YR 10 SUBJECT INFORMATION 2027

PRINCIPAL'S WELCOME

Entering your final phase of Senior Schooling in Years 11 and 12 is an exciting time in your lives and for your parents and caregivers as it is a time to shape life's pathways. For some, this will mean an *Academic Pathway* where Tertiary aimed studies and learning are sought. For others, it will mean an *Enterprise Pathway* where students will hone their skills for traineeships, apprenticeships and employment. At Woree State High School, we value both pathways equally and are proud to be part of our students' development and decision making that lead them to their successful futures.

Woree State High School has a proud tradition in the development of fine young Australians who contribute significantly to the local and global community in which we live. Our school has a commitment to quality curriculum and quality teaching.

At Woree State High School, we strive to develop the 21st century skills to support students as lifelong learners, valued employees, innovators, entrepreneurs and engaged and responsible global citizens. As you will see in this handbook, we offer a wide and varied range of subjects that will equip our students with the knowledge and skills for their future.

An experienced Student Support Services Team provide an excellent service to students. Central to this is the development of attributes such as emotional resilience, independent learning skills, intrinsic motivation and time management.

We are extremely confident that Woree State High School will provide the opportunity for all Senior Secondary students to successfully transition to their future pathways.

Maurice Andrejic
Principal

NOTE: All information is correct and true at time of printing October 2026.

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INFORMATION FOR PARENTS AND STUDENTS

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their Senior Schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December once a student becomes eligible. Learning accounts are closed after nine years, however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

Vocational Education and Training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Australian Tertiary Admission Rank (ATAR) Eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English Requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.
Satisfactory completion will require students to attain a result that is equivalent to a C Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

YEARS 11 AND 12 SUBJECT RECOMMENDED ACHIEVEMENT LEVELS

FACULTY / SUBJECTS	RECOMMENDED ACHIEVEMENT LEVELS
General / Applied / VET	
MATHEMATICS	
Essential Mathematics	NIL
General Mathematics	C Achievement in Year 10 Mathematics
Mathematical Methods	B Achievement in Year 10 Mathematics
ENGLISH	
English	B Achievement in Year 10 English
Essential English	NIL
SCIENCE	
Aquatic Practices	NIL
Biology	B Achievement in Year 10 Science and English **AND** C Achievement in Year 10 Mathematics
Chemistry	B Achievement in Year 10 Science, Mathematics and study Mathematical Methods
Marine Science	B Achievement in Year 10 Science and English **AND** C Achievement in Year 10 Mathematics
Physics	B Achievement in Year 10 Science, Mathematics and study Mathematical Methods
HUMANITIES AND BUSINESS	
Aboriginal & Torres Strait Islander Studies	C Achievement in Year 10 English
Ancient History	C Achievement in Year 10 English and History
Business	C Achievement in Year 10 English
Geography	C Achievement in Year 10 English and Humanities
Social and Community Studies	NIL
Tourism	NIL
Certificate II in Tourism SIT20125	Must have a USI
HEALTH AND PHYSICAL EDUCATION	
Physical Education	B Achievement in Year 10 Health and Physical Education **AND** C Achievement in Year 10 English
Sport & Recreation	NIL
Certificate II in Health Support Services HLT23221 RTO#40518	D Achievement in Year 10 English (ENG) Must have a USI
Certificate III in Health Services Assistance HLT33115 RTO#40518	Must have completed Certificate II in Health Support Services Must have a USI
Rugby League Program SIS30521 Certificate III in Sport Coaching + SIS20321 Certificate II in Sport Coaching RTO#31319	C Achievement in Year 10 English Must have a USI
SIS30321 Certificate III in Fitness + SIS20321 Certificate II in Sport Coaching RTO#31319	C Achievement in Year 10 English Must have a USI
DIGITAL TECHNOLOGIES & THE ARTS	
Digital Solutions	C Achievement in Year 10 Mathematics **AND** Recommended completion of Year 10 Digital Technologies
Drama in Practice	NIL
Information and Communication Technology	NIL
Media Arts in Practice	NIL
Music **	C Achievement in Year 10 English and Music
Music in Practice	NIL

Visual Art	C Achievement in Year 10 English and Visual Art
Visual Arts in Practice	NIL
DESIGN & THE TECHNOLOGIES	
Furnishing Skills	NIL
CPC20220 Certificate II in Construction Pathways RTO#31193	Must have completed Certificate I in Construction Must have a USI
MEM20422 Certificate II in Engineering Pathways RTO#31193	Expression of Interest (EOI) must be submitted to the HOD Must meet *Good Standing* requirements Must have a USI
Certificate I in Hospitality SIT10222	Expression of Interest (EOI) must be submitted to the HOD Must meet *Good Standing* requirements Must have a USI
Certificate II in Hospitality SIT20322	Expression of Interest (EOI) must be submitted to the HOD Must meet *Good Standing* requirements Must have a USI
Certificate III in Hospitality SIT30622	Expression of Interest (EOI) must be submitted to the HOD Must meet *Good Standing* requirements Must have a USI
VET COURSES	
Certificate II in Outdoor Recreation SIS20419 RTO#40548	Year 11 only Must have a USI
Certificate II in Active Volunteering CHC24015 RTO#40548	Year 12 only Must have a USI

All subjects offered will depend on class sizes as determined by the principal.

Justice and Power and Philosophy

Faculty: Humanities & Business	**Contact person:** Mrs Brooke Byars
Elective Subject	**Timetable Code: JPO**

Philosophy

Semester 1 **Justice and Power**	**Unit name / brief overview**	**Assessment type and conditions**
1 **Legal Foundations and Criminal Law**	This unit provides a basic overview of Legal Studies, introducing key concepts and ideas, before moving on to study the criminal law courts and investigate infamous crimes.	Term 1 Summative Exam
2 **International Law and Civil Law**	Unit 2 looks globally at international power, politics and laws, before focussing back on Australia and investigating civil matters, such as defamation and negligence through key cases.	Term 2 Summative Inquiry Report
Semester 2 **Philosophy Basics**	**Unit name / brief overview**	**Assessment type and conditions**
3 **What is real and what is the meaning of life?**	The Philosophy course begins by asking what is real? It considers the mind, consciousness, AI, aliens, ghosts and the nature of reality before focussing in on beliefs around death and beliefs of the afterlife.	Summative Research Report
4 **What can we know and what is right?**	Unit 4 looks at the nature of truth and knowledge as we investigate fake news and the search for truth on the internet. Finally, we look at animal rights as we ask how we should treat other animals in 2026.	Summative Essay

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Objectives

By the conclusion of the course of study, students will:

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning to suit the intended purpose

Economics and Business / Geography

Faculty: Humanities & Business	**Contact person:** Mrs Brooke Byars
Elective Subject	**Timetable Code: ECB / GEG**

SEMESTER A - BUSINESS	
Unit 1	**Unit 2**
The Australian Economy	**Business Planning and Analysis**
Students analyse how economic indicators influence Australian Government decision-making. They explain ways that government intervenes to improve economic performance and living standards. They explain the importance of Australia's superannuation system and its effect on consumer and financial decision-making. Students develop and modify a range of questions to investigate an economic and business issue. They locate, select and analyse relevant and reliable information and data from a range of sources. They interpret and analyse information and data to evaluate trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts.	Students explain processes that businesses use to manage the workforce and improve productivity. Students analyse factors that influence major consumer and financial decisions, and explain the short- and long-term effects of these decisions. Students develop and modify a range of questions to investigate an economic and business issue. They develop an evidence-based response to an economic and business issue. They evaluate a response, using appropriate criteria to decide on a course of action. Students use economic and business knowledge, concepts and terms to develop descriptions, explanations and reasoned arguments that synthesise research findings.
Examination	**Report- research**

SEMESTER B - GEOGRAPHY	
Unit 1	**Unit 2**
Environmental Change and Management	**Geographies of Human Wellbeing**
Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.	In this unit, students recognise that spatial variations and patterns in wellbeing also occur within countries. Students will recognise that human wellbeing data within a country is also influenced by human and environmental factors. Students identify changes in human wellbeing data and infer reasons for and impacts of this change. Building on their understanding of how to represent and interpret data and information, students explain the spatial variation of data on a regional scale.
Examination	**Report- research**

Design and Technologies

Faculty: Design & The Technologies	**Contact person:** Mrs Chantal Bennett
Elective Subject	**Timetable Code: DAT**

This is a hands-on practical subject where students develop lifelong skills with real world connections to industry specific career paths.

In year 10 …..

Unit	Unit name / brief overview	Assessment type and conditions
1	Folding Table This term students look at reading and understanding working drawings, cutting & costing lists, and sequenced processes to produce products.	Practical & Process Journal
2	Pinball Machine This term students look at the evolution of the pinball machine and how innovation and emerging technology has assisted in creating funky 21st century games.	Practical & Investigation Booklet
3	Flat Pack Camp Chair This term students look at sustainability and how reusing timber can create useful items.	Practical & Research
4	Clock This term students look at the grain of different timbers and how when laminated together can create a sturdy joint.	Practical & Self Evaluation

Safety/Subject Requirements

Safety is a major concern in Design and The Technologies and students must adhere to Department Policy in order to participate. The following requirements are **MANDATORY** with no exception

- FOOTWEAR (closed in & impervious leather footwear) 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, HAIR OR JEWELLERY must be secured.
- PERSONAL PROTECTIVE EQUIPMENT (Face Shields, Earmuffs & Gloves) must be worn under teacher direction.

Foundations in Engineering

Faculty: Design & The Technologies	**Contact person:** Mrs Chantal Bennett
Elective Subject	**Timetable Code: FIE**

This is a hands-on practical subject where students develop lifelong skills with real world connections to industry specific career paths.

Year 10 is the first opportunity to choose metal work. Students develop important hand skills and safety knowledge and progress to using traditional and modern machinery. Our faculty is fortunate to have one of the only full-sized CNC plasma cutting tables in the region. The mix of traditional and modern methods provides students with a variety of skills to enhance future careers in metal work. Foundations in Engineering year 10 leads onto year 11 and 12 Certificate II in Engineering.

Year 10 Overview

Unit	Unit name / brief overview	Assessment type and conditions
1	Hack Saw – Learn metal work hand tools, how to flame bend metal, cut a thread, measure and and file accurately. We also make a copper ring time permitting…	Practical – Roughly 2 out of three lessons in the workshop Theory – journal including terminology Theory – Study metal types
2	Tool Box – Introduction to sheet metal, hand tools + machinery.	Practical – Roughly 2 out of three lessons in the workshop Theory – journal including terminology Theory – Investigate opportunities and design solutions by contrasting traditional and modern technologies
3	Fire Pit – learn to weld + plasma cut. Students learn the art of welding and use CAD drawing software to operate a modern CNC plasma machine.	Practical – Roughly 1/2 lessons in the workshop Theory – design your own graphic cut-out for your fire pit Theory – Use CAD to draw and then CNC cut your graphic out of your fire pit metal.
4	Metal Art – get creative and cut, grind, bend and weld metal scrap into a new metal sculpture of your own imagination	Practical – Roughly 2 out of three lessons in the workshop Theory – design your own metal art work Theory – plan how to safely and effectively make your art piece.

Safety/Subject Requirements

Safety is a major concern in Design and The Technologies and students must adhere to Department Policy in order to participate. The following requirements are **MANDATORY** with no exception

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- SAFETY Glasses must be worn at all times.
- SHIRTS must be tucked in at all times.
- LOOSE CLOTHING, HAIR OR JEWELLERY must be secured.
- PERSONAL PROTECTIVE EQUIPMENT (Face Shields, Earmuffs & Gloves) must be worn under teacher direction.

Food Specialisations

Faculty: Design & The Technologies	**Contact person:** Mrs Chantal Bennett
Elective Subject	**Timetable Code: TFD**

Students explore how food preparation and consumption impact health, wellbeing, and sustainability. They examine social, cultural, and environmental factors that influence food choices, and consider how sustainable food practices can support individuals, communities, and the environment. Students also investigate the properties of food and how these influence preparation techniques and presentation. Through hands-on practical lessons, students develop skills in safe, hygienic, and efficient food preparation. They apply design processes to create food solutions for specific needs, such as dietary requirements, cultural events, or environmental goals. Students evaluate their food products for nutrition, sensory appeal, sustainability, and functionality, while building critical thinking, creativity, and collaboration skills that are relevant to everyday life and future careers.

Year 10 Overview

Unit	Unit name / brief overview	Assessment type and conditions
1	Introduction to the commercial kitchen	Design Assignment with Practical component
2	High tea	Project – service
3	Main meals	Design Assignment with Practical component
4	Buffet lunch	Project - service

Aquatics

Faculty: SCIENCE	**Contact person:** Mr Alan Bradshaw
Elective Subject	**Timetable Code: AQY**

Marine and Aquatics (AQY) is a taster subject for the Senior subjects of Marine Science (General) and Aquatic Practices (Applied). This subject covers a range of different aspects that are drawn from the general syllabuses of both Marine Science and Aquatic Practices.

Unit	Unit name / brief overview	Assessment type and conditions
1	Recreational Boating In this unit, students learn all about recreational boating and safe behaviours as part of recreational boating. They learn about the various types of knots that are used on marine vessels and what purposes are.	Project – Knot Boards Students create knot board showing an array of different knots and evaluate their uses.
2	Marine Vessels In this unit, students learn about vessel design. They look at the components of a range of vessels and what makes them suitable for that type of work. Students then design their own vessel and test its “sea faring” capabilities.	Investigation – Boat Design Students design and build a vessel out of recycled materials and attempt to have the boat floating with a load added.
3	All about Water This unit sees students developing their knowledge and skills in different aquatic environments. Students will learn about the role that water quality has on aquatic life. Students will also develop their snorkelling skills and demonstrate safe snorkelling technique.	Research Investigation - Water Quality and Snorkelling Students investigate the effect of water quality on marine and aquatic life. Students also learn and demonstrate safe snorkelling skills in a controlled environment.
4	Reef Sustainability Building on Unit 3, this unit will see students learning about reef sustainability and measures of ecological impact. Students will conduct surveys of species richness and diversity at Green Island and use their safe snorkelling skills.	Exam – richness, diversity Students will be assessed on their knowledge of reef sustainability through an unseen exam.

STEM

Faculty: SCIENCE	**Contact person:** Mr Alan Bradshaw
Elective Subject	**Timetable Code: ZVS**

STEM overview

Unit	Unit name / brief overview	Assessment type and conditions
1	Waterslide St look at forces involved in a slide. Plan, build a model and describe a simple flume slide. Discussing energy usage along the path.	Design report
2	Rocketry / aerospace dynamics Students look at control within a fluid (air) in order to design and build a rocket that has control and balance whilst gain the maximum height.	Extended experimental Investigation
3	Forensic science Students investigate finger print patterns, DNA extraction and matching, Handwriting to develop identification skills.	Extended Investigation / report
4	Robotics Student investigate the increasing use of robots to aid in complex activities. The ethical problems arising from the development of AI within the use of robots and learn to develop coding to allow a robot to autonomously follow a path	Project

Digital Technologies

Faculty: Digital Technologies & The Arts	**Contact person:** Mr Kerry Bailey
Elective Subject	**Timetable Code: DIG**

Short Overview: Year 10 challenges students to become digital innovators. They explore app development, work with drones, and engage in digital entrepreneurship by designing solutions for real-world problems. Projects also address cybersecurity and digital ethics, helping students understand how to build safe, responsible, and sustainable technologies. This course prepares students for future pathways in tech, business, and innovation.

Unit Name	Brief unit overview	Assessment type - conditions
Unit Name	**Brief Unit Overview**	**Assessment Type – Conditions**
1. App Development	Students design and build a mobile or web-based app that solves a user problem using modern development tools.	Project – In-class build and pitch presentation
2. Drones and Data	Students explore drone technology and how it is used in industry. They collect and analyse aerial data from flight simulations or real drones.	Investigation – Practical with analysis report
3. Digital Entrepreneurship	Students work in teams to identify a need and design a digital product or service. They pitch their idea, backed by planning, market research, and mock-ups.	Team Project – Business pitch and digital prototype

Drama

Faculty: Digital Technologies & The Arts	**Contact person:** Mr Kerry Bailey
Elective Subject	**Timetable Code: DRA**

Short Overview: Year 10 Drama: Exploring the Art of Performance

The Year 10 Drama curriculum offers students an engaging and creative journey through a variety of theatrical styles, techniques, and storytelling traditions. Across four exciting units, students will develop their performance skills, creative expression, and understanding of dramatic conventions while working collaboratively to bring stories to life. This program not only builds confidence and creativity but also equips students with essential skills for Senior Drama and Drama in Practice, setting them up for future success in the performing arts. With multiple opportunities to perform for live audiences, students will also gain invaluable real-world experience in stagecraft and performance.

Unit Name	Brief unit overview	Assessment type - conditions
1. In the Shadows	Students learn about Gothic Theatre conventions, staging and stories. These skills are applied in a polished scene from a given text.	Polished Performance.
2. Sketch it out!	Students learn the fundamentals of sketch comedy. They experiment with performing and writing sketches. They perform a polished performance in Cairns Eisteddfod.	Polished or Devised Performance.
3. Music, melodies and Memories.	Students create a short film using documentary and narrative film techniques inspired by stories connected to music, melodies and memories.	Student led project. Short Film.
4. Shake it Up!	Students get a crash course in Shakespearean texts and acting. They contemporise a scene from a classic Shakespearean text.	Contemporary Theatre- polished performance.

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Media Arts

Faculty: Digital Technologies & The Arts	**Contact person:** Mr Kerry Bailey
Elective Subject	**Timetable Code: MED**

Short Overview: Create moving and still artworks using professional grade programs such as Adobe suite and Adobe Express to create digital artworks for a range of different contexts.

Unit Name	Brief unit overview	Assessment type - conditions
1 **Digital Image Creation**	Students combine typography, photographic elements and digital effects to communicate a chosen social message, applying media concepts of representation, composition and colour.	*A3 Digital Poster*
2 **Animating Motion**	Learners plan, create and edit a short animation that manipulates time, movement and sound to engage a defined audience, evidencing pre-production, production and post-production skills.	30-40 second video
3 **Documenting Reality** – short documentary film	Students research, script, film and edit a factual story about a local issue, then evaluate how conventions such as voice-over, interview and B-roll shape audience understanding.	Minimum 5 minute video
4 **Lens and Light** – Creative Photography	Create artistic photographs by playing with artificial and natural light using manual photography techniques on DSLR	Folio of photographs, minimum 4

Music

Faculty: Digital Technologies & The Arts	**Contact person:** Mr Kerry Bailey
Elective Subject	**Timetable Code: MUS**

Short Overview: In Year 10 Music, students take their skills and creativity to the next level through a wide range of performing, composing, and listening experiences. They will explore the evolution of Jazz and its many styles, investigate how Film Music creates unforgettable moments, and step into the world of Musical Theatre. Students will also experience the challenge and reward of performing in small ensembles, developing teamwork, instrumental skills, and confidence on stage. By the end of the year, students will have a deeper understanding of music's power to entertain, inspire, and tell stories across genres and settings.

Unit Name	Brief unit overview	Assessment type - conditions
1 Jazz & it's many styles	Students will investigate the evolution of the Jazz as well as its many styles. They will compare and contrast the characteristics of each genre and experience listening, composition and performance activities.	Composition – individual submission
2 Film Music	Students will answer why music is used in film, by participating in numerous listening, performing and composition activities. They will investigate how the concepts of music are manipulated to produce theme songs and how to write their own.	Performance and song analysis – solo or group performance and individual song analysis
3 Musical Theatre	Musical theatre is an artform which involves live on-stage performance. Students will engage in strengthening their aural awareness, compositional devices and performance skills. Students will undertake the viewpoint of Musical Theatre as an artform.	Aural, Musicology & Theory Exam – in class
4 Music for Small Ensembles	Students will engage in performing with a small ensemble. They will delve into the role of instruments and technologies.	Performance – group task

Pathways

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

Objectives

By the conclusion of the course of study, students will:

- demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music
- realise music ideas
- resolve music ideas

Visual Art

Faculty: Digital Technologies & The Arts	**Contact person:** Mr Kerry Bailey
Elective Subject	**Timetable Code: ART**

Short Overview: In Visual Art you explore portrait and figure studies with acrylic paint, experiment with watercolour to illustrate a children's story (inspired by artists like Shaun Tan), and build a mixed 2D/3D folio that might include realism, landscapes, sculptural "pop-up" pieces and a themed horror work with an artist statement. You finish by creating a refined macro artwork of flora or fauna and explaining your process on an annotated slide. Along the way you learn to draw, paint, sculpt and print with purpose, turning experiments into resolved artworks.

Unit Name	Brief unit overview	Assessment type - conditions
1 Portraits	Students investigate the contours of the human face through learning how to apply acrylic paint. investigated the whole human form as understudies to da Vinci. They conducted many experimental drawings copying da Vinci's etchings and pencil drawings before they went on to draw an Australian sportsperson in action for their artwork.	Practical – A3 Acrylic Portrait Practical – A3 Drawing action Short response – Artist statement
2 Tell me a story	Students illustrate a children's story and conduct research into Shaun Tan who is both an artist and a writer who creates his own illustrated story books. They experiment with a variety of watercolour techniques in preparation to create an individual response to the focus, to illustrate a children's story.	Practical – A3 Watercolour illustration Extended response – Analysis of Shaun Tan
3 Art as exploration	As artists, students respond to several contemporary artist to develop a folio of work that incorporates both 2D and 3D artworks. They will learn to render to create realism, paint a landscape, create a popper bird and create a horror artwork to name a few. Students will create an artist statement for their horror artwork.	Practical – 2D & 3D Multi-Media Folio Short response – Artist statement
4 Art as refinement	As artists, students will create a refined artwork of Flora or Fauna (macro) and prepare an annotated slide explaining the artwork. In preparation they research macro images of Flora & Fauna and explore a variety of 2D media to create a folio of experimental works.	Practical – Resolved Artwork Short response – Annotated Artwork

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

Rugby League

Faculty: Health & Physical Education	**Contact person:** Mrs Trish Goodwin
Elective Subject	**Timetable Code: RGB**

In Year 10 Rugby League, students take their game to the next level by refining advanced skills such as tactical kicking, defensive organisation, and set plays, while applying them in competitive, game-like situations. Performance improvement is supported through strength and conditioning, athlete fitness, and periodised training, alongside an understanding of sports science, nutrition, and recovery.

Students also develop leadership and tactical awareness by taking on captaincy roles, in-game decision-making, and reflective analysis through goal setting, video review, and performance evaluation.

Beyond the field, the subject highlights the values of persistence, resilience, integrity, discipline, and enthusiasm, while exploring future pathways in rugby league, sport, and fitness. This course provides a strong foundation for senior Health and Physical Education, Certificate programs in Sport and Recreation, and opportunities in representative teams, community competitions, and potential careers in the sporting industry.

Objectives/Aims

Students will:

- Develop core rugby league skills in passing, tackling, kicking, and gameplay
- Build fitness, strength, and agility through tailored programs
- Apply tactical thinking to attack, defence, and game awareness
- Explore team culture, respect, and the values of Rugby League
- Develop leadership, resilience, and collaboration skills on and off the field

Assessment

- Practical skill demonstrations and modified games
- Fitness testing, training journals, and personal progress records
- Tactical game reviews and gameplay assessments
- Group projects on team culture and reflective journals
- Leadership activities and peer/self-evaluations
- Video analysis

Structure may include

Unit	Unit name / brief overview	Assessment type and conditions
1	High-Performance Rugby League: Enhance advanced technical skills, including tactical kicking, defensive organisation, and set plays.	Practical performance assessment in competitive games; observation of skill application and tactical awareness under game conditions.
2	Athlete Fitness and Periodisation: Investigate sports science principles, nutrition, recovery, and planning for peak performance.	Project: develop and justify a periodised training program; data collection and evaluation of personal fitness performance.
3	Tactical Mastery and Game Leadership: Take on game strategy, captaincy roles, and in-game decision-making.	Video performance analysis and reflective task; assessment of tactical leadership during full-field gameplay.
4	Future Pathways and Values in Rugby League: Explore career pathways, life skills, and applying PRIDE values beyond school.	Research presentation (oral and visual) on rugby pathways; reflective essay connecting learning to personal goals.

VOCATIONAL EDUCATION & TRAINING

NATIONALLY RECOGNISED TRAINING

All Vocational Education Subjects offered are subject to availability of Qualified Teaching Staff & Resources.

Enrolment into a VET course after **the start date may lead to Statement of Attainment/s only, rather than the complete qualification.**

All information is correct at time of publication but subject to change.

Unique Student Identifier (USI)

If you are undertaking nationally recognised training delivered by a registered training organisation you **MUST** have a Unique Student Identifier (USI). Your USI account will contain all your nationally recognised training records and results from 1 January 2015 onwards. To obtain a qualification or a Statement of Attainment (SOA) all students studying a VET course must have a Unique Student Identifier (USI).

If a student has not obtained a USI within the first 2 weeks of a course commencing at Woree State High School, they will be removed from that course.

For more information visit: www.usi.gov.au.

Recognition of Prior learning (RPL)

Recognition of prior learning (RPL) is about the skills and knowledge you've gained through work and life experiences. If you're thinking about studying or training, think first about what skills you already have. You may be able to reduce the time it takes to get your qualification. Your skills will be assessed against industry standards. This is done by an RPL assessor. You may be asked to:

- perform tasks or jobs
- talk about and explain how you do those jobs
- provide samples of your work.

A visit to your workplace may be organised so you can demonstrate your abilities. You may have to provide job descriptions, references or performance appraisals. The assessor will consider your skills and knowledge and match them against a suitable qualification.

For more information visit: https://www.qld.gov.au/education/career/pages/rpl.html

Structured Work Placement (SWP)

Students are expected to complete a block of work experience during Year 11 and Year 12 as this provides opportunities for students to acquire workplace competencies that are highly valued by employers. Students can receive **recognition of prior learning** for any part-time, paid or unpaid work they have done or are currently doing.

The time taken for work experience will vary according the subject specifications.

This has implications for students providing appropriate footwear (safety boots), clothing (shoes, hat, sun protection or as required) and transport to and from the workplace.

VET Coordinator: Ms Tracey Wilson	
Email: tquin49@eq.edu.au	**Phone:** 0448 244 108

Certificate II in Active Volunteering (CHC24015)

Contact person: Mr Brad Wright	**Department Head:** Senior Secondary
Email: bwrig102@eq.edu.au	**Timetable Code: OTR**

IVET INSTITUTE
RTO ID: 40548

CHC24015

Certificate II in Active Volunteering

COURSE STRUCTURE – 2027

Course Duration: 1 Year

	UNITS	TYPE	WEEKS DELIVERY
HLTWHS001	Participate in workplace health and safety	Core	4
BSBCMM201	Communicate in the workplace	Core	7
CHCDIV001	Work with diverse people	Core	7
FSKOCM007	Interact effectively with others at work #	Elective	2
CHCVOL001	Be an effective volunteer	Core	4
CHCCOM001	Provide first point of contact	Elective	6
CHCCOM005	Communicate and work in health or community services	Elective	5
		TOTAL	**35**

For schools wanting to customise the course content (choose different electives and/or imported units), you can find the available options (permissible substitutes) listed on the back of this document.

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on a 35-week delivery period.

*The CHCVOL001 unit requires students to complete 20 hours of volunteer work (which is incorporated into the assessment).

Unit requires Assessors to have completed one of the following:

- TAESS00009 Address Foundation Skills in Vocational Practice Skill Set (or its successor); or a higher-level education qualification, such as:
  - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
  - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

REQUIRED WEEKLY TIME COMMITMENT (Scheduled^)			
In-class	**5 hrs**	**Homework**	**1 hr**

^Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Master Training & Assessment Strategy.

In the event of customisation of this program (elective unit substitutions), the required amount of training will be re-calculated and documented in the form of a customised delivery schedule and as an appendix to the Master Training & Assessment Strategy.

1300 00 IVET admin@ivet.edu.au ivet.edu.au

CHC24015

Certificate II in Active Volunteering

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools.

These elective units can only be substituted/swapped with other elective or imported units, but not added - i.e. the total number of units cannot be increased. A maximum of three imports are allowed. Please refer to qualification packaging rules for precise information on allowable course composition.

The core units (see reverse side) cannot be substituted and must be retained.

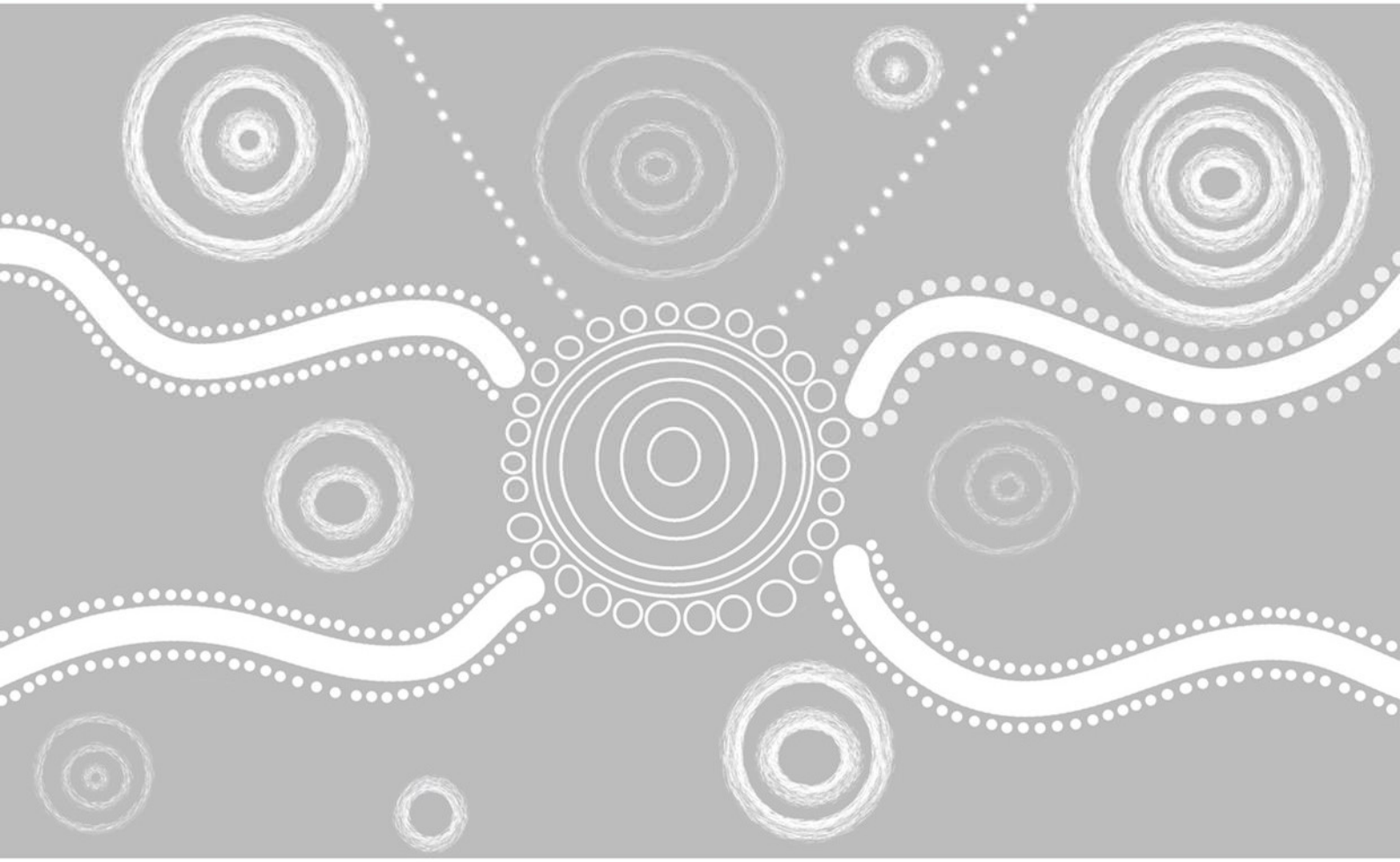
	UNITS	TYPE
FSKLRG009	Use strategies to respond to routine workplace problems #	Elective
FSKRDG010	Read and respond to routine workplace information #	Elective
FSKWTG009	Write routine workplace texts #	Elective
HLTAID010	Provide basic life emergency support	Elective
HLTAID011	Provide first aid∞	Elective

∞ This unit is offered separately and incurs an additional fee to the standard course cost. Please contact us for current pricing and availability.

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your School Relationship Officer.

Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

IVET First Aid Training Services

First Aid training for staff and students is available across multiple locations in Queensland. For more information or to secure First Aid training with IVET in 2027, speak to your School Relationship Officer.

All information provided is current at the time of print, however, is subject to change based on Training Package updates or changes made by the State Curriculum Authority. In the event of such changes, the actual course composition may vary from the above.