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MISSION STATEMENT

SUNCOAST CHRISTIAN COLLEGE
exists to provide Christ-centred education
that promotes life-long learning,
develops excellence and Christian character,
and fosters social responsibility.
Welcome to Senior School

Senior School is a challenging time as students move to become more independent. You take on new responsibilities and face important decisions with far reaching effects. Your character will be tested, challenged and moulded in a way that will prepare you for a bright and fulfilling future.

At Suncoast, we believe that part of the journey into adulthood requires a gradual transition of responsibility onto the student's shoulders. Students should no longer be motivated only by external sources, but should find motivation when they see these final years as critical to shaping possibilities for their future.

Senior students become accountable for their behaviour; are required to make commitments; fulfil obligations; and make decisions on courses of action, schedules, and the fulfilling of goals. The Senior School seeks to give you opportunities to discover your gifts, academic and non-academic, in a community of students, teachers and parents, striving to be faithful to God in all areas of life.

It is to the Seniors that we look for guidance in terms of setting the tone and culture of our College. Over the years we have been proud of the standards that have been set and maintained by our senior students; this is what makes us unique. Decency, honesty, integrity, courage and faithfulness are all attributes that we strive for at Suncoast.

THE AUSTRALIAN CURRICULUM

Through the Australian Curriculum Assessment and Reporting Authority (ACARA) the Federal Government is instituting an Australian Curriculum which will start to be implemented in schools from 2012.

Suncoast Christian College is committed to incorporating the Australian Curriculum in a Christ-centred education that promotes life-long learning, develops excellence and Christian character, and fosters social responsibility.

For further information regarding the Australian Curriculum please refer to the following website: http://www.australiancurriculum.edu.au/Curriculum/Overview
SUBJECT OFFERINGS

Year 10 subjects develop foundational skills and introduce concepts necessary for further success in the Senior School. These subjects allow students to assess if they are on a suitable path of study which they will be able to sustain through Years 11 and 12. It is important to note that Year 10 subjects do not directly impact students’ Year 12 exit results.

The main features of the Year 10 curriculum are as follows:

1. English, Mathematics, Science, Society and Environment, Careers and Christian Studies which are studied over the whole year. These subjects are compulsory for all students.
2. Two Elective subjects are studied throughout the year.
3. Students also participate in Sport and Chapel.

The weekly period allocation is as follows:
English 5, Mathematics 5, Science 5, SOSE 5, 1st Elective 5, 2nd Elective 5, Careers/CS 2, Chapel 1, Sport 2 = 35

The CORE subjects for Year 10 are:

- English
- Science
- Careers – Students apply for RPL to enrol in 30626QLD Certificate I Work Education
- Mathematics
- Study of Society and Environment
- Christian Studies

The 2 ELECTIVE subjects for Year 10 are selected from:

- Business
- Design Technology
- Dance
- Drama
- Health and Physical Education
- Music
- Visual Art

All students must study core subjects. Two further subjects are then chosen from the elective list.
**Aims and objectives:**
Based in the Australian Curriculum, Year 10 English provides opportunities for students to develop independence and sophistication in their skills of listening, reading, viewing, speaking, writing and creating. Students engage with texts for enjoyment, and with those designed to inform and persuade. Students move beyond simple forms of communication to more sophisticated and abstract ideas and texts.

Year 10 English also introduces students to the rigorous demands of Senior English and English Communications, the two pathways that students choose between in Years 11 and 12. During Year 10, students will decide which type of English is best suited to their abilities and future pathways.

**Pre-requisites:**
A minimum ‘C’ standard is required. Students who have struggled to achieve a passing grade in English in Middle School may require extra support.

**Course Overview:**
Year 10 English is the study of both literary and everyday texts. Students use and explore the way language works in familiar and unfamiliar contexts and for a range of purposes. Films, poetry, novels, and media are explored. Contemporary and classic Australian and world literary texts are studied in Year 10 English. Basic grammar, punctuation and comprehension skills are reinforced through the weekly homework program.

**Assessment:**
Writing and speaking is assessed in English. Students create imaginative, informative and persuasive texts. Some tasks are completed with open access to resources, while others have restricted conditions, such as unseen in-class exams. Written tasks have word lengths ranging from 500 to 800 words, while orals are usually individual speeches, from 3 – 5 minutes in length.

**Pathways:**
Year 10 English leads to either Senior English or English Communications in Years 11 and 12. Students must choose Senior English in Year 11 if they are to be eligible for an OP.
Aims and objectives:

Learning mathematics creates opportunities for and enriches the lives of all Australians. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. Mathematics has its own value and beauty and the Mathematics Core course aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials

Pre-requisites:

To study Mathematics at the Core level, students should have successfully completed their Year 9 Mathematics with at least a C Level of Achievement.

Course Overview:

The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in the areas of
- Number and Algebra
- Measurement and Geometry and
- Statistics and Probability.

The Australian Curriculum also requires that extension be offered in these same categories. This is to cater for the more mathematically capable students and those wishing to prepare themselves for Senior studies in Mathematics B and Mathematics C with view to the pursuit of careers in disciplines where these may be a prerequisite. At Suncoast Christian College, this is referred to as Year 10 Mathematics B. It is to be noted that ‘extension’ students will still complete the ‘core’ components of the course.

Assessment:

Assessment techniques for Mathematics that could be used to collect evidence of student learning may include, but are not limited to:
- modelling and problem-solving tasks
- mathematical investigations
- supervised assessments
- observation records.

Requirements:

Students will be required to purchase a scientific calculator. The booklist will provide details of the calculator required as not all models are appropriate.

Pathways:

Mathematics is the underlying discipline behind all sciences. It is used to varying degrees in Physics, Chemistry, Biology, Geology, Engineering, Psychology, Astronomy etc. In, at least a small way, it can be found in almost any discipline. From the basic abilities to add, subtract, multiply and divide through to solving quadratic equations, Year 10 Core Mathematics is the foundation of many future studies.
# APPLIED SCIENCE

## Aims and objectives:
The Science program covers the topics of consumer science, motors and motion, approaching the subject matter from a more hands-on, user needs base. This is done to foster in the students an appreciation of the contribution that science can and does make in our everyday lives and jobs. This course is also designed to give students a basic background of agriculture as an industry that is important globally, nationally and locally for the production of food, fibre and other products. The major focus will be on crops, livestock and related industries that are relevant to the Sunshine Coast with the main emphasis on the practical aspects. Students in this group will not be able to consider science based university study but see science as a tool in their career and as a responsible member of society.

## Pre-requisites:
No prior knowledge is required but an interest or love for animals and/or gardening would be an obvious benefit.

## Course Overview:
This is a year-long course with students also studying;
- soils
- plant production
- animal production
- land care

This course will involve theoretical and practical work at school plus field trips to local farms and visits to Agricultural shows and expos.

The **Agriculture** Science program is a parallel separate unit that looks more at sustainable agriculture in general and is a more hands on subject. Students studying this will be unlikely to continue studying science based subjects in Year 11 and 12. This program will primarily focus on horticulture and to a lesser extent on animals. Students studying this course would be able to do work experience and traineeships in agriculture related industries on the coast.

## Assessment:
Assessment is by way of written tests and/or short research and experimental reports, journal entries and assignments in each unit, field and practical work.

## Requirements:
Students will be required to be dressed in suitable work clothing while involved in practical activities. This includes a hat and covered footwear.

## Pathways:
This course will better equip those students interested in a very broad area of working with or researching plants and/or animals through traineeships and certificates in Horticulture and Animal husbandry.
Aims and objectives:
Science is a field of human endeavour that is focused on understanding the natural and physical world. It includes evidence about the world based on experiment and observation: theories, laws and concepts that develop over time are tested against the empirical evidence; methods used for observing the world and creating and testing theories and making predictions; and values relating to ethical inquiry and respect for evidence. It is part of the core curriculum because it is important for students to be scientifically literate, so as to make informed and valid contributions to public debate about resource management, health and public funding issues as well as providing a foundation for further studies pertaining to science based careers.

Pre-requisites:
There are no pre-requisites for this subject.

Course Overview:
The course consists of a mix of biology, chemistry, physics and earth science concepts in discrete, contextual units. Students actively investigate phenomena, principles, theories and applications through teacher guided experimentation, text and web based research and teacher demonstration and exposition. The course seeks to develop depth in symbolic and mathematical components to better prepare students for senior Chemistry and Physics.

Assessment:
Assessment is by written exams and experiment reports or research reports and teacher observation in each unit.

Requirements:
There is usually one excursion and one externally lead workshop per year, the cost of which is added to College fees.

Pathways:
Successful completion of Year 10 science entitles students to undertake QSA, OP subjects of Biology, Chemistry and Physics. This will enable students to enter a Science degree course at university. Alternately it is a good foundation for traineeship, certificate and diploma courses in the health and beauty, horticulture, laboratory, food and manufacturing or service industry that make or use chemicals.
**Aims and objectives:**

SOSE provides students with the opportunity to investigate the way in which people interact with each other and with our environments.

The aim of SOSE is to develop the abilities and skills that students require to be active, informed and responsible citizens while reflecting on the values of democratic process, social justice, economic and ecological sustainability and peace from a Christian world view.

**Pre-requisites:**
There are no pre-requisites for this subject.

**Course Overview:**

In Year 10 SOSE 2012 we introduced the new National Curriculum in History and Geography. Students are taught to develop the skills and understandings associated with these disciplines and there is an emphasis on the development of historical inquiry skills and critical thinking.

Students are taught to:
- research using a variety of media and sources of information
- select and evaluate sources of information carefully
- critically analyse sources of information to recognize the perspectives and bias of the author
- organize their ideas and develop arguments
- draw their own conclusions
- communicate ideas and information in a variety of genres
- gather and analyse geographic data from maps, statistics, diagrams and in the field
- make decisions and recommend courses of action

**Assessment:**

Assessment is conducted through short answer tests, in-class learning activities, in-class essays and written and non-written research assignments and reports.

**Pathways:**

As our young people grow to maturity they need a knowledge and understanding of politics, economics, how to best care for our environment, who we are and where we have come from. They also need to be able to think for themselves, research independently and effectively and draw their own conclusions about the world around them. A study of SOSE gives them that knowledge and skills.

It also prepares students well for further study in senior school and the study skills taught are essential in many fields at university.

SOSE studies may also take students into a range of employment opportunities in the legal, social and environmental administration areas, teaching, politics, tourism, business and many other areas.
# CAREERS

## 30971 QLD Certificate I Work Education

### Aims and Objectives:
Careers is the framework under which the Certificate I Work Education is taught. The Certificate I in Work Education caters to students who are interested in gaining employability knowledge and skills before entering the workplace. The course is designed in a manner that aims to have students ‘work ready’ upon completion of the certificate.

### QCE and the Senior Education Training (SET) Planning
The SET Plan maps out what, where and how a student will study during Years 10, 11 and 12. The plan is agreed and finalised by the end of Year 10 and students review/update it during Years 11 and 12. Studying the Work Education Program formalises this process.

Structured Workplace Learning (previously Work Experience) provides students with the opportunity to undertake practical training and to gain the experience required to enable them to demonstrate competency against the outcomes of this nationally recognised course. The skills component some of the competencies will be assessed during Structured Workplace Learning.

### Pre-requisites:
Students must apply for Recognition of Prior Learning (RPL) at the beginning of Year 10 in order to have their knowledge and skills recognised.

Students enrolling late into the course can access the RPL assessment upon request to the VET Coordinator, Mrs Fiona Bogaart.

### Course Overview:
Over the year students will study the following units/competencies:
- GENOHS101C Work Safely
- GENIWR101C Develop basic knowledge of workplace relations
- GENJSI101C Apply job search and interview skills
- GENPCD101C Develop career and learning development plan
- GENPAS101C Present a positive image in the workplace
- GENSWL101C Participate in structured workplace learning
- GENENP101C Apply an enterprising approach in a team project

Students can access the following policies located on: Moodle/VET Info/VET Student Information Handbook
- Recognition of Prior Learning (RPL)
- Complaints and appeals policy
- Access and equity policy

### Assessment:
**Competency-based**
Students are considered to be competent when they are able to apply their knowledge and skills to successfully complete activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace.

**Recognition of Prior Learning (RPL)** – is a form of assessment where the knowledge and skills a person has gained previously, are recognised.

### Requirements:
Students need access to a computer and the internet

### Pathways:
This qualification enables students to demonstrate to potential employers that they have entry level knowledge, understanding of and participation in the world of work. The qualification gives the students the skills necessary to demonstrate the employability skills required for obtaining employment. Successful completion of this course can contribute 2 credits to students QCE.
**Aims and objectives:**
Christian Studies is a foundation subject at Suncoast Christian College because it is about learning to live daily in the image of Jesus Christ. We encourage all students to develop their relationship with God and their neighbours according to Biblical principles. Christian Studies is integrated with English and SOSE where and when appropriate links can be made.

In Christian Studies we strive to teach the ideal of living a Christ centered life. We seek to balance the focus between Biblical survey and the practical application of Jesus’ teachings to the everyday lives of students. Within this course students are also exposed to the importance of Mission in the life of a believer. Committing Scripture to memory is still a valued discipline in Senior School (Psalm 119 v11).

**Course Overview:**
Within the Christian Studies course there is a focus on the Big Picture of the Bible. This is an overview of the Old and New Testament which incorporates discussion of the Christian perspective on life and social issues. There is also a focus on personal development and an encouragement for students to gain an understanding of who they are in relation to Christ. An Introduction to Christian history and the role of the church in society is also considered.

**Assessment:**
Assessment takes many and varied forms in Christian development. Research and creative assignments are used, as well as personal journals and presentations. It is important to note that the assessment process acknowledges that students are unique individuals who are at different stages of their faith development.

**Requirements:**
Student workbooks will be provided by the school as references for discussion. Students will also require their own copy of the Bible, although they may use Bible Gateway on the computer, it is a requirement that they purchase a copy of the Bible for Today, which is available from the College Business Office.
ELECTIVE SUBJECTS
**Aims and objectives:**
The Year 10 Business course is directed towards developing those skills, understandings and attributes which equip students to be innovative and identify, initiate and successfully manage business and work opportunities. In developing these skills students are better prepared for achieving success in other business subjects offered in Years 11 and 12 including:
- Business Communications and Technology
- Economics
- Legal Studies

**Pre-requisites:**
There are no pre-requisites for business. Students should have an interest in general aspects of business, including teamwork, planning, marketing, economics and technology.

**Course Overview:**
The aims of the Business course are to:
- Prepare the students for a dynamic and technological workforce, whether it is as an employee or employer.
- Prepare the students for any further business studies they wish to encounter
- Challenge the students to be self-motivated and show initiative.
- Develop the skills and knowledge to run and operate a small business.

**Assessment:**
Assessment Students are required to investigate legal contexts and evaluate the law in relation to society. These assessments will include a variety of case studies, research reports, multi-modal presentations and supervised exams.

**Requirements:**
There may be costs associated with some activities which will be added to College fees.

**Pathways:**
Year 10 Business provides essential foundations which students should attain if pursuing studies in BCT, Economics or Legal Studies. Year 10 Business also introduces students to entrepreneurial thinking and self-motivation which is necessary in any workforce.
**Aims and objectives:**
The Year 10 Dance program at Suncoast Christian College exposes students to a variety of dance genres and styles, and develops an awareness of dance skill and components in a loving, caring and fun environment. It aims to provide students with the opportunity to study how the art of dance have been embraced in a variety of cultures and by a variety of choreographers and performers. For each individual student it aims develop self-confidence and sensitivity, physical ability, body awareness, coordination and a sense of achievement.

**Pre-requisites:**
While dance training will help a student, it is not a necessity for Year 10 Dance. The Dance program is designed for students of all levels of dance ability.

**Course Overview:**
Year 10 Dance begins with students exploring dances of other cultures and nations, before looking at the popular dance culture of the past few decades. Students then move onto musical theatre dance and have the opportunity to be involved in either the School Musical or Onstage showcase. The second half of the year has students exploring the genre of contemporary dance as well as how technology has invaded the art form of dance. Students dance skills, both technical and expressive, as well as their creative processes within choreography are developed through continuous practical lessons. The degree of difficulty increases over the year, allowing the opportunity for students to continually develop their ability. Their understandings of dance components, as well as choreographic intent are also developed through theoretical work.

**Assessment:**
Year 10 Dance assessment focuses on three dimensions, **Choreography** - the making of movement (practical), **Performance** - the showing of movement (practical) and **Appreciation** - the written and oral expression of dance.

**Requirements:**
Students will need to bring appropriate dance clothing (i.e. dance pants and shirt) and water bottle to every class. There is also the expectation that students will participate in performance events throughout the year which will require a small costume hire fee and the purchasing of basic costuming (e.g. t-shirt and leggings etc.). The opportunity may arise for students to view live productions. This is not always compulsory, however it is strongly encouraged and may cost between $15.00 - $80.00.

**Pathways:**
The Dance program at Suncoast provides students the opportunity to further develop their skill in various genres and context of dance. From studying dance, students can go onto University courses in Arts as well as auditioning for elite dance courses through major Australian dance companies. Besides the career of a professional dancer, which requires excellent training, discipline and dedication, students can also go into the role of a choreographer, dance instructor, school teacher, or artistic director. The opportunity also exists for student to go into administration, such as managing or event coordinator. The subject of dance can also act as a basis to further study in dance history, dance criticism, dance filmmaking, dance medicine/science and dance reconstruction/physiotherapy.
### Aims and Objectives:
In our high technology society, our way of life is dependent, to a large extent, on the manufacture of sophisticated products, all of which have to be designed.

Design Technology students investigate materials, tools and processes to produce products to satisfy human needs or problems.

### Pre-requisites:
Activities vary between researching, designing and the creative stage, where students make and test their designs. Lessons will be a mix of workshop skills and processes, classroom research, analysis and problem solving.

### Course Overview:
The course is composed of three contextual strands which are:

- Industrial systems and control;
- Graphical communication; and
- Product Design and Manufacture.

### Assessment:
Assessment will be by written Design Briefs, practical work, journal entries, drawings and assignments.

### Requirements:
Students will be required to be dressed in suitable work clothing while involved in practical activities. This includes covered footwear.

### Pathways:
Students wishing to continue in this field after Year 10 are able to study MSA10107 Certificate 1 in Manufacturing when in Year 11, and LMF10108 Certificate 1 in Furnishing when in Year 12. Students studying this will be better equipped to enter a wide range of careers in the designing and manufacturing industries.
## Aims and objectives:
At Suncoast Christian College, we encourage each student to explore his or her own natural creativity through the Performing Arts. As students engage in this field of study, they will be asked to reflect on their own personal interactions, and the broader dimensions of their community and society, in both historical and contemporary contexts.

In this program, students will endeavour to achieve a mastery of the elements of drama and the associated dimensions of form, presenting and responding to drama. This program also fosters confidence, poise, self-development and expression of ideas and beliefs. It is a very helpful subject to a wide range of students.

## Course Overview:
Year 10 Drama builds on the foundations of Year 8 or 9 Drama through exploring drama games and exercises, directing, monologues, duologues, set and costume design, lighting and scriptwriting. As well as play reviewing, documentary drama and performing in a one act play.

## Assessment:
Year 10 Drama assessment focuses on three dimensions, **Forming** - the making of drama (practical), **Performing** - the showing of drama (practical) and **Responding** - the written and oral expression and analysis of drama.

## Requirements:
Suitable drama clothes that allow for freedom of movement and modesty are required to be worn during rehearsal lesson. All students who study drama are encouraged to participate at College events such as the Musical, On Stage, Festival and Presentation Night and may be a requirement for assessment. For the Year 10 course the viewing of live drama works is strongly encouraged (costs range from $6.00 - $60.00 per work).

## Pathways:
The Drama program at Suncoast provides students the opportunity to further develop their skill in various genres and context of drama. From studying drama, students can go onto University courses in Arts. Besides the career of a professional an actor, which requires excellent training, discipline and dedication, students can also go into the role of director, drama instructor, school teacher, or artistic director. The opportunity also exists for student to go into administration, such as managing or event coordinator. The subject of drama can also leads to further studies in television and radio, public relations, sales, advertising, journalism, web design, game design and law.
**Aims and objectives:**
Physical Education allows all students the opportunity to participate and gain proficiency in a wide variety of games, sports and physical activities. It aims to prepare students for Physical Education in the Senior School and also equip them with the necessary skills to be lifelong participants in physical activities. The subject involves learning in, about and through physical activity.

**Pre-requisites:**
Students need to have a love for Physical Activity and be adventurous. They also need to be willing to work in activities outside of their comfort zone.

**Course Overview:**
The practical and theory units are meant to be a build up to the topics studied in Year 11 and 12 whilst still leaving a reasonable amount of scope for units that are also fun and enjoyable. There is a certain amount of choice and that will vary from one year to the next depending on the group of students.

**Assessment:**
The assessments have been constructed to provide both an evaluation of student performance and to be learning tools in themselves.

**Requirements:**
Costs will be incurred in the attainment of the Rescue Surf Certificate. This certificate is recognised Australia wide and allows students to take an active role in patrols.

**Pathways:**
Students undertaking study in HPE are eligible for an OP. They may enrol in university courses such as Human Movement Studies, Exercise Science, Physiotherapy, Occupational Therapist, as well as Personal Trainers, Sports Coaches, Events Management and Tourism.
### Aims and Objectives:
The central focus of Year 10 Home Economics is the wellbeing of people within their personal, family, community and work roles. At year 10 level, this subject encourages personal independence and effective living within wider society as well as increases their own skill and knowledge base.

A basic groundwork if the student wishes to study Senior Home Economics but also a firm foundation for life skills.

### Pre-requisites:
Beneficial if the student has studied Home Economics before, but not essential.

### Course Overview:
In the Textiles unit there is the opportunity to design and create patterns, use a range of fabrics in a variety of settings, demonstrate creativity as well as use appropriate equipment.

In the food unit students investigate and analyse products, processes and services in response to design challenges through practical and theoretical tasks. In addition, they develop and use production and management plans for food preparation skills in a variety of ways.

Emphasis is also on the wise use of resources and services on local and global communities and environments.

### Assessment:
Based on written and practical tasks each semester. Criteria assessed in knowledge, investigation and analysis, producing, designing and reflecting.

### Requirements:
Students will require materials for food and textile units. These will vary depending on the task at hand. Students require a full length white apron, tea towels and containers for food units and will be notified of any extras needed in both food and textiles.

### Pathways:
Good basic course. Can help gain casual employment.
Aims and objectives:
Students live in a world in which music has an important and pervasive presence. Music as an art form is a uniform language of creation, expression and social exchange. Creativity plays a vital role in the wellbeing and advancement of all societies.
Music involves singing, playing instruments, listening, moving, improvising and composing by manipulating the music elements to express ideas, considering specific audiences and specific purposes, through sound.

Pre-requisites:
It is highly preferred that students have some prior music experience at this stage of the course. It is not essential, but students entering with little to no ability on a musical instrument are advise that they will need to work extra hard to bring themselves up to speed.

Course Overview:
Students will engage in music from a range of contexts, genres and styles from around the world.
- students will listen to and analyse music through watching concerts on DVD and viewing live shows and performances.
- students will compose music individually and within groups in class using real instruments and computer generated sounds.
- students will perform music individually and within groups in class, and participate in concerts within the school.

Assessment:
Assessment in Music is mostly practical based, with some written and oral tasks required to communicate an analysis of music. Assessment in music addresses the following criteria:
- knowledge and understanding – the student’s interpretation of the use of musical elements
- creating – the student’s ability to compose music
- presenting – the student’s ability to perform music
- responding – the student’s ability to analyse and discuss music
- reflecting – the student’s ability to discuss his/her own progress

Requirements:
- exercise book including music staves.
- musical Instrument for practice at home (highly preferred but not essential).
- concerts and live performances may arise that students will have the opportunity to attend.

Pathways:
Academic - composition, musicianship, musicology, performance, technology, music librarian/archivist, research assistant, technician.
Composition - freelance, theatre/dance, film/video/tv, community music, composer in residence.
Industry - arts administrator, community music officer, concert management, critic/reviewer, film/video/TV, radio, instrument building/maintenance, multimedia production, music .management/promotion, retail industry, music notation/typesetting, music librarian/archivist, producer, recording engineer, live sound engineer, MIDI/computer programming.
Performance – accompanist, conductor, freelance, orchestral, chamber music, popular/rock/jazz, performer in residence, DJ.
Teaching - Government School classroom, Private School classroom, Government School instrumental, Private School instrumental, private instrumental, private theory.
**VISUAL ART**

**Aims and objectives:**
Art is one of the most important means by which people express their God given creativity and communicate concepts visually in their daily lives. This program is designed to expose students to a variety of art techniques and media and develop in them an appreciation of visual art forms in their own society and that of others.

**Pre-requisites:**
The study of Visual Art in Year 8 or 9 is an advantage but not essential for those wishing to study Visual Art in Year 10.

**Course Overview:**
Units during the year will comprise of making (practical) and appraising (theoretical). Making units will focus on a range of media areas such as painting, drawing, sculpture, ceramics, printing and computer graphics. Appraising units will focus on a study of artists and cultures, past and present, that bear relationship to work studied in the making units.

**Assessment:**
Assessment is aimed at providing students with a range of assessment techniques, and a balance within the practical and theoretical areas. Practical work is in the form of folios of work and visual journals, while theoretical work will be in the form of research assignments, tests and critiques.

**Requirements:**
Students will need to supply a A4 120 page visual diary (blank drawing paper pages), a set of art pencils 2B, 4B 6B, a small set of square end wooden handled brushes suitable for acrylic paint and a small pointed brush for detailed painting. These items will be available for purchase on Launch Day or from Secondary Reception during the school term. A small set of acrylic paints would be advantage for students to work on projects at home. To help protect their uniform, students will need a navy blue T shirt available from the Uniform Shop. Over this a College-provided painting apron will be worn.

**Pathways:**
The study of visual art is advantageous for a continuing study of art at university or TAFE. It would also be beneficial for those seeking employment in area that require some degree of visual or design understanding.
## KEY SECONDARY CONTACTS

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<thead>
<tr>
<th>SUBJECT</th>
<th>TEACHER</th>
<th>EMAIL</th>
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<tbody>
<tr>
<td>Deputy Principal</td>
<td>Greg Mattiske</td>
<td><a href="mailto:gmattiske@suncoastcc.qld.edu.au">gmattiske@suncoastcc.qld.edu.au</a></td>
</tr>
<tr>
<td>Head of Secondary</td>
<td>Phil Rockliff</td>
<td><a href="mailto:prockliff@suncoastcc.qld.edu.au">prockliff@suncoastcc.qld.edu.au</a></td>
</tr>
<tr>
<td>Year 10 Year Level Coordinator</td>
<td>Lourens Warricker</td>
<td><a href="mailto:lwarricker@suncoastcc.qld.edu.au">lwarricker@suncoastcc.qld.edu.au</a></td>
</tr>
<tr>
<td>Head of English</td>
<td>Rosemarie Blakeston</td>
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</tr>
</tbody>
</table>
ELECTIVE SUBJECTS
YEAR 10 - 2013

STUDENT NAME: _________________________________________   CLASS: ________

Consider the following Elective subjects and number them in order of your interest from;

- 1 (most interested) through to 4 (least interested).

☐ Business
☐ Dance
☐ Design Technology
☐ Drama
☐ Home Economics
☐ Music
☐ Health and Physical Education
☐ Visual Art

SIGNED: _____________________________________   Date: _______________
Student

SIGNED: ____________________________________   Date: _______________
Parent/Guardian

Note: Subject offerings are dependent on student enrolment and available staff.