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SUBJECT SELECTION HANDBOOK

YEARS 7-9 | 2026

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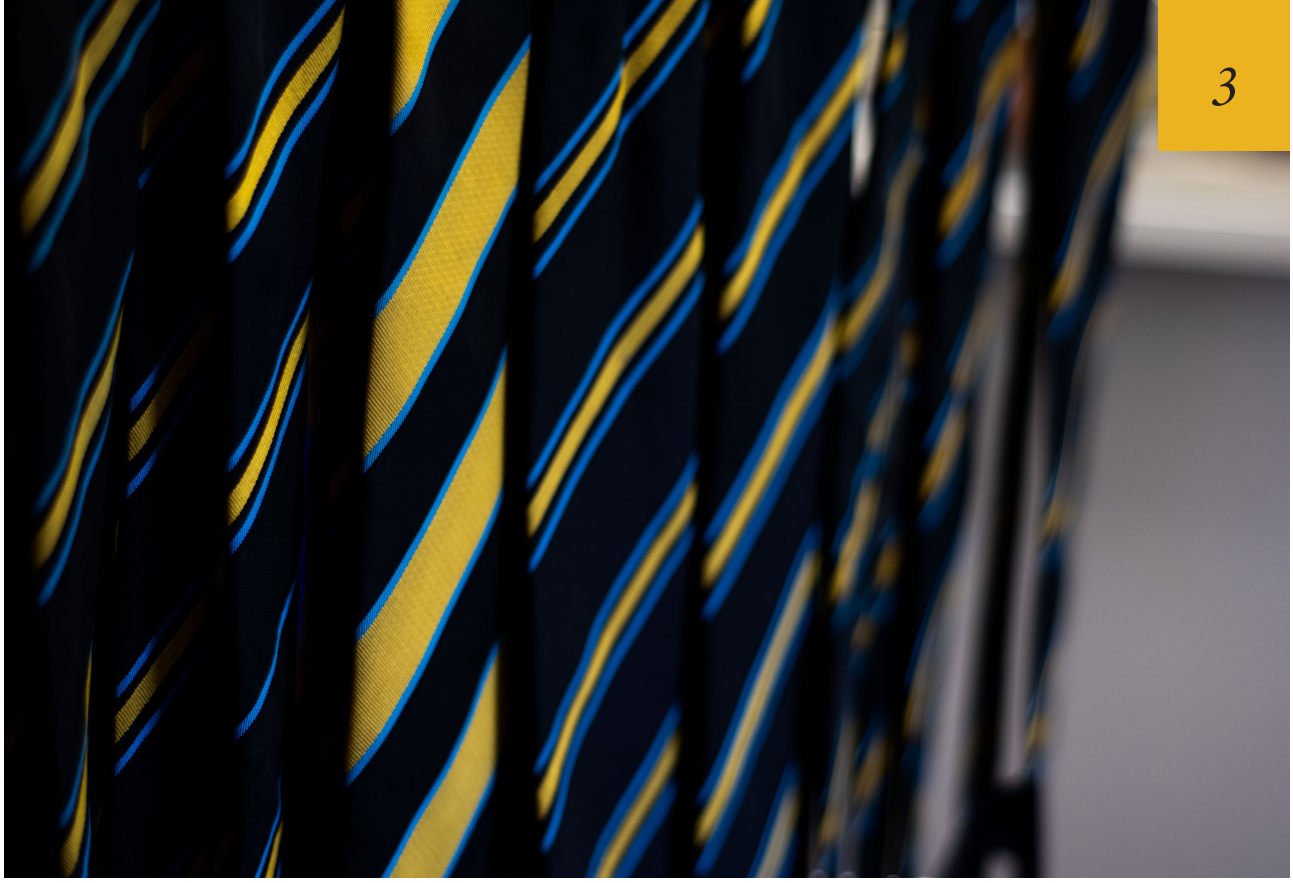
CONTENTS



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 Curriculum. 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

Amy Byrnes
Director of Curriculum

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 basic understanding of personal finance and investing, the world of commerce, business structures and economic systems. Whilst this course is not a pre-requisite, it would provide useful background for future studies in Year 10 Business Studies, Senior Accounting, Senior Economics, Senior Legal Studies and/or IB Business Management. The course also provides students with valuable life skills in the areas of:

- Personal financial management
- Personal investment
- Economic literacy
- Entrepreneurialism
- Creative and critical thinking

RATIONALE FOR SELECTING THIS SUBJECT

Business, in one form or another, affects everyone's 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, especially those involved with small businesses, prefer to employ people with knowledge of how such businesses operate. To satisfy the needs of business employers effectively, young people entering the workforce will be more valuable if they possess enterprising attributes and background knowledge of management techniques. 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. They will weigh up the risk and reward of various investment strategies, as well as consider the use of credit and the financial consequences of its mismanagement.
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 answer tests, response to stimulus and practical tests, as well as research assignments.

HOMEWORK AND STUDY EXPECTATIONS

Students will be expected to do regular homework consisting of either set work or study of work covered during the School day. Assignment work will also need homework time to complete.

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. A deep knowledge and understanding of information systems enables students to be safe, respectful, creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures. Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions within an ethical framework.

Embedded within our Digital Technologies course are the Digital literacies that encompasses the knowledge and skills students need to create, manage, communicate and investigate data, information and ideas, and solve problems. It assists students to work collaboratively at School and in their lives beyond School.

COURSE OUTLINE

Content in Digital Technologies is organised under two related strands:

- Knowledge and understanding – the information system components of data and digital systems (hardware, software and networks)
- Processes and production skills – the skills needed to create digital solutions.

Together, the two strands provide students with knowledge, understanding and skills through which they can safely and ethically use the capacity of information systems (people, data, processes, digital systems and their interactions) to systematically transform data into solutions that respond to the needs of individuals, society, the economy and the environment. Teaching and learning programs will typically integrate these two strands, as content in Processes and production skills often draws on understanding of concepts in the Knowledge and understanding strand.

The Knowledge and understanding strand comprises two sub-strands:

- Digital systems
- Data representation

The Processes and production skills strand comprises seven sub-strands:

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

Year 8 Digital Technologies is a specialist subject on a semester rotation.

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

ASSESSMENT

Students will be required to complete a variety of practical tasks and exercises throughout the year and produce portfolios of work that showcase the analysis, planning, development and evaluation of their products. Practical tests and quizzes will be used both by teachers in their observation and monitoring of student progress and by students for self-assessment.

RESOURCES

It is **not** a requirement of this course that students own a home computer or specialist software. The practical tasks can be completed in class time. However, if extra time is required to complete exercises or projects, students can access computers before and after School.

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. 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, the literacy teachings of Hochman and Wexler's

'The Writing Revolution' and is supplemented by the Cambridge student workbook 'Connecting English' and the online platform 'Education Perfect.'

CORE GENRES

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

- Analytical Expositions
- Analytical Speeches
- Persuasive Speeches
- Narratives

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)
- Connecting English (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 (years 7,8) and Connecting English (Years 9). 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: Pitch Perfect - the Art of Advertising	Unit 3:'The Boy in Striped Pyjamas'	Unit 4: Protest Poetry
	Assessment: Imaginative Written	Assessment: Persuasive Spoken	Assessment: Analytical Exposition (exam)	Assessment: Analytical Spoken
Year 8	Unit 1: Exploring Media	Unit 2: Character Archetypes	Unit 3: Dystopian Worlds – 'The Giver'	Unit 4: Language of the Imagination
	Assessment: Analytical Exposition	Assessment: Persuasive Spoken	Assessment: Analytical Exposition (exam)	Assessment: Imaginative Spoken
Year 9	Unit 1: The Art of Suspense	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, places and the environment.

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 a local farm 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 & 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 requires 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
- Information and communication technology (ICT) capability
- 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

Year 8

Geography

- Landforms and Landscapes
- Changing Nations – Migrations and Urbanisation

History

- Medieval Europe and the Early Modern World
- Empires and Expansion

Year 9

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

- The Industrial Revolution and the Movement of People.
- Making and Transforming the Australian Nation
- World War I
- Asia and the World

ASSESSMENT

Knowledge skills and processes are assessed throughout the year using a range of instruments. These 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 class sets of 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.

In this subject, students will also receive support primarily with their English coursework through additional learning activities and scaffolding of assessment work. Students may also receive additional assistance with assignments in other subject areas as needed, and support during examinations.

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 ICP, this may also include modified learning and assessment programs, and intensive teacher-aide support.

COURSE ORGANISATION & 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 undertaken Literacy Support in Years 7 and/or 8. 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 Curriculum 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

- PAT/R and DIBLES Reading Assessment
- 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
- Education Perfect
- Class novels

CONSULTATION

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

MATHEMATICS

COURSE AIM

Middle School (Years 7-9) Mathematics education at Townsville Grammar aims to:

- Develop students' interest in and enjoyment of mathematics;
- Provide students with opportunities to increase their repertoire of mathematical language, concepts, processes and skills;
- Provide students with opportunities to explore and use mathematics in a variety of contexts and applications;
- Enable students to experience success with mathematics;
- Enable students to gain confidence in themselves through their ability to use mathematics;
- Support students in becoming independent learners through an appreciation and understanding of how they personally learn mathematical ideas;
- Encourage students to pursue personal excellence within mathematics;
- Develop students' ability to communicate mathematical ideas effectively;
- Help students to appreciate the importance of the role of technology within mathematics, and to become more confident in using it to learn and apply mathematics;
- Provide students with activities in mathematics that form appropriate conclusions to their middle secondary Schooling and foundations for senior School mathematical studies;
- Help students to value their mathematical knowledge and to use it to become informed citizens capable of making sound decisions both in the world of work and their personal environments;
- Develop in students a better appreciation of mathematics as a major, dynamic field of human endeavour, one that has both its roots in many cultures and an important role in the development of contemporary society.

COURSE OUTLINE

An important aspect of the Middle School Mathematics course is to provide students with many opportunities to read, write and speak mathematically, with students working in groups or individually on 'problem solving and modelling' tasks. Also, a regular commitment to the use of technology has been established with the use of scientific calculators and computers encouraged.

The majority of students in Years 8 and 9 will complete the Mathematics course although some students who experience difficulties with Mathematics will follow the Mathematics Core course.

In Years 8 and 9 we envisage some movement of students between the Mathematics groups over the year, based on their performance in common tests.

Whilst students studying Mathematics may go on to study Mathematical Methods in Year 10, students studying the Core Mathematics course leads to General Mathematics in Year 10.

YEAR 7	
Whole Numbers, Decimals, Fractions Computation Strategies Percentages Ratio Algebra: Patterns and solving simple linear equations Area & Volume Angle relationships in Triangles and with Parallel lines.	Probability Chance and Data Statistics 2D and 3D Shapes Scale Drawing Co-ordinate Grids Transformations in the plane
YEAR 8	
Integers, Whole Numbers properties, Order of Operations and substitution Fractions, Decimals and Percentages Measurement: Perimeter, Area, Surface Area and Volume Pythagoras' Theorem Geometry: Angles, Parallel Lines, Properties of Triangles, Quadrilaterals and Polygons Algebra: Substitution, Expanding & factorising, Index Laws	Ratios and Rates Statistics: Measuraes of Centre, Measures of Spread and displaying data Probability: Experimental Probability, Venn diagrams and Two-way tables Algebra: Solving Equations, Formulas and Inequalities Linear and Non-Linear Relationships
YEAR 9	
Ratio, Rates, Percentages and Money Algebra: Algebraic expressions, Solving Linear Equations, Inequalities and Simultaneous Equations Pythagoras' Theorem and Trigonometry Algebra: Linear Relationships	Surface Area and Volume of Prisms and Composite Shapes Algebra: Index Notation up to Fractional Indices, Scientific Notation Probability and Statistics: Grouped Data, Box and Stem-and Leaf plots Algebra: Binomial Expansion, Factorising algebraic expressions including Trinomials, Simplifying algebraic

HOMEWORK AND ASSESSMENT

All students will be required to complete regular homework allocated by their teacher. Assessment will include traditional written exams and a Problem Solving Modelling Task (PSMT). Depending on the year level and course, examinations may be Technology Free (TF) that is without the use of a calculator and or Technology Active (TA) with access to a calculator. Examinations will occur each term. In addition to examinations, students each year will complete a Problem Solving Modelling Task (PSMT) in either Semester 1 or 2. It is highly recommended that students summarise their course work on a regular basis (fortnightly) so that they are well prepared for examinations in Mathematics.

CLASS ALLOCATION

To support students with their mathematical progression, classes are organised along the lines of ability groupings. This will ensure students continue their development with appropriate consistency in setting out questions, consolidation, extension and problem solving.

In Year 7 students are initially taught Mathematics in mixed ability groups until the end of Term 1. After which, students are assigned to the appropriate class, based on a number of observations and assessments.

These include PAT Mathematics testing from the start of the term, formative classwork and homework, end of term Mathematics assessment and also their Core class teacher's recommendations. In Year 8 and 9 this allocation takes place at the start of the year using a students' level of achievement on the previous year's Semester report along with teacher recommendations.

At the start of Terms 2, 3 and 4 some students are moved between classes to a more appropriate class. Although these movements are done in the best interest of the student involved, they sometimes cause anxiety. Parents are reminded that all decisions about class placements are made solely by the Mathematics Faculty. For obvious reasons it is not appropriate for a parent to attempt to influence these decisions, otherwise the streaming process will lack credibility.

ENRICHMENT ACTIVITIES

- Regular mathematics tutorial (usually weekly)
- Australian Mathematics Competition
- Mathematics Challenge for Young Australians
- Mathematics Challenge Enrichment Stage

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 Musicology: Exam	Performance: Ukulele	Composition: Film music scene Musicology: Exam
Year 8	Rock Music	Rap Music	Semester 2 Rotation "Rock"	Semester 2 Rotation "Rap"
	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. Musicology: Analysis of music from a film.	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.

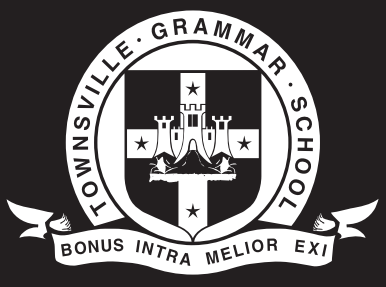
YEAR 7	YEAR 8	YEAR 9
Welcome to Science in the laboratory Everyday Forces and Simple Machines Classification and Ecosystems Particle Theory and Separation Techniques Phenomena on Earth	Working in the Laboratory- Student Experiments, Microscopes and Dissections Specialised Cells – Structures and Function Rock Hunting and Techtronic Activity Atomic Structure and States of Matter Chemical and Physical Changes Energy Transformations and Transfers	Scientific Research Light, Sound and Electricity Energy Input, Outputs, Transfers and Transformations 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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