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SUBJECT SELECTION HANDBOOK

YEARS 7-9 | 2027

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MIDDLE SCHOOL CURRICULUM

The Middle School (Years 7-9) Curriculum at Townsville Grammar School reflects the Australian Curriculum. The Curriculum is organised around the following Key Learning Areas:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- The Arts
- Technologies
- Health and Physical Education
- Languages

In Year 7, students will undertake a semesterised Modern Language course and will study one semester of French and one semester of Japanese. In Year 8, students can select either language. In Year 9, a language may be selected as an elective.

Those students who enter Years 7, 8 or 9 with considerable literacy and/or learning issues may be invited to join the Literacy Support class in lieu of a Modern Language. The course is designed to address literacy skills and students enter the course upon the recommendation of the Director of Studies. Please indicate at the point of enrolment if your child will need this support.

In Years 7 and 8, all students study Art, Design and Technologies, Drama, Music, Health and Physical Education with specialist teachers; and in Year 8, Digital Technologies.

In Year 9 students will be able to choose four subjects from the following electives to study over the whole year:

- Art
- Business Studies
- Design and Technologies
- Digital Technologies
- Drama
- French
- Geography
- Japanese
- Music

Naomi Adams
Director of Studies

ART

COURSE AIM

Visual Arts enables students to engage with and understand the increasingly visual nature of the world around them. Through both making and responding to art, students explore various forms of visual communication, developing their own personal expression and artistic voice.

Students are introduced to a wide range of media, techniques, and processes, while also building critical and creative thinking skills. The study of visual arts fosters personal confidence, curiosity, imagination, and perceptual awareness, encouraging students

to observe and interpret their world from multiple perspectives.

As both artists and audience, students gain an appreciation for the rich diversity of artistic traditions, histories, and cultures. They learn to respect the important role visual arts play in society, culture, and personal enrichment.

COURSE OUTLINE

Students analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate the ways that visual artists across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning through their visual arts practice. Students describe respectful approaches to creating and/or responding to artworks. They generate, document, and develop ideas for artworks. Students reflect on their visual arts practice. They select and manipulate visual conventions, visual arts processes, and/or materials

to create artworks that represent ideas, perspectives, and/or meaning. They curate and present exhibits and/or displays of their own and/or others' artworks and/or visual arts practice for audiences.

Year 7 and 8 Art is a specialist subject on a semester rotation.

Year 9 Art is an elective choice studied over two semesters.

The following tasks are examples of what may be included in the Years 7 to 9 programs.

YEAR LEVEL	UNIT	CONCEPTS	MEDIA	ASSESSMENT
Year 7	**The Elements of Art**	The Elements of Art	Drawing, Painting, Ceramics, Sculpture	Folio Reflection
	The Elements of Art	The Elements of Art Humour in Art	Sculpture	Folio Reflection
Year 8	**Reef Scapes**	The Elements and Principles of Art Observational drawing Landscapes	Drawing, Painting, Sculpture, Mixed Media	Folio Reflection
	Wild Things	The Elements and Principles of Art	Drawing, Sculpture, Time-based	Folio Reflection
Year 9	**Greyscale Portraiture**	Portraiture Proportions of the face Measured drawing Tone	Drawing, Photography, Printmaking	Folio
	In Living Colour Portraiture	Portraiture Abstraction Symbolism	Drawing, Collage, Mixed Media, Photography, Digital Art	Folio Exam
	Art as Accessories	Wearable Art	Drawing, Sculpture, Photography	Folio Artist Research Pages
	Urban Landscapes	Landscape Painting on skateboards	Photography, Digital Art, Painting	Folio Focus Statement

ASSESSMENT

Students are assessed according to the following criteria:

- Exploring and Responding
- Developing Practices and Skills
- Creating and Making
- Presenting and Performing

Assessment items may include:

- Folios
- Research pages
- Focus statements
- Exams
- Visual Diaries that document research, development, and reflection of tasks.

HOMEWORK AND STUDY EXPECTATIONS

Visual Art is mostly a practical subject and therefore tends to generate less homework. However, students are expected to research and develop their ideas outside of class time.

When written tasks are set, class time is provided; however, the majority of the assessment will be completed for homework.

ENRICHMENT ACTIVITIES

The Art department actively enriches students' learning by organising excursions and inviting guests from the local creative community. These experiences expose students to diverse artistic stimuli through gallery visits, artist talks, and hands-on workshops.

Throughout the year, the department promotes and coordinates a variety of art competitions, exhibitions, and displays, encouraging students to showcase their creativity beyond the classroom. Support is available to all students through regular class time, lunchtime tutorials, and the co-curricular Art Club.

BUSINESS STUDIES

YEAR 9 ELECTIVE ONLY

COURSE AIM

This elective aims to provide students with a foundational understanding of personal finance, investing, business operations, and economic systems. Students will develop practical financial literacy skills while exploring how businesses operate and how economics influences decision-making in everyday life. Whilst this course is not a pre-requisite, it provides valuable preparation for Year 10 Business Studies, Senior Accounting, Senior Economics, Senior Legal Studies, and/or IB Business Management. The course also provides students with important life skills in the areas of:

- Personal financial management
- Personal investment and savings
- Economic literacy
- Entrepreneurship and business operations
- Economic systems and decision-making processes
- Business structures and financing
- Social enterprise and ethical business

RATIONALE FOR SELECTING THIS SUBJECT

Business and economics influence nearly every aspect of modern life. Over 95% of all businesses in Australia are classified as small businesses and it is expected that most new jobs will be created in the small business sector. Employers increasingly value individuals who possess financial literacy, problem-solving abilities, and an understanding of how businesses operate. Completion of this course will empower students to participate more effectively and responsibly in a changing business environment.

COURSE OUTLINE

The elective is organised into four focus areas.

1. **Business and Financial Management**
   In this introductory unit, students will learn how businesses are formed, financed, and operated, as well as the strategies they employ to create and maintain a competitive advantage in various marketplaces.
2. **Social Enterprise**
   Students will be given the opportunity to explore how businesses balance social impact, ethical practices, and financial sustainability. They will investigate a local entity, and report on how their chosen business goes about achieving its mission while still maintaining financial sustainability.
3. **Personal Finance and Investing**
   This unit deals with financial literacy on a personal level. Students investigate topics associated with earning an income and planning to create a financially secure future, balancing the risk and reward of various investment strategies.
4. **International Economics**
   This unit introduces students to various sectors in the circular flow model and investigates the interdependent nature of their relationship, and the impact this can have on economic decision making. Students will also be given the opportunity to learn about the importance of international trade and explore key trade relations that Australia has with countries across Asia.

ASSESSMENT OUTLINE

Knowledge, analytical processes, and research and communication skills are assessed throughout the year using a range of instruments. These will include short response examinations, stimulus analysis, as well as research assignments.

HOMEWORK AND STUDY EXPECTATIONS

Students will be expected to complete regular homework and revision tasks to reinforce concepts; assignments will require students to complete work outside of class time.

DESIGN AND TECHNOLOGIES

COURSE AIM

The Design and Technology course aims to equip students in Years 7–9 with the skills to design, produce, and evaluate sustainable solutions for real-world needs. Through hands-on experiences in the four technology contexts, Engineering principles, Food and fibre production, Food specialisations, and Materials and technologies, Students develop creativity,critical thinking, collaboration, and innovation. They learn to use a variety of tools, materials, and digital technologies responsibly and safely while considering social, ethical, and environmental impacts.

COURSE OUTLINE

Students will explore each of the four technologies contexts over the three years. They will engage in designing and producing functional products, systems, and environments using processes such as research, planning, prototyping, testing, and evaluation. Key areas include:

- Introduction to safe tool use, the design cycle, and basic food and materials projects
- Development of skills and knowledge through increasingly challenging tasks across engineering, food and fibre, and materials contexts
- Open-ended projects focused on sustainability, innovation, and enterprise
- Graphical representation techniques, digital tools, and technical documentation are embedded throughout all year levels.

Year 7 and 8 Design and Technologies is a specialist subject on a semester rotation.

Year 9 Design and Technologies is an elective choice studied over two semesters.

ASSESSMENT

Assessment tasks are practical, theoretical, and process based. Students are assessed through:

- Project Folios: Including design briefs, research, sketches, and reflections.
- Practical Tasks: Creating products using safe processes across all technology contexts.
- Evaluations: Reflecting on design decisions, sustainability, and improvements.
- Digital Skills: Using software for modelling and documentation.
- Collaboration: Group tasks assessing communication and teamwork.

SEMESTER 1		
	TERM 1	**TERM 2**
Year 7	Technology context:	Technology context:
	Materials and technology specialisations	Food Specialisation Engineering principles
Year 8	Technology context:	Technology context:
	Engineering principles	Materials and technology specialisations
Year 9	Technology context:	Technology context:
	Food and fibre production	Engineering principles

SEMESTER 2		
	TERM 3	**TERM 4**
Year 7	Technology context:	Technology context:
	Materials and technology specialisations	Food Specialisation Engineering principles
Year 8	Technology context:	Technologies context:
	Engineering principles	Materials and technology specialisations
Year 9	Technology context:	Technology context:
	Materials and technology specialisations	Materials and technology specialisations

RESOURCES

The Design and Technology Faculty is equipped with a wide range of hand and power tools to enable students to construct the projects they design. Students have access to a variety of technology to assist them with their design and research assignments. These include textbooks, audio-visual resources, 3D printers, laser cutters, a CNC machine and networked personal computer stations.

DIGITAL TECHNOLOGIES

COURSE AIM

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. Through the study of Digital Technologies, students develop the knowledge, understanding and skills to become safe, ethical, creative and discerning users and creators of digital solutions.

Students learn to use computational thinking and design thinking processes to investigate problems, analyse data, develop algorithms, create digital solutions and evaluate outcomes. They explore how digital systems collect, process and communicate data, and consider the social, ethical and environmental impacts of technologies, including emerging technologies such as artificial intelligence and automation.

Embedded within the Digital Technologies curriculum are digital literacy skills that enable students to create, manage, communicate and investigate data, information and ideas, solve problems collaboratively, and participate effectively in a rapidly changing digital world. Students develop an understanding of online safety, privacy and security, allowing them to manage their digital identities and interact responsibly in digital environments.

COURSE OUTLINE

Content in Digital Technologies is organised under two related strands:

Knowledge and Understanding
The information system components of:

- Data Representation
- Digital systems (hardware, software and networks)

Processes and Production Skills

The skills required to create digital solutions:

- Acquiring, managing and analysing data
- Investigating and defining
- Generating and designing
- Producing and implementing
- Evaluating
- Collaborating and managing
- Privacy and security

Together, these strands provide students with the knowledge, understanding and skills to safely and ethically use information systems (people, data, processes and digital systems) to transform data into meaningful solutions that respond to the needs of individuals, society, the economy and the environment.

Teaching and learning programs integrate both strands, allowing students to apply their understanding of digital systems and data while designing, developing and evaluating digital solutions.

Students will engage in a range of learning experiences including:

- Programming and coding
- Robotics and automation
- Data collection and analysis
- Computational thinking and problem-solving
- Digital design and multimedia production
- Cyber safety and digital citizenship
- Emerging technologies, including artificial intelligence

COURSE STRUCTURE

Year 8 Digital Technologies is a specialist subject studied over two semesters.

Year 9 Digital Technologies is an elective subject studied over two semesters.

ASSESSMENT

Students complete a variety of practical tasks, projects and investigations throughout the year. Assessment focuses on the analysis, design, development, implementation and evaluation of digital solutions. Students will produce portfolios of work that demonstrate their understanding of digital technologies concepts and processes.

Assessment may include:

- Digital solution projects
- Coding and programming tasks
- Research and investigation activities
- Design folios and portfolios
- Practical demonstrations
- Quizzes and tests
- Reflection and evaluation tasks

Opportunities for self-assessment and peer feedback support students in monitoring their progress and developing their problem-solving and collaborative skills.

RESOURCES

It is not a requirement of this course that students own a home computer or specialist software. Practical tasks can be completed during class time using school-provided resources.

Should additional time be required to complete projects or assessments, students may access school computers before and after school and during some lunch times.

DRAMA

COURSE AIM

Drama empowers students to express and explore personal, cultural, and social worlds through role- play and storytelling. It engages, entertains, and

challenges, while fostering collaboration, creativity, and communication. Whether working independently or as part of an ensemble, students actively transform ideas into action through performance and play.

Through Drama, students will:

- Build confidence and self-esteem by exploring human experiences, taking creative risks, and celebrating diverse perspectives.
- Develop skills and understanding in using elements, forms, styles, and techniques to create meaning and connect with audiences.
- Nurture curiosity and imagination through role-play, performance, and creative problem-solving.
- Engage with traditional and contemporary

drama as both thoughtful makers and responsive audience members.

Drama is a dynamic and collaborative subject that invites students to think deeply, act boldly, and reflect meaningfully.

COURSE OUTLINE

Year 7 Drama is a specialist subject student across two semesters

Year 8 Drama is a specialist subject on a semester rotation.

Year 9 Drama is an elective choice studied over two semesters.

ASSESSMENT

Drama in Years 7–9 is guided by Version 9 of the Australian Curriculum: The Arts – Drama, which focuses on two key areas of learning: Making and Responding. Students develop performance skills and creative thinking through practical work, while also learning to reflect on and evaluate dramatic meaning in their own and others' work.

The majority of assessment in Drama is practical and completed progressively throughout each term. Written tasks support this learning by focusing on:

- Evaluating dramatic meaning in performance,
- Creative writing such as monologues or scripts,
- Applying Drama theory to practical contexts.

Students are encouraged to take creative risks, work collaboratively, and explore diverse performance styles and traditions, becoming confident drama makers and thoughtful audience members.

	TERM 1	TERM 2	TERM 3	TERM 4
Year 7	Unit 1: Storytelling, Character and Narrative	Unit 2: Behind the Veil	Unit 3: Beyond the Dreaming	Unit 4: Legends, Laughter, and Physical Theatre
	Assessment: Performance	Assessment: Performance	Assessment: Performance and Response	Assessment: Performance
Year 8	Unit 1: Rogues and Tricksters	Unit 2: Survivors	Unit 3: Rogues and Tricksters	Unit 4: Survivors
	Assessment: Performance	Assessment: Performance, Response, Written Examination	Assessment: Performance	Assessment: Performance, Response and Written Examination
Year 9	Unit 1: Territories and Tensions	Unit 2: Ties that Bind	Unit 3: Between Worlds	Unit 4: Voices of the Chorus: Echoes from Ancient Greece
	Assessment: Performance	Assessment: Performance, Annotated Script, Stage Plan	Assessment: Physical Theatre, Group Performance, Puppetry	Assessment: Greek Theatre-Led Performance, Written Response

ENGLISH

COURSE AIM

The aim of the English course is to promote the linguistic maturity of students by developing their capacity to use language appropriately and effectively in a variety of situations, and by developing their appreciation of language and its use. This includes dealing explicitly with 'the basics' such as grammar, spelling and punctuation, while also engaging students with a range of texts to develop their analytical, persuasive, imaginative and critical thinkings skills.

AUSTRALIAN CURRICULUM

The English programs at Townsville Grammar School are compatible with the Australian Curriculum Version 9.0. English focuses on three strands: Language, Literature and Literacy.

COURSE OUTLINE

In the teaching of English, we aim to develop speaking, listening, creating, reading, writing and viewing by involving students in situations where these skills and processes are used and developed. We encourage students to practise and reflect on the processes involved in each of these learning activities. The central focus is the development of students' abilities to comprehend, analyse and compose a range of texts for a range of purposes and audiences. We seek to foster a culture of reading and writing with a fundamental emphasis on the control and refinement of the skills and processes of effective communication. The development of the units incorporates the ACARA strands and standards and is supplemented by the online platform 'Education Perfect.'

CORE GENRES

Student are required to create a range of texts which include:

- Analytical expositions and speeches
- Narratives expositions and speeches
- Persuasive speeches

ASSESSMENT

Assessment in English is continuous. By the end of each year level, student folios will contain both written and spoken tasks. Achievement levels are awarded based on a student's ability to demonstrate the criteria in each standard

A task sheet which describes the task, audience, purpose and conditions will be given to each student. Each task will be accompanied by a marking guide which explains the features to be assessed. In addition, students will produce assessment tasks under a range of conditions, from take-home assignments to supervised writing and formal exams

ENRICHMENT ACTIVITIES

- English tutorials are held weekly and on an individual needs basis as negotiated with teachers.
- Debating and public speaking activities are supported by the Faculty.
- External writing competitions are supported by the Faculty.
- 'Book Week' activities and competitions are held to highlight the importance of reading and writing.

SET TEXTS

Students are required to purchase the following:

- A good quality dictionary and thesaurus
- The Outsiders by S.E Hinton (Year 9)

STUDY EXPECTATIONS AND HOMEWORK

Years 7, 8 and 9 have a formal homework program which is facilitated through the use of 'Education Perfect'. Other formal homework related to ongoing classwork and assessment is often given. Students are also expected to read as widely as possible and be working on assessment tasks.

COURSE OVERVIEW

	TERM 1	TERM 2	TERM 3	TERM 4
Year 7	Unit 1: 'My Place' - The Importance of Place	Unit 2: Protest Poetry	Unit 3:'The Boy in Striped Pyjamas'	Unit 4: Pitch Perfect - the Art of Advertising
	Assessment: Imaginative Written	Assessment: Analytical Spoken	Assessment: Analytical Exposition (exam)	Assessment: Persuasive Spoken
Year 8	Unit 1: Inside the Media Machine	Unit 2: Once Upon a Trope	Unit 3: Dystopian Worlds – 'The Giver'	Unit 4: Moments that Matter
	Assessment: Analytical Exposition	Assessment: Persuasive Spoken	Assessment: Analytical Exposition (exam)	Assessment: Imaginative Spoken
Year 9	Unit 1: What Lurks Beneath the Screen	Unit 2: A Moment of Fear	Unit 3: 'The Outsiders'	Unit 4: Texts on Trial
	Assessment: Analytical Exposition	Assessment: Imaginative Spoken	Assessment: Analytical Exposition (exam)	Assessment: Persuasive Spoken

GEOGRAPHY

YEAR 9 ELECTIVE ONLY

COURSE AIM

Geography is the study of people and their connections with places. The way people interact with places is dynamic and these interactions have consequences for sustainability and management.

Students will engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical issues and their effects on people and places.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, and cultural factors.

The course is aligned with the Australian Geography Curriculum. The content is organised into two strands:

Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and are taught in an integrated manner.

The key inquiry questions for Year 9 are:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

COURSE OUTLINE

SEMESTER 1: "PLANET EARTH - ARE WE DEVOURING OUR FUTURE?" - BIOMES AND FOOD SECURITY

Humans have to eat to survive, but are we devouring our future?

Students will investigate the world's major land biomes (forests, grasslands and deserts) and the threats posed to them from human activity, in particular, agriculture. Studies will focus upon the capacity to increase food production and the sustainability of the world's environments to feed the projected future global population. What is the solution to food insecurity? Vertical farming, aquaculture,

"Frankenfoods" (Genetically Modified Foods), changing diets to "Meatless Monday",

A field trip to James Cook University to investigate sustainable farming practices will be a component of this unit.

SEMESTER 2: "THE GLOBAL VILLAGE - FOR BETTER OR WORSE?" - GEOGRAPHIES OF INTERCONNECTIONS

Every purchase, trip or social media post we make connects people and places.

Students explore the role and implications of transportation, information and communication technologies in connecting people globally. Studies will focus upon the future sustainability of electronics, trade, tourism and leisure.

ASSESSMENT OUTLINE

Assessment will consist of short response tests on knowledge and responses to stimuli, a field report and research inquiries.

HOMEWORK AND STUDY EXPECTATIONS

It is expected that students will complete set tasks, often from the set textbook, and sufficient time should be devoted to the preparation of field reports and independent research inquiries.

ENRICHMENT ACTIVITIES

Field work and the application of digital resources, such as Google maps, will be incorporated into studies to allow students to have the opportunity to extend their understanding of geographical models and skills.

HEALTH AND PHYSICAL EDUCATION

COURSE AIM

Health and Physical Education (HPE) in the Middle School aims to provide a foundation for developing a healthy and active lifestyle. The HPE program promotes physical activity and movement to allow

students to develop healthy lifestyle habits now and into the future. The program is largely 'hands on' with an inherent focus on participation, skill development and game play.

In support of the Middle Schooling philosophy and the Positive Education framework that underpins life at Townsville Grammar School, HPE aims to provide an exciting and dynamic experience for our students in Years 7, 8 and 9. HPE reflects this by incorporating many varied, stimulating and dynamic sports and activities into the program. This provides a basis for the development of physically educated citizens who have an understanding and positive attitude towards good health and lifestyle. Students are exposed to many opportunities to enhance and develop their physical, social, emotional and intellectual skills for life through their experiences in HPE.

COURSE OUTLINE

In Years 7, 8 and 9 HPE, a variety of sports and physical activities are undertaken and assessed. This is dependent upon resources available, student and staff expertise and the variability of the North Queensland climate.

Sports that are incorporated into the curriculum have included, but are not limited to:

- Athletics
- Basketball
- Cultural Games
- Dance
- European Handball
- Football
- Group Fitness
- Lifesaving
- Netball
- Orienteering
- Striking and Fielding Games
- Ultimate Disc
- Water Polo

Likewise, with the Theory element of the course, our students develop a strong understanding of the following topics:

- Health Lifestyles
- Drug Education
- Puberty and Personal Care
- Social Health
- Sociology in Sport
- Sports First Aid
- Stereotypes and Personal Identity
- Risk Taking and Safety
- Mental Health
- Fitness and Training
- Nutrition
- Sexual Health

ASSESSMENT

The HPE philosophy for the Middle School is one centred on the student learning through authentic, collaborative, challenging and developmental

ways. Students are exposed to these opportunities throughout their written and physical work and subsequently, Years 7, 8 and 9 HPE students are assessed in two criteria: theory (written work)

and practical (physical activity). These criteria are weighted equally in determining a student's overall Level of Achievement (LOA).

Theory concepts are assessed each term using a variety of methods (eg. research assignments, exams, presentations), and practical work is assessed via physical activity.

HUMANITIES AND SOCIAL SCIENCES

COURSE AIM

The subject, by its very nature, involves investigations of controversial and challenging issues and promotes critical thinking in the development of optimistic

future visions. This key learning area introduces young people to a world of ideas and experiences, which will enhance their self-knowledge and assist them to be active participants in their world.

The Australian Curriculum for Humanities, History and Geography require that teaching and learning embrace the following Cross Curriculum Priorities and General Capabilities.

CROSS CURRICULUM PRIORITIES

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

GENERAL CAPABILITIES

- Literacy
- Numeracy
- Digital literacy
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

UNITS STUDIED INCLUDE:

Year 7 Humanities

History

- The Ancient World - Ancient Greece
- Deep Time History of Australia

Geography

- Place and Livability
- Water in the World

Civics and Citizenship

Year 8

Geography

- Landforms and Landscapes
- Changing Nations – Migrations and Urbanisation

History

- Expanding Empires: The Conquest of the Americas.
- Medieval Europe and Black Death.

Year 9

History (Semesters 1 and 2) - The Making of a Modern World (Australian History Curriculum)

- The Industrial Revolution and the Movement of Peoples (1750-1900)
- Making and Transforming the Australian Nation
- Asia and the World
- First World War (1914-1918)

ASSESSMENT

Students are assessed in two criteria; Knowledge and understanding, and Skills. The range of assessment instruments include:

- Short answer test
- Extended writing tasks-paragraphs
- Research assignments and/or oral presentations
- Response to stimulus/sources tests
- Practical skills tests/tasks

RESOURCES

Students have access to texts, audiovisual resources, and digital resources.

LITERACY SUPPORT

COURSE AIM

The aim of Literacy Support is to provide additional assistance to students in their educational development. Students may experience literacy difficulties for a variety of reasons. This subject is for students who may experience barriers in their learning due to either an imputed learning difficulty or a diagnosed disability or impairment.

The Literacy Support program is designed to run parallel to the core curriculum areas across the school, whilst embedding a strong literacy focus to develop confident communicators, critical and imaginative thinkers and engage participants in society. In addition, some students will be supported in core curriculum areas by a Teacher Aide.

Literacy Support strives to:

- Provide students with a nurturing and supportive environment that fosters the individual educational needs of students with learning difficulties and disabilities
- Understand, interpret and create texts
- Develop foundational skills in literacy
- Build knowledge of text structures and language features
- Develop critical and contextual understanding
- Apply literacy across learning areas
- Provide additional support and assistance with assignments and exams
- Foster and enhance student wellbeing, social and emotional development

COURSE OUTLINE

Students will achieve their personal best by working in individual and small group situations, specifically designed to meet their educational needs. Students will participate in a variety of learning experiences to increase their knowledge, understanding and application of the following areas:

1. Reading and comprehension skills
2. Written expression and spelling skills
3. Research skills
4. Spoken language skills
5. Thinking skills
6. Organisation
7. Study skills.

Some students in this subject may require adjustments to teaching and learning strategies to access a particular core curriculum. For a small number of students who have an IEP, this may also include modified learning and assessment programs, and intensive teacher-aide support.

COURSE ORGANISATION AND ELIGIBILITY

At Townsville Grammar School, Literacy Support is delivered across Years 7, 8 and 9.

Given the specialist nature of Literacy Support, eligibility into this course is determined by the specific individual learning needs of a student. This may involve an assessment of the student's learning difficulties through data gathering processes and consultation with parents, teachers, Senior Management, and other relevant stakeholders.

This subject is undertaken in lieu of a Modern Language in Year 7 and 8. In Year 9, Literacy Support is offered as an elective subject. However, as a prerequisite for entry, students must have previously undertaken Literacy Support. The Head of Faculty - Educational Support will review and consult with parents and students to determine whether a student may benefit from continuing with the program. Consultation with the Director of Academics will occur in this circumstance.

ASSESSMENT

This is a non-assessed subject. Students are reported on individual performance, organisation, following teacher directives and instructions, work ethic and willingness to engage in learning.

HOMEWORK AND STUDY EXPECTATIONS

As Literacy Support is designed to enhance core curriculum areas, homework is not assigned in this subject. In addition to the support provided within the school environment, it is imperative that students are educationally supported within the home environment. Communication between the Head of Faculty – Educational Support and parents is highly encouraged.

RESOURCES

- Australian Curriculum V9 Literacy General Capability
- PAT-R and DIBELS Reading Assessment
- Education Perfect and IXL
- Metacognitive strategies for reading comprehension
- Cambridge Essential English Skills for the Australian Curriculum Years 7-10
- Wide range of reading resources
- Variety of audio-visual, digital resources and online applications
- Class novels
- NAPLAN

CONSULTATION

Prior to electing this subject, parents are requested to initially consult with the Head of Faculty - Educational Support and/or the Director of Academics regarding the individual student's learning support needs.

MATHEMATICS

COURSE AIM

Middle School (Years 7–9) Mathematics education at Townsville Grammar School aims to develop confident, capable and engaged mathematical learners who possess the knowledge, skills and mathematical thinking required for future study and life beyond the classroom.

The Mathematics program aims to:

- develop students' interest, confidence and enjoyment in mathematics;
- provide opportunities for students to develop mathematical understanding, fluency, problem-solving and reasoning skills across Number, Algebra, Measurement, Space, Statistics and Probability;
- strengthen students' mathematical knowledge, language, processes and skills, enabling them to communicate mathematical ideas effectively using appropriate terminology, representations and technology;
- develop accuracy, efficiency and confidence when applying mathematical skills and procedures;
- provide opportunities for students to apply mathematics, think critically and solve problems in both familiar and unfamiliar contexts;
- support students in becoming independent and reflective learners who develop effective strategies for learning mathematics and approaching challenging problems;
- provide appropriate levels of challenge and support that allow students to experience success and pursue personal excellence in mathematics;
- develop students' ability to use technology effectively and appropriately to support mathematical understanding, problem-solving and the application of mathematical concepts;
- provide students with strong foundations in mathematical knowledge, skills and thinking that support a successful transition into Year 10 and their chosen senior Mathematics pathway;
- develop students' appreciation of mathematics as a creative and dynamic field of human endeavour that has developed across cultures and continues to play an important role in contemporary society.

COURSE OUTLINE

The Middle School Mathematics course follows the Australian Curriculum v9.0 and provides students with opportunities to develop mathematical understanding, fluency, problem-solving and reasoning skills. Students build strong foundational knowledge through explicit skill development, regular practice and consolidation, while applying mathematical concepts to a range of familiar and unfamiliar contexts.

An important aspect of the Mathematics program is developing students' ability to communicate mathematically. Students are provided with opportunities to explain their thinking, use appropriate mathematical language and representations, and apply reasoning when solving problems.

Students develop confidence using technology appropriately to support mathematical learning and the application of mathematical concepts.

All students study Mathematics in Year 7. In Years 8 and 9, students continue their mathematical development through pathways designed to provide appropriate levels of challenge and support.

The following outlines the key areas of study in Years 7–9 Mathematics.

Year 7 Course Content

Number and Algebra

- Number properties and operations
- Integers, fractions, decimals and percentages
- Ratios and rates
- Algebraic expressions and substitution
- Solving simple linear equations
- Patterns and relationships

Measurement and Space

- Angle relationships and geometric properties
- Transformations and symmetry
- Coordinates in the Cartesian plane
- Perimeter, area, surface area and volume

Statistics and Probability

- Probability and chance experiments
- Data collection, representation and interpretation

Year 8 Course Content

Number and Algebra

- Number operations, fractions, decimals and percentages
- Rates, ratios and proportional reasoning
- Index laws
- Algebraic expressions including simplifying, expanding and factorising
- Linear equations and relationships

Measurement and Space

- Geometric reasoning and angle relationships
- Pythagoras' Theorem
- Transformations including reflection, rotation and translation
- Congruence and properties of congruent figures
- Perimeter, area and circumference
- Surface area and volume of three-dimensional objects
- Circles, sectors and composite shapes

Statistics and Probability

- Probability and chance
- Data representation and analysis

Year 9 Course Content

Number and Algebra

- Index laws and scientific notation
- Algebraic techniques including expansion and factorisation
- Linear equations and inequalities
- Simultaneous equations
- Linear and non-linear relationships
- Quadratic expressions and relationships

Measurement and Space

- Similarity and scale factor
- Similar triangles
- Trigonometric ratios and applications

Statistics and Probability

- Probability and multi-step chance experiments
- Statistical analysis and interpretation
- Measures of centre and spread

MATHEMATICS PATHWAYS

From Year 8, Townsville Grammar School offers three Mathematics pathways to support students in developing their mathematical potential. Each pathway follows the Australian Curriculum v9.0 and is designed to provide an appropriate level of challenge, support and preparation for future mathematical study.

EXTENSION MATHEMATICS

Extension Mathematics provides opportunities for students to explore mathematical concepts in greater depth and engage with more challenging problem-solving and reasoning activities. Placement in Extension Mathematics is by invitation and is conditional upon students continuing to demonstrate the required level of achievement, engagement and mathematical understanding.

This pathway prepares students for Year 10 Mathematical Methods and future study of Mathematical Methods and Specialist Mathematics in Years 11 and 12.

MATHEMATICS

Mathematics develops the knowledge, skills and understanding outlined in the Australian Curriculum and provides a strong foundation for future mathematical pathways.

Students studying Mathematics may select Year 10 Mathematical Methods or Year 10 General Mathematics, with students demonstrating strong achievement encouraged to consider Mathematical Methods.

CORE MATHEMATICS

Core Mathematics provides additional time and support to consolidate key mathematical concepts, strengthen foundational skills and build confidence in mathematics. Placement in Core Mathematics is by invitation, following consideration of student achievement, progress and learning needs.

This pathway prepares students for Year 10 General Mathematics and future study of General Mathematics or Essential Mathematics in Years 11 and 12.

HOMEWORK AND ASSESSMENT

All students are required to complete regular homework to support their learning and development in Mathematics. Students are expected to complete any outstanding classwork to ensure they remain up-to-date with course content and are prepared for future lessons.

In addition, students complete weekly homework sheets designed using the principles of spaced repetition and interleaving. These sheets provide regular opportunities to revisit previously learned concepts, practise current skills and apply understanding across a variety of mathematical areas. These tasks support long-term learning and provide teachers with valuable feedback about student understanding and areas where further support may be required.

Assessment in Middle School Mathematics is designed to measure students' development of mathematical understanding, fluency, problem-solving and reasoning. Students complete quizzes and examinations that provide opportunities to demonstrate knowledge, skills and the application of mathematical concepts in familiar and unfamiliar contexts.

Depending on the year level and course, examinations may include Technology-Free (TF) components, completed without the use of a calculator, and Technology-Active (TA) components, where students demonstrate the effective and appropriate use of technology.

It is recommended that students regularly review and summarise their course work throughout the year to consolidate understanding and ensure they are well prepared for assessment.

CLASS ALLOCATION

To support students in their mathematical development, classes are structured to provide an appropriate level of challenge, support and opportunity for growth.

Year 7 students initially study Mathematics in mixed classes. At the end of Term 1, students are streamed into Mathematics classes based on their performance, individual learning needs and teacher recommendations. Class allocation decisions in Year 7 are determined by the Year 7 Curriculum and Pastoral Leaders.

In Years 8 and 9, students studying Mathematics are streamed into classes based on performance, individual learning needs and teacher recommendations to ensure students are placed in an environment that best supports their learning.

Students studying Extension Mathematics and Core Mathematics in Years 8 and 9 have already been placed into pathways designed to meet their learning needs. While these classes are not further streamed, teacher recommendations and student needs are considered when determining class placement.

Student progress is reviewed throughout the year, and movement between Mathematics pathways or classes may occur where a different placement would better support a student's learning.

Class placement decisions in Years 8 and 9, including placement in Extension Mathematics and Core Mathematics, are determined by the Mathematics Faculty. While communication between families, students and teachers is valued, Mathematics classes are not selected by students or parents. This ensures placements remain consistent, evidence-based and focused on supporting each student's learning needs.

ENRICHMENT ACTIVITIES

Students are provided with opportunities to further develop their mathematical thinking, problem-solving skills and enjoyment of Mathematics through a range of enrichment activities.

Opportunities may include:

- regular Mathematics tutorials to provide additional support and extension opportunities;
- Australian Mathematics Competition (available to all students);
- QAMT Year 7/8 Mathematics Quiz (selected students);
- Australian Mathematics Trust Enrichment Program (selected Year 9 students);
- other problem-solving, enrichment and competition opportunities offered throughout the year.

Participation in enrichment activities encourages students to challenge themselves, apply mathematical concepts in unfamiliar situations and develop their reasoning skills beyond the classroom curriculum.

MODERN LANGUAGES

COURSE AIM

Modern Language courses at all levels focus on communication of the target language in a cultural context. Effective participation in the course at Years 7, 8 and 9 level offers students the potential to:

- Enhance their level of literacy and improve their first language
- Enhance their general cognitive development and abilities, memory skills and problem-solving ability
- Familiarise themselves with the many different genres/text types
- Extend their understanding and appreciation of both their own culture and target language culture using diverse linguistic and cultural perspectives
- Acquire knowledge, skills and strategies to communicate at a basic level in the target language with a native speaker
- Develop cultural sensitivity to peoples of the world
- Critical and creative thinking NOTE: In 2025, Year 7 will study one semester each of French and Japanese: students then select one language to continue studying in Year 8 the following year.

COURSE OUTLINE

During Years 7, 8 and 9, students at Townsville Grammar School will develop the four macro-skills of Listening, Speaking, Reading and Writing. Students of Japanese will develop the skills to read and write using the three writing systems, Hiragana, Katakana and Kanji.

The Year 7-9 course of study is developed around five general themes:

- Leisure and Recreation
- Personal and Community Life
- The International World
- The Imaginary World
- The Built World

Students will:

- Communicate meaning in Language
- Understand Languages and Culture

More specifically, students will engage in topics such as School Life, Myself and My Family, Hobbies and Interests, Food and Cooking, Housing, Daily Routine, My Body, Holidays and Vacations, Television and Cinema.

Year 7 Modern Languages is a specialist subject on a semester rotation.

Year 8 Modern Languages is a specialist subject studied over two semesters.

Year 9 Modern Languages is an elective choice studied over two semesters.

ASSESSMENT OUTLINE

Years 7, 8 and 9 students undertake assessment in a combination of the four macro-skills each term.

Assessment instruments reflect real life situations and are designed to reflect the content taught. Students will both respond to and create a variety of texts, allowing all learners to demonstrate the skills they have developed.

ENRICHMENT ACTIVITIES

- Weekly tutorials are offered for language learning extension and/or support.
- Education Perfect provided to Language students as an online support for all language learning macro skills including Listening and Speaking.
- Opportunity to continue language learning into Senior School.

Students may be offered the opportunity to be further engaged in enrichment activities such as:

- The Alliance Française Schools' French Competition
- French Speech Competition
- The Townsville and District
- Annual Japanese Speaking Competition
- Playing Japanese Taiko Drums
- Visiting a restaurant
- Participate in a School Language Tour (biennial offering for Years 10, 11 and IB students)

MUSIC

COURSE AIM

Music contributes to learning through the development of aspects such as memory, co-ordination, concentration and inventiveness. The study of music also develops skills such as logical, critical and divergent thinking, decision making, and concept formation. Mastery of physical and perceptual skills gives students a sense of achievement, self-confidence and self-esteem.

Students studying music are empowered by its vast capacity as a creative medium. Music education programs inspire students to be involved with music as a leisure pursuit or as a career. Studying music as a specialist subject at the Middle School Level encourages students to:

- Perform music, enjoy success and build musical confidence;
- Compose music and experiment with musical ideas in a variety of styles and genres including music technology;
- Listen, analyse, become musically literate, and be capable of communicating an understanding of music.

All Music classes take place in the School's spacious Music Centre.

Learning an instrument is beneficial for studying Music, but not a prerequisite, as the course accommodates students of any range of musical experience and ability.

Year 7 Music is a specialist subject studied over two semesters.

Year 8 Music is a specialist subject on a semester rotation.

Year 9 Music is an elective choice studied over two semesters.

COURSE OUTLINE AND ASSESSMENT

Central to the course are the three interacting dimensions of listening, composing and performing. Assessment is linked closely to these three dimensions.

- Listening involves development of aural and visual musicianship skills.
- Creating is improvisation and composition of music in various styles.
- Performing involves playing and singing music in a group situation and as a soloist.

Each dimension includes the prominent use of digital resources.

ENRICHMENT ACTIVITIES

All students, regardless of subject choices, are

encouraged to develop their musical skills through participation in the School's Co-curricular Music program.

The Co-curricular Music program includes choirs, bands, orchestras, other ensembles and a number of performance experiences:

- Music Tours
- Grammar Sings and Ensembles Showcase Concert
- Soiree performances
- Eisteddfod
- Community performances
- Attending concerts
- Music for School Production

	TERM 1	TERM 2	TERM 3	TERM 4
Year 7	Instruments of the World	Children's Music	Rock and Roll	Film Music
	Performance: Body Percussion	Composition: Nursery Rhyme Arrangement	Performance: Ukulele	Composition: Film music scene Musicology: Exam
Year 8	Rap Music	Rock Music	Semester 2 Rotation "Rap"	Semester 2 Rotation "Rock"
	Performance: Group Task Musicology Exam	Composition: Rap Task using Bandlab	Performance: Group Task Musicology: Exam	Composition: Rap Task using Bandlab
Year 9	Australian Music	Australian Music	Musical Theatre	Musical Theatre
	Composition and Musicology: Australian Art Music	Performance: Australian Artist	Performance: Musical Theatre Piece	Musicology: Exam Composition: Musical Piece
Year 10	Film, Television and Game Music	Film, Television and Game Music	Music of the 20th and 21st Century	Music of the 20th and 21st Century
	Composition: Choosing a scene and writing a piece of music to suit the action.	Performance: Selection of a piece from a film, television, or game.	Composition: Writing a piece of music from a style within the 20th or 21st century.	Performance: Students perform a piece from one of the two centuries. Musicology: Analysis exam

SCIENCE

COURSE AIM

In today's world a knowledge of Science is essential. A study of Science can offer ways of understanding many of the issues confronting us, such as social, political and economic issues. Further, the study of Science equips us with skills and strategies that can be used throughout our life such as critical thinking, observing, communicating and researching.

The creation of new scientific knowledge involves careful, disciplined investigative and analytic work, often over long periods of time. But it also involves making bold leaps of imagination and intellect, wrestling with dilemmas, overcoming barriers, following hunches, making guesses, inventing meaning and taking risks.

Our course in Science provides an opportunity for, and assistance in, the development of students' ability to access, process and communicate information so that they might be culturally and scientifically informed and aware. Across Years 7-9 students also undertake field excursions to consolidate links between the theoretical world and real world.

COURSE OUTLINE

The Science curriculum at Townsville Grammar School has undergone changes in the middle School to prepare students for the new Senior studies curriculum. The three main strands that currently guide the curriculum are: Science Understanding, Science as a Human Endeavour and Science Inquiry. Within the Science Understanding strand there are four substrands: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. The major emphasis will continue to be on practical and inquiry skills.

YEAR 7	YEAR 8	YEAR 9
Lab Safety, Particle Model and Theory Earth in Space: Natural Phenomena on Earth Classification and Ecosystems Everyday Forces and Simple Machines	Earth Science – Plate Tectonics , The Rock Cycle Biology – Cells and Survival Chemistry –Physical and Chemical Change Energy Tranfers and Transformations	Light, Sound and Electricity Human Body Regulation and Response Species Survival and Reproduction Atomic Models and Chemical Reactions Dynamic Earth- Carbon Cycles, Photosynthesis and Earth's spheres

ASSESSMENT

Two dimensions of student ability are assessed in each topic: Understanding and Skills. The Understanding dimension involves the student

recalling scientific facts and applying the concepts learnt to simple situations. The Skills dimension involves the student gathering, interpreting, analysing and communicating data and also applying learnt knowledge to more complex or novel situations.

In Years 7, 8 and 9, a variety of assessment techniques are used to ensure students have the opportunity to display their skills and abilities. The following lists some techniques used:

- Examinations
- Experimental reports
- Research projects
- Scientist in Schools Partnerships
- Folio items



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