



YEAR 10
SUBJECT OVERVIEWS
TERM 3, 2022

Islamic College of Brisbane Ltd t/a Islamic College of Brisbane
CRICOS Provider No: 02435A

Introduction

This document should be used as a guide only. The busy nature of schools means that schedules are sometimes disrupted and dates need to be changed.

Whilst we try to avoid this as much as possible, it will happen from time to time and we will keep families informed of changes.

Contents

English	Arabic
Mathematics	Islamic Studies
Science	Design Technology
History/Geography	Digital Technology
Health and Physical Education	Business Studies
Visual Arts	Media Arts
STEM	Psychology

Unit 4 – Shakespeare’s Macbeth

English

10

Year Level Subject

WEEK	Student Learning
1	Introduction to Shakespeare and the Elizabethan values and beliefs. Introduction to the structure, style and language of Shakespeare’s tragedies.
2	Reading and understanding ACT I (<i>Macbeth</i>) What events influence a course of action for Macbeth and how does this influence the effect on Scotland? Skill: Create a timeline for events.
3	Reading and understanding ACT II with a focus on plot and character development. Skill: Mind map.
4	Reading and understanding ACT III with a focus on plot, character and themes. Skill: Comparison Chart.
5	Reading and understanding ACT IV with a focus on plot, character, themes and symbolism. Skill: Graphic Organiser.
6	Reading and understanding ACT V with a focus on themes, symbolism and language. Skill: Paragraph writing.
7	Investigate interpretations of <i>Macbeth</i> . Watch and compare different versions (clips) and discuss differences. Skill: Round table discussion.
8	Revision of essay writing. Deconstruct sample essays. Develop responses to ideas, themes and viewpoints.
9	Assessment week Analytical Response to Text: <i>Macbeth</i>
10	Create meaning in visual texts – select an important quote and design a poster to represent it.

Assessment	Extended Written - Analytical response to text
Timing	Term 3 Week 9
Resources used	Class Text: <i>Macbeth</i> by William Shakespeare DVD: <i>Macbeth</i> (2015), YouTube: Polanski’s <i>Macbeth</i>

Year Level: **10**

Subject: **Arabic**

Overview of topics to be covered:

Communicating: this term, year 10 students will continue to initiate and sustain conversations on the topics of “birthdays and celebrations” and “the world of work”. They will learn how to respond to invitations by accepting or declining and to provide explanations. They will also read texts and extract key points and ideas on the units’ themes and discuss information with peers. Year 10 students will also produce texts such as invitations to an Iftar dinner or Eid celebration and a resume to convey information and personal viewpoints. They will translate existing texts and experiment with unfamiliar words or expressions, reflecting on challenges associated with transferring meaning from one language to another. They will also learn how to paraphrase English words or expressions that have no specific equivalent in Arabic and annotate them in order to convey their intended meaning. They will reflect on the difficulty of achieving equivalence in translations of creative texts such as poems, songs and film clips, identifying words and phrases that require particular elaboration or explanation.

Understanding: Year 10 students will continue to understand rules of pronunciation and intonation and writing conventions and apply these to own constructions to enhance meaning and aesthetic effect. They will expand spoken and written expression by extending grammatical knowledge of Arabic, including features such as plurals. They will also analyse different texts in a variety of forms, including digital, considering the relationship between audience, purpose and context, and the use of textual conventions, features and cohesive devices.

WEEK	Student Learning
1	<ul style="list-style-type: none"> - Introducing words, phrases and expressions used when talking about customary celebrations. - Completing related vocabulary comprehension activities on Education Perfect. - Spelling and composition – introducing first set of spelling words and putting them in meaningful sentences.
2	<ul style="list-style-type: none"> - Introducing plurals in Arabic – masculine, feminine and broken plurals. - Recognizing plurals used in unit 5: “Birthdays and Celebrations”. - Introducing relative pronouns in Arabic. - Students work on related grammar activities to enhance their understanding of plurals and relative pronouns. - Spelling and composition – introducing second set of spelling words and putting them in meaningful sentences.
3	<ul style="list-style-type: none"> - Completing listening comprehension activities related to “unit 5: Birthdays and Celebrations” on Education Perfect. - Extracting and identifying key vocabulary in the texts heard. - Spelling and composition – introducing third set of spelling words and putting them in meaningful sentences.
4	<ul style="list-style-type: none"> - Completing reading comprehension activities related to “unit 5: Birthdays and Celebrations” on Education Perfect. - Extracting and identifying key vocabulary in the texts learnt. - Spelling and composition – introducing fourth set of spelling words and putting them in meaningful sentences.
5	<ul style="list-style-type: none"> - Test revision. - Conducting communication test – reading, speaking, listening and writing. - Spelling and composition – introducing fifth set of spelling words and putting them in meaningful sentences.
6	<ul style="list-style-type: none"> - Introducing and recalling some names of jobs and occupations in Arabic. - Introducing and using words and phrases related to jobs and the world of work. - Completing related vocabulary comprehension activities on Education Perfect. - Spelling and composition – introducing sixth set of spelling words and putting them in meaningful sentences.
7	<ul style="list-style-type: none"> - Introducing words and terms used to write a curriculum Vitae in Arabic. - Introducing expressions used when talking about jobs and occupations. - Completing related vocabulary comprehension activities on Education Perfect. - Introducing some plurals, gerunds, verbs and adjectives used in “unit 9: The World of Work”. - Spelling and composition – introducing seventh set of spelling words and putting them in meaningful sentences.

8	<ul style="list-style-type: none"> - Completing listening comprehension activities related to “unit 9: The World of Work” on Education Perfect. - Extracting and identifying key vocabulary in the texts heard. - Spelling and composition – introducing eighth set of spelling words and putting them in meaningful sentences.
9	<ul style="list-style-type: none"> - Completing reading comprehension activities related to “unit 9: The World of Work” on Education Perfect. - Extracting and identifying key vocabulary in the texts learnt. - Spelling and composition – introducing ninth set of spelling words and putting them in meaningful sentences.
10	<ul style="list-style-type: none"> - Writing assignment – students will be asked to write a simple resume using text 5 on Education Perfect as a model. - Spelling and composition – introducing tenth set of spelling words and putting them in meaningful sentences.

Assessment	<ul style="list-style-type: none"> • Formative: <ul style="list-style-type: none"> -Weekly spelling tests. • Summative: <ul style="list-style-type: none"> -Communication test – reading, speaking, listening and writing test. -Writing assignment – writing a simple resume
Timing	2 hours
Resources used	Textbook, Education Perfect, spelling booklet and prepared worksheets.

Unit 5: Deductive geometry
 Unit 6: Non-linear relationships
 Unit 7: Probability

Overview of topics to be covered:

Week	Student Learning
1	Unit 5: Deductive geometry <ul style="list-style-type: none"> Angles, triangles and congruence Similar triangles
2	<ul style="list-style-type: none"> Quadrilaterals Polygons
3	Unit 6: Non-linear relationships <ul style="list-style-type: none"> Expanding algebraic expressions Factorising expressions with three terms Factorising expressions with two or four terms
4	<ul style="list-style-type: none"> Factorising by completing the square Mixed factorisation Solving quadratic equations algebraically
5	<ul style="list-style-type: none"> The quadratic formula Solving quadratic equations graphically The discriminant
6	<ul style="list-style-type: none"> Plotting parabolas from a table of values Sketching parabolas using transformation Sketching parabolas using turning point form
7	<ul style="list-style-type: none"> Sketching parabolas in expanded form Exponential graphs Inverse proportion
8	<ul style="list-style-type: none"> Sketching the hyperbola Sketching the circle
9	Unit 7: Probability <ul style="list-style-type: none"> Review of probability – theoretical & experimental probability; Venn diagrams Tree diagrams
10	<ul style="list-style-type: none"> Independent and dependent events Conditional probability

Resources	Jacaranda Maths Quest 10 (4 th edition)
Assessment	Unit 5 assessment in week 2; Unit 6 assessment in week 8; Unit 7 test in week 10 (refer to the calendar for the dates)

Year **Ten** Level Subject **Islamic Studies**

Journey to the Hereafter
Janazah
End of time

Overview of topics to be covered

Week	Theory	Quran recitation
1	Unit B Chapter 1 Death: The gate to the unseen world	Tanzil.net Pg 219
2	Unit B Chapter 1 Death: The gate to the unseen world	Tanzil.net Pg 220
3	Unit B Chapter 2 Salaat-ul-Janazah	Tanzil.net Pg 221
4	Unit B Chapter 2 Salaat-ul-Janazah	Tanzil.net Pg 222
5	Unit B Chapter 3 The life in the grave	Tanzil.net Pg 223
6	Unit B Chapter 3 The life in the grave	Tanzil.net Pg 224
7	Unit B Chapter 4 The end of Time	Tanzil.net Pg 225
8	Unit B Chapter 4 The end of Time	Tanzil.net Pg 226
9	Unit B Chapter 4 The end of Time	Tanzil.net Pg 227
10	Chapter test	Tanzil.net Pg 228

Assessment	Summative written assessment	Oral assessment
Timing	2 Lessons per week 60 minutes each	
Resources used	Learning Islam 2 Tanzil.net	

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Science - term 3

Year

Level Subject

Chemical Patterns – Electron arrangement is used to explain chemical properties of elements and how they bond together in chemical reactions.

Chemical Reactions – Writing and balancing chemical equations; Types of reactions; Hazards involved with chemicals; Structure and uses of polymers.

Mysterious Universe – Life cycle of stars; history of the universe; technology to explore the

Overview of topics to be covered

WEEK	Student Learning
1. When does sharing work best? How reactive?	Covalent bonding and compounds; Comparing the chemical reactivity of metals.
2. When does sharing work best; How reactive?	* Covalent bonding and compounds; Comparing the chemical reactivity of metals.
3. Finding the right formula; Looking Back	Working out molecular formulae
4. Your Quest; The language of chemical reactions	Introduction to chemical reactions; Using Chemical symbols and formulas to write correctly balanced chemical equations
5. Precipitation reactions; Chemicals can be health hazards;	Ionic compounds dissolve in water to varying degrees; Hazardous Chemicals with their signs and signal words and the need to use laboratory chemicals safely and responsibly
6. A world of reactions; Producing salts; Fuelling our lifestyle	Types of chemical reactions and the terminology needed to describe them; Neutralisation reactions and their uses; Different types of fossil fuels and their services, biofuels as alternatives to fossil fuels
7. Rates of reaction; Polymers;	The effect of various factors on the rate of chemical reactions; The role of plastics in everyday life
8. A cool light; Looking back	The production of light from a chemical reaction; Revision
9. Your Quest; Observing the Night Sky	Introduction to the Universe; The distinction between planets, stars, constellations, galaxies, and Nebulae; the motion of stars and planets
10. Stars – A life Story; The Changing Universe	The life cycle of stars (formation, magnitude, and death of stars); Evidence to show that the Universe is changing

Assessment	Chemical Patterns- Laboratory practical report Chemical Reactions - 50 minutes written test
Timing	Chemical Patterns - 3 weeks (continued from term 2) Chemical reactions five weeks Mysterious universe – 2 weeks (continues to term 4)
Resources used	Science Quest 10; videos, laboratory equipment

Year Level

10

Subject

Design Technology

Overview of topics to be covered:

Design process folio, technical drawings- orthographic projection / isometric view

Week	Student Learning
1	understanding of the assessment- task sheet, rubric. <i>Investigate task requirements- audience (end user)</i> <i>Research design ideas</i>
2	<i>Research design ideas</i>
3	<i>Explore design ideas and communicate through annotations, sketches, mood board</i>
4	Develop design ideas into Positive, Minus, Interesting comparison
5	Plan for design solutions- referring to criteria for success and end user requests
6	Produce design solution – hand sketches, inventor
7	Evaluate design solution – annotations, peer reflection, group discussion
8	Refine design solution – polish design folio ready for marketing / submission
9	3D printing / classroom activities – introduction to technical drawing- orthographic projection
10	3d printing / classroom activities – introduction to technical drawing- isometric view

Resources	SharePoint PowerPoint, video tutorials- on Microsoft Teams
Assessment	Design folio

Year Level: 10 Subject: Humanities

Overview of topics to be covered:

Environmental Change and Management: Students will propose geographical management strategies for the environmental change being investigated, ecosystem-based management, urban planning to reduce energy consumption and addressing underlying as well as immediate causes of environmental change.

Week	Student Learning
1	<p>Students are to join Jacaranda Geography Alive 10 Class code: 6Z12U3 Textbook: Topic 1 The World of Geography</p> <ul style="list-style-type: none"> • Read Topic 1 – 1.1, 1.2 and 1.3 (Textbook in classroom or Jacaranda online) • Use Learn On to complete Week 1 assessment task • Complete all 50 questions by due date • Due Monday 18th July
2	<p>Textbook: Topic 2 Introducing environmental change and management</p> <ul style="list-style-type: none"> • 2.1 Overview (p.17) • 2.1 Starter Questions (p.18) (LearnOn) • Assessment Task 1 – Topic 2.2 SkillBuilder: Evaluating alternative responses (LearnOn due by 22nd July) • Assessment Task released no later than Friday 22nd July (paper copy and Student Lounge)
3	<p>Textbook: Topic 5 Managing change in coastal environments</p> <ul style="list-style-type: none"> • 5.1 Overview (p.89) • 5.2 Why must we preserve the coast? (p.90-93) • 5.5 How do coastal areas change? - Question 1 & 2 (p.96) • 5.7 Why are low lying islands disappearing? - Question 1-3 (p. 101) • Assessment Task 2 – Topic 5.9 (LearnOn by 29th July)
4	<p>Textbook: Topic 5.9 Who shifted the sand?</p> <ul style="list-style-type: none"> • 5.8 How do inland activities affect coasts - Question 1-3 (p.104) • Assessment Task 3 - Topic 5.10 (LearnOn by 5th August) • Assessment Task 4 - Topic 12.9 (LearnOn by 5th August)
5	<p>Textbook: Topic 6.6 Using GIS</p> <ul style="list-style-type: none"> • 6.8 SkillBuilder: Describing change over time (p.127) (LearnOn) • Assessment Task 5 – Topic 6.6 (LearnOn by 12th August) • Assessment Task 6 – Topic 5.8 (LearnOn by 12th August)
6	<p>Topic: Assessment Task Data Report tasks this week include:</p> <ul style="list-style-type: none"> • Collect data from the ABS to analyse the Gold Coast demographics • Analyse and synthesis data to create a number of graphs • Identify and describe key stakeholders on the Gold Coast Spit • Identify and describe key land uses and coastal processes the Gold Coast • Analyse key data for The Spit (ABS Census data, tourism data, land uses) • Assessment Task: Complete section 1, 2 and 3 of data report
7	<p>Topic: Assessment Task Data Report tasks this week include:</p> <ul style="list-style-type: none"> • Analyse and synthesis data to highlight the key challenges to the development along the Gold Coast Spit • Create PMI tables to evaluate the various challenges • Explain and describe the major challenge facing the Gold Coast Spit • Assessment Task: Complete section 4 of the data report

8	<p>Topic: Assessment Task Data Report tasks this week include:</p> <ul style="list-style-type: none"> • Extrapolate data and information to make a feasible proposal to the Cruise Ship Terminal along Gold Coast Spit. • Develop and make decisions for 2 feasible solutions to fixing the major challenge you have identified • Develop thorough justification and evidence to outline the solution • Examine and describe how it will address the challenges in terms of the coastal environment and tourism management • Assessment Task: Complete section 5 of the data report
9	<p>Assessment Task: Complete section 6 and 7 of the data report</p>
10	<p>Topic: Assessment Task Data Report tasks this week include:</p> <ul style="list-style-type: none"> • Create a conclusion and summary of the report • Identify the report writing standards to present a final data report • Develop a reference list that includes at least 5 supporting references used to produce the report • Assessment Task: Complete section 6 and 7 of the data report • Assessment due via TEAMS – Wednesday 14th September
Resources	<ul style="list-style-type: none"> • Jacaranda Geography Alive 10 (Box of Books online) • Other digital resources uploaded to Microsoft Teams
Assessment	<p>Review the State Governments’ masterplan of The Spit on the Gold Coast and develop a data report that will brief the Chief Executive Officer of the Gold Coast City Council on the viability of a international cruise ship terminal.</p> <ul style="list-style-type: none"> • Conditions: 4 weeks of home and class time • Assessment Due: Week 10 Wednesday 14th September • Paper submission then electronic submission via “Student Lounge” • Length: 1000 words

Year Level 10 Subject Digital Technology - Term 3/2022

eSafety: Digital Identity and Digital Balance
 Micro-bit technology using Python
 Structured Query Language (SQL)
 Relational database design and development

Overview of topics to be covered

WEEK	Student Learning
1	Elective subject selection
2	Digital Identity Digital Balance
3	Micro bit interface – explore, develop and generate text and images
4	Micro bit interface – explore, develop and generate buttons and gestures
5	Micro bit interface (mini project): explore, develop, generate and evaluate
6	Micro-bit project
7	SQL – Introduction, data definitions, data types, key fields, data manipulation
8	SQL – data manipulation, select statement, where clause, string comparison, null values, arithmetic functions, string operators and functions
9	SQL – data manipulation, select statement, where clause, string comparison, null values, arithmetic functions, string operators and functions – revision and test
10	Understand and use Data Definition Language (DDL) and Data Manipulation Language (DML) using a Relational database

Assessment	Database & SQL practical
Timing	Elective – semester based, assessment due week 6 SQL practical test week 9

Year Level 10 Subject HPE

Ch 5- Students critically analyse contextual factors that influence identities, relationships, decision and behaviours. They evaluate the outcomes of emotional responses to different situations.

Overview of topics to be covered: Volleyball & Binge Drinking

WEEK	Theory	Prac
1	Gym Unit creation	Individual or pair personal training sessions
2	Folio Creation for Unit 2	Individual or pair personal training sessions
3	Folio Creation for Unit 2	Individual or pair personal training sessions
4	Empathy	Volleyball- Digging & Setting
5	Rights and responsibilities	Volleyball- Serving & Spiking
6	Balance of power	Volleyball- Attacking/ Defending
7	Acknowledging others' rights	Volleyball- Attacking/ Defending
8	Online interactions	Volleyball- 2v2 and 4v4
9	Assessment Prep	Volleyball- 2v2 and 4v4
10	Assessment Prep	Volleyball- 6v6

Assessment	Students Analyse Respectful Relationships across one grade within Islamic College of Brisbane	
Conditions	Individual- Analytical Exposition 800 Words	
Resources used	Powerpoint slides, computer and projector.	Gym Equipment, BBC, MPH

YEAR 10 BUSINESS EDUCATION- Economics & Business Outline Term 3 2022

In Year 10 students will focus on innovation theories and entrepreneurial motivation in conjunction with key business function (marketing, operations, finance and human resource). Student will also focus on indicators of economic performance, links between economic performance and living standards, the ways that governments manage economic performance to improve living standards.

Overview of the topics covered

WEEK	Student Learning
1	Unit 1: Work and work futures (Business Environment) Ways businesses gains a competitive advantage)
2	Innovation in Business (Innovation in marketing, business culture, processes. Importance of innovation in business
3	SWOT Analysis, how to write a good job description, Interview Techniques
4	Assignment 1 Released: Workplace Productivity Group Assignment – Create Business logo and slogan Recruitment and Selection process, Organisation structure and organisational chart
5	Job Description and Job advertisement Recruitment and Selection process
6	Interview Process Induction Program (Technical training)
7	Appraisal Plan and Separation & Termination Process
8	Assignment Due and Presentation whole week (Mon)
9.	Unit 2: Enterprising behaviour and Capabilities - Economic ideology- Indicators of economic performance and how Australia’s economy is performing, investigating the performance of the Australian economy using key indicators and explaining fluctuations using phases of the business cycle
10.	Introduction to Accounting – (Accounting concepts and accounting equation)
Assessment	Group Assignment - Report & Presentation (4 weeks)
Timing	Group Assignment (4 weeks)
Resources used	Box of Books, Computers, Word, Internet and teacher notes.

Year Level Subject

10.1 Introduction to Modern Art: Fauvism, Expressionism and Cubism

Overview of topics to be covered:

Week	Student Learning
1	Explore artworks from a range of cultures, times and locations as they experience visual arts
2	Reflect on the development of different traditional and contemporary styles and how artists can be identified through the style of their artworks as they explore different forms in visual arts
3	Use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners as they make and respond to visual artworks
4	Adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience
5	Extend understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies
6	Producing artwork for assessment
7	Producing artwork for assessment
8	Refine techniques and ideas Practice and experiment with range of styles and techniques
9	Evaluate the communication of the assessment requirement
10	Present artwork to enhance the artistic intention

Resources	Resources uploaded to Teams
Assessment	Investigate a famous artwork produced during the artistic movement of fauvism.

Off to the Movies!: Students will refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions. Students will also analyse the way in which audiences make meaning and draw on media arts from a range of cultures, times and locations.

Week	Student Learning
1	<ul style="list-style-type: none"> Develop and expand general cinema knowledge with terminology Describe and explain representations formed within film
2	<ul style="list-style-type: none"> Explain how points of view change the audience's expectation of film Describe and explain how mis-en-scene is formed within film Explain what elements are used to sequence a film together.
3	<ul style="list-style-type: none"> Describe subjective vs objective points of views Describe, with examples the point of view and values of characters Describe the difference between genres and sub genres
4	<ul style="list-style-type: none"> Explain the technical and symbolic elements that create representations Describe subjective vs objective points of views.
5	<ul style="list-style-type: none"> Explain the camera shots and camera angles used in film Explain the concept of storyboards and editing sequences Describe the rule of thirds and symbols used within film.
6	<ul style="list-style-type: none"> Assessment released to students via Teams Film Viewing: <i>The Dish</i>
7	<ul style="list-style-type: none"> Explain the technical and symbolic elements that create representations Describe subjective vs objective points of views. Explain the camera shots and camera angles used in film Explain the concept of storyboards and editing sequences Describe the rule of thirds and symbols used within film.
8	<ul style="list-style-type: none"> Describe a film's plot and storyline Explain the characters within an Australian film Explain the social viewpoints of the characters Describe the technical elements of the film and the representations depicted by these elements Describe the technical elements being used in the film by the director.
9	<ul style="list-style-type: none"> Discuss shot types, camera angles and movement and other technical and symbolic elements Evaluate how the conventions and technics are manipulated to retain the audience's attention Analyse the social and cultural values and points of view within a film.
10	<ul style="list-style-type: none"> Explain the technical and symbolic elements that create representations Describe subjective vs objective points of views. Explain the camera shots and camera angles used in film Explain the concept of storyboards and editing sequences Describe the rule of thirds and symbols used within film.
Resources	<ul style="list-style-type: none"> Other digital resources uploaded to Microsoft Teams
Assessment	<ul style="list-style-type: none"> Students will write a film review to analyse how social and cultural values and alternative points of view are portrayed in modern Australian cinema Students are to evaluate how generic media conventions, along with technical and symbolic elements are used to manipulate and retain the audiences' attention. Conditions: 4 weeks of home and class time Assessment Due: Week 10 – Friday 16th September Electronic submission via TEAMS Length: 1000 words written/typed

Overview of topics to be covered	In this unit, students will be introduced to the topic of psychology. Students will examine the scientific method as the process for producing contemporary research in psychology. The biological basis of behaviour will be examined, including the structure and function of the human brain and how this affects individual development and behaviour, they examine factors within cognitive development, and explore changes that occur over the lifespan.
Week	Student Learning
1	Chapter 2: <ul style="list-style-type: none"> • Describe what Psychology is • Distinguish between psychology, psychiatry and social work • Role play activity in in groups of 3
2	<ul style="list-style-type: none"> • Examine the philosophical debates within psychology including free will versus determinism and nature versus nurture • Understanding types of psychologists and their contribution of understanding human behaviour. • Students work on the describe and explain questions as well as apply, analyse and interpret questions relating to unit 2.2
3	<ul style="list-style-type: none"> • Students work on the nature vs nurture activity • Analyzing the video on “The Bogota Brothers” • Creating a nature versus nurture debate in class by assigning half the class to ‘nature’ and the other half to ‘nurture’
4	Chapter 1: Summaries the steps in the scientific method as used in all psychological research: <ul style="list-style-type: none"> • Identify the research question. • Formulate a null hypothesis and an alternative hypothesis. • Design the method. • Collect the data. • Process the data, and analyze and evaluate evidence. • Report the findings.
5	Summaries the steps in the scientific method as used in all psychological research: <ul style="list-style-type: none"> • interpret the data- statistics • report the findings. • Conduct an experiment • Write-up experiment using statistics
6	Interpreting the data <ul style="list-style-type: none"> • Explain what a significant p-value is • Read and understand what descriptive statistics are and calculate what percentage of a dataset is represented by a certain score. • Explain and draw the normal curve.
7	Descriptive statistics <ul style="list-style-type: none"> • Identify the mean, median and mode from the given data • The students define the range as well as identify and label the graphs as either positively or negatively skewed. • Explain the difference between correlation and causation
8	Ethical considerations <ul style="list-style-type: none"> • Understanding ethics in psychological research • Learn about confidentiality, voluntary participation, withdrawal, informed consent, deception and debriefing • Describing the role of the ethics committee • Summarize what must be included in informed consent procedures • Explain what debriefing is and identify when it should occur in psychological research
9	<ul style="list-style-type: none"> • M&M sampling activity • Recording the number of each color of candies found in their bag • They visit 5 different class members

	<ul style="list-style-type: none"> • Students to come up with one example for each of the different scales of measurement
10	<ul style="list-style-type: none"> • Review content learnt OR catch-up on any missed lesson • Exam which consist of describe and explain, apply, analyse , interpret, investigate and evaluate types of questions with multiple choice.
Resources	<ul style="list-style-type: none"> • Worksheets, diagrams, notes, Poster paper, sharpies, clay • Psychology For Queensland Units 1&2
Assessment	<p><i>Exam</i> Students complete a test assessing their knowledge of the content learned throughout the semester. This exam will have multiple choice questions as well as describe and explain questions together with summarise, apply, analyse and interpret questions.</p>