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Senior Years 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 molded 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 Years 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.
SUBJECT OFFERINGS

Year 10 subjects develop foundational skills and introduce concepts necessary for further success in the Senior Years. 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 CORE subjects for Year 10 are:
- English
- Mathematics
- Science
- Humanities
- Kickstart

The two ELECTIVE subjects for Year 10 are selected from:
- Business
- Design Technology
- Health and Physical Education
- Music
- Dance
- Drama
- Home Economics
- Art

The weekly period allocation is as follows, with a total of 35 periods per week:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods per week</th>
<th>Subject</th>
<th>Periods per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
<td>Elective 2</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>Kickstart</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
<td>Chapel</td>
<td>1</td>
</tr>
<tr>
<td>Humanities</td>
<td>5</td>
<td>Sport</td>
<td>2</td>
</tr>
<tr>
<td>Elective 1</td>
<td>5</td>
<td><strong>TOTAL PER WEEK</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>
CORE SUBJECTS
<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>CORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims and Objectives</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Course Overview</strong></td>
<td>Year 10 English is the study of both literary and every day 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.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
### Mathematics

#### 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 this course aims to instill in students an appreciation of the elegance and power of mathematical reasoning. 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.

#### Course Overview
Mathematics provides students with essential mathematical skills and knowledge in the areas of

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

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

#### Resources
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
Year 10 Mathematics leads to either Mathematics A, Mathematics B and Mathematics C and Prevocational Mathematics in Years 11 and 12.

Students must choose Mathematics A or Mathematics B in Year 11 if they are to be eligible for an OP.

#### Important note:
In Semester 2, there are two strands of Maths: the standard Year 10 program and the 10A extension program. The 10A extension program is optional and is intended for students who require more content to enrich their mathematical study whilst completing the standard Year 10 content. It is NOT anticipated that all students will attempt the 10A content, but doing so would be advantageous for students intending to pursue Mathematics B or Mathematics C in Years 11 and 12.

The allocation of students to these classes is based on academic results from Semester 1.

It should be noted that completing the 10A extension program is in no way a prerequisite for the selection of Mathematics B or C in Year 11. However, achievement in this course could be a useful indicator of a student’s ability to meet the demands of the more advanced mathematics courses.
**SCIENCE**

<table>
<thead>
<tr>
<th>Aims and Objectives</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Course Overview</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>Assessment is by written exams and experiment reports or research reports and teacher observation in each unit.</td>
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<tr>
<th>Resources</th>
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<tr>
<td>There may be one excursion or one externally led workshop per year, the cost of which is added to College fees.</td>
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</table>

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<thead>
<tr>
<th>Pathways</th>
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<tbody>
<tr>
<td>Successful completion of Year 10 science entitles students to undertake the OP subjects of Biology, Chemistry and Physics. This will enable students to enter a Science degree course at university. Alternatively 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.</td>
</tr>
</tbody>
</table>
# PRACTICAL SCIENCE

## Aims and Objectives
The practical science program uses the context of agriculture as an industry that is important globally, nationally and locally for the production of food, fibres and other products. This is done to provide a more hands-on approach to understanding key science concepts and principles and 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 tailored to meet the needs and abilities of students that have been awarded a C- or lower in middle year's science. The course covers the core curriculum content from the Australian Curriculum, but not to the same level of depth as the mainstream science program.

## Course Overview
This is a year-long course with students studying:

- Plant and animal breeding
- Agricultural chemicals
- Laws of motion and their application to farm machinery and driving a car
- Land care and ecosystem and energy management
- The nature of scientific theories and how they change

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

## 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.

## Resources
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 equip those students interested in the broad area of working with or researching plants and/or animals. Students may undertake one OP science subject in Years 11-12 to proceed to university, diploma or certificate courses in a science related field.
**HUMANITIES**

<table>
<thead>
<tr>
<th><strong>Aims and Objectives</strong></th>
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</thead>
<tbody>
<tr>
<td>Humanities provide students with the opportunity to investigate the way in which people interact with each other and with our environments.</td>
</tr>
</tbody>
</table>

The aim of Humanities 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.

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.

<table>
<thead>
<tr>
<th><strong>Course Overview</strong></th>
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<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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 recognise the perspectives and bias of the author
- Organise 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

<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment is conducted through short answer tests, in-class learning activities, in-class essays and written and non-written research assignments and reports.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Pathways</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities prepares students well for the following subjects in Years 11 and 12:</td>
</tr>
</tbody>
</table>

- Legal Studies
- Ancient History
- Economics
- BCT
- Geography
**KICKSTART**

**Aims and Objectives**
Kickstart incorporates two key topic strands: Christian Studies and Careers.

In the Careers strand, students will have opportunities to explore a range of career opportunities available to them. As young people on the cusp of making some big decisions about their future we will challenge students to deal with some of the big questions and issues which assist them to be able to do this in a meaningful way.

The Christian Studies aspect of this course 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. We will also 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, service and leadership in the life of a believer.

**Course Overview**

A range of topics including:
- World View
- The Big Questions
- Strength Quest – Personality testing program
- Overview of Old and New Testament
- Job Search and Interview Skills
- Career and Learning Development Plan
- Service Opportunities

Students will also undertake Structured Workplace Learning (previously known as Work Experience). This 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.

During Year 10, students will complete 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.

**Assessment**

Students will be required to keep a Career Journal tracking their progress throughout the year and leading into the Set Planning process. Students will also complete two research assignments based on the major course of Study in Semester 1 and 2.
ELECTIVE SUBJECTS
### 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.

**Recommended Prior Learning**
The study of Art in Year 8 or 9 is an advantage but not essential for those wishing to study 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 video production. 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.

**Resources**
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. A small set of acrylic paints would be advantage for students to work on projects at home. See Year 10 Resource list for brands and costings.

To help protect their uniform, students are encouraged to purchase a navy blue T shirt available from the Uniform Shop. Over this a College-provided painting apron will be worn.

**Pathways**
The study of Art in Year 10 is advantageous for those considering choosing Visual Art (OP) or Creative Art (non-OP) in Year 11 and 12. It would also be beneficial for those seeking employment in areas that require some degree of visual or design understanding.
<table>
<thead>
<tr>
<th>BUSINESS</th>
<th>ELECTIVE</th>
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</thead>
<tbody>
<tr>
<td><strong>Aims and Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>Course Overview</strong></td>
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<tr>
<td>The aims of the Business course are to:</td>
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</tr>
<tr>
<td>• Prepare the students for a dynamic and technological workforce, whether it is as an employee or employer.</td>
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<tr>
<td>• Prepare the students for any further business studies they wish to encounter.</td>
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<tr>
<td>• Challenge the students to be self-motivated and show initiative.</td>
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<tr>
<td>• Develop the skills and knowledge to run and operate a small business.</td>
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<tr>
<td><strong>Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
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<tr>
<td><strong>Pathways</strong></td>
<td></td>
</tr>
<tr>
<td>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 are necessary in any workforce.</td>
<td></td>
</tr>
</tbody>
</table>
# DANCE

## Aims and Objectives
Students will be exposed to a variety of dance genres and styles as they develop an awareness of dance skill and components in a loving, caring and fun environment. The course 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 to develop self-confidence and sensitivity, physical ability, body awareness, coordination and a sense of achievement.

## 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.

## Resources
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. While this is strongly encouraged, this is optional and performances may cost between $15.00 - $80.00.

## Pathways
Dance prepares students thoroughly for Dance in Years 11 and 12.
## DESIGN TECHNOLOGY

**ELECTIVE**

### 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.

### Recommended Prior Learning

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:

- 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.

### Resources

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.
## DRAMA

<table>
<thead>
<tr>
<th><strong>Aims and Objectives</strong></th>
<th><strong>ELECTIVE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In Drama students will endeavour to achieve a mastery of the elements of drama and the associated dimensions of forming, 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.</td>
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<table>
<thead>
<tr>
<th><strong>Course Overview</strong></th>
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<tbody>
<tr>
<td>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.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Year 10 Drama assessment focuses on three dimensions, <strong>Forming</strong> - the making of drama (practical), <strong>Performing</strong> - the showing of drama (practical) and <strong>Responding</strong> - the written and oral expression and analysis of drama.</td>
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</table>

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<thead>
<tr>
<th><strong>Resources</strong></th>
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<tbody>
<tr>
<td>Suitable clothes that allow for freedom of movement and modesty are required to be worn during rehearsal lessons.</td>
<td></td>
</tr>
</tbody>
</table>

All students who study drama are encouraged to participate at College events such as the Musical, On Stage, Arts on Twilight and Presentation Night and may be a requirement for assessment.

The viewing of live drama works will be part of the course. However, additional opportunities may also exist, at a cost ranging from $6.00 - $60.00 per work.

<table>
<thead>
<tr>
<th><strong>Pathways</strong></th>
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</thead>
<tbody>
<tr>
<td>Year 10 Drama leads into Senior Drama in Years 11 and 12.</td>
<td></td>
</tr>
</tbody>
</table>
### HEALTH AND PHYSICAL EDUCATION

**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 Years 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.

**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.

**Resources**  
Students will have the opportunity to attain their Surf Rescue Certificate. This certificate is recognized Australia wide and allows students to take an active role in patrols. This will incur an additional cost of approximately $75.00.

**Pathways**  
Health and Physical Education leads into the OP subject of PE in Years 11 and 12.
## HOME ECONOMICS

### Aims and Objectives
The central focus of Year 10 Home Economics is the wellbeing of people within their personal, family, community and work roles. This subject encourages personal independence and effective living within wider society as well as increases their own skill and knowledge base.

### Course Overview
Home Economics is divided into two strands: Textiles and Food.

In the Textiles units 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 units 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.

### Resources
Please note that ingredients for cooking and materials for textile units are sourced and purchased by students. The costs may range between $50.00-$150.00 for the year.
Students also require a full length white apron, tea towels and containers for food units.

### Pathways
Year 10 Home Economics provides a strong foundation for the Year 11 and 12 subjects of:
- Senior Home Economics
- Certificate II Hospitality
**MUSIC**

**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.

**Recommended Prior Learning**
It is highly preferred that students have some prior music experience. 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

**Resources**
- 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**
Year 10 Music leads to OP Music and/or Certificate III Music Performance

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**ELECTIVE**

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<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TEACHER</th>
<th>EMAIL</th>
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<tbody>
<tr>
<td>Director of Studies</td>
<td>Lyndall Gunders</td>
<td><a href="mailto:lgunders@suncoastcc.qld.edu.au">lgunders@suncoastcc.qld.edu.au</a></td>
</tr>
<tr>
<td>Director of Student Development</td>
<td>Garth Reid</td>
<td><a href="mailto:greid@suncoastcc.qld.edu.au">greid@suncoastcc.qld.edu.au</a></td>
</tr>
<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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</tbody>
</table>
YEAR 10 - 2015 ELECTIVE SUBJECTS

STUDENT NAME: ________________________________  CLASS: ______

Select four elective subjects from the list below and number 1 (most interested) through to 4 (least interested).

_____ Art

_____ Business

_____ Dance

_____ Design Technology

_____ Drama

_____ Health and Physical Education

_____ Home Economics

_____ Music

SIGNED: ____________________________  Date: ______________

   Student

SIGNED: ____________________________  Date: ______________

   Parent/Guardian

Return this form to SECONDARY RECEPTION by Friday 15 August

Please note: Subject offerings are dependent on student enrolment and available staff.
NOTES