

# Middle School

## HANDBOOK



**The Cathedral School**  
of St Anne & St James  
TOWNSVILLE

154 Ross River Rd, Mundingburra  
PO Box 994, Aitkenvale  
Queensland 4812 Australia

T. (07) 4722 2000  
F. (07) 4722 2111  
E. [tcs@cathedral.qld.edu.au](mailto:tcs@cathedral.qld.edu.au)

CRICOS 00959M  
ABN 54 090 829 806  
[www.cathedral.qld.edu.au](http://www.cathedral.qld.edu.au)

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life-long success.

# Welcome

Welcome to Middle Schooling at The Cathedral School. This Curriculum Booklet is a guide for students as they enter the middle years phase of learning – Years 7, 8 and 9. This phase of learning is very much about developing increased independence as students transition out of the Junior School and begin to develop the skill sets they require to prepare them for the demands of Senior Secondary Schooling in Years 10, 11 and 12.

There are 7 Middle School values that were identified by the first Middle School students in 2006. These values have become embedded and expected within the Middle School. The 7 Values are Respect, Responsibility, Consideration, Trustworthiness, Friendship, Fairness and Endeavour. These values will set the foundation for students engaging and learning in the Middle School whilst also preparing them for the Senior School and beyond.

Year 7 is a foundational year where students maintain a core curriculum covering the Australian Curriculum Key Learning Areas (KLAs) of: English, Mathematics, Science, Humanities (History and Geography), Technology, The Arts, Languages other than English (Japanese) and Health and Physical Education. Students also study Christian Education and Philosophical Inquiry as part of their school curriculum studies.

In Year 8, Technology and The Arts become elective subjects and students have the opportunity to choose four semester long units to study covering a selection of subjects within these two disciplines. These options include: Music, Visual Art, Drama, Digital Technology and STEM Enrichment.

In Year 9 students also choose four semester long subjects to study; however, Japanese becomes an elective option, along with Economics and Business. The time allocated for each of the electives increases in place of the compulsory LOTE study that occurs in Year 8. This structure remains the same when students enter Year 10.



**Mr Chris Anderson**  
Head of Middle School



**Ms Karen Brennan**  
Assistant Head of Middle School



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## MIDDLE SCHOOL VALUES

*Embedded into the Middle School are 7 core values that capture the culture of the school and underpin how classrooms operate. These values are also outlined in the student diary as follows:*

### RESPECT

Treating others with respect – Being tolerant of differences – Including everyone – Using good manners, not bad language – Being considerate of others' feelings – Not threatening or hurting anyone – Promoting equity – Allowing others freedom – Celebrating others' achievements – Obeying rules.

### RESPONSIBILITY

Doing what you are supposed to do – Being accountable for your actions – Always doing your best – Using self-control – Acting in accordance with principles of moral and ethical conduct – Standing up for the rights of others – Building relationships with the local community.

### CONSIDERATION

Caring for yourself and others – Being kind – Including everyone – Showing you care – Using good manners – Helping people in need – Forgiving others – Accepting everyone as they are – Showing compassion and empathy – Being a good 'neighbour'.

### TRUSTWORTHINESS

Being honest – Being sincere – Seeking the truth – Not deceiving, cheating or stealing – Doing what you say you'll do – Being loyal – Having the courage to do the 'right' thing – Engaging in open communication.

### FRIENDSHIP

Accepting diversity – Offering the hand of friendship – Cooperating with others – Not arguing for the sake of it – Listening to others – Offering thoughtful advice.

### FAIRNESS

Promoting equity and giving everybody a go – Ensuring everyone is treated fairly – Playing by the rules – Taking turns and sharing – Not taking advantage of others – Not casting blame carelessly.

### ENDEAVOUR

Seeking to accomplish something worthy and admirable – Always giving your best in all you do – Pursuing excellence – Living to learn – Encouraging each other to succeed.

## PASTORAL CARE AND STUDENT WELLBEING

*Significant educational research has confirmed that adolescent students need a challenging curriculum delivered in an environment that provides social and emotional support. This is exactly what happens at The Cathedral School.*

Pastoral care is central to the philosophy and organisation within the Middle School. Each student has the stability of a home class group (called a Tutor Group) with one of the key teachers of that class having a designated pastoral care role (the Tutor). Our tutors are energetic, empathetic and committed to providing the scaffolding needed to support students in all facets of their school life.

The tutor is the 'constant' in the students' year, with daily Tutor Group meetings and significant subject time spent together. The tutor is also the first point of contact for parents, and strong relationships are developed with students and their parents/guardians. The 3-way partnership between student, family, and school is essential in supporting students through their adolescent years.

Each year level in the Middle School also has a Year Level Dean who oversees the pastoral care/behaviour management of the year group, and works together with the tutors to make the year a successful and productive one for the cohort. Each year level adopts a theme that is used as a framework for their operation as a cohort. This theme is often accompanied by a catchphrase that provides a focus for the particular year level.

The current year level themes are as follows:

### Year 7

*The Year of Opportunity*

Habits and Great Opportunities

### Year 8

*The Year of Possibility*

Strive, Respect, Grow

### Year 9

*The Year of Responsibility*

One Voice

Middle School tutors and the Middle School Leadership Team work together to monitor, assist and encourage all students.

The Pastoral Care tutor group activities are underpinned by The Resilience Project. The Resilience Project delivers emotionally engaging programs and that are evidence-based, practical strategies to build resilience and happiness. The Cathedral School integrates the Resilience Project throughout the Pastoral Care lessons. These include presentations, wellbeing journals, schools curriculum, and teacher diaries.

**The Resilience Project seeks to help all Australians become mentally healthy Programs offered by The Resilience Project are based on the following strategies:**

### Gratitude

Appreciating what you have, not begrudging what you don't.

### Empathy

Thinking of the needs of others/kindness.

### Mindfulness

Being present in the moment, not becoming distracted by unhelpful or negative thoughts.



## ENGLISH

*The Middle School English program is based around three interrelated strands that support students' growing understanding and use of English:*

### LANGUAGE

Students develop their knowledge about the English language and how it works to communicate effectively through coherent, well-structured sentences and texts.

They learn how language enables people to interact effectively, to build and maintain relationships, and to express and exchange knowledge, attitudes, feelings and opinions.

They learn about patterns of English usage and grammar at the level of the word, the sentence and the extended text, and they learn the connections between these levels.

They learn about spelling and the purposes of punctuation.

### LITERATURE

Students learn to interpret, appreciate, evaluate, and create literary texts such as narrative, poetry, prose, plays, film, and multimodal texts in spoken, print, and digital/online contexts.

Texts are chosen because they are judged to hold meaning and significance for young people; they represent interesting and effective features of form and style; and they are recognised as having enduring or artistic value.

Texts are drawn from a range of cultural contexts, international and Australian literature, including oral narrative traditions as well as contemporary Aboriginal and Torres Strait Island literature, texts from the Asia region, and texts of students' choice.

### LITERACY

Students apply their English skills and knowledge to listen to, view, read, speak, write and create a growing repertoire of texts.

They learn to comprehend, interpret and create spoken, written and multimodal texts, and use the English language accurately, fluently, critically, creatively and confidently.

They learn to manipulate and adapt language to meet the demands of more general or more specialised purposes, audiences and contexts.

They learn about the different ways in which knowledge and opinion are represented and developed in texts.

### ASSESSMENT

Over the three years of the course, the assessment will reflect the organising principles of continuity, increasing complexity of challenge, range, increasing independence and accommodation of cultural, social and individual differences. Assessment tasks comprise of a combination of written, spoken and multimodal genres.

## MATHEMATICS

*Mathematics in the Middle School continues to build on the foundations developed in the Junior School Program and feeds into the Senior School Program. A key focus of Middle School Mathematics is numeracy, where this refers to the application and use of mathematical skills, knowledge and procedures in real-world applications.*

### TOPICS OF STUDY

**Mathematics in the Middle School focuses on three key strands namely:**

- Number and Algebra
- Measurement and Geometry
- Probability and Statistics

These topics are developmental in nature, each containing many sub-topics. Previously introduced concepts are reviewed and then expanded on, as the curriculum spirals over time.

### TECHNOLOGY USE

Use of calculators is required in all Middle School Maths classes. This does not mean, however, that there is no place for mental arithmetic or showing mathematical reasoning.

Other applications used include Microsoft Excel and web based graphical-modelling programs such as Graphmatica.

### EXTENSION MATHEMATICS

Extension Mathematics is offered to students in Years 7, 8 and 9 who are identified as working well above the Achievement Standard. These students are invited to join a cohort of peers from across their year level in a specialist lesson designed to challenge students with extended problem-solving. Extension Mathematics replaces regular Mathematics once per timetable cycle.

### ASSESSMENT

Mathematics assessment in all Middle School years will align with the assessment that students will encounter in the Senior School Mathematics subjects.

In each year, assessment will usually include four supervised exams, and one extended Modelling and Problem Solving Task. Some exams will have a non-calculator component.

### ASSESSMENT CRITERIA

**Questions in Maths are classified as either:**

- Simple Familiar (60%)
- Complex Familiar (20%)
- Complex Unfamiliar (20%)

Modelling and Problem Solving Tasks will require students to formulate, solve, verify and then communicate their response in relation to an investigative type scenario. E.g. Is it feasible in Townsville to collect and store rainwater from the wet season to use to irrigate a home garden throughout the dry season?



## SCIENCE

Science is a way of answering questions about the natural world. The body of scientific knowledge and understanding has been built upon questions which have derived from observations and the gathering of evidence. This body of knowledge and understanding is continually changing, and in recent years it has been rapidly increasing. The process of building scientific knowledge is as important as the knowledge itself.

### CONTENT STRANDS

The Middle School Science curriculum is organised around the three interrelated strands of the Australian Curriculum for Science. Each of these strands is of equal importance:

- **Science Understanding** – incorporates knowledge and understanding of the four sub-strands of Biological, Chemical, Physical and Earth and Space Sciences.
- **Science Inquiry Skills** – incorporates skills of investigation, analysis, evaluation and communication.
- **Science as a Human Endeavour** – incorporates the nature and development of science and the use and influence of science.

The curriculum focus for the Middle School is to provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

### THINKING SCIENCE

The Thinking Science program is an evidence-based program designed to accelerate learners' cognitive function and foster the development of critical and creative thinkers. Students are given the opportunity to tackle problems collectively to reach conclusions and reflect on the thinking processes used. 'Thinking skills' is one of the seven general capabilities included in the content descriptors and achievement standards of the Australian Curriculum.

Students gain an appreciation for the phenomena of science, a practical understanding of concrete concepts and improved confidence and participation due to its carefully planned delivery. The Thinking Science program runs parallel to, but does not replace, other science lessons which cover the Australian Curriculum. The thinking skills students gain, lead to improved performance in thinking across all subjects, long after the program has been taught.

**Assessment:** In Science, assessment items include practical tasks, scientific reports and understanding of content and process tests.

### Year 7

#### COURSE OUTLINE

##### Why do icebergs float? (Chemical Sciences)

Students will become familiar with the differences between pure substances and mixtures. They learn about mixtures, solutions and separating soluble and insoluble substances. Students will also engage in a range of laboratory-based experiments and investigative learning experiences to build their laboratory skills and learn to work with scientific data. Students will develop skills in separating mixtures by applying physical separation techniques.

##### That's my habitat! (Biological Sciences)

Students explore the hierarchy and classification of living things. They will develop and understand the concept of food webs as a means of depicting the feeding relationships between organisms and explore the biotic and abiotic factors necessary for the survival of living things. Students will predict the effect of human and environmental changes on interactions between organisms.

##### Pushing and Pulling (Physical Sciences)

Students investigate forces, and how they can change the motion of an object. They consider the impact of friction on moving objects and appreciate the role of forces in their everyday lives.

##### Dark Side of the Moon (Earth and Space Sciences)

Students explore the relative movements of the Earth, sun and moon and how natural phenomena such as solar and lunar eclipses and phases of the moon occur. They recognise that some of Earth's resources are renewable, including water that cycles through the environment, but others are non-renewable.



### Year 8

#### COURSE OUTLINE

##### Act and think as a scientist

Students engage in a range of laboratory-based experiments and investigative learning experiences to work with scientific data.

##### Transform your energy (Physical Sciences)

Students understand that energy appears in different forms, including movement (kinetic energy), heat and potential energy. They will investigate how energy is generated and transformed in order to meet society's energy requirements while taking into account sustainability and ethical considerations.

##### Cells to systems (Biological Sciences)

Students examine a variety of cells using a light microscope and learn to recognise their specialised structures and functions. They will explore how some organisms reproduce, starting at a cellular level, and compare this to multicellular organisms.

##### What's the matter? (Chemical Sciences)

Students engage in a range of laboratory-based experiments and investigative learning experiences to explore changes in matter at a particle level and distinguish between chemical and physical changes. They will appreciate that scientific knowledge changes as new evidence becomes available.

##### Rockin' all over the world (Earth and Space Sciences)

Students investigate the dynamic nature of the rock cycle. They appreciate where and why rocks have been used in buildings and monuments in the local area.



### Year 9

#### COURSE OUTLINE

##### Patterns of chemistry (Chemical Sciences)

Students examine how chemical reactions are used to describe the patterns of change observed in systems in which matter transforms.

##### Changing Earth (Earth and Space Sciences)

Students investigate the development of the theory of plate tectonics and how it explains global patterns of geological activity and continental movement. They relate the occurrence of earthquakes and volcanic activity to constructive and deconstructive boundaries.

##### Life in the balance (Biological Sciences)

Students explore the overarching ideas of stability and change through the investigation of body systems and ecosystems. They focus on how multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment.

##### Waves and particles (Physical Sciences)

Students examine aspects of the chemical and physical sciences through atomic and wave models. Their understanding of these models is developed and reinforced through practical investigations.

## STEM

*STEM is an enrichment subject that combines the disciplines of Science, Technology, Engineering and Maths to encourage curiosity, critical thinking, and collaboration.*

Offered as an elective subject in Years 8 and 9, STEM enrichment is specifically tailored to engage high achieving students with an expressed interest and demonstrated academic ability in STEM fields. This elective provides students the opportunity to learn concepts that go beyond the scope of the Australian Curriculum and extend high achieving students with skills in the traditional fields of Science, Technology, Engineering and Mathematics. Students develop perseverance and creativity through solving authentic problems that are open-ended.

### Year 8 ELECTIVE

#### Forensic Science

This unit explores the various fields that make up the study of forensic science. We begin with an introduction of how a crime scene is treated and what trace contact evidence can be collected. Students investigate the science principals that underpin techniques such as impression casting, fingerprinting, and forgery analysis.

**Assessment:** Folio of work including an extended response to a hypothetical scenario.

### Year 9 ELECTIVE

*Prerequisite A/B grade in Science and Maths.*

#### Great Barrier Reef

Students undertake modelling to develop an understanding of the factors affecting the health of the Great Barrier Reef. Students will firstly research the basic concepts involved in Marine Ecology and Water Chemistry. Students then practise the skills involved in analytical chemistry and investigate anthropogenic factors affecting Barrier Reef health. With background research on how marine data is collected, students conduct experiments to collect mock data. Students then model primary and secondary oceanographic data using non-linear functions. Finally, students will generate solutions to problems relating to monitoring Barrier Reef health. Students present their proposed solutions in the context of a scientific conference.

#### The Design Process: Rockets and Town Planning

Students learn The Design Process using the contrasting contexts of Rocket Design and Town Planning. Students learn how to apply The Design Process to find solutions to authentic and open-ended problems. The Design Process starts with identifying the problem followed by gathering background information. Students then identify possible solutions and test their solution. The solution is evaluated then modified and refined before retesting. Finally, the improved solution is communicated and the cycle repeats itself.

**Assessment:** Short Experimental Investigation, Cornell Notes, Multi-modal Presentation.

## HUMANITIES

*The subject Humanities is based on the Australian Curriculum for Geography and History with each studied for one semester in Years 7, 8 and 9. The Middle School Humanities course is purposely designed to provide students with a background in each of these disciplines which may be selected as separate subjects in the Senior School.*

### HISTORY

The Middle School History curriculum focuses upon developing historical knowledge and understanding through the process of inquiry, research skill development and critical analysis of historical sources. The curriculum takes a world history approach within which the history of Australia is taught in context. It does this in order to equip students for the challenges of the world in which they live.

#### Year 7

##### The Ancient World

(C. 60,000BC – C. 650AD)

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC – c.650 AD. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India.

#### Year 8

##### The Ancient to the Modern World

(C. 650 – 1750)

The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

#### Year 9

##### The Making of the Modern World and Australia

(1750 – 1918)

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'war to end all wars'.

**Assessment:** In the Middle School, all History is assessed via the use of a variety of techniques such as presentations, reports, essays, short response and response to stimuli tests.

#### Year 9

##### Economics & Business ELECTIVE

The subject Economics and Business is an elective unit offered for one semester in Year 9. The curriculum gives students the opportunity to develop their understanding of economics and business concepts by exploring the ways markets work within Australia and globally. Students will consider the interdependence of participants in these economies, including the implications of decisions made by individuals, businesses and governments.

**Assessment:** In the Middle School, Economics and Business is assessed via a research assignment and a supervised test.

## GEOGRAPHY

The Middle School Geography curriculum focuses on developing geographical understanding through studies of the interactions between people and the environment, and the spatial distribution of human activities. Geography engages students in geographical thinking that relates to their own lives and experiences. They apply inquiry approaches to extend their previous knowledge, and learn new skills and approaches to problem solving and decision making. The Geography curriculum explores the main features of the biophysical environments of local places, Australia and the world.

### Year 7

Water in the World focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity.

Place and Liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning.

### Year 8

Landforms and Landscapes examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.

Changing Nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The unit explores the process of urbanisation and investigates the reasons for the high level of urban concentration in Australia as well as issues related to the management and future of Australia's urban areas.

### Year 9

Biomes and Food Security focuses on investigating the role of the biotic environment in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

Geographies of Interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

**Assessment:** In the Middle School, Geography is assessed using a variety of techniques including field reports, practical tasks and supervised tests.



## LIFE SKILLS & PE

*All students participate in a healthy program of sport and physical activities. Aspects of the program include swimming, cross country, athletics, dance and several ball games and sports which aim to develop the students' fitness, skills and ability in a wide range of activities offered during the course of the year.*

Students are prepared for interhouse sport competition and encouraged to participate in interschool swimming, cross country, athletic competitions and team sports.

## HEALTH & PHYSICAL EDUCATION

The Health and Physical Education course reflects the dynamic and multidimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups in modern Australian society.

**The course offers students opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:**

- Promoting the health of individuals and communities
- Developing concepts and skills for physical activity
- Enhancing personal development

Active engagement in physical activity is a major emphasis in this course. A diverse range of activities will be covered reflecting the school's house sport competition and involvement in interschool competitions. These activities will include aquatics, athletics, dance and a variety of games and sports.

Theory is also an important element of the course.

**Theory lessons and topics will include:**

### Year 7

- Introduction to Health
- Basic Nutrition
- Changing and Growing
- Making Healthy Choices – Smoking

### Year 8

- Bullying
- Health Related Fitness
- Understanding Mental Health
- Making Healthy Choices – Drugs & Alcohol

### Year 9

- Personal Identity
- Nutrition for Physical Activity
- Body Systems
- Drugs in Sport

**Assessment:** Students will complete one theory assessment each term. Each physical activity will be assessed in terms of students' ability to acquire skills, apply skills and evaluate the activity in a competitive situation.

## TECHNOLOGY

*Throughout the Middle School years, students are introduced to a range of technology subjects, giving them an opportunity to learn new skills and make decisions about future subject choices based on their interest and aptitude in the various areas.*

**Technologies is broken into two distinct but related subjects:**

Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities

Digital Technology, in which students use computational thinking and information systems to define, design and implement digital solutions.

Technologies is a core subject that all students in Year 7 experience. Year 8 and 9 students have technology subjects offered as semester electives.

### Year 7

#### Digital Technology

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Students spend one semester engaging with digital projects, defining and decomposing real-world problems to create digital solutions and develop project management skills. Topics students explore include Robotics, Website creation and Information Security.

**Assessment:** Folio of work, Website and online Cyber Challenge.

### Year 8

#### Digital Technology ELECTIVE

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Students continue to work with real-world problems with a greater focus on algorithmic thinking and investigations into how data is stored and transmitted in the digital world while exploring in the more advanced Robotics unit. Evaluation of information systems, sustainability and future risks are key features of the App creation and Artificial Intelligence (AI) unit.

**Assessment:** Folio of work, 5-screen App for smart devices, Test.

### Year 9

#### Digital Technology ELECTIVE

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In Year 9 students explore data security and extend on their skills representing algorithm with flow charts and pseudocode.

**Students will learn:**

- About different computer authentication techniques.
- Cryptography methods and how to decrypt various ciphers.
- To optimise their programs by constructing flow diagrams to translate to pseudocode. This enables students to migrate their algorithmic thinking and apply it to other programming languages and applications.
- Write Python code utilising a Micro:Bit processor that allowed the students to take their code off the screen and into their hands.

**Assessment:** Supervised Exam, Digital Portfolio.

### Year 8 & 9

#### Food & Textiles Technology ELECTIVE

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The Food and Textiles Technology elective consists of two units: Terrific Textiles and Food and Nutrition, each 8 – 9 weeks in duration.

##### Terrific Textiles

The textile unit concentrates on safety, textile studies of natural fibers, and basic and advanced sewing skills. Students design and make two articles, such as a simple bag and pair of shorts in Year 8 and a foundation pieced patchwork article and an embellished reversible shopping bag in Year 9. These projects give the students plenty of scope to demonstrate their artistic flair, sewing, and management skills.

**Assessment:** Assessment for the unit includes a written examination, process journal and practical work.

##### Food & Nutrition

The nutrition unit concentrates on planning, making and evaluating healthy food choices. Students complete a weekly practical foods workshop which concentrates on hygienic and safe food preparation.

**Assessment:** Assessment includes a safety poster, a written examination, process journal and healthy brunch practical cookery exam.

#### Design Technology ELECTIVE

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This subject aims to introduce students to graphical communication through a variety of areas.

**Students will learn:**

- Basic Sketching, Orthographic Projection, Plane Geometry, Perspective, Solid Modeling, Diagrams, and Charts, Rendering, and Pictorial Drawing.

At the end of the one semester, course students will have an understanding of Two and Three Dimensional Drafting using AutoCAD software. The course is divided into 50% computer drafting and 50% manual drafting. The Year 9 Graphics course has been set out to cater for all individuals.

**Assessment:** Design Folios, Supervised Assessments.

#### Production Technology ELECTIVE

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Production and Technology is a practical subject centered on design and problem-solving.

**The subject aims to:**

1. Develop skills related to the design and construction of projects using a variety of materials such as timber and plastics to develop competency in using specialised tools and machinery.
2. Analyse and evaluate designs (both their own and others) to develop the capacity to make wise consumer decisions.
3. Develop problem-solving skills, responsible attitudes, independence, and creativity skills.

#### COURSE OUTLINE

Construction of one major design project using wood, wood products and a second material e.g. plastic/glass “Design Brief” research assignments. Students research a design problem and on the basis of their research come up with practical solutions to the problem. The best solution is then selected and constructed.

The design project will centre on the use of specialised machines. Students are encouraged to use their design skills to solve design problems in their own creative way. This part of the course is great for students who have special interests or ability in specialised areas of technology.

**Assessment:** Design Folios demonstrating the design, construction and evaluation phases.

## LANGUAGES

### JAPANESE

*To become a global citizen, it is essential to learn a language other than one's own. This is not only to be able to communicate with speakers of that language, but also to develop an appreciation of other cultures.*

The Cathedral School recognises Australia's cross-curriculum priority of Asia and Australia's engagement with Asia by offering a language program that enables the development of rich and engaging contexts for developing students' capabilities to engage with the language and culture of Japan. Students learn to communicate and interact in interculturally appropriate ways, and in doing so, gain an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies.

Japan has been a close strategic and economic partner of Australia for more than 50 years, and there is an ongoing exchange between the two countries in the areas of education, trade, diplomacy and tourism. Being able to communicate in Japanese is a valuable asset in many careers such as; Business, Engineering, Technology, Law, Defence, Travel and Tourism. We have built a strong relationship with our Sister Schools in Japan, Koueikan Middle School and Sakuragaoka High School in Shunan City, Yamaguchi Prefecture. Such relationships provide many exciting opportunities for our students to communicate with Japanese students, by welcoming students to our school on a variety of exchange programs and visiting Japan on our biennial Japan Tour to experience the language and culture first-hand.

### Years 7 & 8

Japanese is a compulsory subject in Years 7 & 8. The aim of the course is to provide students with opportunities to develop their knowledge of both the language and the culture of Japan. It is not necessary for students to have studied Japanese before. Literacy skills include introduction to the hiragana and katakana scripts.

#### TOPICS OF STUDY

**Year 7** Hiragana Script, Self-Introductions and Family, Folk Tales, Daily Routines, Hobbies and Interests.

**Year 8** Katakana Script, School Life, Food and Dining, Animals and Adjectives, Fashion and Shopping.

#### LEARNING EXPERIENCES

This course incorporates a wide variety of teaching and learning methodology to cater to a diverse range of learners. Digital technologies using a laptop are also embedded into the course to assist in script and vocabulary acquisition, to access interactive course materials and create digital assignments. Students are given regular opportunities to communicate with native speakers through our school Assistant Language Teacher Program, and via email communications and Skype lessons.

**Assessment:** A portfolio style of assessment allows students to demonstrate proficiency in the language and understanding of Japanese culture by completing a variety of activities throughout each term.

A variety of assessment techniques are used to allow students to demonstrate proficiency in the language and understanding of Japanese culture, including both exams and assignment tasks. Students create digital presentations, perform role plays, and analyse realistic written texts and audio materials.

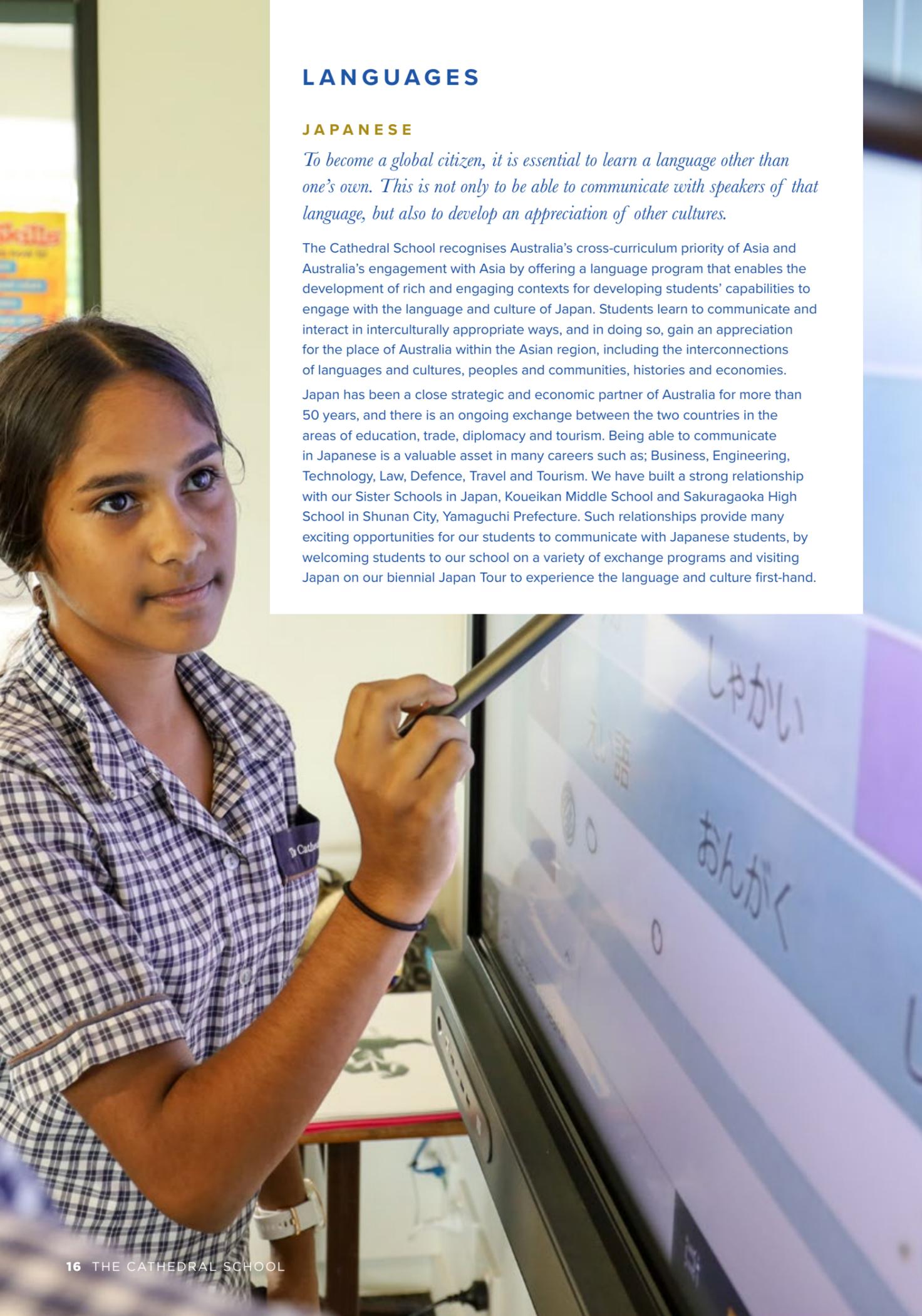
### Year 9 ELECTIVE

Japanese is an elective subject in Year 9. Students will continue to develop language skills which will enable them to communicate effectively in everyday situations. Students starting Year 9 Japanese must have received a passing grade in Year 8 Japanese and should be confident with reading and writing the hiragana and katakana scripts as a prerequisite for this course. Those who have achieved consistently high grades in Year 8 Japanese are strongly encouraged to continue their study in this academic subject.

#### TOPICS OF STUDY

**Year 9** Kanji Script, Times and Places, Japanese Housing, Seasons and Weather, Describing People.

**Assessment:** Assessment is focused around the four skills of Listening, Speaking, Reading and Writing. Literacy skills will be extended to include more complex grammatical patterns and a wider range of Kanji.



# THE ARTS

## MUSIC

*“Music is not a toy for a very few select people... music is spiritual food for everybody”*

ZOLTÁN KODÁLY (1882 – 1967)

It was Kodály’s vision for music education to be the right of every child. The music program at The Cathedral School reflects this philosophy in a myriad of ways. We believe that music literacy is a skill that can be acquired by any student and does not require any previous training on an instrument.

### Year 7

Students learn to become musically literate through performing, reading, writing, creating and improvising using known musical elements. Students in Year 7 have the opportunity to experience active music-making through the voice, composition on Garage Band and practical playing on keyboards and ukuleles.

### Year 8 ELECTIVE

Students learn to become musically literate through performing, reading, writing, creating and improvising using known musical elements.

Students in Year 8 have the opportunity to experience active music-making through the voice, keyboard work and guitar, with learning experiences tailored to meet the needs of individual students.

### Year 9 ELECTIVE

Year 9 Music consolidates the foundational knowledge learned in Year 8 while preparing students for Senior Music. The course provides students with the opportunities to study a variety of styles and genres while gaining a more thorough and in-depth understanding of the structure and purpose of music. Students work with a variety of instruments to perform and create music. Students will work in the three main areas of Performing, Composing and Analysing Repertoire.

### PREREQUISITES

#### Year 8 Music Instrumental and Vocal Ensembles

Music is an important part of the cultural life at The Cathedral School. Students who choose to study Music beyond Year 8 are expected to participate in at least one of the performance groups offered by the school.

**Assessment:** Assessment increases in complexity as students progress through the program. In Years 7 and 8 there is an emphasis on practical tasks with appropriate theory and composition items as well. In Year 9 assessment becomes more formalised in order to prepare students for Year 10.

## DRAMA

### Year 7

In Year 7 students study drama for one semester. Some students enter the course with little previous experience. Therefore, the course is designed to introduce students to basic elements of performing and stagecraft.

**The following skills are studied:**

- Role-play
- Interpretation of Text
- Spontaneity and Improvisation

Drama classes are highly practical in nature with many stagecraft skills such as voice, movement, gesture and use of space being taught through drama games. Once students have mastered a basic level, they develop skills in extended role-play and working with text. Finally, students learn and practice improvisation skills through context based scenarios.

The Year 7 course focuses on helping students develop an enjoyment of Drama. Group work plays an important part in the learning process, so enhancing the students’ communication skills is a goal.

## MEDIA ARTS

### Years 8 & 9 ELECTIVE

Students learn to structure and convey stories and points of view through media conventions and genres. They develop and refine their media production skills for the purpose of integrating and shaping the technical and symbolic elements in images, sound and text to convey meaning. Students also examine the social and cultural values and beliefs embedded in media texts, learning to manipulate media representations for effect.

**Assessment:** Folios of work containing both practical and theoretical elements.

### Years 8 & 9 ELECTIVE

Students study various styles of Drama, further developing their practical skills. Being able to work collaboratively in groups is an essential skill. **Over the semester, students will cover at least one aspect of each of these three criteria:**

- Forming – the creation of dramatic concepts
- Responding – the understanding and analysis of dramatic form
- Presenting – the presentation of acquired skills in any particular performance genre Each criterion is equally weighted and it is important to succeed in all tasks.

### PREREQUISITES

While there are no subject prerequisites, previous experience in Drama is beneficial. Students need to prepare and rehearse scripted text on a regular basis. Some outside preparation time is necessary. Students who struggle to learn lines or lack confidence when presenting in front of an audience will experience difficulty in this course.

### COURSE OUTLINE

**The following genre areas and topics are studied in Years 8 & 9 Drama:**

- Dramatic languages (includes the theoretical background to practical tasks)
- Mime and creative movement

Students will study both theoretical and practical aspects of the course. The “Dramatic Languages” underpins all genre work and students will develop their understanding of dramatic languages through manipulating various forms of drama. Student-devised tasks feature heavily and the ability to work collaboratively as part of a group is essential.

**The following topics are covered throughout the semester:**

- Student-devised scenarios
- Scripted text
- Role-play and improvisation
- Mime and creative movement

**Assessment:** Assessment is based on both theoretical and practical elements of the course.

## VISUAL ARTS

*The Visual Arts program aims to provide a sequential development of art content and skill.*

- Give all students the opportunity to discover, discuss and respond to art concepts and works
- Encourage students to respond visually to the environment
- Encourage students to think creatively by presenting them with activities which may involve a range of responses from problem solving to emotive awareness
- Encourage students to appreciate qualities of artistic integrity and craftsmanship
- Develop skills of understanding and communication
- Develop skills of handling materials and equipment in 2D and 3D
- Have direct contact with the media in a variety of areas
- Develop the understanding that a function of art is to stimulate thought and improve society

### Year 7

Students learn a variety of experience-based techniques such as drawing, clay sculpture and painting. The emphasis is on the process as well as the product. Students are encouraged to enjoy creating their own pieces.

### Year 8 ELECTIVE

Students follow two units of work that respond to a theme/ concept. In the first unit students develop a lino-print based on the theme of 'emotion' using expressive shape and colour to produce a series of abstract lino-prints.

In the second unit, students develop a design for a clay whistle based on the theme of 'animals' to produce a decorative, stylised animal 'whistle'.

### Year 9 ELECTIVE

Students follow two units of work that look at past artworks as inspiration. In the first unit Year 9 students explore the use of gargoyles and grotesques and their role in protecting the churches and villages where they resided. Students construct their own gargoyles using cardboard, found material, paper maché, glue and sand.

In the second unit, students are introduced to the Impressionists and study their painting technique. Students paint a landscape on canvas using the Impressionistic technique of painting.

**Assessment:** Folios of work.

## CHRISTIAN EDUCATION

*In an Anglican school, Christian Education plays a vital role in developing an ethos in students that Christianity is practical and provides us with tools to help us live our lives in an effective way.*

The tenets of Christian living, service and ethics underpin the course at Middle School level. Chapels are designed for maximum student participation with a wide range of contemporary songs, readings, stories and multimedia being used to enhance the message.

Christian Education lessons and attendance at Chapel is a compulsory part of the School's curriculum.

### Year 7

#### Semester 1

The Bible Driving Course and The Gospel of Mark.

#### Semester 2

What is a Church? Wisdom for Life.

### Year 8

#### Semester 1

Overview of the Old Testament (Part 1): Adam to Abraham, Abraham to Joshua.

#### Semester 2

Overview of the Old Testament (Part 2): Judges to the Exile, Exile to Jesus.

### Year 9

#### Semester 1

Background to the Gospels and The Gospel of Matthew.

#### Semester 2

Gospel values, Christianity explained.

**Assessment:** Assessment includes assignment and project work, short tests, oral presentations, folios of work plus classroom observations. It should be noted that assessment does not imply a judgment of any kind about a student's personal faith. Assessment is about knowledge of the course material.

## PHILOSOPHICAL INQUIRY

*Philosophical Inquiry is a subject in the Middle School (Years 7 – 9) designed to teach students how to think critically and to reason. Students learn how to engage in sustained, deep discussion about complex concepts. Students learn to reflect on their own learning and consider how their thinking might have changed after engaging in a class discussion and hearing some of the perspectives of others – especially when those perspectives happen to be different to their own initial opinion.*

**Students will study units of work based on the five strands of Philosophy:**

- Metaphysics as the study of being
- Epistemology as the study of knowledge
- Ethics as the study of morality
- Aesthetics as the study of beauty
- Social and Political as the study of authority

Year 7 students discuss concepts within the themes of: Art, Beauty, Authenticity, Perception, Knowledge, Belief, Conflicting Rights and Protesting. Year 8 students work within the themes of: Identity, Change, Friendship, Love, Ethic of Care, Justice, Equality, Prejudice, Self-Acceptance, Existence. Year 9 students explore concepts within the themes of: Peace, War, Wisdom, Intuition, Right and Wrong and Community Relationships.

Throughout the Middle School program, students will pose questions of each other and some of those questions will be explored within the class as part of a "community of inquiry".

**Assessment:** Students will not be formally assessed in this subject; however, they will be expected to keep a learning journal of their reflections and will be given feedback on the development of their thinking processes.

## EXTENSION & ENRICHMENT

### English

**Within the classroom** – teachers will find tasks that are more challenging in nature in order to extend those students who are more able.

**Extracurricular** – a range of options are available, including:

- ICAS English Competition
- Writers' Camp
- Optiminds
- Interhouse and Interschool Debating
- English Club

### Mathematics

**Within the classroom** – teachers will make available a range of challenge options as part of the unit being undertaken. Generally, these would involve an extended type problem solving using the current work rather than introducing new concepts.

**Extension Group** – Extension Mathematics is offered to students in Years 7, 8 and 9 who are identified as working well above the Achievement Standard. These students are invited to join a cohort of peers from across their year level in a specialist lesson designed to challenge students with extended problem-solving.

**Extracurricular** – a range of options are available, including:

- ICAS and AMC Mathematics competition
- Year 7/8 QAMT Competition (Interschool)
- Maths Problem Solving Olympiad
- Optiminds

### Science

**Within the classroom** – teachers will make available a range of challenging options as part of the unit being undertaken.

In Years 8 and 9, the STEM Enrichment program is designed to challenge students who have a particular interest and ability in Mathematics and Science. It is an opportunity for students to learn concepts beyond the Australian Curriculum with a particular emphasis on critical thinking and problem-solving in complex scenarios.

**Extracurricular** – a range of options are available, including:

- The Wonder of Science Program
- BHP Big Science Competition
- Science Week activities
- The Science and Engineering Challenge

### Humanities

**Within the classroom** – teachers will make available a range of challenge options as part of the unit being undertaken.

**Extracurricular** – a range of options are available, including:

- Australian History Competition
- Australian Geography Competition
- Simpson Prize History Competition

## LEARNING SUPPORT

The Learning Support Department caters for students in Years 7 to 9 in the following categories:

- Students who have been ascertained with a disability (Special Needs) and require an Individual Education Plan.
- (IEP) or an Educational Adjustment Plan (EAP).
- Students who have been diagnosed formally with a learning difficulty, such as dyslexia.
- Students who have fallen below the Literacy and Numeracy benchmarks in the NAPLAN testing.

The aim of the department in the Middle School is to assist students in moving towards being independent learners. This is achieved by working with teachers to develop classroom and learning strategies to help the students achieve to the best of their ability.

Teacher aides are used in classes to assist students to engage with their learning. The model is very much an inclusive one where withdrawal from class only happens on an 'at need' basis.

In Years 7 to 8 there are supported classes for English and Mathematics. These supported classes are smaller in size than the regular classes and the aim is to boost the students' literacy and numeracy knowledge and skills to assist them to access the curriculum in a meaningful fashion.

## EXTRA TUITION

Teachers at Cathedral are generous with their time and often work with students outside of regular class time when extra help is needed. In addition to this, the school provides free tuition services on a daily basis.

### LUNCHTIME TUTORING

Students seeking assistance with their school work can take it to the lunchtime tutoring room where a teacher or volunteer Year 12 student will work with them to address any problems they are encountering. The lunchtime tutoring room is also available for students who wish to do their independent study or read in a quiet and supportive environment. Students may also do schoolwork on the computers which are located in the room.

### AFTERNOON TUTORING

Subject-specific tutoring sessions are held four afternoons a week, generally staffed by a Head of Department or senior teacher in the particular subject area. This is especially useful for students who require specific help with that subject, or are preparing for major assessment items and wish to review course content and skills.

## OUTDOOR EDUCATION

*Students in the Middle School will continue with the excellent Outdoor Education program which is a part of The Cathedral School curriculum from Year 2 to Year 10.*

Learning happens best with emotion, challenge and the requisite support, and these form the foundation of The Middle Schools compulsory Outdoor Education program. In Outdoor Education students discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. Students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement.

The primary task of teachers in the Outdoor Education program is to help students overcome their fears and discover they can do more than they think they can.

### Year 7

#### 5 Days

The Outdoor Education program for Year 7 is based in the Broadwater Creek area which is west of Ingham in the Abergowrie State Forest. Our Year 7 students are at an important stage of their outdoor education journey as they transition between the Junior School and Middle School programs. They will continue to face new and exciting challenges that will enhance their personal growth and development.

Students will participate in a range of activities including: hiking, abseiling, swimming, snorkeling, bush cooking and environmental studies. The program places a high emphasis on teamwork, problem solving, building self-esteem and self-responsibility.

### Year 8

#### 5 Days

The Year 8 Outdoor Education Program is based around Paluma Dam and provides a range of opportunities for students to demonstrate independence, teamwork and leadership. Throughout the week, students will learn basic kayaking skills including how to perform a rescue.

The students also use their navigation skills to complete an orienteering course on the lake where they gather the various chapters to indigenous dreamtime stories which they have to later re-enact. Other activities include hiking, swimming, stand-up paddle boarding and camp cooking. As students learn to embrace the inevitable challenges that the outdoor learning environment can provide, they build important life skills such as self-responsibility, self-reliance, perseverance and resilience.

### Year 9

#### 9 Days

The Year 9 course operates in the Hidden Valley/Puzzle Creek area. Students plan a three day expedition through some of Queensland's most spectacular gorge country. We have special permission from the Australian Wildlife Conservancy Foundation to operate this trip on an area of special environmental significance (Mt Zero). Other key Conservation components of this outback journey are guaranteed to test the skills of all participants and they include mountain biking, swimming, orienteering, rock climbing, abseiling and survival. All participants are taught key elements of wilderness survival. They construct bush shelters and use a self-managed team roster to keep an all-night safety/fire watch. Instruction is given on food rationing, 'bush tucker' and the construction of improvised rafts to transport their packs safely (and dryly) across a deep body of water. This is our most challenging outdoor experience!

## EXTRACURRICULAR ACTIVITIES

*Extracurricular activities give students the chance to develop a variety of skills outside the classroom context. In the Middle School students can involve themselves in activities of a sporting, musical, academic, cultural and recreational nature.*

There are opportunities for everyone in the Middle School, no matter what their ability level or interest areas, and it is an expectation of the school that every student will participate in at least one extracurricular activity.

### SPORT

All students participate in the Interhouse Swimming, Cross Country and Athletics carnivals, and those who qualify go on to represent the school at the interschool events. Weekly interschool sport is available to all Middle School students, and good players can also attend trials for Townsville or North Queensland teams.

School sports include, but are not limited to, the following: Mountain Biking, Rugby Union, Rugby League, Soccer, Basketball, Touch, Hockey, Volleyball, Cricket, Water Polo and Australian Rules Football. In addition to these, the school has a very successful Rowing program and a large contingent of girls who play Wednesday Night Netball.

### MUSIC

There are many bands, orchestras choral and instrumental ensembles organised by the Music Department. There is a Middle School Choir and even a rock-inspired Middle School Chapel Band. The musical groups competes in the Townsville Eisteddfod and performs at a variety of concerts and special events throughout the year. Annual Music Camps/Workshops are a highlight for students in the Music program.

#### Private Music Tuition

Private vocal and instrumental tuition is available to all students to support their ongoing musical development. These are available in Piano and Violin from Prep. From Year 3 private tuition is also available for Voice, Guitar, Flute, Clarinet, Saxophone, Trumpet, Trombone, French horn, Euphonium, Tuba, Drums and Percussion, Violin, Viola, Cello and Double bass. Students are prepared for competitions and exams upon request.



### DRAMA

The students of the Middle School put on a play every second year and they are also able to audition for the whole school production which is held every second year. Over 50 students relish the opportunity to perform on stage or support the cast in a back-stage role in the biennial play.

#### Private Speech and Drama Tuition

Speech and Drama Tuition is offered in individual, small and medium groups. Our specialist Speech and Drama Teacher offers classes for individuals and small groups during school time, and medium groups are run after school. Students are given the opportunity to perform both in and out of the school community. They are prepared for competitions and exams upon request.

### DANCE

#### Dance Troupe

The Cathedral Dance Troupe offers students the opportunity to work as a team to create performance pieces for various school events and competitions, under the direction of our specialist Dance Instructor. Auditions are held annually for students who are passionate about dance and study the areas of Ballet, Contemporary or Jazz.

#### Private Dance Tuition

Group dance lessons are offered before and after school in Ballet, Contemporary, Jazz and Hip Hop styles. Classes cater for students of all levels and are run in our purpose built dance studio with our specialist Dance Instructor.



### DEBATING

Students interested in debating are mentored by teachers and senior students and participate in the friendly interhouse debating competition to learn the ropes. They also compete in Junior Secondary level in the Townsville Schools' Debating Competition and have achieved very pleasing results in this competition.

### CLUBS & COMMITTEES

#### Japan Club

Members share the culture, food and language of Japan.

#### LEO's Club

Members participate in community service activities and fund-raise for charity.

#### Chess Club

Interested students compete at school and at interschool competitions.

#### ISCF

Members share Christian Fellowship.

#### SLAB Crew

Help run the technical side of assemblies and school events, working together to coordinate and produce all aspects of the production including Sound, Lighting, Audio and Back-of-Stage (SLAB).

#### Sustainable Guardians

Students raise awareness and improve the School's environmental practices and programs. Club members choose various projects that contribute to improving our environment.

#### Robotics Club

Students are challenged to design and engineer robots to complete life like challenges. Using the latest sensors and EV3 Lego Mindstorm robots, students create their own programs to solve problems. Teamwork, resilience, friendship and fun are all part of the experience in the Robotics Club.



### SKI TRIP

The Year 8 and 9 ski trip to Mount Hotham in the July holidays of every second year is always a popular event as students get the chance to ski or snowboard on the beautiful Mount Hotham fields.

### DUKE OF EDINBURGH AWARD

The Duke of Edinburgh is a leading youth development program, empowering students to explore their full potential and find their purpose, passion and place in the world. Students must be at least 14 years old before undertaking the program. To achieve an Award of either Bronze, Silver or Gold each young person must learn a skill, improve their physical wellbeing, volunteer in their community and experience a team adventure in a new environment.







Founded 1917

**The Cathedral School**  
of St Anne & St James  
T O W N S V I L L E