semester	Unit 2: Sounds of the Southern Cross – Australian Music

*Subject can be selected for either full year or one semester only in Year 9

Assessment Techniques:

Folio Tasks

Examinations

Performance

Composition

Visual Art

ELECTIVE SUBJECT

Visual Art provides students with the opportunity to be expressive, innovative, and creative. Through the process of experimenting with art materials, students develop their skills and learn to appreciate the artistic practices demonstrated in the work of other artists. By looking at the work of historical, contemporary, national, and international artists, students will be challenged to question their own perception of what art is. In turn, this will encourage discussion and allows students to think critically about the work of others and be inspired to create their own unique visual responses to the world around them. As 21st Century learners, they will develop the ability to think critically, interact creatively, and express themselves to produce innovative work..

Assessment Techniques:

Folio

Making task – 2D or 3D major artwork

Short and extended response (Analysis, Reflection)

What is studied?

Year Level	Units
Year 7	Unit 1: Elements of Art and Design: Drawing Techniques
Year 8	Unit 1: Once upon a time – Narrative Art: Mixed Media Exploration
Year 9*	Unit 1: Make your Mark I – Painting and Clay Sculpture
	Unit 2: Make your Mark II – Woodblock Printing and Soapstone Sculpture

* Subject can be selected for either full year or one semester only in Year 9

The crest of Ignatius Park Townsville is a shield-shaped emblem. At the top, a white banner contains the words "SEEK TRUTH" in grey capital letters. Below this, the shield is divided into three sections. The left section features two open books with the Greek letters Alpha (Α) and Omega (Ω) in yellow. The right section is white with a grey cross. The bottom section is blue with five white stars. A red ribbon at the bottom of the shield contains the text "IGNATIUS PARK TOWNSVILLE" in white capital letters.

SEEK TRUTH

Growing Strong Minds

Building a Brotherhood

IGNATIUS PARK TOWNSVILLE