

valued  
**TRADITIONS**



latest  
**INNOVATIONS**

# *Course Selection Booklet*

*Year 9 ~ 2017*

*Year 10 ~ 2018*

*Cairns State High School*

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<b>INTRODUCTION</b>	<b>4</b>
<b>SUBJECT SELECTION PROCESS</b>	<b>5</b>
<b>PROGRAMS OF EXCELLENCE</b>	<b>6</b>
<b>CENTRE FOR DIVERSE LEARNING &amp; WORK EXPERIENCE</b>	<b>9</b>
<b>BRING YOUR OWN DEVICE PROGRAM (BYOx)</b>	<b>10</b>
<b>CHOOSING WHAT TO STUDY</b>	<b>11</b>
<b>ACCELERATED LEARNING</b>	<b>12</b>
LITERACY AND NUMERACY COURSE	13
<b>INTERNATIONAL BACCALAUREATE</b>	<b>14</b>
<b>COMPULSORY SUBJECTS</b>	<b>16</b>
<b>SUBJECT INFORMATION</b>	<b>17</b>
<b>ENGLISH DEPARTMENT</b>	<b>18</b>
ENGLISH	20
<b>HPE DEPARTMENT</b>	<b>22</b>
HEALTH & PHYSICAL EDUCATION	24
<b>HUMANITIES DEPARTMENT</b>	<b>25</b>
HISTORY	27
GEOGRAPHY	28
CIVICS & CITIZENSHIP	29
<b>MATHS DEPARTMENT</b>	<b>30</b>
JUNIOR MATHS	32
<b>SCIENCE DEPARTMENT</b>	<b>33</b>
SCIENCE	35
<b>ELECTIVE SUBJECTS</b>	<b>37</b>
<b>BUSINESS AND INFORMATION TECHNOLOGY DEPARTMENT</b>	<b>38</b>
ECONOMICS AND BUSINESS	40
DIGITAL TECHNOLOGIES	41
<b>HPE DEPARTMENT</b>	<b>43</b>
BULLDOGS BASKETBALL	45
BULLDOGS RUGBY LEAGUE	46
<b>LANGUAGE DEPARTMENT</b>	<b>47</b>
JAPANESE	49
CHINESE	50
ITALIAN	51
<b>MATHEMATICS DEPARTMENT</b>	<b>52</b>
MATHS/SCIENCE ENRICHMENT PROGRAM	54
<b>PERFORMING ARTS DEPARTMENT</b>	<b>55</b>
CREATIVE ARTS	57
DANCE	58
DANCE EXCELLENCE	59
DRAMA	60
DRAMA EXCELLENCE	61
MUSIC EXCELLENCE	62
MUSIC	63
<b>PRACTICAL ARTS DEPARTMENT</b>	<b>64</b>
INTRODUCTION TO HOSPITALITY	66
HOME ECONOMICS	67
DESIGN AND TECHNOLOGY	68
GRAPHICS	69
INDUSTRIAL TECHNOLOGY	70
<b>SCIENCE DEPARTMENT</b>	<b>71</b>

---

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MATHS/SCIENCE ENRICHMENT PROGRAM	73
<b>VISUAL ARTS DEPARTMENT</b>	<b>74</b>
ART	76
DIGITAL ART	78
<b>CENTRES OF EXCELLENCE</b>	<b>79</b>
CENTRE OF EXCELLENCE – VISUAL ART - (INTERMEDIATE VISUAL ART)	80
CENTRE OF EXCELLENCE – PERFORMING ARTS (MUSIC) - CHORAL MUSIC	81
CENTRE OF EXCELLENCE – PERFORMING ARTS (DANCE)	82
CENTRE OF EXCELLENCE – PERFORMING ARTS (DRAMA)	83
CENTRE OF EXCELLENCE – PERFORMING ARTS (MUSIC) - INSTRUMENTAL MUSIC	84
CENTRE OF EXCELLENCE – SPORT (BASKETBALL) (SOCCER) (HOCKEY)	85
<b>CONTACT LIST</b>	<b>86</b>

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# INTRODUCTION

Dear Parent/Carer,

This booklet has been designed to provide you and your child with information which will assist you in making decisions about the course of study your child should take next year.

It contains:

- 1) comments and advice from the school's Guidance Officer
- 2) subject descriptions and requirements from each department

In order to ensure that your child selects the most appropriate course, a definite procedure has been adopted. This procedure is outlined on the next page.

Students are required to **complete an individual Subject Selection form** in consultation with their Parent/Carer. **Subject Selection forms must be completed and returned to the main office by Friday 26 August 2016.**

I urge you and your child to read this booklet carefully. The Guidance Officer, Heads of Department and the Administration team will do their utmost to ensure that the best selection is made. Unfortunately, there is no guarantee that students will be able to obtain all of the subjects of their choice, as availability will depend on teacher resources, physical resources and the demand for these subjects. Please note that students are not able to select the class teachers of their choice for any subject.

I look forward to meeting you at the Year 8 into 9 information evening on **Wednesday 17 August 2016** from 5.30pm to 7.00pm in Crosswell Hall, Grafton Street.

Subject selection forms will be available to existing Cairns State High students at the subject evening or from Mr Easton at the Main office. Students wishing to enrol at Cairns State High School will need to complete an expression of interest form and wait for a decision to be made. Subject selection forms will be given to the students at enrolment interview and acceptance into the school along with an enrolment management plan.

Yours faithfully



WAYNE HAY  
DEPUTY PRINCIPAL

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# SUBJECT SELECTION PROCESS

This process will ensure that you make sure the best selection of subjects for Year 9.

**READ BOOKLET CAREFULLY**

**ATTEND PARENT/TEACHER SUBJECT SELECTION EVENING**

**Date:** 17 August 2016  
**Venue:** Crosswell Hall  
**Time:** 5.30pm – 7.00pm

**COMPLETED SUBJECT SELECTION FORM**

**Available from Monday 15 August 2016**

**IF NOT CURRENTLY ENROLLED AT CAIRNS STATE HIGH SCHOOL YOU CAN APPLY FOR AN EXPRESSION OF INTEREST TO ENROL AT CAIRNS STATE HIGH SCHOOL**

**From 13 August 2016**

**CONSIDER CAREER AMBITIONS, PAST ACHIEVEMENTS, SUBJECTS AVAILABLE**

**DISCUSS CHOICES WITH FAMILY AND TEACHER**

**Be guided by teacher recommendations for core subjects**

**MEET WITH SCHOOL PERSONNEL TO DISCUSS CHOICES (An interview with parents may be necessary)**

**SUBMIT SUBJECT SELECTION FORMS TO THE MAIN SCHOOL OFFICE**

**By Friday, 26 August, 2016**

School personnel will look at each student's subject selection thoroughly. If a change is thought necessary the student will be contacted. Our concern is for students' welfare and an interview may be requested with a care giver to ensure the best choice is made. School personnel include the Principal, Deputy Principals, Heads of Department and the Guidance Officer.

All Year 9 students must study eight subjects.

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# CAIRNS STATE HIGH SCHOOL PROGRAMS OF EXCELLENCE

The term 'Program of Excellence', refers to a curriculum program, which is additional to the normal QCAA or International Baccalaureate (IB) program timetabled classes in Years 7-12. Excellence programs enable students to develop their skills, attributes, talents, abilities and academic knowledge beyond the standard classroom setting. This will often involve students engaging in extra-curricular performances, school events, competitions, projects, community events and industry-specific activities. These extra activities may be on a local, state, national or international level. At Cairns State High School our Programs of Excellence (POE) are branded as 'Centres of Excellence Programs' (COE).

Centres of Excellence students will often have access to additional resources, experts in their field, as well as community/business and industry mentors in order to develop individual student skills and attributes. Real world activities, problem solving, performances, tournaments/matches and other scheduled events are an integral part of all of these programs.

Students may apply to enrol in a Centre of Excellence Program (COE), if they are within the enrolment catchment or outside of the catchment area. Applicants, who are outside of the enrolment catchment area and are successful in gaining a place in a Centre of Excellence, will therefore gain an enrolment place at Cairns State High school under the School's Enrolment Management Plan. This is a legally enforceable document used to govern enrolments at the school. Students who enrol within the catchment area are also able to apply to enrol in Centres of Excellence Programs, however, they will still have to apply and audition/trial through the same processes to be considered for selection into these programs.

There are strict selection processes around the selection of students and it is highly competitive to gain entry into these programs. Our Enrolment Management Plan (EMP) only allows for a set number of places in each year level for an intake of students into each Centre or Excellence Program.

Selection processes and the number of places vary according to the particular Centre of Excellence Program. The Expression of Interest Form for Enrolment must be completed and all the required documentation must be supplied as per the instructions on this form. Auditions, trials, academic tests, interviews and other selection processes are held as part of the selection process into each Centre of Excellence Program (Program of Excellence). These are normally scheduled for a specific date or dates for students and potential students to attend. A panel from the school reviews these applications, additional documents and other data as well as the results from the selection process auditions, trials, tests and interviews before making a decision on offering places in these programs. This is in accordance with the Cairns State High School Enrolment Management Plan.

Once an offer is made to a student and it is accepted, an agreement must be signed by the student, parent/caregiver, relevant Head of Department and a member of the school administration, stating that the student will commit to attending the Centre of Excellence Program for at least 12 months from enrolment into Cairns State High School. Many of the Centre of Excellence Program require students to attend the program outside of the normal school hours of 9am – 3pm. Any student, who wishes to enter a Centre of Excellence Program, must attend these timetabled sessions. This could be before school before school from as early as 6 or 7:00am or after school until as late as 5:30pm depending on the length of the program lessons for each week.

All students enrolled in a Centre of Excellence Program will be enrolled in that program for the current calendar year in which they apply. They will be required to retrial, audition, or meet other entry requirements in order to be selected and accepted into the Centre of Excellence Program for the following year. The Music

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Centre of Excellence Program is the exception. Students in this program will remain in their identified ensemble group unless notified by the teacher to change or join additional or alternative ensemble groups.

All trials, auditions and selection processes will be held on a predetermined date and students/parents will be notified of this. Student must attend and participate on these specific dates for selection purposes.

Students and parents/caregivers must also be committed to attending any associated events, performances, workshops or activities related to the Centre of Excellence Program and contribute the additional fees associated with participation in the relevant Program. They will all therefore, be party to signing the agreement to engage in a Centre of Excellence program. Students are able to take part in more than one Centre of Excellence Program, however, they must participate in the separate selection processes associated with each Centre of Excellence to be considered for entry into these programs.

# CAIRNS STATE HIGH SCHOOL CENTRES OF EXCELLENCE

## (PROGRAMS OF EXCELLENCE)

1. **Program of Excellence - Academic (Academic COE)** – is available to students in years 7-10. Students will enrol in either the Maths-Science Enrichment Program (Academic COE) or the English-Humanities Enrichment Program (Academic COE), depending on their academic strengths, interests and abilities. They will be required to enrol in MSE (Maths-Science Enrichment) or EHE (English-Humanities Enrichment). These programs are currently offered either before or after school each week for years 7 and 8 for 70 minutes per week and during the school day as an elective subject in years 9 and 10 for up to 210 minutes per week). The English-Humanities Enrichment program will only be offered to year 7 students in 2016 as this is a new program.
2. **Program of Excellence – Performing Arts (Dance COE)** – is available to students in years 7-12. This program is offered to students either before or after school each week (70 min per week for each COE class in Year 7, Junior and Intermediate Programs and 140 min per week for the Senior Program)
3. **Program of Excellence – Performing Arts (Drama COE)** – is available to students in years 7-12. This program is offered either before or after school each (70 min per week for each COE class in Year 7, Junior and Intermediate Programs and 140 min per week for the Senior Program)
4. **Program of Excellence – Performing Arts (Music COE)** – is available to students in years 7-12. This program is offered to students who wish to audition for the following ensembles: Young Singers Ensemble; Chorale; Orchestra; Symphonic Winds; Percussion Ensemble; Young String Ensemble; Senior String Ensemble; Flute Ensemble; Concert Band; Stage Band. This program will operate either after or before school each week. **Attendance times will be negotiated depending on the particular ensemble or sub-program students in which students are enrolled.**

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5. **Program of Excellence – Visual Arts (Visual Arts COE)** – is available to students in years 7-12. This program is offered either before or after school each week for each individual (70 min per week for each COE class in years 7; Junior and Intermediate programs; and 140 min per week for senior programs)
  6. **Program of Excellence – Sport (Soccer COE)** – is available to students in years 7-10. This program is offered either before or after school each week (140 min per week). Soccer classes may start as early as 6:00am.
  7. **Program of Excellence – Sport (Basketball COE)** – is available to students in years 7-12. This program is offered either before or after school each week (140 min per week)
  8. **Program of Excellence – Sport (Hockey COE)** – is available to students in years 7-12. This program is offered either before or after school each week (140 min per week)

**\*NB: Students enrolled during 2016 or prior to this must audition/trial to gain admission.**

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# CENTRE FOR DIVERSE LEARNING

The Centre for Diverse Learning provides students with a disability the required support to participate in the school curriculum and the wider community to enable each student to achieve his or her potential.

We support students with a range of disabilities and their needs arising from disability. Each student's learning is addressed through collaborative approaches, individualised learning plans and differentiation practices. Our service is multi-disciplinary through the provision of special education teachers, teacher aides. Access to speech pathologists, occupational therapists, physiotherapists and advisory teachers is provided through Education Queensland student support programs.

For more information please contact Samantha Roestenburg, Head of Special Education Services:  
Ph 4050 3074 Email: [sroes3@eq.edu.au](mailto:sroes3@eq.edu.au)

# WORK EXPERIENCE PROGRAM

Students may participate in Cairns State High School's Work Experience Program in Year 10, during school vacation periods. Students wishing to complete a school based traineeship/apprenticeship are encouraged to complete work experience before starting a traineeship/apprenticeship in Year 11.

For more information please contact:  
Mr Mark Harland, HOD Teaching & Learning (Yrs 10-12). Ph – 4050 3060. Email - [mharl21@eq.edu.au](mailto:mharl21@eq.edu.au) or Michael Phelps, Pathways Officer Ph – 4050 3073. Email - [mphe19@eq.edu.au](mailto:mphe19@eq.edu.au).

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# **BRING YOUR OWN DEVICE PROGRAM (BYOx)**

ELearning at Cairns State High School is embedded within the whole school approach to curriculum delivery. This approach to learning means that all students require their laptop everyday across subjects to ensure that they have access to online resources and classwork available on the school network. Cairns High is transitioning to cloud-based provision of textbooks in 2017. This change will result in laptops being essential for access to textbooks in some subjects.

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# CHOOSING WHAT TO STUDY IN YEARS 8, 9 & 10

It is important to make good decisions when choosing your electives in Years 8, 9, and 10, as your choices may directly affect your success at school and how you feel about school. It may also impact on your career plans when you leave school.

At the moment you may not be sure what you want to do when you leave school. Most students feel this way. It is during these years of your schooling that you have the opportunity to explore all your options. At the same time, it is important to keep as many options as possible open, because you are likely to change your career plans a number of times before the end of Year 12.

At Cairns SHS students are expected to study the following subjects:

- English
- Mathematics
- Science
- History
- Health and Physical Education

These study areas provide excellent foundation skills for both your future career and your life.

In addition to these subjects you will be able to choose from a range of elective subjects that are designed to develop your interests and practical skills.

## Overall Plan

As an overall plan, it is suggested that you choose subjects which:

- You enjoy
- You do well in
- Will help you achieve your chosen career goals, or keep your career goals open
- Will develop skills, knowledge and attitudes useful throughout your life

If you follow these guidelines and ask for help when you need it, you should come up with a study program that is appropriate and that you will enjoy.

## Thinking about Career Options

It is helpful to have some ideas about possible career choices. However, those ideas may change when you learn more about yourself and the world of work. Sometimes a good starting point is to identify those subjects you enjoy the most and in which you perform well. Interestingly, the career choices people make are directly linked to their favourite subjects at school. The following website shows the links between subjects and careers and may well be worth checking:

[www.deewr.gov.au/bullseye](http://www.deewr.gov.au/bullseye)

## More Information about careers

### Student Connect

[www.studentconnect.qsa.qld.edu.au](http://www.studentconnect.qsa.qld.edu.au)

### Australia's National Career Information Service

[www.myfuture.edu.au](http://www.myfuture.edu.au)

### My University

[www.myuniversity.gov.au](http://www.myuniversity.gov.au)

### Australian Apprenticeships

[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)

### My Future My Life (for Students with Disability)

[www.communities.qld.gov.au/disability/support-and-services/my-future-my-life](http://www.communities.qld.gov.au/disability/support-and-services/my-future-my-life)

### Get Out There

[www.getoutthere.qld.gov.au](http://www.getoutthere.qld.gov.au)

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# ACCELERATED LEARNING

## Are you interested in Acceleration?

Acceleration relates to an accelerated pace of learning and allows students who excel to learn at a level corresponding to their ability and matched to the speed at which they learn. Acceleration at Cairns State High School is based on comprehensive assessment (as per Gifted Education Policy) of the readiness of the individual. For the purposes of subject selection (or class placement) the following two options are currently available and must be negotiated with the school principal or delegate:

### 1. Subject Acceleration

Students are able to take a single subject or a limited range of subjects one or two years earlier. These may be accessed within the current school timetable (e.g. a Year 8 student attends Year 9 Maths where the rest of his/her class studies Year 8 Maths), or via Distance Education or university courses.

Students whose achievement levels are generally one or two years above year level placement, and identified as capable, will be considered for subject acceleration.

### 2. Accelerated Placement

Students may progress through their schooling at least one full year ahead of their age peers. Students will be considered for full year acceleration under the following conditions:

- Appropriate testing has been carried out to ascertain the suitability of the student and his/her readiness. In the case of intellectual abilities, administration of a Stanford Binet 5 or WISC IV is mandatory.
- Students in the 98<sup>th</sup> percentile and above will be considered for accelerated placement.
- Students above the 95<sup>th</sup> percentile who perform two academic year levels higher in their classroom/subject based assessment may be considered only at the recommendation of the testing psychologist or guidance officer.

Monitoring of student placements will include review meetings which will occur automatically twice yearly in July and November.

## Other Programs of Acceleration include:

- IB
- Academic Excellence Programs
- Streaming

**The Cairns State High School community of educators acknowledges that an appropriately challenging curriculum is the goal so that differentiation occurs within every classroom.**

**Contact:** To be advised, HOD Teaching and Learning (Yrs 7-9) - Ph 4050 3081  
Mark Harland, HOD Teaching and Learning (Yrs 10-12) – Ph 4050 3060

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# LITERACY AND NUMERACY COURSE

## Aim

This course aims to provide an opportunity for students who require extra support to engage in special literacy and numeracy support programs.

It enables individuals to develop knowledge and understanding in basic literacy and numeracy; and is thus integral to learning across all areas of the curriculum.

The course focusses on the application of literacy and numeracy skills to real life situations, and students will be exposed to a range of individual and group learning activities. Each class will have a maximum of ten students and teachers will be able to pace learning to the needs of their students. There is also a greater opportunity to provide excursions and extra activities to reinforce learning.

## Areas of Study

The program follows the Queensland Studies Authority Literacy and Numeracy Short Course Syllabus for 50% of the allocated time during Year 10. For the remainder, students will be supported with their core subject learning and assessment requirements.

## Special Subject Advice

Students are not able to select this subject. Students will be invited to participate based on identified needs. Placement in the program is the result of a consultative process between parents, the student and school staff.

## Assessment/Workload

Students will be assisted in completing assessment set in other core subjects. They will also be required to submit a Folio of work demonstrating their knowledge and skills in reading, writing, oral communication and learning via supervised assessment items and extended response activities.

## Associated Subject Costs

Covered in subject fee.

**Contact:** To be advised, Head of Department Teaching and Learning – 4050 3020

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# INTERNATIONAL BACCALAUREATE

*Life in the 21st century, in an interconnected, globalized world, requires critical-thinking skills and a sense of international-mindedness, something that International Baccalaureate (IB) Diploma Programme students learn to know and understand....*

The International Baccalaureate (IB) Diploma Programme is a pre-university course of study which has rapidly gained popularity both in Australia and across the world. It is an internationally recognised qualification offered to students in years 11 and 12 in over 2460 schools across 140 countries. Only schools authorized by the International Baccalaureate organization (IB) as IB World Schools can offer the Diploma Programme.

Since 2010, Cairns State High School students have been able to study the IB Diploma Programme as an alternative to the current Senior School Pathways. IB students also sit for the Queensland Core Skills (QCS) test to ensure achievement of a Queensland Certificate of Education (QCE). Students are able to convert their IB Diploma score to an OP score equivalent.

**THIS PROGRAM WILL BE AVAILABLE ONLY IN YEARS 11 & 12.**

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# WHAT IS THE INTERNATIONAL BACCALAUREATE?

The IB Diploma Programme (DP) is an international, academically challenging and balanced programme of education that prepares students, aged 16 to 19, for success at university and life beyond.

The International Baccalaureate Diploma Programme encourages students to:

- ask challenging questions
- learn how to learn
- develop a strong sense of their own identity and culture(s)
- develop the ability to communicate with and understand people from other countries and cultures.

## CURRICULUM

The programme is presented as six academic areas with a central, three component core. It encourages the concurrent study of a broad range of academic areas.

At Cairns High, Diploma Programme students study English, a modern second language, a humanities or social science subject, an experimental science, mathematics and either one of the creative arts or another science. If students study Environmental Systems and Societies they may study a second creative arts subject.

Students study six subjects: three at higher level (courses representing 240 teaching hours), and three at standard level (courses representing 150 teaching hours).



## CORE REQUIREMENTS

In addition to these subjects, all Diploma Programme students complete three core requirements that are included to challenge and to broaden the educational experience:

- the extended essay (4000 words) which requires independent research related to a Diploma Programme subject
- Theory of knowledge (TOK) that encompasses 1) critically examining different ways of knowing – perception, emotion, language and reason, and 2) examining the different kinds of knowledge – scientific, artistic, mathematical and historical
- Creativity, activity, service (CAS) that requires students to engage in 1) arts activities and demonstrating creativity, 2) taking action by participating in sports (team and individual), local and international projects and expeditions, and 3) participating in community and social service activities.

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# **COMPULSORY SUBJECTS FOR ALL STUDENTS**

**Students must study the following five subjects**

- 1. English**
- 2. Mathematics**
- 3. Science**  
**Year 9 – Science**  
**Year 10 – Science or Science in Practice**
- 4. Health and Physical Education**
- 5. History and Geography**

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**SUBJECT INFORMATION**

**BY**

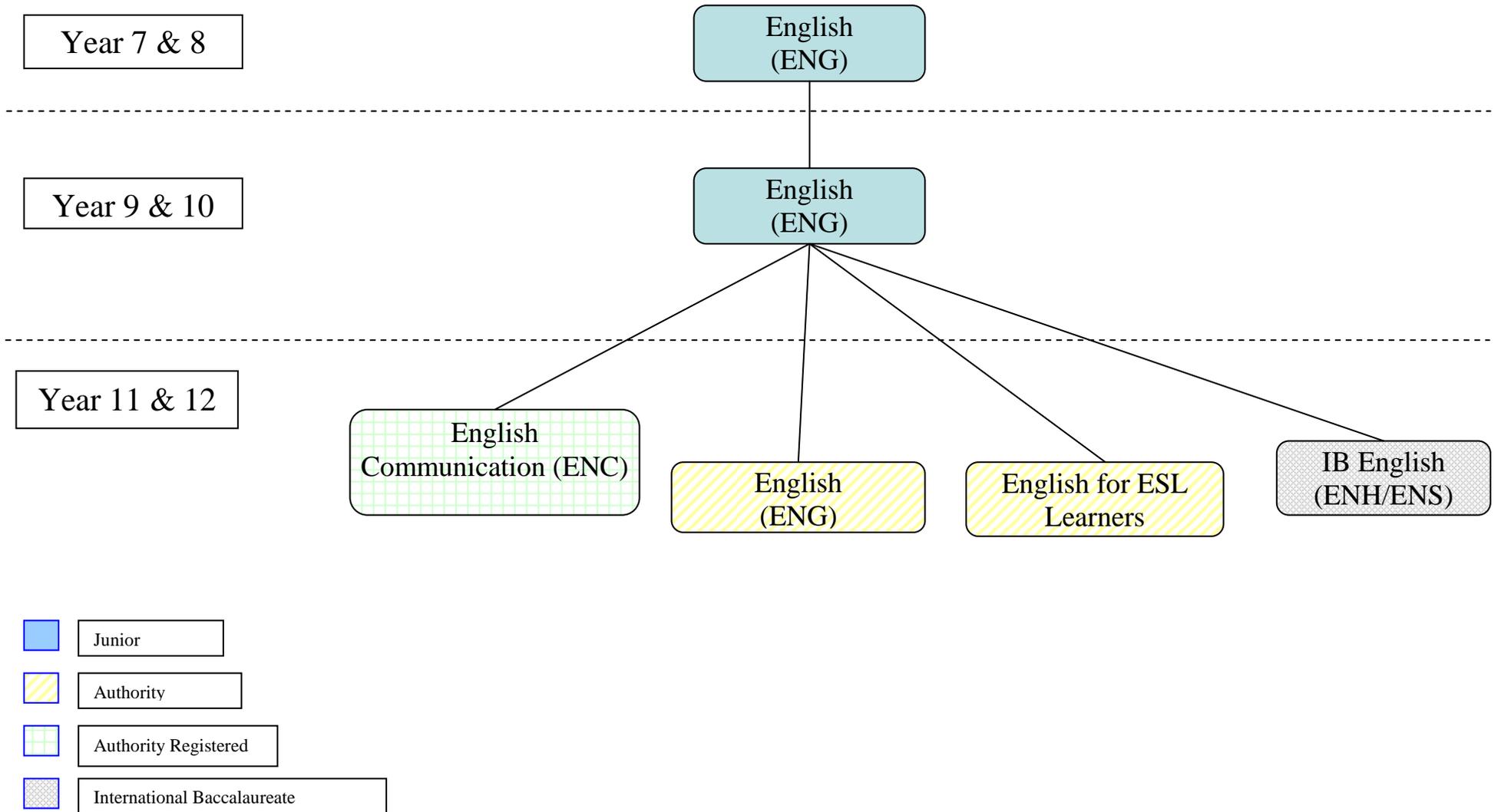
**DEPARTMENT**

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# ENGLISH DEPARTMENT

**Subjects - ENGLISH**

# ENGLISH FLOW CHART



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# ENGLISH

## Aim

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

English is an important subject in a student's education because it develops confident communicators, imaginative thinkers and informed citizens.

## Areas of Study

The English curriculum is built around three inter-related strands:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage

Students will engage with a variety of literary (novels, plays, poetry, films, short stories) and non-literary (media, non-fiction, multi-modal, digital, everyday) texts across the two years of study.

YEAR 9 UNITS:

1. Australian peoples, histories and cultures
2. Different perspectives - memoirs
3. Information texts
4. Speculative fiction
5. Ethical issues - drama
6. Manipulating language
7. Novel study
8. Perspectives on issues

YEAR 10 UNITS:

1. Satire
2. Novel study
3. Poetry
4. Shakespearean drama
5. Media texts

## Assessment/Workload

Students will be assessed through:

- written assignments
- orals
- written exams

All assessment is compulsory. Students are expected to show drafts and will be given class time as well as home time for completion of tasks.

Students should do 1-2 hours of homework per week. At times homework will be in the form of assignment preparation. Parental supervision of homework and assignments is desirable.

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## **Associated Subject Costs**

Purchase of note pads/folders, paper for assignments, home dictionary and thesaurus (highly desirable).

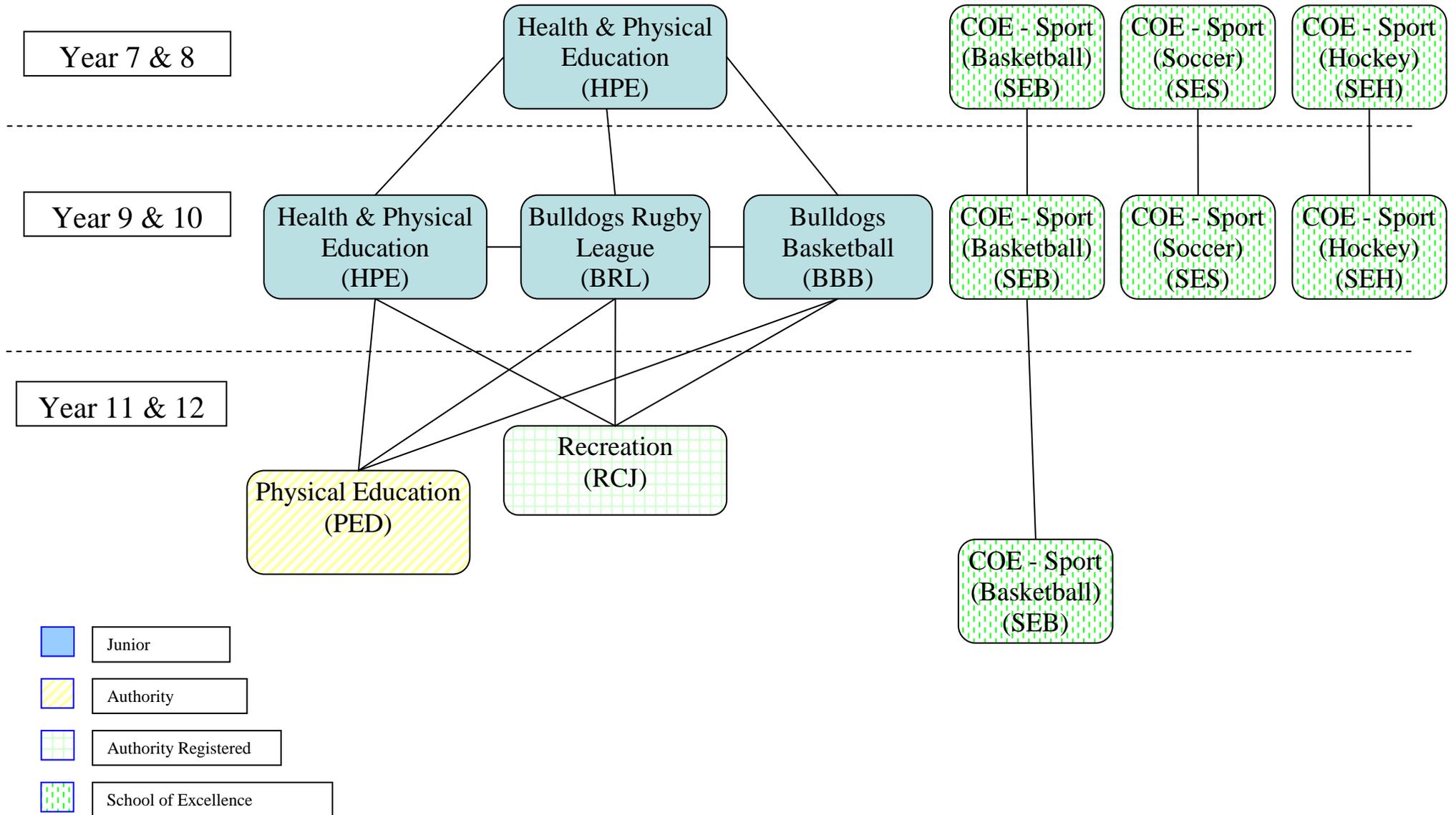
**Contact:** To be advised, Head of Department English/Languages, A Block - Ph 4050 3046

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# HPE DEPARTMENT

**Subjects - HPE**

# HEALTH & PHYSICAL EDUCATION FLOWCHART



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# HEALTH & PHYSICAL EDUCATION

## Aim

Cairns State High School offers students opportunities to develop knowledge, processes, skills and attitudes necessary to make informed decisions related to promoting the health of individuals and communities, developing concepts and skills for physical activity and enhancing personal development.

Cairns State High School's Health & Physical Education program reflects the dynamic and ultra-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups in contemporary Australian society. It provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health. Students are encouraged to act, individually or collectively, in culturally appropriate ways to enhance health and wellbeing and to promote structures in society which support their own and others' health and wellbeing.

## Areas of Study

The concepts of the key learning area are organised into three strands:

- promoting the health of individuals and communities
- developing concepts and skills for physical activity
- enhancing personal development

## Special Subject Advice

All students are expected to participate in both practical and theoretical aspects of the course. Non-participation due to injury/illness requires a note/medical certificate. During the school year some lessons will be conducted in the school pool. Students will be expected to bring swimmers and towel for these lessons.

## Assessment/Workload

Students are assessed on the achievement of outcomes through a variety of techniques including the completion of work booklets, assignments, exams, participation and practical performance in a wide range of skills and games.

## Associated Subject Costs

Writing materials.

**Contact:** Geoff Mayes, Head of Department HPE, S Block - Ph 4050 3071

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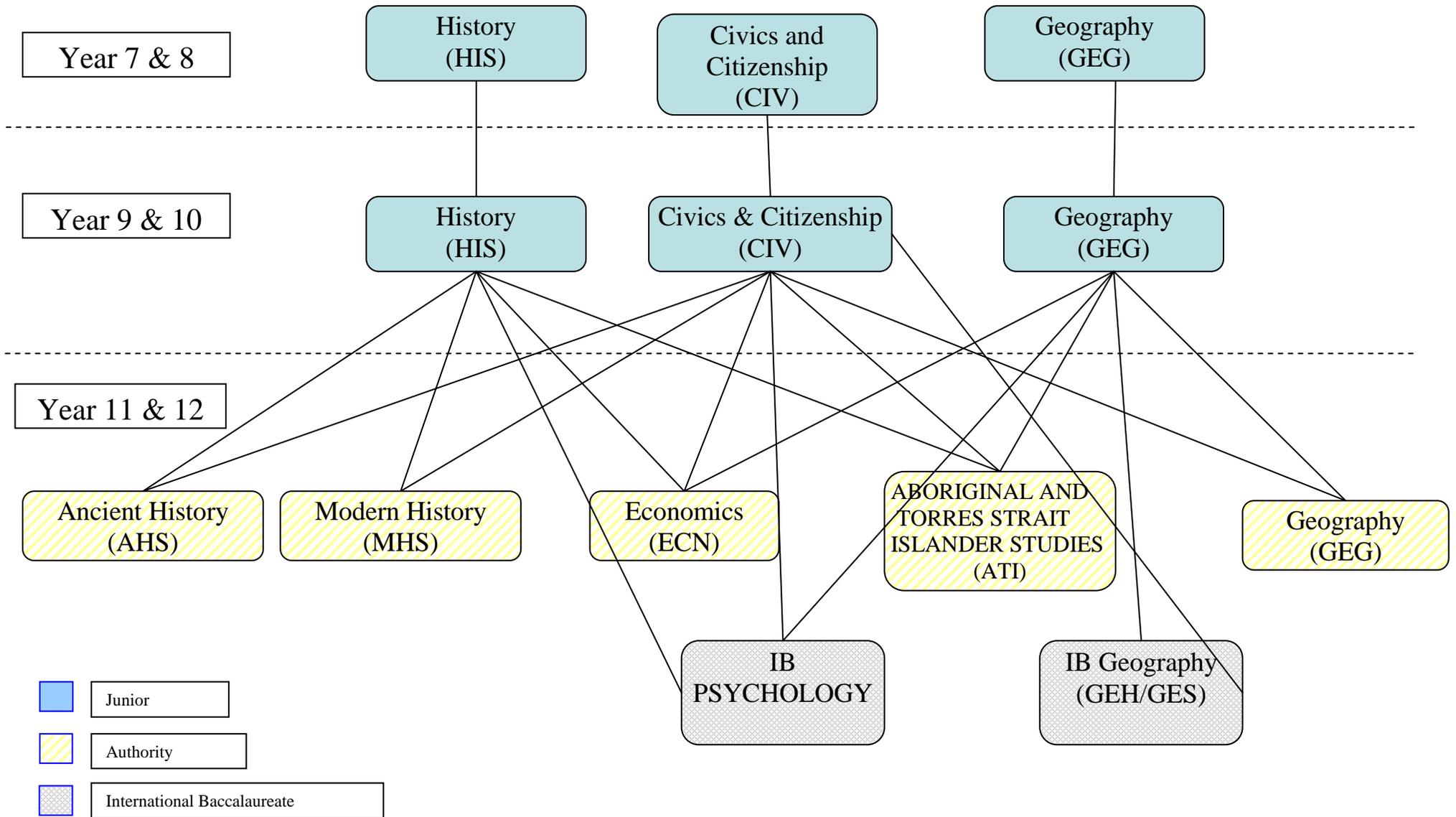
# **HUMANITIES DEPARTMENT**

**Subjects - HISTORY**

**GEOGRAPHY**

**CIVICS & CITIZENSHIP**

# HUMANITIES FLOW CHART



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# HISTORY

## Aim

The Australian Curriculum: History aims to ensure that students develop:

- interest, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

The study of History is a valuable component of a student's education since the skills learned can be applied to a wide range of careers and occupations. History has long been considered a vital element of the education of any professional because of the value and validity of the skills used in its study. It is very good preparation for the Authority subjects of Modern and Ancient History in Years 11 and 12.

## Areas of Study

### *Year 9*

- The Industrial Revolution
- Making of the Nation
- World War I

### *Year 10*

- World War II
- Rights and Freedoms
- Popular Culture

## Assessment/Workload

Assessment will include a written assignment, multi-modal presentations, exam essay, document study and objective exam.

## Associated Subject Costs

A4 notebook, A4 pad, glue, ruler, pens, pencils and USB.

**Contact:** Stefanie Biancotti, Head of Department Humanities, F Block – Ph 4050 3065

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# GEOGRAPHY

## Aim

The principal aims of the Geography course for students are to:

- increase their general knowledge of their own society and of the world
- develop an interest in or curiosity about people, places and issues
- acquire an awareness of concern for the total health of the planet and its people
- understand the effects of rapid social change
- learn to respect and to tolerate the opinions of others
- realise that there are many different methods of dealing with problems and many different solutions
- be able to take their place in society as informed and interested people
- develop and practise the skills of data collection, analysis and reporting used by social scientists
- encourage the valuing of a diversity of values, ideas and beliefs in society
- become aware of their global and human identity, in addition to personal, cultural and national identities
- provide competency in practical skills necessary for effective citizenship

Junior Geography develops skills in critical and analytical thinking, research and general writing skills, and basic mathematical operations such as graphing, tabulation, and ordering of statistics. It is a very good preparation for the Authority Subject of Senior Geography in Years 11 and 12 and QCS skills development.

## Areas of Study

### *Year 9*

- Biomes and Food Security
- Geographies of Interconnections

### *Year 10*

- Geography of Human Wellbeing
- Environmental Change and Management

## Assessment/Workload

Assessment will include a written or oral assignment and objective exams each semester.

## Associated Subject Costs

A4 notebook, A4 pad, glue, ruler, pens, pencils and a USB.

**Contact:** Stefanie Biancotti, Head of Department Humanities, F Block – Ph 4050 3065

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# CIVICS AND CITIZENSHIP

## Aim

Civics and Citizenship focuses on government and democracy, law and citizens, and citizenship, diversity and identity. Through this study, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens. This subject aims to ensure that students develop:

- awareness of and concern with civics and citizenship issues
- capacity to think, act and engage with more abstract concepts, follow more complex explanations, and challenge and debate ideas
- awareness of global, regional, national and community issues
- awareness of individual and group civic identity, the rights and responsibilities of being a citizen, and how citizens can influence governments
- understanding of how Australia's democracy operates and enables change, the key features and role of the court system and a critical perspective on the influence of the media, including social media, within society
- understanding of Australia's roles and responsibilities at a global level and its international legal obligations
- appreciation for the values and practices that enable a resilient democracy to be sustained

## Areas of Study

Students will study 2 units in Civics and Citizenship:

- Examining how Australia's political and legal systems enable change
- Sustaining Australia's democracy

## Assessment/Workload

Assessment will include a written research assignment and an extended response (collection of work).

## Associated Subject Costs

A4 notebook, A4 pad, glue, ruler, pens, pencils and USB.

**Contact:** Stefanie Biancotti, Head of Department Humanities, F Block – Ph 4050 3065

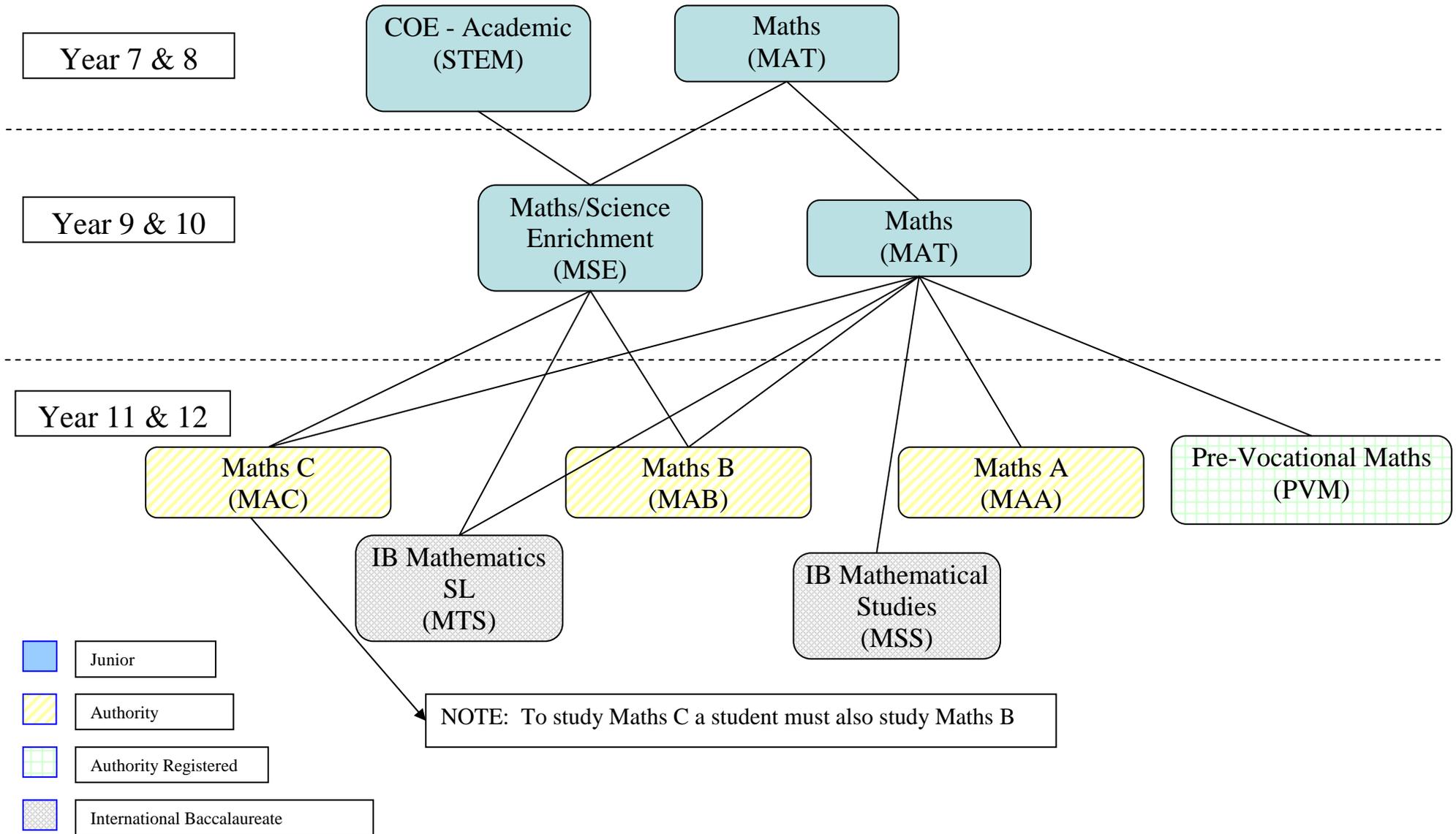
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# **MATHEMATICS DEPARTMENT**

**Subjects - MATHEMATICS**

**MATHS/SCIENCE ENRICHMENT  
PROGRAM**

# MATHEMATICS FLOW CHART



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# JUNIOR MATHEMATICS

## Aim

Through the Australian Curriculum Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics and are able to investigate, represent and interpret situations in their personal and work lives as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra, Measurement and Geometry, and Statistics and Probability*
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

## Areas of Study

The Australian Curriculum Mathematics is organised around the interaction of three content strands and four proficiency strands.

The content strands are *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. They describe what is to be taught and learnt.

The proficiency strands are *Understanding, Fluency, Problem Solving, and Reasoning*. They describe how content is explored or developed, that is, the thinking and doing of mathematics.

The course is developed around the ACARA/ Curriculum to the Classroom (C2C). This approach has been adopted to ensure that student proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over their years of schooling. Students will be grouped into levels based on their demonstrated needs and past results. This grouping assists the movement into senior studies in Mathematics A, B and C.

As a general guide, students who have repeatedly struggled with Mathematics will be offered a supported pathway in Year 9 through Essential Maths classes. This pathway will still focus on developing fundamental understanding of the national mathematical curriculum at a reduced pace supported by repeated practice and structured consolidation. These students will also be able to use the "Successmaker" software to analyse their strengths and weaknesses, and following guided practice students can return to a core-level class if their results show sufficient improvement.

In Year 10, students undertake the foundation maths required for their preferred Maths subject in Year 11. Students can choose between 10 Preparatory Maths A (pre-requisite for 11 Maths A), 10 Preparatory Maths B (pre-requisite for 11 Maths B and C, IB Maths Standard and Studies) or Short Course Numeracy (which provides the numeracy qualification for their Year 12 Queensland Certificate of Education (QCE)).

## Special Subject Advice

The Australian Curriculum provides a range of demands for all students. Revision of classwork needs to be maintained and homework is set regularly. It is expected that students do 20 to 30 minutes per night after each lesson. Parents can help by offering encouragement and support and by providing a suitable work area. As the topics are predominantly life related, parents can encourage students to discuss their work. Such discussion will help them better understand the topic. It is a condition of entry to this subject that students bring a scientific calculator to lessons.

## Associated Subject Costs

Covered in the general fees, except for any excursions or competitions. Scientific Calculator (approximately \$20 for Casio FX82), maths only grid book, ruler, protractor, pens and pencils

**Contact:** Glen Collis, HOD Mathematics, Ph 4050 3024

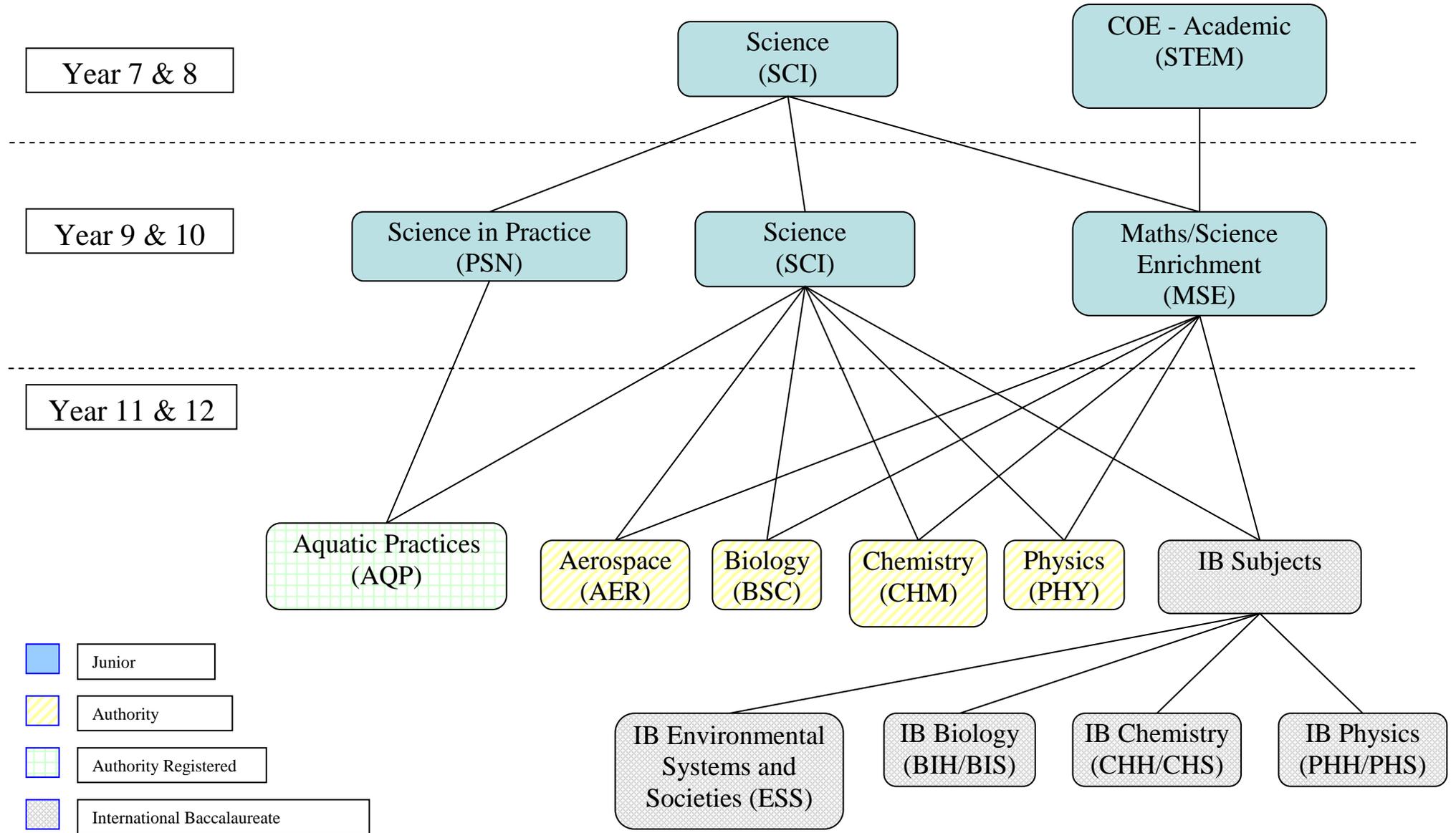
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# **SCIENCE DEPARTMENT**

**Subjects - SCIENCE**

**MATHS/SCIENCE ENRICHMENT  
PROGRAM**

# SCIENCE FLOW CHART



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# SCIENCE

## Aim

Science is designed to develop students' interest in science and an appreciation of how science provides a means of exploring and understanding the changing world in which they live. It promotes an understanding of scientific inquiry methods, and a foundation of knowledge across the disciplines of science; it develops an ability to communicate scientific understanding and use evidence to solve problems and make evidence-based decisions.

## Areas of Study

Science is organised in three interrelated strands:

- Science understanding - which focuses on the important science concepts from across different areas of science
- Science inquiry skills - which focuses on skills essential for working scientifically
- Science as a human endeavour - which focuses on the nature and influence of science

Content descriptions are organised into sub-strands to illustrate the development of concepts through and across the year levels. The sub-strands contained in each strand are listed below:

<b>Science understanding</b>	<b>Science as a human endeavour</b>	<b>Science inquiry skills</b>
Biological Sciences	Nature and development of science	Questioning and predicting
Chemical Sciences	Use and influence of science	Planning and conducting
Earth and Space Sciences		Processing and analysing data and information
Physical Sciences		Evaluating
		Communicating

The general capabilities and cross curricula priorities are explicitly included in the content descriptions and elaborations across the strands, as appropriate to the learning area.

## Special Subject Advice

**SAFETY REGULATIONS** - Students who study science are expected to wear satisfactory footwear. Department of Education regulations do not allow students to be in science rooms unless they are wearing shoes with impervious uppers. Thongs, sandals and shoes with canvas uppers are unacceptable. Students who study science do so on the condition that they will wear correct footwear.

For safety reasons students may be requested to wear safety goggles, to tie back long hair and to remove acrylic or other synthetic coats of flammable material during practical lessons, at the teacher's discretion. Students will be banned from performing laboratory activities if, at the discretion of the class teacher and/or Head of Department, the student's behaviour places him/her or other students at risk of injury. The Head of Department will determine the length of the ban.

## Assessment/Workload

Science in Years 9 and 10 is compulsory and is a continuation of the subject started in Years 7 & 8. The course is assessed by exams, skills tests, practical tests, research assignments, lab reports, model construction and presentations. All practical work must be written up and submitted as requested by teachers. Students are required to have a notebook for homework in which they summarise the work covered in class during the day. Parents are requested to assist teachers by checking homework books. At appropriate times teachers inspect the work done by students.

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# SCIENCE continued

Laptops will also be utilised in class to deliver curriculum material and for on-line resources.

Students' performance will be assessed and reported on their performance in two major criteria: Understandings and Skills.

*ORGANISATION OF CLASSES* - In Year 9 students are placed in graded class groups according to their performance in Year 8. Different classes will study at different levels of difficulty according to student ability. However, all classes will cover similar core material. The groupings are reviewed at the end of each term so that students who show a marked change in performance may be offered movement to a class studying work at a more suitable level of difficulty.

In Year 10 Science students will select from two subjects: – Science or Science in Practice.

The focus of **Science** in Year 10 is to prepare students for progression into Years 11 and 12 Sciences with potential for university entrance. This subject will therefore, be selected by students who have a satisfactory to high level of academic success in Year 9.

**Science in Practice** offers an application based curriculum. This subject will be suitable for all students completing Year 9.

## Associated Subject Costs

The only extra cost would be monies required to support excursions.

**Contact:** Robyn Cowie, Head of Department Science, G Block - Ph 4050 3052

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# ELECTIVE SUBJECTS

Students must select THREE of the following Elective Subjects:

(See Subject Selection form for options)

Please note that Bulldogs Basketball and Bulldogs Rugby League are part of the curriculum and can be selected as an elective subject. Students, however, can only select one of these subjects.

Students may not select both Home Economics and Catering as elective subjects.

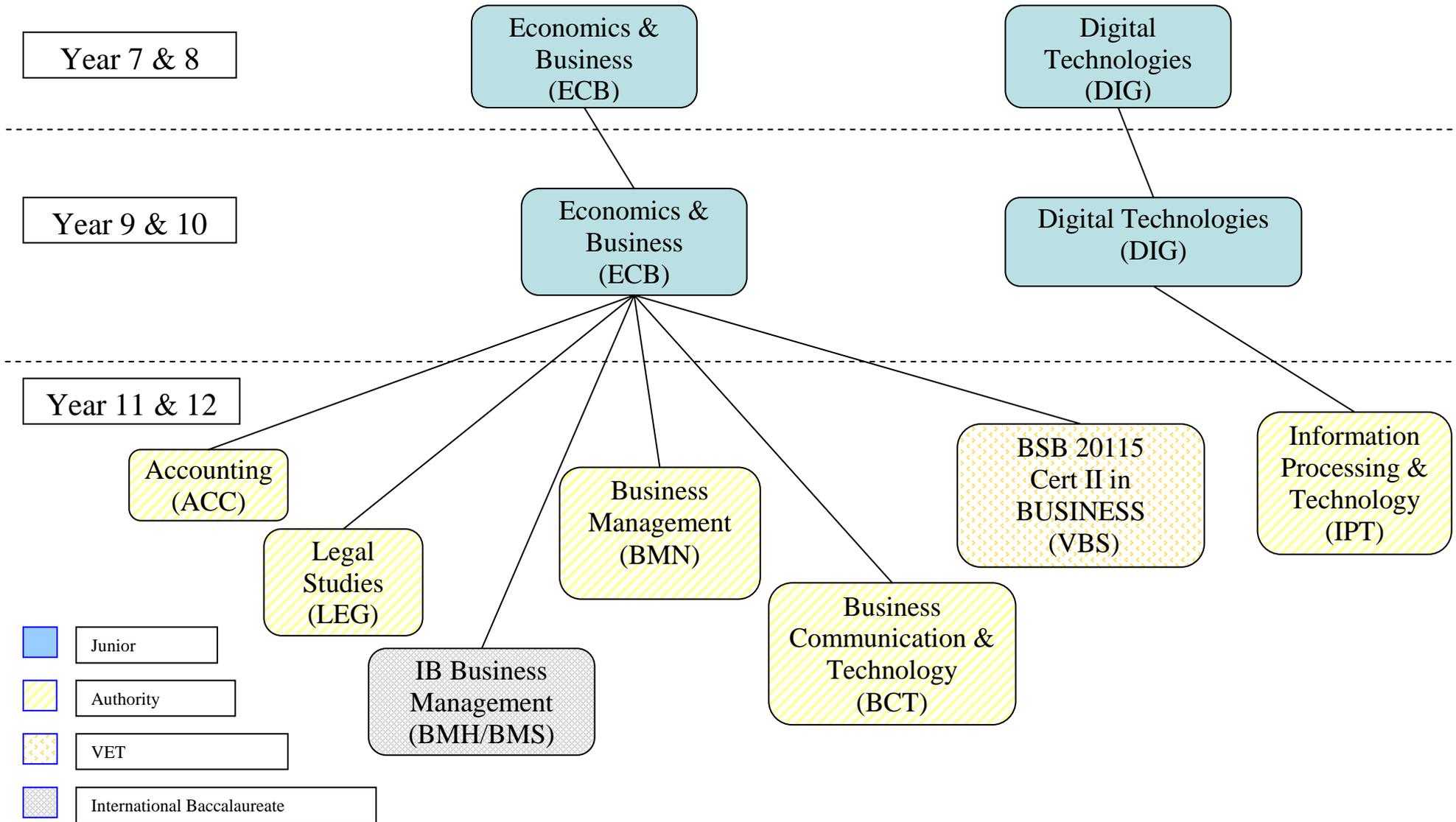
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# **BUSINESS AND INFORMATION TECHNOLOGY DEPARTMENT**

**Subjects - ECONOMICS AND BUSINESS  
(ECB)**

**DIGITAL TECHNOLOGIES (DIG)**

# BIT Department Flow Chart



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# ECONOMICS AND BUSINESS (ECB)

## Aim

As the Australian Curriculum in Economics and Business is implemented the content and areas of study will be aligned to the new curriculum. The Year 9 curriculum gives students the opportunity to explore the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered. The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. Discretionary time as allocated in the major study stream will allow students to learn about our legal system and to become familiar with accounting information and procedures in preparation for senior subjects such as Accounting, Legal Studies, Business Management, Business Communication and Technologies as well as Certificate II in Business. Real life simulations, case studies and applications are used to enhance the link between theoretical content and application. (eg. ASX Sharemarket Game, Trade Show and Enterprise Day events)

## Areas of Study

### Year 9

- Money, Money, Money (The Economy and Financial Literacy)
- It's a Small World (Globalisation and Economics Unit)
- Marketing Magic (Trade Display, Global Business)
- Taking Care of Business Part 1 (Intro to Accounting)

### Year 10

- Legal Eagles (Legal Systems, Global Workplace)
- Who wants to be an Entrepreneur? (Enterprise)
- The Pitch (Economic Performance and Standard of Living)
- Taking Care of Business: Part 2 (Intro to Accounting)

## Special Subject Advice

Economics and Business is a highly recommended prerequisite for Legal Studies, Accounting, Economics, Business Communication & Technology (BCT) and Business Management (BM), however, it is not mandatory. The course has been designed to give brief introductory content and skills to each of these senior subjects.

## Assessment/Workload

Students will be assessed using formal examinations, case studies, practical tests, simulations and assignments. When practical work is involved, students will need to keep pace with the lessons or attend catch up classes during lunch breaks. Students will be involved in at least one excursion activity to a business organisation and participate in planning and running a business venture during Enterprise week, both of which are assessable learning activities.

## Associated Subject Costs

Covered in the General Fee except for any excursion or competition costs.  
\$20 BOSS provides start-up capital for student enterprises.

**Contact** : Neville Stibbs, Head of Department BIT, D Block - Ph 4050 3017

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# DIGITAL TECHNOLOGIES (DIG)

## Aim

Learning in Digital Technologies focuses on further developing understanding and skills in computational and systems thinking such as accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for learning in the senior secondary years.

Students will consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using a text based object-oriented programming language where appropriate, and evaluate their solutions and existing information systems based on a broad set of criteria.

Coding or programming is a core focus of the course in developing digital solutions. The course uses a project based learning approach where students work collaboratively and independently to understand and use different technologies to solve challenging problems.

By the end of Year 10, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions.

## Areas of Study

Aligned to the Australian Curriculum Digital Technologies: the following interrelated strands support the learning areas in this subject.

Knowledge and Understanding:

- Digital systems and representation of data

Processes and Production Skills:

- Collecting, managing and analysing data
- Creating digital solutions using the DDE Model (Design, Develop and Evaluate)
- 

Unit Topics include:

- Game Development Challenge
- Artificial Intelligence, Expert Systems and Robotics
- Web Development and Animation
- Information Systems Development

Programming languages used will include but not limited to the following:

Small Basic, Python, GML (Game Maker Language), RobotC, HTML, SQL, Visual Basic, Action Scripting

## Special Subject Advice

Since coding (programming) is a significant part of the course, a fully functional laptop is required for every lesson. Digital Technologies is not a subject where students play random games and aimlessly surf the Internet on their laptop devices. Learning to code or program digital solutions to a range of problem/project based scenarios is a serious academic study of information technology and students are expected to adopt independent learning strategies when creating solutions and solving digital based problems.

Digital Technologies is highly recommended as a prerequisite for Senior Information Processing & Technology (IPT).

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## **Assessment/Workload**

Students will be assessed to determine standards of achievement using formal tests, class work and programming projects. Theory homework and project work when set must be completed.

## **Associated Subject Costs**

In addition to the General Fee a subject fee of \$30 per year level is required to cover online registration to an external online learning environment to learn Python programming and a licence to use RobotC and Robotics Virtual Worlds on a student laptop at home. The ICAS Digital Technologies Competition paper will also be cover in the subject fee.

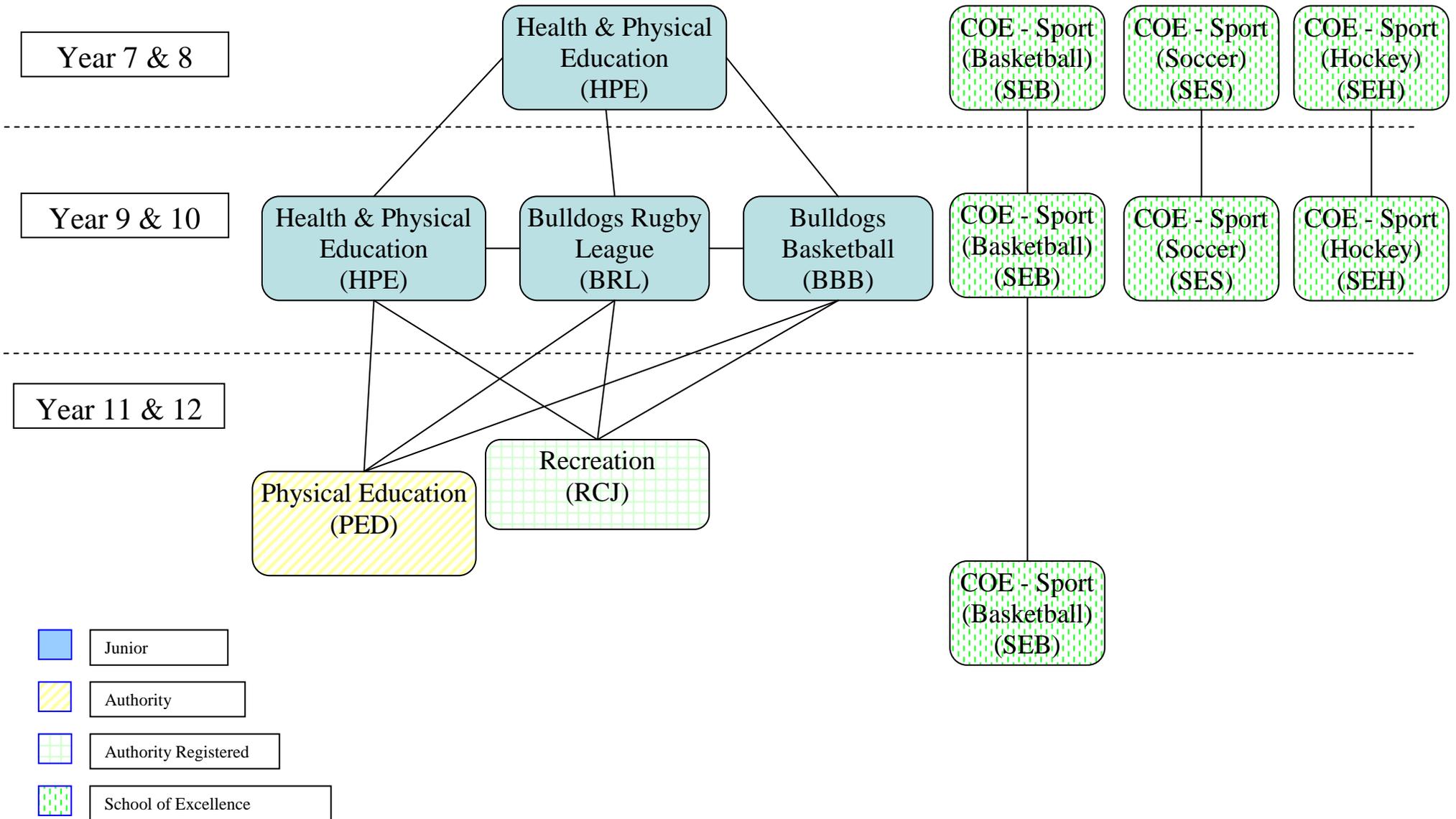
**Contact:** Neville Stibbs, Head of Department BIT, D Block - Ph 4050 3071

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# **HPE DEPARTMENT**

**Subjects -       BULLDOGS BASKETBALL**  
**BULLDOGS RUGBY LEAGUE**

# Health & Physical Education Flow Chart



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# BULLDOGS BASKETBALL

## (Within school timetable)

### Aim

To provide high level skill and theory training to the region's elite young basketball players. Students will learn about all facets of the game of basketball and develop skills allowing them to succeed in sport and life.

**Sport specific subjects are viewed as a privilege not a right. Students and parents will be asked to sign contracts upon entry to the subject. Students who do not meet school attendance and behaviour standards will be removed from the course. It is also expected students will contribute to the school sporting program either as a player/official or as a volunteer. Failure to do so may also result in removal from the subject.**

### Areas of Study

Five distinctive concepts are highlighted throughout the two years of the course:

- Individual fundamental skill development
- Athlete development – strength and conditioning etc.
- Sports Science – understanding psychology and nutrition
- Refereeing, coaching and administration – accreditation and practice
- Life skills – time management and goal setting etc.

### Special Subject Advice

Bulldogs Basketball – the Cairns High Basketball Program, has strong links with Cairns Basketball Incorporated and the Cairns Taipans NBL franchise. Brad Burdon serves as the head coach who integrates all programs.

### Assessment/Workload

This is primarily a practical subject. Theory units are undertaken at various stages dependent upon court availability. At present there is one major assignment per term.

### Associated Subject Costs

Applicants should note that there are costs involved in this subject and they will vary depending on the student's level of involvement in the club scene.

Any costs associated with games are the responsibility of the student. Students may be required to assist in fundraising throughout the year. Accreditation and excursion costs may occur throughout the year.

**Contact:** Brad Burdon, Teacher, S Block - Ph 4050 3031

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# BULLDOGS RUGBY LEAGUE

## (within school timetable)

### Aim

To provide Rugby League players with a skill and knowledge platform from which they can maximize their performance. Students will not only be taught how to perform Rugby League skills but will also be coached to understand the concepts behind that skill and the physical requirements needed to successfully carry out the task. To give students an understanding of all the aspects of Rugby League both on and off the field.

**Sport specific subjects are viewed as a privilege not a right. Students and parents will be asked to sign contracts upon entering the subject. Students who do not meet school attendance and behaviour standards will be removed from the course. It is also expected students will contribute to the school sporting program either as a player/official or as a volunteer, failure to do so may also result in removal from subject.**

### Areas of Study

- fitness
- carnival organization
- Rugby League administration
- Sports Medicine/First Aid
- nutrition
- coaching accreditation
- skills and team work

### Special Subject Advice

Students will be required to be involved in full contact drills during the course.

The Rugby League program at Cairns State High School is supported by the QRL, ARL Development and NQ Cowboys. The program will also seek to develop strong links with local clubs and the Northern Pride.

### Assessment/Workload

Students will be assessed in skill acquisition, fitness and game play, as well as having assignments/exams/work folio for each theory unit. The course will have a focus on numeracy and literacy through its practical and, in particular, theory units.

### Associated Subject Costs

This subject has an extra cost.

Other suggested requirements that students should have for the class are:

- Rugby League Boots
- Mouthguards

Only students who are currently playing rugby league for school or club should choose this subject, or those who wish to be officials.

**Contact:** Michael Starr, Rugby League Coordinator - Ph 4050 3031

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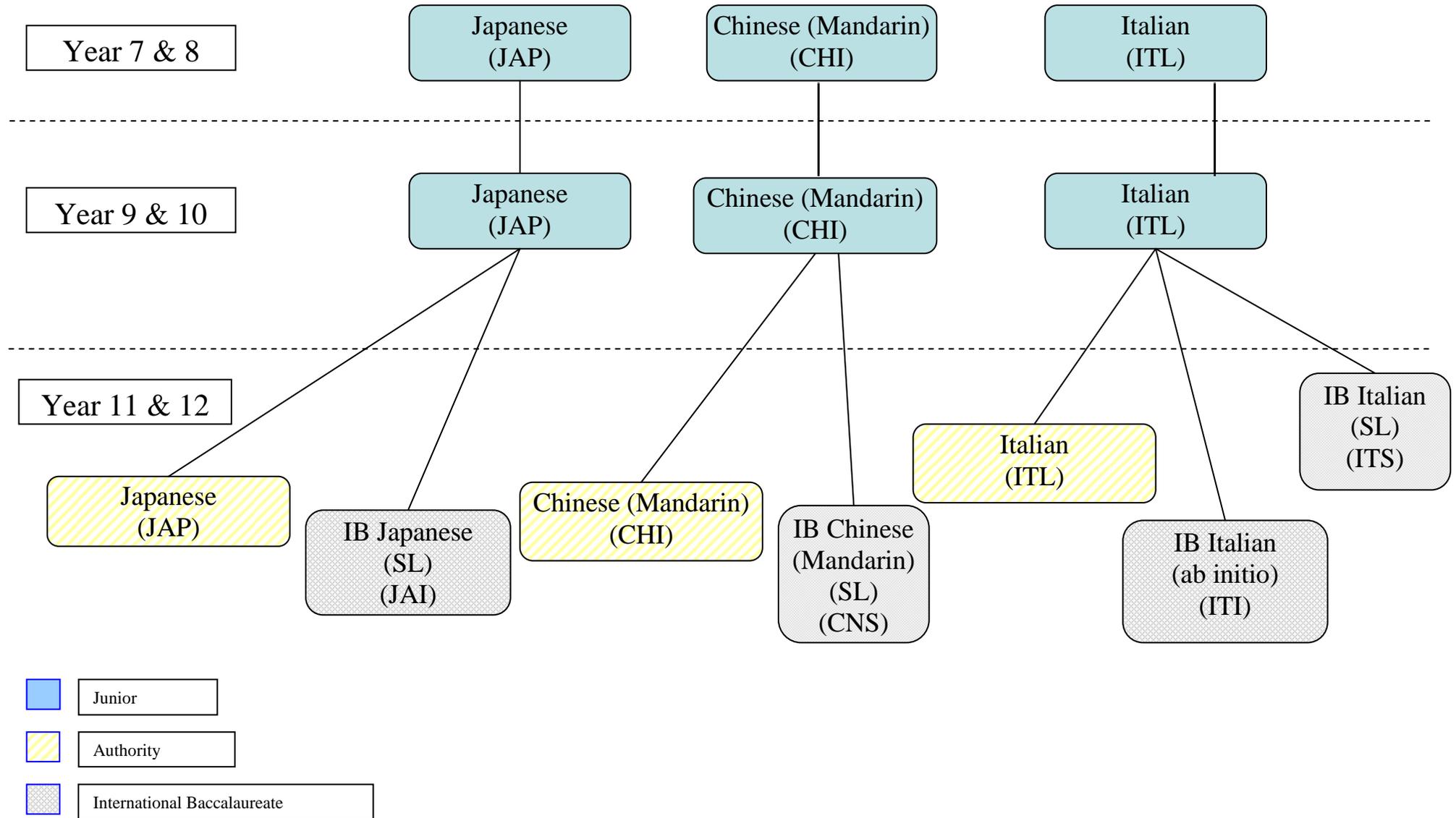
# **LANGUAGES DEPARTMENT**

**Subjects - JAPANESE**

**ITALIAN**

**CHINESE (MANDARIN)**

# LANGUAGES FLOW CHART



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# JAPANESE (JAP)

## Aim

The Australian Curriculum: Japanese aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

The study of a second language provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

## Areas of Study

Work in Years 9 and 10 is a continuation of work covered in Year 8. The two organising strands are: Communicating and Understanding. The course is structured around six fields: international world, built world, natural world, personal and community life, leisure and recreation and the imaginative world. Units may include Neighbours, Getting to Know You, Movie Making, Board Game Creation, Healthy Eating, Graffiti, World Heritage Areas and Natural Disasters, to name a few.

## Special Subject Advice

It is strongly recommended that students have completed the Year 8 Japanese program or can demonstrate language competence. Prior approval from the Head of Department is required in other circumstances.

## Assessment/Workload

Students will be assessed in comprehension (listening and reading) and composition (writing and speaking) throughout the year. Assessment will vary between units with students being encouraged to demonstrate what they have learnt through open ended assessment tasks in a format of their choice. In some instances a native speaker will assist with assessment. Anecdotal records and some closed tests will also inform students and teachers of student progress. In some terms student may have an assignment in addition to being tested in two skill areas.

Students in Junior Japanese are exposed to the language for two periods per week. Regular class and homework exercises are expected to be completed. Students will need to do approximately 30-60 minutes of home study each week.

### *EXTRA CURRICULAR OPPORTUNITIES:*

- participation in overseas tours organised by school staff
- hosting visiting students during homestays in Cairns
- interaction with Japanese native exchange teachers
- cooking and local restaurant visits
- participate in local cultural activities
- language and essay competitions
- act as buddies for visiting Japanese students
- educational exchange program with Oyama, Cairns Sister City

**Contact** To be advised, Head of Department English/Languages, A Block - Ph 4050 3046  
To be advised, Languages Co-ordinator, R Block - Ph 4050 3016

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# CHINESE (Mandarin) (CHI)

## Aim

The Australian Curriculum: Chinese aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

The study of a second language provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

## Areas of Study

The course is an extension of work covered in Year 8 Chinese. As learning a language is based on effective communication, learning focuses on language comprehension (listening and reading) and composition (writing and speaking). Real language and authentic materials are used to enhance communication.

The course is structured around six fields: international world, built world, natural world, personal and community life, leisure and recreation and the imaginative world. Students will gain skills in the use of both character writing and pinyin.

## Special Subject Advice

It is strongly recommended that students have completed the Year 8 Chinese program or can demonstrate language competence. Prior approval from the Head of Department is required in other circumstances.

## Assessment/Workload

Students will be assessed in comprehension (listening and reading) and composition (writing and speaking) throughout the year.

Students in Junior Chinese are exposed to the language for two periods per week. Regular class and homework exercises are expected to be completed. Students will need to do approximately 30-60 minutes of home study each week.

## Extra-Curricular Opportunities

- Participation in language competitions
- Excursion to local restaurant

**Contact** To be advised, Head of Department English/Languages, A Block - Ph 4050 3046  
To be advised, Languages Co-ordinator, R Block - Ph 4050 3016

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# ITALIAN (ITL)

## Aim

The Australian Curriculum: Italian aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

The study of a second language provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

## Areas of Study

This course is an extension of work covered in Year 8 Italian. As learning a language focuses greatly on communication, language comprehension (listening and reading) and composition (writing and speaking) are the areas covered throughout the course. Native language speakers and authentic materials are used to enhance the teaching and learning of Italian.

The course is structured around, but not limited to, the following topics: international world, daily routines in Italian culture, transport, school, food and drink, hobbies and interests.

## Special Subject Advice

It is strongly recommended that students have completed the Year 8 Chinese program or can demonstrate language competence. Prior approval from the Head of Department is required in other circumstances.

## Assessment/Workload

Students will be assessed in the above mentioned areas (listening, reading, writing and speaking).

Students in Junior Italian are exposed to the language for two periods per week. Regular class and homework exercises are expected to be completed. Students will need to do approximately 30 – 60 minutes of home study each week.

## Extra-Curricular Opportunities

- Participation in language competitions
- Excursion to local restaurant

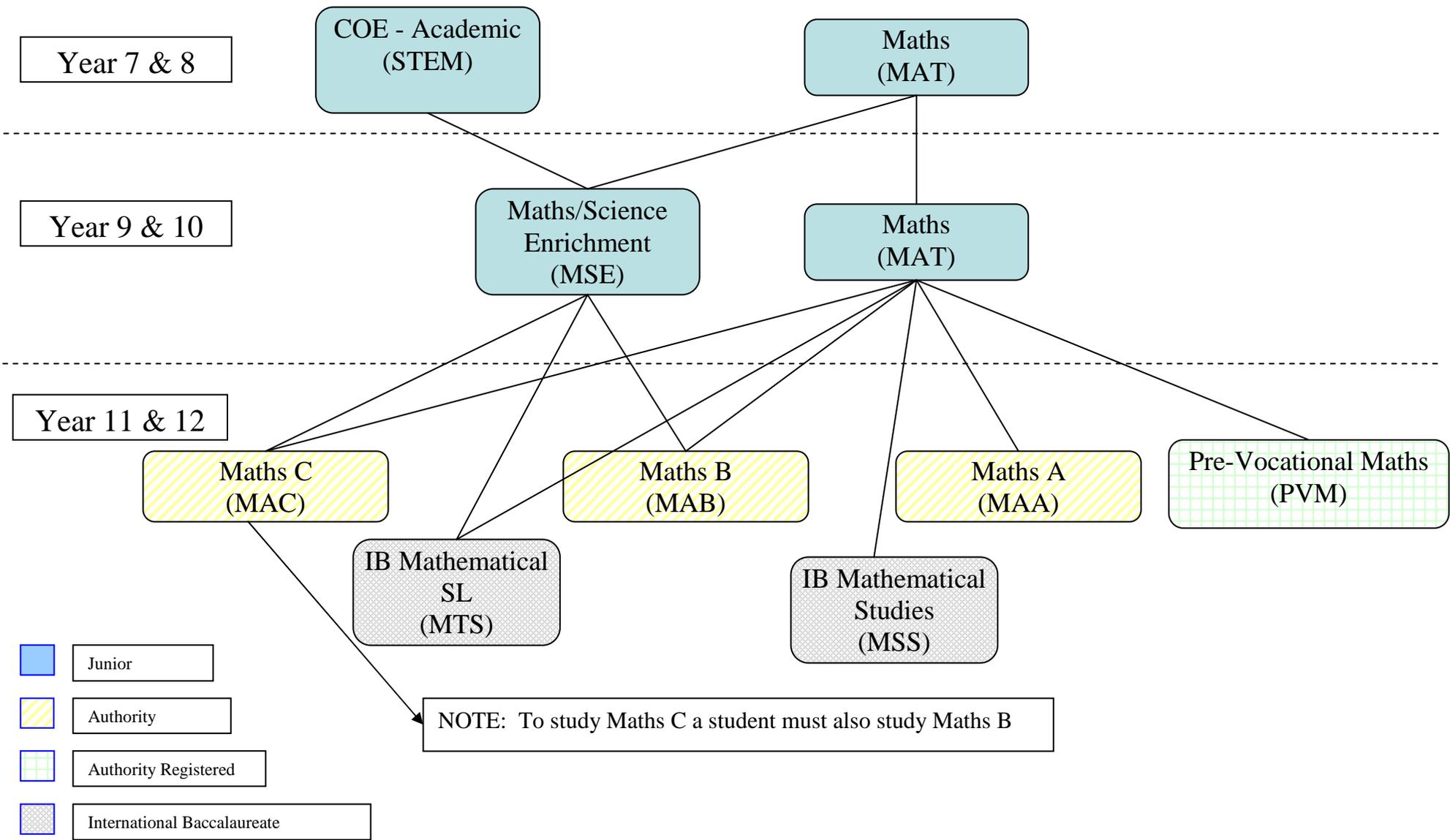
**Contact** To be advised, Head of Department English/Languages, A Block - Ph 4050 3046  
To be advised, Languages Co-ordinator, R Block - Ph 4050 3016

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# **MATHEMATICS DEPARTMENT**

**Subjects -        MATHS/SCIENCE ENRICHMENT  
PROGRAM**

# MATHEMATICS FLOW CHART



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# MATHS/SCIENCE ENRICHMENT PROGRAM

## Aim

The purpose of this subject is to cater for highly motivated academic students who have a keen interest in science and mathematics. The learning experiences are connected to real life applications and are designed to foster creative thinking and develop high level problem solving strategies. It is our hope that students will work collaboratively to construct meaning and understanding and that individually they will generate a passion for learning and seeking new insights.

## Areas of Study

Students will spend equal time on Maths and Science in the course. In the **Mathematics** part of the course, the focus will be on problem solving through a series of mathematical investigations. The content will overlap with the Mathematics Australian Curriculum but in general, activities and learning experiences will use content that extends beyond this syllabus. For example, one of the investigations is 'The Case of the Missing Bushwalker'. This investigation combines forensic science with patterning in algebra and use of excel spreadsheets and the graphical calculator to establish the possible identity of missing persons. In Year 10 MSE mathematics, students are exposed to higher level algebraic concepts as additional preparation for Senior QCAA Maths and IB Maths.

In the **Science** part of the course, students will participate in activities to develop their skills in experimental design, data collection and data analysis as well as science communication. Additional student outcomes may include the use of statistics, using electronic equipment to collect data and participating in field investigations.

One session will involve students presenting practical demonstrations to explain scientific concepts. Another session will investigate the aspects of a fair test and data collection. Students will then work in groups to design their own experiment as part of a project through the Wonder of Science program. This is an initiative of the [Australian Academy of Technological Sciences and Engineering](#) (ATSE), which encourages interest and success in the sciences, as students pursue topics of interest to them.

## Special Subject Advice

Students in Years 8 or 9 considering studying IB Maths in Years 11 and 12 are strongly encouraged to enrol in MSE. Students in Year 10 considering IB Maths Studies are required to complete the Maths semester of MSE, whilst students undertaking IB Maths Standard, are also strongly advised to study MSE.

## Assessment

**Mathematics** - Students will be assessed on a folio of their investigations over each semester and an in-class test.

**Science** - Students will be assessed on a folio of their investigations over each semester. The folio will include a journal of their investigations, a scientific paper and an oral presentation of their findings.

## Associated Subject Costs

The only extra cost would be monies required to support excursions in Yrs 9 and 10.

**Contact:** Glen Collis, Head of Department Mathematics, L Block - Ph 4050 3024  
Robyn Cowie, Head of Department Science, G Block - Ph 4050 3052

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# PERFORMING ARTS DEPARTMENT

**Subjects - CREATIVE ARTS**

**DANCE**

**DANCE EXCELLENCE**

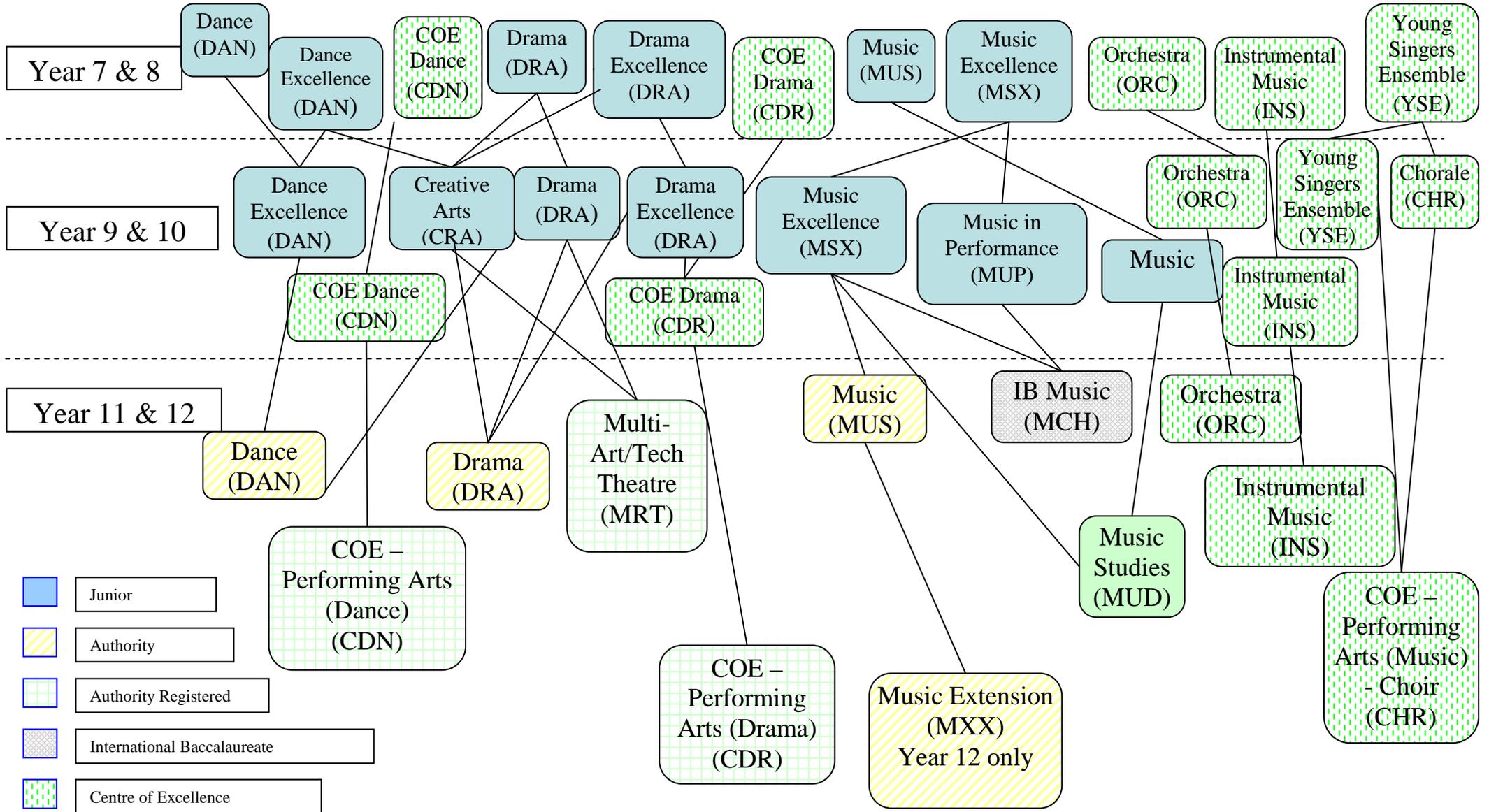
**DRAMA**

**DRAMA EXCELLENCE**

**MUSIC**

**MUSIC EXCELLENCE**

# PERFORMING ARTS FLOW CHART



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# CREATIVE ARTS

**Creative Arts is a Minor Elective and students will study 2 x 70 minute lessons with a strong emphasis on community involvement.**

## Aim

This subject is offered by the Performing Arts Department with the view of providing students with a sense of community, by focusing on helping a student become a well-rounded individual through the development of the five Arts strands. Community and school-based projects are explored through a range of art forms, utilising creative thinking, physical exertion contributing to a healthy lifestyle, and voluntary exchange that has a learning benefit for the student and a positive outcome for the community.

## Who should consider this subject?

Students should have a desire to expand on their skills in the Performing Arts through community based projects that work both within the school and the wider community. Students will explore various areas in which Performing Artists provide entertainment, education and community service. Students should be outgoing, confident, effective team members with skills in communication, negotiation, resilience and tolerance. They should have initiative and be community minded.

Students wishing to take the IB Diploma in Senior Years 11 and 12 will find many similarities in this subject with that of CAS but with a Performing Arts focus. "Creativity, action, service (CAS) encourages students to be involved in activities as individuals and as part of a team, that take place in local, national and international contexts. Creativity, action, service enables students to enhance their personal and interpersonal development as well as their social and civic development, through experiential learning." (IB CAS)

## Suggested Semester units of work:

### Year 9:

- Be Active – skills in exercise, movement and voice, health and nutrition, work place health and safety, age specific movement – explored through Exercise/Movement/Education programs developed for age specific members of the community – . Kinderdance, Primary programs.
- Clown Doctors – skills in characterisation, movement, improvisation, comedy styles – explored through Clown Doctors (working in Children's Ward at Hospital), Be Active – skills in exercise, movement and voice, health and nutrition, work place health and safety, age specific movement – explored through Exercise/Movement/Education programs developed for age specific members of the community – . Kinderdance, Primary programs, Elderly/Aged Care Homes

### Year 10:

- Children's Festival – explored through Arts in Residence project in collaboration with the Cairns Regional Council and the Tanks Arts Centre
- Social Responsibility – use of technology, acting for film, dance and film, shadow puppetry, forms of media, persuasive texts, to engage in and understand a selected focus area of interest: eg, environment – landcare, marine guardians, carbon footprint, road safety, recycling, youth health, etc.

## Assessment/Workload

- Students will be assessed using class work theoretical assignments and practical projects both in groups and in independently negotiated projects
- Travel to different venues will be necessary for practical application of community based projects
- Homework is set when relevant. Students are expected to practise regularly. Although much of the work is completed in class it will be necessary to do some rehearsals in their own time.

## Associated Costs

Reflects the activities explored each year.

**Contact Sarah Daggett, Head of Department, Performing Arts, E Block - Ph 4050 3092**  
**Nicole Cleland/Lauren Portman/Alysha Matthews Creative Arts Teacher, Performing Arts, E Block –**  
**Ph 4050 3030**

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# DANCE

## Aim

The course of study aims to:

- Provide opportunities for learners to achieve their creative, intellectual and physical potential through dance
- Explore dance skills and concepts that allow expression of and reflection of social and communication issues
- Cultivate learners' appreciation of their own and other cultures
- Foster social skills such as co-operation, sharing of ideas and communication
- Develop personal attitudes, such as self-esteem, confidence and individuality
- Develop audience skills, such as appreciation and theatre etiquette

## Areas of Study

The course is organised as follows:

### Year 9

- Unit 1 Commercial Jazz
- Unit 2 Dance on Screen – Popular Dance
- Unit 3 Tap
- Unit 4 Multi-Cultural Dance

### Year 10

- Unit 1 Contemporary Dance
- Unit 2 Rock Eisteddfod working with local primary schools
- Unit 3 Musical Theatre

## Special Subject Advice

Students wishing to do this subject:

- Must be prepared to change into appropriate dance wear for practical sessions and take part in all aspects of the course.
- Are expected to accept responsibility to attend rehearsals and performances as required.
- Have the opportunity to take advantage of our Centre of Excellence program. Entry to this program is by audition.
- Should bring a water bottle to class. This is strongly encouraged.

## Assessment/Workload

- Assessment is continuous by way of small group performance, both individual and group choreography, written appreciation assignments and written exams.
- Equal weighting is given to each of the areas of study.
- Written and oral assignments involve the use of the new technologies in the form of a Powerpoint presentation.
- All students are expected to take part in all aspects of the course and be prepared to perform at some school functions.
- Homework is set when relevant. Students are expected to practice regularly
- Although much of the work is completed in class it will be necessary to do some rehearsals in their own time

## Associated Subject Costs

Students will be required to pay a fee to cover the cost of at least one live performance or workshop per year, also for the Rock Eisteddfod project in Year 10. Student's fees will cover the cost of transport, costumes, props and makeup.

**Contact:** Nicole Cleland/ Lauren Portman/Alisha Matthews Dance Teachers,  
E Block Ph- 4050 3030  
Sarah Daggett, Head of Department Performing Arts, E Block – Ph 4050 3092

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# DANCE EXCELLENCE

Dance Excellence is a Major elective studied for 3 x 70 minute lessons per week, with a balance of all areas of dance, but with an emphasis on skill development and public performance.

## Aim

Dance Excellence is a specialised program for students who have a passion and specific talent in Dance (Ballet, Jazz and/or Contemporary). Dance Excellence caters for students who have been learning dance for a number of years and who aim to continue their development of skill and techniques. Through the study of dance students are engaged in building skills in choreography and performance as well as learning how to respond to dance. Many extension opportunities are provided in the program including workshops with professional artists, theatre trips and school tours, eisteddfods and competitions.

## Necessary Foundation Skills

- Dance Excellence Year 8 (if spaces exist, opportunities for students to audition will be offered)
- Attending regular dance technique classes outside of school.
- A talent for dance or acrobatics

## Areas of Study

Students will be encouraged to perceive, think, express and communicate. The course is organised as follows:

### Year 9

- Battle Beats (Hip Hop)
- Cairns Festival- (Commercial Jazz)
- Multicultural Dance

### Year 10

- Contemporary dance
- Rock Eisteddfod project
- Musical theatre

## Special Subject Advice

Students wishing to do this subject:

- Must be prepared to change into appropriate dance wear for practical sessions and take part in all aspects of the course. Student must not wear any of their dance wear to other classes.
- Are expected to accept responsibility to attend rehearsals and performances as required.
- Have the opportunity to take advantage of our Centre of Excellence program. Entry to this program is by audition.
- Should bring a water bottle to class. This is strongly encouraged.

## Assessment/Workload

- Assessment is continuous by way of small group performance, both individual and group choreography, written appreciation assignments and written exams.
- Equal weighting is given to each of the areas of study.
- Written and oral assignments involve the use of the new technologies in the form of a Powerpoint presentation.
- All students are expected to take part in all aspects of the course and be prepared to perform at some school functions.
- Homework is set when relevant. Students are expected to practice regularly
- Although much of the work is completed in class it will be necessary to do some rehearsals in their own time

## Associated Subject Costs

Students will be required to pay a fee to cover the cost of at least one live performance or workshop per year. Fees also go towards costumes and makeup for performances.

Contact: **Nicole Cleland/Lauren Portman/Alisha Matthews Dance Teachers, E Block Ph- 4050 3030**  
**Sarah Daggett, Head of Department Performing Arts, E Block – Ph 4050 3092**

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# DRAMA

## Aim

During the two year course students develop a sense of enquiry and empathy by exploring the diversity of drama in the contemporary world and other places, times, traditions and cultures.

## Areas of Study

Students will be encouraged to perceive, think, express, communicate.

Units of work from selected genres:

- storytelling
- historical drama
- puppetry
- realism
- process drama
- Shakespeare
- Australian Drama
- collage drama

## Assessment/Workload

Two to three pieces of assessment per semester in the areas of making and responding. Students will discover and explore the elements of drama, applying principles and making and responding to drama in various forms.

Emphasis is placed on the practical side of this course with participation by students being a priority.

## Associated Subject Costs

Students are expected to pay additional costs for visits to outside performances that come to Cairns during the year.

Paint and some materials for prop building, special effects make-up only is provided. Class sets and photocopy materials are provided. Students are provided with handouts and class sets for the appropriate unit of work being studied.

**Contact:** Nicole Cleland/ Sarah Daggett/Nicole Whipp, Drama Teachers, E Block Ph- 4050 3030  
Sarah Daggett, Head of Department Performing Arts, E Block - Ph 4050 3092

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# DRAMA EXCELLENCE

Drama Excellence is a Major elective studied for 3 x 70 minute lessons per week, with a balance of all areas of drama, but with an emphasis on skill development and public performance.

## Aim

Drama Excellence is a specialised program aimed at students who have a passion and specific interest in Drama. Through the study of drama students are engaged in making and responding to drama as well as building skills in group work, problem solving and innovative thinking. Many extension opportunities are provided in the program including workshops with professional artists, artist in residence programs, theatre trips and school tours, festivals and competitions

### Necessary Foundation Skills

- Ability to work collaboratively
- Drama Excellence Year 8 (if spaces exist, opportunities for students to audition will be offered)

## Areas of Study

Student will be encouraged to perceive, think, express and communicate.

The course is organised as follows:

### Year 9

- Comedy
- History through Drama
- Puppetry
- Realism

### Year 10

- \* Australian Gothic Theatre
- \* Shakespeare
- \* Community Theatre
- \* Extended Study - Collage Drama

## Assessment/Workload

Students will explore and develop their knowledge and skills of the dramatic languages, applying principles in the Making and Responding dimensions in various performance styles and public contexts. Although a core of the workload is conducted in class time, students will be required for lunchtime, afterschool and/or weekend rehearsals leading up to public performances.

## Additional Subject Fees

There will be additional fees to cover play performance rights, guest artist workshops and masterclasses, costumes, sets and props.

**Contact:** Nicole Cleland/Lauren Portman/Alisha Matthews Dance Teachers,  
E Block Ph- 4050 3030  
Sarah Daggett, Head of Department Performing Arts, E Block – Ph 4050 3092

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# MUSIC EXCELLENCE

## Aim

**Music Excellence is a Major Elective and students will study 3 x 70 minute lessons with a strong emphasis on performance of their instrument (orchestral, voice, piano).**

**Students considering the Study of Music in years 11 and 12 should select Music Excellence in years 9 and 10.**

Students will develop a deepened understanding and use of music concepts and languages, practices, technologies and techniques. Through their musical practice they will develop a distinctive personal voice and engage in music making in varying contexts.

- As composers they will create, shape and refine musical ideas in a range of forms and styles with consideration of the musical needs and practise of performers
- As performers, they will demonstrate skills and knowledge in their chosen instruments (including voice), both as soloists and ensemble members, with a command of repertoire relevant to their instrument.
- As audience members, students will respond to music, demonstrating a command of language and concepts of music. Through research and critical study they will develop a rich knowledge of the contemporary and historical contexts of musical works and practices.

## Areas of Study

The course is organised within three areas: Musicology, Composing and Performing and students study the following units of work.

### Year 9

- World Music
- The Musical
- Music's Classic Hits
- Australian Pop Music/Pioneers of Rick

### Year 10

- \* And all That Jazz
- \* Vocal and Instrumental Music
- \* Australian Art Music
- \* Fabulous Film Music

## Special Subject Advice

Students wishing to do this subject:

- Must be learning a musical instrument (voice included) either through the school's Instrumental Music Program or from a private music teacher

## Assessment/Workload

Assessment by way of performances, compositions, assignments and exams will occur throughout the course. Equal weightings apply to each of the musicology, composing and performing dimensions.

Homework is set regularly and all students are expected to practise daily.

## Associated Subject Costs

Throughout the year students are encouraged to attend various performances and workshops.

**Contact:** Lizanne Smith, Music Co-ordinator, E Block – Ph 4050 3049  
Sarah Daggett, Head of Department Performing Arts, E Block - Ph 4050 3092  
Katherine Fraser/Andrea Leumann, Teachers Music E Block – Ph 4050 3049

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# MUSIC

## Aim

**Music is a Minor Elective studied for 2 x 70 minute lessons per week, with a balance of all areas of Music.**

Students will develop a deepened understanding and use of music concepts and languages, practices, technologies and techniques. Through their musical practice they will develop a distinctive personal voice and engage in music making in varying contexts.

- As composers they will create, shape and refine musical ideas in a range of forms and styles with consideration of the musical needs and practise of performers
- As performers, they will demonstrate skills and knowledge in their chosen instruments (including voice), both as soloists and ensemble members, with a command of repertoire relevant to their instrument.
- As audience members, students will respond to music, demonstrating a command of language and concepts of music. Through research and critical study they will develop a rich knowledge of the contemporary and historical contexts of musical works and practices.

## Areas of Study

The course is organised within three areas: Musicology, Composing and Performing and students study the following units of work.

### Year 9

- World Music
- The Musical
- Pioneers of Rock Music
- Music's Classic Hits

### Year 10

- \* And all That Jazz
- \* Vocal and Instrumental Music
- \* Rock Since 1980
- \* Fabulous Film Music

## Special Subject Advice

Students wishing to do this subject:

- Must be learning a musical instrument (voice included) either through the school's Instrumental Music Program or from a private music teacher

## Assessment/Workload

Assessment by way of performances, compositions, assignments and exams will occur throughout the course. Equal weightings apply to each of the musicology, composing and performing dimensions.

Homework is set regularly and all students are expected to practise daily.

## Associated Subject Costs

Throughout the year students are encouraged to attend various performances and workshops

**Contact:** Lizanne Smith, Music Co-ordinator, E Block – Ph 4050 3049  
Sarah Daggett, Head of Department Performing Arts, E Block - Ph 4050 3092  
Katherine Fraser/Andrea Leumann, Teachers Music E Block – Ph 4050 3049

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# **PRACTICAL ARTS DEPARTMENT**

- **INDUSTRIAL TECHNOLOGY AND DESIGN**
- **COMMUNITY AND FAMILY SERVICES**

**Subjects - INTRODUCTION TO HOSPITALITY**

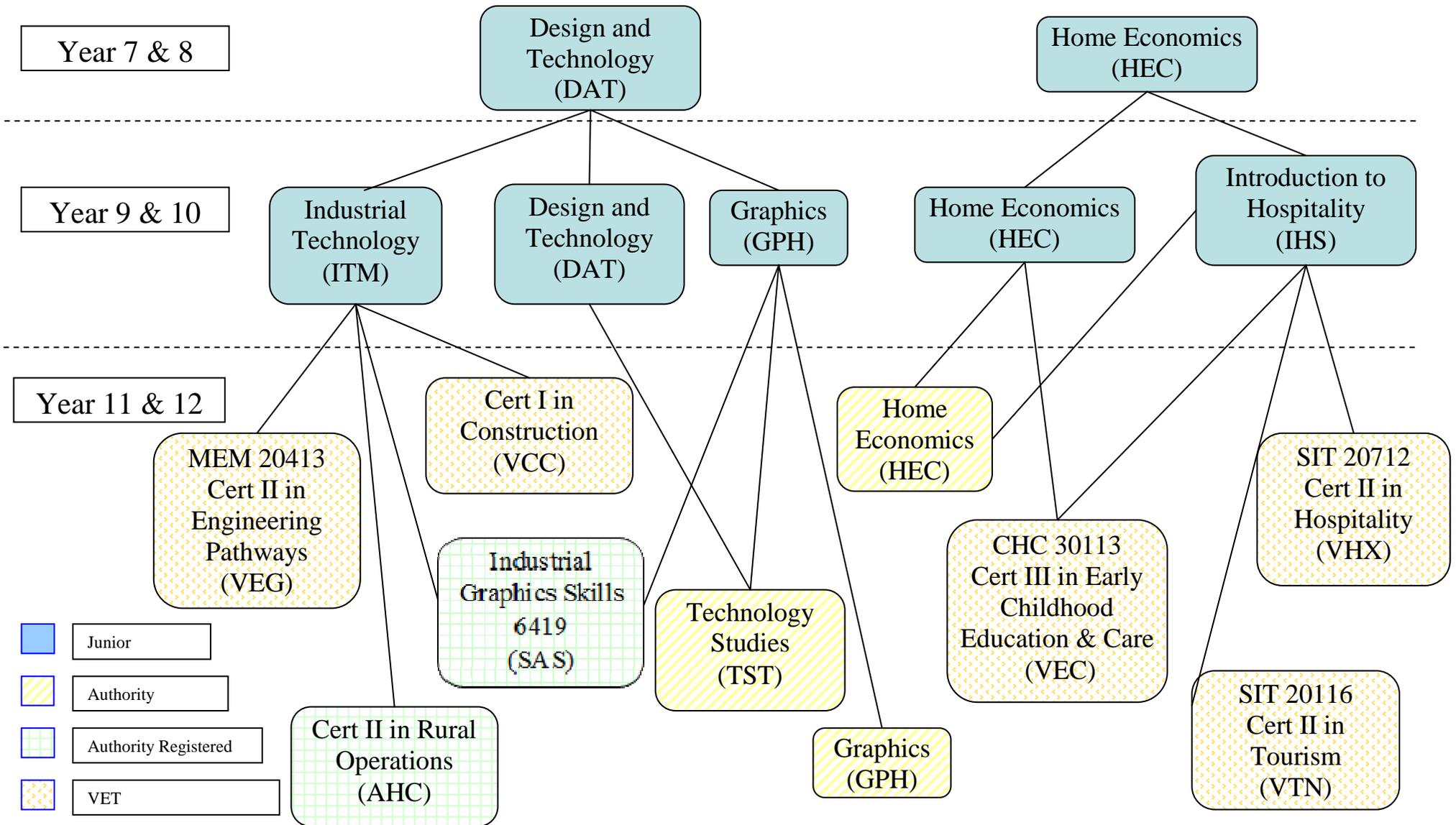
**HOME ECONOMICS**

**DESIGN AND TECHNOLOGY**

**INDUSTRIAL TECHNOLOGY  
(MANUFACTURING)**

**GRAPHICS**

# PRACTICAL ARTS FLOW CHART



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# INTRODUCTION TO HOSPITALITY (IHS)

## Aim

The Year 9 and 10 junior hospitality program is a course of study, focusing solely on food. The aim of the program is to encourage students to build on basic cooking skills while developing knowledge of the hospitality industry, with the intention of following through into Year 11 and 12 Hospitality. The practical aspects of the course will develop cookery skills, time management strategies and the qualities needed for effective team work.

## Areas of Study

Eight units of work will be studied over the two year program. Some of the topics included are:

- |                   |                            |
|-------------------|----------------------------|
| 1. Kitchen Basics | 5. Looks Good, Tastes Good |
| 2. Ways to Cook   | 6. Global Connections      |
| 3. Eating Green   | 7. Menu Planning           |
| 4. Café Foods     | 8. Function Cookery        |

The course will involve weekly practical cookery, teacher demonstrations, group work and theory.

## Special Subject Advice

**Students who select IHS are unable to also select Home Economics.**

## Assessment/Workload

Students will be assessed each semester in the following ways:

- weekly practical cookery (ingredients supplied by students)
- practical cookery exam
- written assignment
- theory exam

## Associated Subject Costs

As IHS is a practical subject students will be expected to supply ingredients for cookery. The subject levy will cover the cost of minor ingredients provided each week along with demonstration cookery costs.

**Contact:** Sandro Cossa, Head of Department Practical Arts, B Block - Ph 4050 3085

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# HOME ECONOMICS (HEC)

## Aim

Students of year 9 and 10 Home Economics will develop skills in food, nutrition and textiles. Sustainable living practices are embedded throughout the course.

## Areas of Study

Home Economics is a two year course of study. Each year focusing on one semester of food and nutrition and one semester of textiles and design. The following units will be covered:

- |                     |                          |
|---------------------|--------------------------|
| 1. Set For Sleep    | 5. Creative Cushions     |
| 2. Bags, Bags, Bags | 6. Pattern to Product    |
| 3. Healthy Habits   | 7. Cultural Foods        |
| 4. Family Meals     | 8. Eat with a Conscience |

A large focus will be on practical skills and management.

## Special Subject Advice

**Students who select Home Economics are unable to select IHS.**

Students must participate in weekly cooking during foods units by supplying ingredients and also resources needed for the textile units.

## Assessment/Workload

Assessment will be in the form of:

- Weekly practical cookery
- Practical cookery exams
- Written tests and assignments
- Practical textiles items
- Process journals

## Associated Subject Costs

Most practical requirements will need to be supplied from home, with the exception of minor ingredients which are covered by the subject levy. Students will be required to supply fabric and other items for the textile units.

**Contact:** Sandro Cossa, Head of Department Practical Arts, B Block - Ph 4050 3085

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# DESIGN AND TECHNOLOGY (DAT)

## Aim

The purpose of Design and Technology is to cater for highly motivated students who have a keen interest in graphical design and the way it is implemented within industrial practices. The learning experiences revolve around incorporating real life problems and scenarios in which students utilise problem solving, design skills, material properties and sustainable practices. Students who undertake this subject will be hoping for career pathways towards engineering, architecture, industrial design, industrial graphics and graphical design.

## Areas of Study

Students will spend time studying 'Design Principles' using industry standard software such as Autodesk Inventor, AutoCAD and Rivet. They will incorporate this software knowledge to manufacture items utilising latest industrial technology practices. Rapid Prototype Reproduction and Computer Numerical Control (CNC) machines are used by students in Years 9 & 10. By the end of the course students will have developed comprehensive skills in problem solving, designing, manufacturing and software control.

In Years 7 & 8, students engage with learning experiences from Years 9 & 10 elective subject choices of Graphics, Industrial Technology as well as Design Technology.

## Special Subject Advice

Design Technology is a subject where students incorporate knowledge developed through material manipulation and graphics to further broaden their level of expertise in manufacturing and design. It will incorporate an equal percentage of theoretical understanding and actual 'workshop' time.

Design Technology or Junior Graphics is recommended as a pre-requisite to senior graphics.

## Assessment/Workload

Students will be assessed using formal testing, research folios and practical projects.

Students will require access to a computer outside of school hours to practice and complete assignment work. Students will be based predominantly in a computer lab during school lessons.

**Contact:** Sandro Cossa, Head of Department Practical Arts, B Block -Ph 4050 3085

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# GRAPHICS (GPH)

## Aim

Graphics is a design technology subject. Students will study the elements of technical drawing, whilst learning to use Industry Standard Drafting and Modelling Software. Coursework will incorporate a Design or Problem solving approach to folio work.

## Areas of Study

Students will cover a variety of areas in the following units.

- Production Graphics Unit e.g. *Using Autodesk Inventor*: Engineering Drawings of Toy Car, 3D Model components
- Business Graphics Unit e.g. *Using Autodesk AutoCAD*: Logo Design including using CAD/CAM *Stika Cutter*
- Built Environment Unit e.g. *Using Autodesk Revit*: House designs, Floor Plan, Elevations, Drawings to Council specifications and Pictures of the Rooms themselves within the house. *Google Sketchup*: Skate park assignment folio.

The programs that we use are Industry Standard and used worldwide in Architectural offices and Engineering Workshops. This includes Autodesk: Inventor, Revit and AutoCAD. Also Google Sketchup is used for concept development.

## Special Subject Advice

It would be an advantage for students to have access to a modern PC (not a mac). Students may then download the Software and install it at home for free. An account with Autodesk is required at no cost to the student.

## Assessment/Workload

In class assessment includes: Formal Tests, Assignment Folios and Classwork Folios.

**Contact:** Sandro Cossa, Head of Department Practical Arts, B Block -Ph 4050 3085

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# INDUSTRIAL TECHNOLOGY (MANUFACTURING)

## Aim

This is a practical subject designed for those students who are genuinely interested in developing hand skills and gaining an understanding of tools, equipment and processes while working with timber, metals and plastics. Industrial Technology explores the concept of design as it relates to the manufacturing of products.

## Areas of Study

- Practical skills in the workshop – Safe operation of basic hand tools, power tools and machinery
- The ability to read and interpret working drawings.
- Workplace Health and Safety procedures - Safety when working in the workshop and with equipment
- Theory – basic workshop knowledge and concepts in the areas of Woodwork, Metalwork and Plastics
- Simple design and manufacturing concepts

## Special Subject Advice

Safety is a major concern in the workshop environment and students will adhere to department policy.

- Fully enclosed shoes with a leather or synthetic leather upper providing adequate protection **MUST** be worn at all times.
- Safety glasses **MUST** be worn at all times.
- Shirts **MUST** be tucked in at all times.
- Loose clothing and hair **MUST** be secured/ tied back.

Students who fail to follow safety procedures may be asked to choose another subject.

## Assessment/Workload

- Project based
- Theory exams
- Assignment (Design) – 1 per semester.

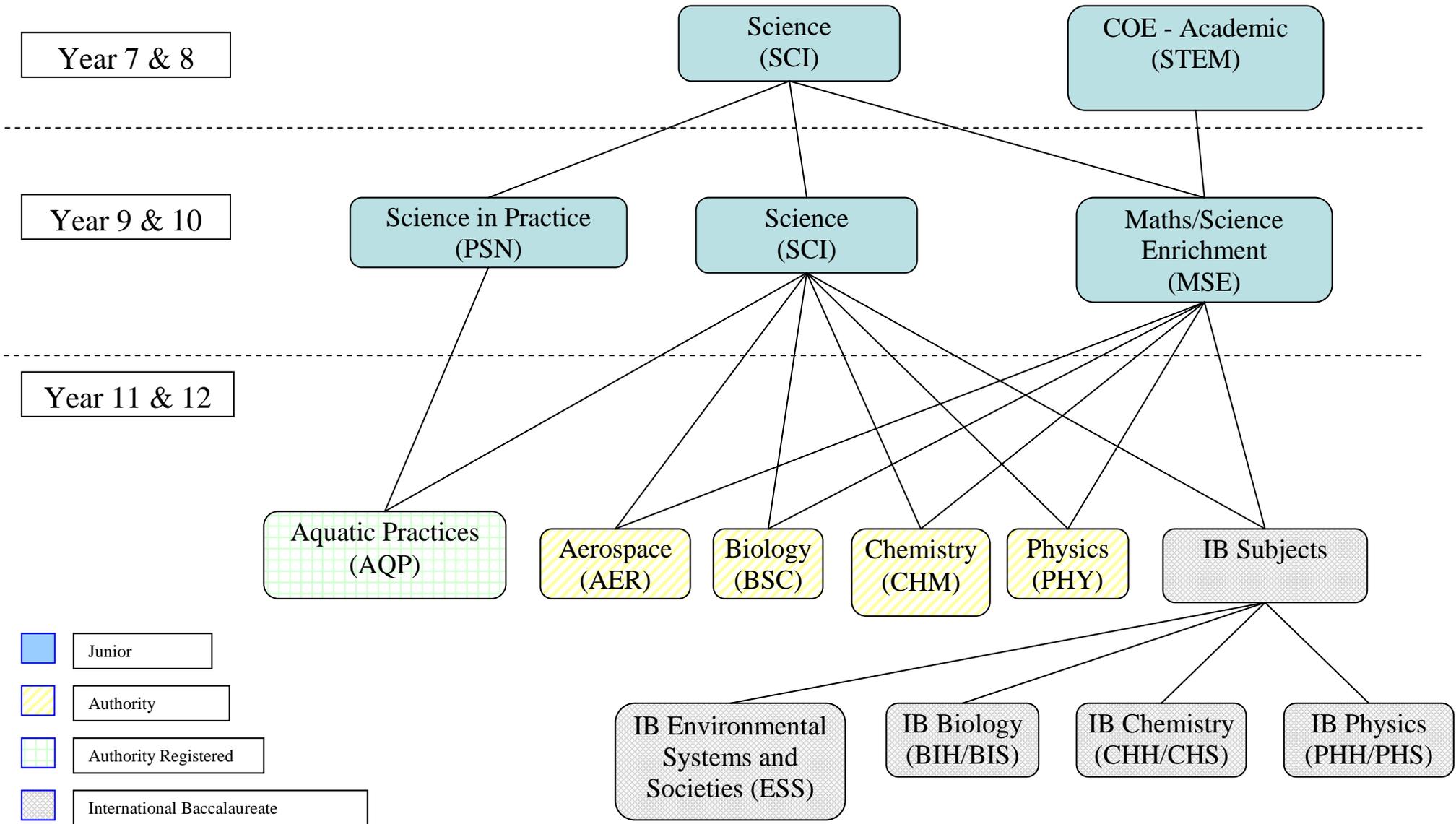
**Contact: Sandro Cossa, Head of Department Practical Arts, B Block – Ph 4050 3085**

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# **SCIENCE DEPARTMENT**

**Subjects -        MATHS/SCIENCE ENRICHMENT  
PROGRAM**

# SCIENCE FLOW CHART



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# MATHS / SCIENCE ENRICHMENT PROGRAM

## Aim

The purpose of this subject is to cater for highly motivated academic students who have a keen interest in science and mathematics. The learning experiences are connected to real life applications and are designed to foster creative thinking and develop high level problem solving strategies. It is our hope that students will work collaboratively to construct meaning and understanding and that individually they will generate a passion for learning and seeking new insights.

## Areas of Study

Students will spend equal time on maths and science in the course. In the **Mathematics** part of the course, the focus will be on problem solving through a series of mathematical investigations. The content will overlap with the Mathematics Australian Curriculum but in general, activities and learning experiences will use content that extends beyond this syllabus. For example, one of the investigations is 'The Case of the Missing Bushwalker'. This investigation combines forensic science with patterning in algebra and use of excel spreadsheets and the graphical calculator to establish the possible identity of missing persons. In Year 10 MSE mathematics, students are exposed to higher level algebraic concepts as additional preparation for Senior QCAA Maths and IB Maths.

In the **Science** part of the course, students will participate in activities to develop their skills in experimental design, data collection and data analysis as well as science communication. Additional student outcomes may include the use of statistics, using electronic equipment to collect data and participating in field investigations.

One session will involve students presenting practical demonstrations to explain scientific concepts. Another session will investigate the aspects of a fair test and data collection. Students will then work in groups to design their own experiment as part of a project through the Wonder of Science program. This is an initiative of the [Australian Academy of Technological Sciences and Engineering](#) (ATSE), which encourages interest and success in the sciences, as students pursue topics of interest to them.

## Special Subject Advice

Students taking this course would need to be at least an 'A' standard in one of mathematics or science and not less than a 'B' standard in the other subject. It is expected students would do 15-30 minutes per night of homework on average twice a week.

## Assessment

**Mathematics** - students will be assessed on a folio of their investigations over each semester and an in-class test.

**Science** - students will be assessed on a folio of their investigations over each semester. The folio will include a journal of their investigations, a scientific paper and an oral presentation of their findings.

## Associated Subject Costs

The only extra cost would be monies required to support excursions.

**Contact:** Glenn Collis, Head of Department Mathematics, L Block - Ph 4050 3024  
Robyn Cowie, Head of Department Science, G Block - Ph 4050 3052

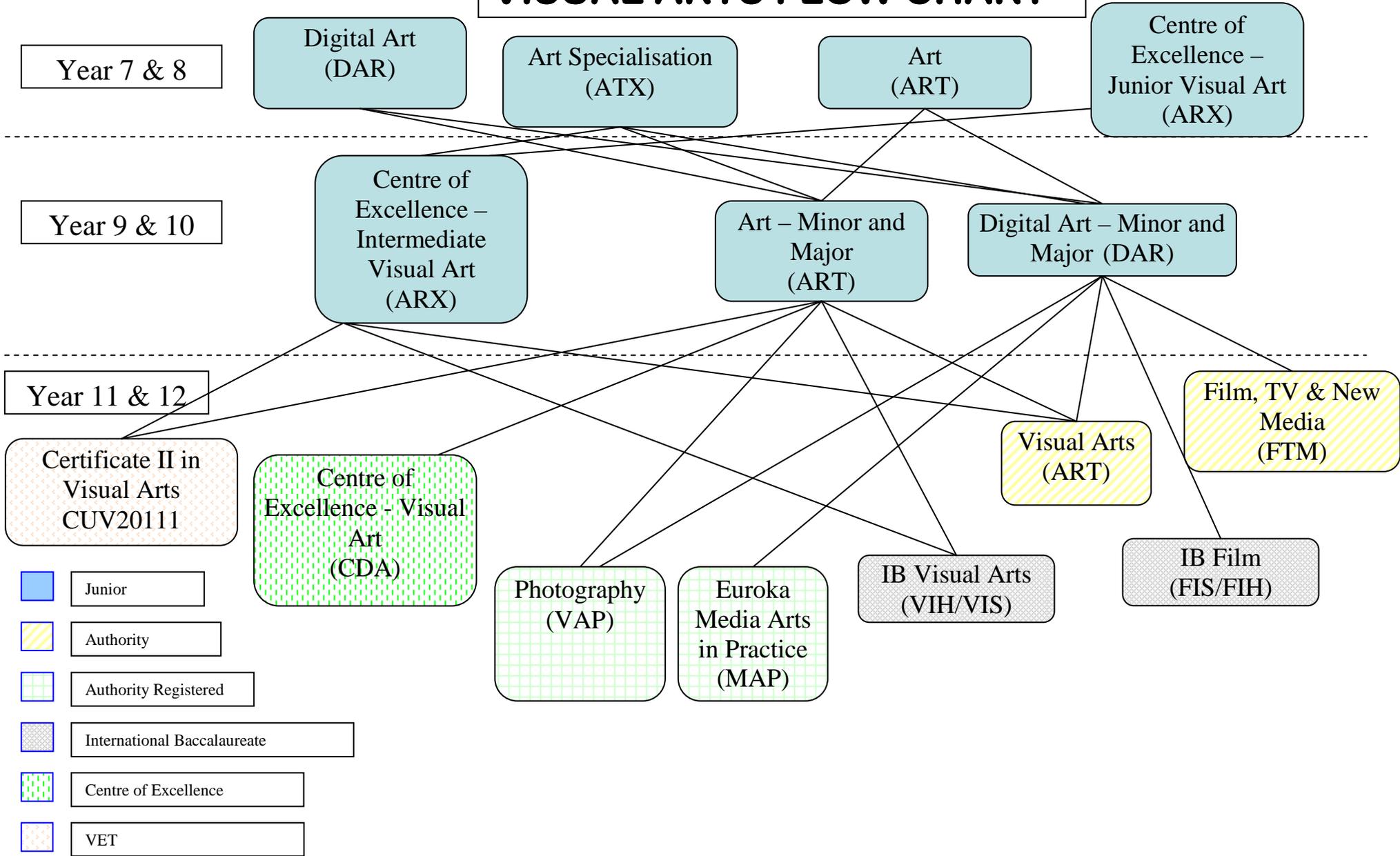
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# **VISUAL ARTS DEPARTMENT**

**Subjects - ART**

**DIGITAL ART**

# VISUAL ARTS FLOW CHART



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# ART

## Aim

Through active engagement students develop and enhance their understanding of the visual arts. Students work creatively and imaginatively in 2D, 3D and digital media and are encouraged to take risks and challenge themselves as they progress through this 2 year course.

## Areas of Study

Students are able to study art as both a Minor (2 lessons a week) or a Major (3 lesson a week). Both Minor and Major electives cover the same core elements, preparing students for Senior Art.

Major Art includes extension assessment in each area of study.

### Year 9 Semester 1 –

**Units** - 1) Portrait of the Artist 2) Framed

**Media**- wet and dry mixed media, photography/digital imagery

**Related Concepts**- portraiture, colour schemes, tint & shades, colour mixing, composition, landscape and space

### Year 9 Semester 2 –

**Unit** – Object

**Media**- painting, printmaking, 3D paper, cardboard, found-object, natural and human-made material, recycle

**Related Concepts**- still life, abstraction, Cubism, Dada, Futurism, composition; repetition; balance; harmony; Variety, symbolism, historical and cultural context with a focus on Australian Indigenous Art composition; form, artefact, pattern, rhythm, movement, unity

### Year 10 Semester 1 –

**Units** - 1) Obsessed-Identi-Me 2) Material World

**Media** - 3D media (clay, assemblage, paper sculpture, installation, wire, plaster), Screen printing, stencils, spray paint, mixed media, collage

**Related Concepts** - self, identity, portrait, symbol, texture, form, size, line, space, symbolism, Expressionism, abstract, modern sculpture, social and political satire, propaganda, commercial art colour, shape, size, tone, Pop-art, Street Art, Modern Art, Urban Art, Commercial Art.

### Year 10 Semester 2 –

**Unit** – What Lies Beneath

**Media** - mixed 2/3 D (wet and dry) media (including experimental media e.g. wax, texture pastes, gels etc.)

**Related Concepts** - landscape, realism, composition, colour, texture, space, balance, movement, pattern, harmony, contrast, landscape (conceptual), space, Abstract Expressionism balance, repetition, rhythm, movement, contrast

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## Special Subject Advice

No prerequisites.

## Assessment/Workload

In both Minor and Major Art, students will develop creativity, knowledge and understanding through a range of media, techniques and processes.

In all units there are a combination of making outcomes (including – mixed media drawings, prints, ceramic objects, digital photos, paintings and 3D objects. Students also use a visual diary to record evidence of development, research, responding and reflection exploration which students record in their visual art diaries.

## Associated Subject Costs

There are no additional costs.

**Contact:** David Marsden, Head of Department Visual Arts, D Block - Ph. 4050 3083

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# DIGITAL ART – MAJOR and MINOR

## Aim

Through active engagement students develop and enhance their understanding of the visual arts through the use of digital media. Through making and responding, students are encouraged to take risks and challenge themselves through the manipulation of materials, techniques, technologies and processes.

Digital Art students are given challenging tasks and allowed to respond personally and encouraged to resolve works creatively and individually. Running since 1999, Digital Art continues to use Macintosh computers (lab of 21), current industry standard software and a wide range of Digital SLR cameras, lenses and film/photography equipment.

## Major and Minor

Students are able to study digital art as both a Minor (2 lessons a week) or a Major (3 lessons a week). Both Minor and Major electives cover the same core elements. The Major Digital Art course includes extension work in all units. Digital Art minor or major is an excellent preparatory subject for students studying Film/TV and New Media in Years 11 and 12.

## Areas of Study

Year 9 Semester 1 – Image Manipulation – Students use Digital SLR cameras and Photoshop to produce a range of resolved works with a focus on Surrealism, lighting and portraiture. All student planning, research, reflection and development are recorded in their Electronic Visual Diary.

Year 9 Semester 2 – 3D Animation – Students develop skills in 3D animation using Cinema 4D. The final task is the creation of a 3D environment that students then use to create an animation. All student planning, research and development are recorded in their Electronic Visual Diary.

Year 10 Semester 1 – Digital Video – Students work in groups and individually to explore camera shots, angles and movement using digital SLR cameras and film equipment. The use of story boards and pre-production planning is explicitly taught. Final Cut Pro is used as the editing software. A group 1 minute film and an individual 2 minute film-clip are the making outcomes. All student planning, research and development are recorded in their Electronic Visual Diary.

Year 10 Semester 2 – Design for Print and Web – Using Adobe Photoshop, Illustrator and InDesign students produce a range of resolved works focusing on the development of composition, design and typography. An individual portfolio based on a branding brief and a 12 page magazine are the making outcomes. All student planning, research and development are recorded in their Electronic Visual Diary.

## Special Subject Advice

No prerequisites

## Associated Subject Costs

Students will be advised at the Parent Information night of the process for entry to this subject. The fee, pre-paid for Year 9 is payable on application to enrol in this subject.

**Contact:** David Marsden, Head of Department Visual Arts, D Block - Ph. 4050 3083

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# **CENTRES OF EXCELLENCE PROGRAMS (before and/or after school)**

Cairns State High School also offers extra-curricular activities to Junior School students in Years 8, 9 & 10 through our Centres of Excellence programs.

Participation in these programs is usually by audition or selection trials.

Excellence programs run in addition to normal school subjects and are offered either before or after school.

- **Centre of Excellence – Visual Art (Intermediate Visual Art)**
- **Centre of Excellence – Performing Arts (Music) Choral Music**
- **Centre of Excellence – Performing Arts (Junior Dance)**
- **Centre of Excellence – Performing Arts (Junior Drama)**
- **Centre of Excellence – Performing Arts (Music) Instrumental Music**
- **Centre of Excellence – Sport (Basketball)**
- **Centre of Excellence – Sport (Soccer)**
- **Centre of Excellence – Sport (Hockey)**

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# CENTRE OF EXCELLENCE – VISUAL ART - (INTERMEDIATE VISUAL ART)

## Aim

COE Art provides opportunities for students to work in areas of the visual arts that are not possible in the normal school curriculum. The program is suited to students who are creative, passionate and highly motivated in the visual arts. It is interesting to note that Cairns High has been offering a visual art excellence program since 1985 when CAD (Centre for Artistic Development) was first introduced. In the COE art there is a strong focus on

- access to media, processes and techniques beyond the normal curriculum.
- a high level of resolved work suitable for exhibition in both school and community galleries and community events, for example - CAD wearable art Fashion Parade.
- linking with industry professionals and artists through masterclasses, artists in schools programs, exhibitions, gallery visits, artist talks and collaborative projects.
- provide a program which will link studio practice with specialised individual focus

## Areas of Study

This course offers a wide variety of practical visual arts experiences, focusing on the development of deep knowledge in technical processes and techniques. Some examples are ***Drawing, Printmaking, Ceramics, Sculpture, Painting, Fibre Arts, Photography and Projection Art, Fashion Design and Public Art.***

Through this course, students will also have the opportunity to engage with local and state-wide experts from university and industry, including for example, but not limited to:

- Centre of Contemporary Arts Cairns (COCA) - official partnership
- Regional Excellence in Arts and Culture Hubs (REACH)
- James Cook University Arts and Creative Media.
- A wide range of contemporary artists and Industry professionals.

## Special Subject Advice

There is an audition in week 2 of term 1 for all interested students.

## Assessment/Workload

Assessment is by way of attendance and involvement in group exhibitions. Making and Responding and participation will be assessed throughout the course. Students should note that the class takes place after school on Tuesdays from 3.10pm -4.20pm.

## Associated Subject Costs

A fee goes towards the purchase of materials and equipment for studio practice.

**Contact:** David Marsden, Head of Department Visual Arts, D Block – Ph 4050 3083

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# CENTRE OF EXCELLENCE – PERFORMING ARTS (MUSIC) - CHORAL MUSIC

## Aim

Choral Music caters for all students interested in developing their singing skills through choral singing in one of two school choirs: middle school choir – Young Singers Ensemble (Yrs 7-9) and Cairns High Chorale (Yrs 9-12). Year 9 students will be placed in the choir most suited to their experience and vocal development.

The course is essentially practical and is designed to develop in participating students: knowledge, skills and experiences associated with vocal and choral music from a wide range of styles and periods. The academic content of the course is presented in the context of practical experience. This content is intended to develop the student's musicianship skills and ability to appreciate and interpret choral and vocal music.

## Areas of Study

- Vocal skills (voice production, choral blending)
- Musicianship skills (musical literacy; aural ability; sight-singing)
- Performance skills (solo, small group, large group stage presence)
- Interpretational skills (style, phrasing, dynamics, etc.)
- Attitudinal skills (responsibility, confidence, independence, leadership, pride in achievements)
- Appreciation skills (choral music in general, community groups (Australia and overseas) involved in choral music etc.)

Students will study, listen to and, if possible attend rehearsals of a number of local, inter-state and overseas choirs. They will be given the opportunity to work with guest conductors and possibly other school or community choirs. It is hoped that by emphasizing and enhancing student abilities to enjoy and participate in vocal and choral music, they will enter the community as musically active performers and as an educated audience.

## Assessment/Workload

Assessment by way of attendance and performances, knowledge of parts and general participation and behaviour will occur throughout the course. Students may need to make themselves available for the Eisteddfod.

## Associated Subject Costs

Subject fees to cover text and resources

## Certificates Possible

This subject is a school based subject. Achievement does not contribute to a student's OP Certification. It is on School Report Only.

**Contact:** Lizanne Smith, Music Co-ordinator, E Block - Ph 4050 3049  
Lauren Hannay / Katherine Fraser, Vocal Consultants, E Block - Ph 4050 3049  
Sarah Daggett, Head of Department Performing Arts, E Block - Ph 4050 3092

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# CENTRE OF EXCELLENCE – PERFORMING ARTS (DANCE)

## Aim

The course of study aims to:

- Extend both performance opportunities and choreographic appreciation skills beyond the classroom situation
- Develop creative thinking through combining the expressive and aesthetic qualities in the use of mind and body
- Develop communication of issues and ideas using the body as the instrument of expression
- Develop the complete artist through exposure to a range of resources and experiences to challenge and extend

## Areas of Study

This course offers three main areas: performance, choreography and appreciation

- Understanding your style
- Eisteddfod performance and costume creation
- Group choreography for Dance Night
- Performance for Dance Night

## Special Subject Advice

- It is strongly encouraged that students wishing to do this subject are enrolled in private dance lessons
- Entry is by audition in late January/early February of the current year
- Places are limited to approx. 18-20 students
- Class is held on each Tuesday afternoon 3:15pm – 4:30pm

## Assessment/Workload

By way of performances and set choreographic tasks. Some of these are public performances which occur outside of school time.

## Associated Subject Costs

There will be a cost to cover costume costs, Guest Artists workshops, theatre performances, make-up and Eisteddfod entry fee

**Contact:** Sarah Daggett, Head of Department Performing Arts, E Block - Ph 4050 3092  
Alysha Matthews, Lauren Portman COE Dance Teachers, Performing Arts, E Block - Ph 4050 3030

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# CENTRE OF EXCELLENCE – PERFORMING ARTS (DRAMA)

## Aim

The course of study aims to:

- provide students with a range of acting and performance skills in a variety of contexts
- extend both performance and forming skills beyond the classroom situation
- provide opportunities for students to publically perform
- develop the complete artist through exposure to a range of resources and experiences to challenge and extend.

## Areas of Study

### *Making/Forming*

- Improvisation
- Playbuilding
- Blocking
- Devising

### *Making/Performing*

- Improvisation
- Scripted drama
- Performance
- Physical theatre
- Realism

## Special Subject Advice

- The class is held Monday mornings from 7-8:30am
- Focus is on practical work and performance
- Entry is by audition in late January/early February for the current year
- Places are limited to approximately 20-22 students

## Assessment/Workload

By way of polished performances. Students will need to be available for some events which may occur during school holidays. Although much of the workload is conducted during class time, students will be required to attend lunchtime and weekend rehearsals in the lead up to public performances.

## Associated Subject Costs

There will be additional fees to cover play texts, guest artist workshops, competition entry costs, costumes and props for production.

**Contact : Sarah Daggett, Head of Department Performing Arts, E Block - Ph 4050 3092**

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# CENTRE OF EXCELLENCE – PERFORMING ARTS (MUSIC) INSTRUMENTAL MUSIC

## Aim

Music is one part of the total education of a child. The Instrumental Music Program is an extension of the classroom music program and provides children with the opportunity to experience the expressive qualities of music through learning to play a band/orchestral instrument.

Through music education, the students are led to an awareness of music and an appreciation of the part music plays in their own lives and the lives of others.

The aims of the Instrumental Music Program are to:

- provide opportunities for musical development of students through instrumental instruction on a group basis
- provide ensemble experience for these students so that they develop ensemble performance skills as an integral part of their music education
- encourage chamber and solo performances
- complement the school music program

## Areas of Study

- The Instrument
- Playing Posture
- Tone Production
- Tuning and Intonation
- Articulation
- Symbols and Terms
- Rhythmic and Melodic Perception
- Sight Reading
- Performance
- Improvisation and Composition

Students will study, listen to, and, if possible, attend performances of a number of local, interstate and overseas ensembles. They will be given the opportunity to work with guest conductors and participate in master classes. Students will also be expected to attend and review a number of instrumental performances.

It is hoped that by emphasizing and enhancing student abilities to enjoy and participate in instrumental music, they will enter the community as musically active performers and as an educated audience.

## Assessment/Workload

Assessment is by way of attendance and performances, knowledge of parts and general participation and behaviour which will occur throughout the course.

## Associated Subject Costs

Students are encouraged to attend various professional performances and selected students will have the opportunity to participate in workshops/master classes.

Contact: **Lizanne Smith, Co-ordinator Music, E Block – Ph 4050 3049**

**Jon Christodoulides**

**Simon McMenamin**

**Bob Favell**

**Michael Rivett**

**Jon Barbagello**

**Woodwind/Brass**

**Strings**

**Woodwind/Brass**

**Woodwind**

**Percussion**

# CENTRES OF EXCELLENCE – SPORT (BASKETBALL) (SOCCER) (HOCKEY)

## Aim

To provide the region's elite junior sports people with a skill and knowledge platform from which they can maximise their performance. Students will not only be taught how to perform skills but will also be coached to understand the concepts behind that skill and the physical requirements needed to successfully carry out the task.

## Areas of Study

Five main areas of study are highlighted and common throughout all subjects:

- Intensive individual and team concept trainings
- Athletic development program, including strength and conditioning
- Sports Science (psychology, nutrition, etc.)
- Refereeing, coaching and administration (accreditation and practice)
- Life skills (time management, goal setting, etc.).

## Special Subject Advice

Each program is supported by their various local and state associations. The basketball program has strong links with the Cairns Taipans NBL team.

## Assessment/Workload

Each subject varies in the workload required and the associated assessment.

## Associated Subject Costs

Applicants should note that there is a cost involved in these subjects. Some subjects may require their participants to be involved in fundraising activities. Applicants from outside the Cairns region are required to find suitable accommodation.

**Contact:** HPE, S Block – Ph 4050 3031

<b>Basketball</b>	<b>Brad Burdon, Teacher</b>
<b>Soccer (Boys)</b>	<b>Brian Stopford, Teacher</b>
<b>Hockey</b>	<b>Carmel Bakurski, Teacher</b>
<b>Soccer (Girls)</b>	<b>Martin Fehlberg, HOD Student Services Yrs 7-9 (Ph. 4050 3020)</b>

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