



**YEAR 12**  
**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	Essential English
Essential Mathematics	General Mathematics
Mathematical Methods	Islamic Studies
Biology	Chemistry
Modern History	Physics
Physical Education	Business
Health	Design
Sport & Recreation	Digital Solutions

Year Level 12 Subject English General

Overview of topics to be covered

Unit 4.2 – Critical Response to Text (*Hamlet*)

WEEK	Student Learning
1	Revisit creative writing strategies – revise use and effect of basic and complex level vocabulary and language devices. Develop strategies for creating setting, mood, and atmosphere in a dystopian narrative. Examine setting and social climates in a range of texts.
2	Develop strategies for building complex character roles. What do heroes and villains look like and stand for in dystopian futures. Develop structure for an effective narrative.
3	Exam - IA3 Seen Exam: Imaginative Response Begin Unit 4.2 with an introduction to <i>Hamlet</i>
4	Continue reading and summary. Consider development of plot, characters and themes. Add to quote glossary.
5	Continue reading and summary. Consider development of plot, characters and themes. Add to quote glossary.
6	Complete reading and summary. Consider development of plot, characters and themes.
7	In-depth study of setting, plot and character development
8	In-depth study of theme. Planning response to theme. Explore academic criticisms of <i>Hamlet</i> . Discuss and debate responses.
9	Revise knowledge and application of writing an analytical response through exploring each criteria objective.
10	Produce a critical response to <i>Hamlet</i> . Practice exam condition. Receive and understand feedback of mock exam task. Consider aspects that require improvement. Provide plan for independent study.

Assessment	IA3 – Exam External Mock exam
Timing	Weeks 3 and 10
Resources used	<i>Hamlet</i> by William Shakespeare

Year

12

Level Subject

Essential English

Overview of topics to be covered

Unit 4 – Representation and Popular Culture

WEEK	Student Learning
1	Unit 4 – Representations and popular culture Revise how directors work to remake an old film into one for a contemporary audience. Think of questions to ask the director. Hand out assessment task IA3 Extended Multimodal Response
2	Research and review a popular film remake of an original
3	Research and review a popular film remake of an original Draft due this week.
4	Edit and rework script for assessment task – IA3 Extended Multimodal Response Film and edit video
5	Unit 4.2 Consider popular written texts and what makes them popular.
6	Understand how Australian perspectives, values, beliefs and practices underpin texts.
7	Hand out assessment Task IA4 – Written Response. Plan and draft
8	Assessment Draft Due
9	Edit and rework draft.
10	Submit Assessment Task IA4 – Written Response

Assessment 1	<b>Assessment Task (IA3) – Extended Multimodal Response</b>
Timing	Notice of Task week 1 / Submission Week 4
Assessment 2	<b>Assessment Task (IA4) – Extended Written Response</b>
Timing	Notice of Task week 7 / Submission Week 10
Resources used	

YEAR LEVEL:	12	SUBJECT:	Essential Mathematics	TERM 3, 2022
TOPICS: Unit 4 - Graphs, Chance and Loans				

WEEK	STUDENT LEARNING
1	<b>Chapter 13 - Reducing balance loans</b> <i>Assignment issued and time allocated</i> <ul style="list-style-type: none"> <li>Effect of interest rate and repayment amount on reducing balance loans</li> </ul>
2	<b>Chapter 9 - Cartesian Plane</b> <ul style="list-style-type: none"> <li>Plotting points on a cartesian plane</li> <li>Generating table of values for linear functions</li> </ul> <b>Assignment time</b>
3	<b>Chapter 9 - Cartesian Plane</b> <ul style="list-style-type: none"> <li>Graphing Linear functions</li> </ul> <b>Chapter - 10 Scatterplots and Line of best fit</b> <ul style="list-style-type: none"> <li>Interpreting scatterplots</li> </ul> <b>Assignment time</b>
4	<b>Chapter 10 - Scatterplots and Line of best fit</b> <ul style="list-style-type: none"> <li>Interpreting scatterplots</li> <li>The line of best fit</li> <li>Making predictions using a line of best fit</li> </ul> <b>Assignment time</b>
5	<b>Chapter 10 - Scatterplots and Line of best fit</b> <ul style="list-style-type: none"> <li>Interpreting scatterplots</li> <li>The line of best fit</li> <li>Making predictions using a line of best fit</li> </ul> <b>Assignment time</b>
6	<b>Chapter 11 - Simulations and Simple Probability</b> <i>IA3 Assignment due Monday W6</i> <ul style="list-style-type: none"> <li>Theoretical Probability and sample space</li> <li>Multistage experiments</li> </ul>
7	<b>Chapter-11 Simulations and Simple Probability</b> <ul style="list-style-type: none"> <li>Multistage experiments</li> <li>Relative frequency and Simulations</li> </ul> <b>Revision</b>
8	<b>Revision</b>
9	<b>Revision</b>
10	<b>Revision</b> <i>IA4 Exam</i>

<b>Resources used</b>	Maths Quest 12 – Essential Mathematics
<b>Assessment</b>	<i>IA3 - Assignment given out Week 1 Monday</i> <i>IA3 - Assignment due Week 6 Monday</i> <i>IA4 – Exam undertaken in Week 10</i>
<b>Timing</b>	<i>IA3 – 5 week assignment</i> <i>IA4 – 60 minute exam + 5 min perusal</i>

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General Mathematics

Year Level

Subject

Unit 4: INVESTING AND NETWORKING  
 Ch 10 Graphs and Networks  
 Ch 11 Networks and decision mathematics

WEEK	Student Learning
1.	Ch 10. Graphs and Networks <ul style="list-style-type: none"> <li>• Planar Graphs</li> <li>• Connected graphs</li> </ul>
2.	<ul style="list-style-type: none"> <li>• Weighted graphs and trees</li> <li>• Revision for chapter 10</li> </ul>
3.	Ch 11 Networks and Decision mathematics <ul style="list-style-type: none"> <li>• Critical paths</li> <li>• Backward scanning</li> <li>• Network flow</li> </ul>
4	<ul style="list-style-type: none"> <li>• Bipartite graphs</li> <li>• Hungarian Algorithms</li> </ul>
5	<ul style="list-style-type: none"> <li>• Written exam – Unit4</li> </ul>
6 & 7	<ul style="list-style-type: none"> <li>• Revision Unit 3 and 4</li> </ul>
8	<ul style="list-style-type: none"> <li>• Mock Exams</li> </ul>
9	<ul style="list-style-type: none"> <li>• Revision</li> </ul>
10	<ul style="list-style-type: none"> <li>• Revision</li> </ul>

Assessment	Term 3 – Supervised Written Exam Mock exams
Resources used	Jacaranda Math Quest General Mathematics 12

**Unit 4: Further functions and statistics**

- Topic 4: Continuous random variables and the normal distribution
- Topic 5: Interval estimates for proportions

## Overview

Week	Subject matter
1	<b>Topic 4: Continuous random variables and the normal distribution</b> <ul style="list-style-type: none"> <li>• Applications of the normal distribution</li> </ul>
2	<b>Topic 5: Interval estimates for proportions</b> <ul style="list-style-type: none"> <li>• Sample statistics</li> <li>• The distribution of sample proportion (<math>\hat{p}</math>)</li> </ul>
3	<ul style="list-style-type: none"> <li>• Confidence intervals</li> <li>• Review unit 4</li> </ul>
4	<ul style="list-style-type: none"> <li>• Review unit 4</li> </ul>
5	<ul style="list-style-type: none"> <li>• IA3 – Tuesday, 9<sup>th</sup> August</li> <li>• Review of units 3 &amp; 4</li> </ul>
6	<ul style="list-style-type: none"> <li>• Review of units 3 &amp; 4</li> </ul>
7	<ul style="list-style-type: none"> <li>• Review of units 3 &amp; 4</li> </ul>
8	<ul style="list-style-type: none"> <li>• Review of units 3 &amp; 4</li> </ul>
9	<ul style="list-style-type: none"> <li>• Review of units 3 &amp; 4</li> </ul>
10	<ul style="list-style-type: none"> <li>• Review of units 3 &amp; 4</li> </ul>

Janazah

Islamic perspective on evolution

Organ transplantation and other contemporary medical topics

Overview of topics to be covered

Week	Theory
1	Islamic perspective on Evolution
2	Islamic perspective on Evolution
3	Islamic perspective on Evolution
4	Janazah continued Muslim Funeral Services
5	Islamic perspective on Feminism
6	Islamic perspective on Feminism
7	Islamic perspective on Feminism
8	Assessment
9	Organ Transplantation in Islam
10	Organ Transplantation in Islam

<b>Assessment</b>	Summative written assessment
<b>Timing</b>	1 lesson per week 60 minutes per lesson
<b>Resources used</b>	PDF presentations on Evolution and Feminism.



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Essential Mathematics

TERM 3, 2022

YEAR LEVEL:

SUBJECT:

TOPICS:

Unit 4 - Graphs, Chance and Loans

WEEK	STUDENT LEARNING
1	<b>Chapter 13 - Reducing balance loans</b> <i>Assignment issued and time allocated</i> <ul style="list-style-type: none"> <li>Effect of interest rate and repayment amount on reducing balance loans</li> </ul>
2	<b>Chapter 9 - Cartesian Plane</b> <ul style="list-style-type: none"> <li>Plotting points on a cartesian plane</li> <li>Generating table of values for linear functions</li> </ul> <b>Assignment time</b>
3	<b>Chapter 9 - Cartesian Plane</b> <ul style="list-style-type: none"> <li>Graphing Linear functions</li> </ul> <b>Chapter - 10 Scatterplots and Line of best fit</b> <ul style="list-style-type: none"> <li>Interpreting scatterplots</li> </ul> <b>Assignment time</b>
4	<b>Chapter 10 - Scatterplots and Line of best fit</b> <ul style="list-style-type: none"> <li>Interpreting scatterplots</li> <li>The line of best fit</li> <li>Making predictions using a line of best fit</li> </ul> <b>Assignment time</b>
5	<b>Chapter 10 - Scatterplots and Line of best fit</b> <ul style="list-style-type: none"> <li>Interpreting scatterplots</li> <li>The line of best fit</li> <li>Making predictions using a line of best fit</li> </ul> <b>Assignment time</b>
6	<b>Chapter 11 - Simulations and Simple Probability</b> <i>IA3 Assignment due Monday W6</i> <ul style="list-style-type: none"> <li>Theoretical Probability and sample space</li> <li>Multistage experiments</li> </ul>
7	<b>Chapter-11 Simulations and Simple Probability</b> <ul style="list-style-type: none"> <li>Multistage experiments</li> <li>Relative frequency and Simulations</li> </ul> <b>Revision</b>
8	<b>Revision</b>
9	<b>Revision</b>
10	<b>Revision</b> <i>IA4 Exam</i>

<b>Resources used</b>	Maths Quest 12 – Essential Mathematics
<b>Assessment</b>	<i>IA3 - Assignment given out Week 1 Monday</i> <i>IA3 - Assignment due Week 6 Monday</i> <i>IA4 – Exam undertaken in Week 10</i>
<b>Timing</b>	<i>IA3 – 5 week assignment</i> <i>IA4 – 60 minute exam + 5 min perusal</i>

Green Chemistry/molecular manufacturing – how to lessen the waste and side-effects in chemical manufacturing

Equilibrium constants – mathematical approach to reversible reactions

Redox reactions – Role of oxidation and reduction in chemical reactions

Analytical Techniques – methods for investigating chemical nature of substances

Overview of topics to be covered

WEEK	Student Learning
1. Ch. 21 Green chemistry Ch. 23 Molecular manufacturing	Introduction and principles of green chemistry; atom economy; CR; What is Molecular manufacturing?
2. M.M. Ch 3. Equilibrium constants	What is Molecular manufacturing? The equilibrium law, using equilibrium constants, calculating equilibrium constants; CR
3. Ch. 10 Redox chemistry	The range of redox reactions; Predicting loss and gain of electrons; Identification in redox reactions; oxidation
4. Redox chemistry	Deducing the oxidation state, using representations, CR
5. Ch. 19 Analytical Techniques	Chromatography; Electrophoresis; Mass Spectrometry, 8.3 X-ray crystallography.
6. Analytical Techniques	IR spectroscopy; Combining Techniques; Chapter review
7.	Revision
8.	Revision; mock exam
9.	Revision
10.	Revision

ERT

Assessment	IA3 due week 4; Exam in term 4
Timing	1-2 weeks per unit
Resources used	Text book; web sites for research; Lab equipment for practicals

Year Level 12 Subject Modern History

Australian engagement with Asia since 1945  
 Aspect of the topic: Australia and the Vietnam War

Overview of topics to be covered:

Week	Student Learning
1	Working on IA3 assessment
2	Working on IA3 assessment Submit IA3
3	<b>Contextual Study</b> <ul style="list-style-type: none"> <li>• Understand the sides of the Vietnam War</li> <li>• Describe Australia's early relationship with Asia</li> <li>• Describe how the Cold War changed the focus to Asia</li> <li>• Explain the Domino Theory</li> </ul>
4	<b>Depth Study</b> Understand why Australia committed ground troops to Vietnam <ul style="list-style-type: none"> <li>• Explain role of Australian soldiers in Vietnam</li> <li>• Describe Vietnamese history and colonisation</li> <li>• Explain why Australia committed troops to Vietnam in 1965</li> </ul>
5	Understand the response to Australia's role in Vietnam <ul style="list-style-type: none"> <li>• Explain responses to the Menzies government's commitment of troops</li> <li>• Compare responses</li> <li>• Compare historical interpretations as to why Australia became involved in Vietnam</li> </ul>
6	Understand reasons why Australia withdrew from Vietnam without achieving its objectives <ul style="list-style-type: none"> <li>• Explain the impact of the Tet Offensive</li> <li>• Explain the impact of the My Lai Massacre</li> <li>• Evaluate the effectiveness of the Moratorium campaign</li> <li>• Describe the impact of the USA's policy revision</li> </ul>
7	Understand how and why the Vietnam war ended <ul style="list-style-type: none"> <li>• Explain the American withdrawal from Vietnam</li> <li>• Examine the post-war landscape of Vietnam</li> </ul>
8	<b>Concluding Study</b> Understand the legacy of the Vietnam War <ul style="list-style-type: none"> <li>• Describe the significance of the Battle of Long Tan for Australia</li> <li>• Explain the significance of anti-conscription and anti-war protests</li> <li>• Research the surge in Vietnamese migration to Australia</li> </ul>
9	Revision
10	Mock Exam
Resources	<ul style="list-style-type: none"> <li>• Oxford Big Ideas 9</li> <li>• Jacaranda Geography Alive 9</li> <li>• Resources uploaded to Teams</li> </ul>
Assessment	IA3 – Due 20/07/2022 Mock External Exam

Year Level  Subject

Overview of topics to be covered:

Standard model of an atom and particle interactions  
 Particles, antiparticles, their properties, weak, strong and electromagnetic forces,  
 The ways in which particles interact based on their properties and forces experienced

Week	Student Learning
1.	Matter and antimatter Gauge bosons – the force carriers
2.	Science as a human endeavour: The Big Bang theory Review
3.	Conservation in interactions Feynman diagrams
4.	Symmetry in particle interactions Science as a human endeavour: Particle accelerators – the synchrotron Review
5.	Start revision of all content
6.	Continue revision
7.	Start preparing for the external exam by analysing similar questions
8.	Continue preparing Do a mock exam
9.	
10.	

Resources	New Century Physics for Queensland Units 1 & 2
Assessment	External Exam

**Sport / Theory**

Students are provided opportunities to access the curriculum for theory and practical within the school environment and online via Microsoft Teams. Theory will follow energy systems and the practical components of training to improve their Netball specific position.

Blue= Theory

Yellow=Integration

Pink= practical

Orange= Assessment

12

Physical Education

Year Level

Subject

WEEK	Monday	Tuesday	Wednesday	Thursday
1.	4.10 Fatigue and recovery training	4.11 Theory of periodisation	4.11 Meso, Macro, Micro	4.12 Developing a training program
2.	4.12 Training objectives	Creating a training program	4.13 Developing a training plan	4.13 Skill drill
3.	Create training program	Implement training	Implement training	Implement training
4.	Implement training	Implement training	Implement training	Implement training
5.	4.14 Folio prep	Folio design	Folio design	Folio design
6.	Folio design	Folio design	Folio design	Folio design
7.	Revision and Study for EA1	Revision and Study for EA1	Revision and Study for EA1	Revision and Study for EA1
8.	Revision and Study for EA1	Revision and Study for EA1	Revision and Study for EA1	Revision and Study for EA1
9.	Revision and Study for EA1	Revision and Study for EA1	Revision and Study for EA1	Revision and Study for EA1
10.	Revision and Study for EA1	Revision and Study for EA1	Revision and Study for EA1	Revision and Study for EA1

<b>Assessment</b>	<b>Investigation- Report</b>	<b>Physical Activity</b>	
<b>Timing/ Conditions</b>	7-9 minutes/ Individual	Netball	Invasion Game
<b>Resources used</b>	Computer lab, Classroom, Textbook – Oxford Senior PE Phones, GoPro, Ipad, stopwatch, heartrate monitor	Centre, Wing Attack, Goal Shoot, Goal Attack, Wing Defence, Goal Defence, Goal Keeper	

## YEAR 12 BUSINESS OUTLINE TERM 3, 2022

### Overview of topics to be covered

Students investigate the challenges for businesses in the post-maturity stage of the business life cycle and explore the leadership and management required when repositioning a business using financial, human resources, marketing and operational management strategies. Drivers of change and change management theories allow students to analyse, interpret and evaluate the outcomes for business evolution. A variety of analytical tools, including SWOT, STEEPLE, and force field analyses and Porter's five forces are used to analyse and interpret repositioning a business. The evaluation criteria of effectiveness, efficiency, competitiveness and stakeholder satisfaction are used to make decisions and recommendations to reposition businesses.

WEEK	Student Learning
1.	<ul style="list-style-type: none"> <li><b>Unit 4- Topic 1: Repositioning a business</b> Functional and Sustainable Repositioning- Market repositioning, rebranding and changing promotional strategies. Human Resources repositioning. Textbook pp 233- 249</li> </ul>
2.	<ul style="list-style-type: none"> <li><b>Feasibility Report – (Issued Assignment Mon).</b> The business environment and situation relating to repositioning the business the business concepts, strategies and processes relating to influences for repositioning in the steady stage and decline</li> </ul>
3	<ul style="list-style-type: none"> <li><b>Feasibility Report-</b> Analyse the business situation of using analytical tools (SWOT, STEEPLE &amp; Porter's Five Forces. Repositioning strategies in relation to the criteria of competitiveness, effectiveness and stakeholder satisfaction</li> </ul>
4.	<ul style="list-style-type: none"> <li><b>Feasibility Report-</b> Assignment work (Whole week) Marketing and Operations Repositioning</li> </ul>
5.	<ul style="list-style-type: none"> <li><b>Feasibility Report-</b> Assignment work (Whole week)</li> </ul>
6.	<ul style="list-style-type: none"> <li><b>Feasibility Report-Assignment Due (Mon). ). Unit 4- Topic 2- Transformation of a business-</b> Change management- concept of change, internal &amp; external influences, vision for change and strategic planning. Textbook pp 275-289 Theories and models of change – Lewin's change theory and model, Kotter's change management. Textbook pp 289-297</li> </ul>
7.	<ul style="list-style-type: none"> <li>Explain the relationship between - drivers of change and transformation or renewal</li> <li>Create responses to communicate descriptions, explanations, analyses, interpretations and evaluations to suit the intended purpose and audience, e.g. - short responses - visual representations (SWOT analysis, force field analysis, power interest grid or decision-making matrix) - extended responses</li> <li>Explain – force-field analysis – the theories and models of change management, including Lewin and Kotter</li> </ul>
8.	<ul style="list-style-type: none"> <li>Explain the relationship between – change management theories, including Lewin and Kotter, and business transformation – force-field analysis and change management.</li> <li>Select data and information relating to – drivers of change to analyse the business situation using a SWOT analysis.</li> <li>Interpret relationships, patterns and trends in – the SWOT analysis to draw conclusions about the implications of change management on financial, human resources, marketing and operations – the force field analysis to draw conclusions about the implications of transformation</li> </ul>
9.	<ul style="list-style-type: none"> <li>Explain - leadership and management strategies for overcoming resistance to change, including communication, participation, negotiation, manipulation and threat - performance management</li> <li>Explain the role of - performance management when transforming a business, including outcomes of redundancy, retraining and development in renewal</li> </ul>
	<ul style="list-style-type: none"> <li>Explain the relationship between - the strategies for overcoming resistance to change and human resources management - strategic planning and vision for change management.</li> </ul>
10.	<ul style="list-style-type: none"> <li>Explain the role of - consultants and professional services assisting management for a business in the post-maturity stage</li> <li>Analyse the strengths, weaknesses, opportunities and threats (SWOT analysis) of a business that has undertaken change management</li> <li>Interpret relationships, patterns and trends in – the SWOT analysis to draw conclusions about the implications of change management on financial, human resources, marketing and operations</li> </ul>
<b>ASSESSMENT</b>	<b>External Assessment (Combination Response 25%)</b>

12

Health Education

Year Level

Subject

Students investigate the role of respectful relationships as a general resilience resource in the post-schooling transition from a life-course perspective using an inquiry approach. This culminating unit draws on knowledge of personal, social and community resources, barriers and enablers that has been progressively developed across the course of study. Students apply this knowledge to the next post-schooling transition period for young people using the life-course perspective, the diffusion of innovations model and RE-AIM. Students evaluate the innovations (proven concepts, programs, print, web and app-based resources) that support young people in their post-schooling transition, and the subsequent impact on their education, work, family and health trajectories.

Overview of topics to be covered:

WEEK	Student Learning
1	-recognise and describe how relationships impact health -critique how relationships are expressed or change across the life course -comprehend and explain the life course perspective as a way of understanding the interrelationship between time and human behaviour
2	-life cycle and key transition points: life cycle from birth to death, transition points, infancy, childhood, adolescence, emerging adulthood, adulthood, retirement, and death - transitions: change in roles and statuses that represents a distinct departure from prior roles and statuses
3	-reverse transitions: a return to a prior role or status, e.g. leaving home and returning home -trajectories: a long-term pattern of stability and change that usually involves multiple transitions across the life-course often categorised as educative, work, family and health trajectories
4	-life events: significant occurrence involving a relatively abrupt change that may produce serious and long-lasting effects - turning points: a life event or transition that produces a lasting shift in the life-course trajectory and pathways across the life course
5	-cohorts: a group of persons who were born during the same time period and who experience particular social changes within a given culture in the same sequence at the same age -generations: usually refer to a period of about 20 years and have a shared sense of social history and a shared identity
6	- work collaboratively to symbolise key concepts related to a life-course perspective to enhance comprehension of critical and noncritical information - comprehend and explain the characteristics of transition points throughout the life-course
7	-critique the characteristics of the post-schooling transition and emerging adulthood — identity exploration, possibilities, feeling in between, self-focus and instability
8	-critique the characteristics of the post-schooling transition and emerging adulthood — identity exploration, possibilities, feeling in between, self-focus and instability
9	analyse, interpret and organise health research and draw conclusions about the characteristics of the post-school transition relationships and their influence on education, work, family and health trajectories
10	analyse, interpret and organise health research and draw conclusions about the characteristics of the post-school transition relationships and their influence on education, work, family and health trajectories

Assessment	Analytical Exposition
Timing/ Conditions	1500/ 2000 Words
Resources used	PowerPoints, posted readings, Microsoft teams, Comments, Recorded video posts

Sustainable design: exploring how designers create new designs that can be supported indefinitely in terms of their economic, social and ecological impact on the wellbeing of humans.

Overview of topics to be covered:

Week	Student Learning
1	Describe the features and sustainable requirements that define a redesign problem and design criteria based on the requirements of the opportunity and the principles of good design
2	Represent ideas, a sustainable design concept and sustainability information using schematic sketching and ideation sketching and/or low-fidelity prototyping in the explore and develop phases
3	Represent ideas, a sustainable design concept and sustainability information using schematic sketching and ideation sketching and/or low-fidelity prototyping in the explore and develop phases
4	Analyse redesign opportunities using data about existing designed solutions and sustainability information
5	Analyse redesign opportunities using data about existing designed solutions and sustainability information
6	Devise ideas using divergent thinking strategies and circular design methods in response to a redesign problem in the develop phase
7	Devise ideas using divergent thinking strategies and circular design methods in response to a redesign problem in the develop phase
8	Synthesise ideas and sustainability information to propose a sustainable design concept in the develop phase
9	Evaluate the strengths, limitations and implications of ideas and a sustainable design concept against design criteria to make refinements
10	Make decisions about and use visual, written and/or spoken communication to present a design brief and visual display of a design proposal for stakeholders.

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



3, 2022

Sport and Recreation

12

Year Level Subject

Term

**Module 7: Sport Medicine & First Aid – Ultimate Disc**

This module develops students' understanding of first aid principles and injury prevention strategies for sports, with a particular focus on ultimate disc. Students will demonstrate physical performance in ultimate disc contexts.

Blue= Theory

Pink= Practical

Orange= Assessment

WEEK	Tuesday	Wednesday	Thursday	Friday
1.	Assessment Task 6 Editing	Assessment Task 6 Editing	Assessment Task 6 Spoken Component	Assessment Task 6 Due
2.	Introduction to Sport Medicine & First Aid	Introduction to Sport Medicine & First Aid	First Aid: DRSABCD	First Aid: DRSABCD
3.	Introduction to Ultimate Disc <ul style="list-style-type: none"> <li>Rules</li> <li>Basic Skills</li> <li>Team requirements</li> </ul>	Ultimate Disc -Equipment & safety	Burns Cuts Abrasions	Ultimate Disc - Skill Development & Refinement
4.	Ultimate Disc Skill Development & Refinement <ul style="list-style-type: none"> <li>Offence</li> </ul>	Ultimate Disc Skill Development & Refinement <ul style="list-style-type: none"> <li>Defence</li> </ul>	Stings Bites Allergic Reactions Anaphylactic	Ultimate Disc <ul style="list-style-type: none"> <li>Positions</li> <li>Strategic Play</li> <li>Referee/ Rules</li> </ul>
5.	Ultimate Disc - Skill Development & Refinement <ul style="list-style-type: none"> <li>Offence</li> </ul>	Ultimate Disc - Skill Development & Refinement <ul style="list-style-type: none"> <li>Defence</li> </ul>	Sprains Strains Breaks/Ligaments Bandaging & Strapping	Ultimate Disc - Skill Development & Refinement
6.	Ultimate Disc Game Play & Referee practice	Ultimate Disc Game Play & Referee practice	Asthma Respiratory distress Shock	DRSABCD CPR Practical observation
7.	Assessment Task 7 - Investigation <ul style="list-style-type: none"> <li>Investigate, evaluate and justify the injury prevention strategies and first aid treatment options for participants in a weekend Ultimate disc competition.</li> </ul>			
8.	Assessment – Task 7 - Scaffolding & Written Templates - Draft			Ultimate Disc <ul style="list-style-type: none"> <li>Game Play</li> </ul>
9.	Ultimate Disc <ul style="list-style-type: none"> <li>Game Play</li> </ul>	Ultimate Disc <ul style="list-style-type: none"> <li>Game Play</li> </ul>	Ultimate Disc <ul style="list-style-type: none"> <li>Game Play</li> </ul>	Ultimate Disc <ul style="list-style-type: none"> <li>Game Play</li> </ul>
10.	Assessment Task 7 Feedback & Editing	Assessment Task 7 Feedback & Editing	Assessment Task 7 Feedback & Editing	Assessment Task 7 Due
Assessment	Assessment Task 7 - Investigation		Physical Activity: Ultimate Disc	
Timing/ Conditions	<ul style="list-style-type: none"> <li>Research Report (600-1000 Words)</li> </ul>		Resources: Personal electronic device Recording device	

## Overview of topics to be covered

**Term 3**

**Unit 4:** Students learn how data is shared in both local and global contexts, particularly how digital solutions are increasingly required to exchange data securely and efficiently. Students will understand elements of cybersecurity by exploring the conditions, environment and methods for enabling data to flow between different digital systems. They will analyse data privacy and data integrity risks associated with transferring data between applications and evaluate the personal, social and economic impacts associated with the use and availability of both public and private data. Students will develop an application that simulates the exchange of data between two applications.

WEEK	Student Learning
1 & 2	Data exchange systems are comprised of hardware, software, data and network components required to support a data exchange solution. Network transmission principles, including latency, jitter, guarantee and timeliness of delivery, and protocols relevant to the transmission of data over the internet, e.g. HTTP, HTTPS, FTP, VPN, streaming and broadcasting data packets.
3	Privacy principles are guidelines and laws that protect personal data. Securing and managing personal or sensitive data about Australians that is stored or transmitted in a digital format. Privacy impacts of making data accessible via a network is also considered
4 & 5	Data structures include XML or JSON formatted data exchanged or accessed using an API or data interface as well as creating and accessing relational tables stored in a database using advanced SQL, GROUP BY, HAVING, INNER JOINS and sub query.
6	Algorithms involving nested and compound conditions will be used to define security and data exchange processes. The basic constructs of an algorithm, including assignment, sequence, selection, condition, iteration and modularisation. Desk checking algorithms to predict the output for a given input, identify errors and validate algorithms.
7	Encryption and authentication strategies appropriate for securing data transmissions and their differences: including the use of encryption, decryption, authentication, hashing and checksums. Features of symmetric (Data Encryption Standard — DES, Triple DES, AES — Advanced Encryption Standard, Blowfish and Twofish) and asymmetric (RSA) encryption algorithms. Caesar, Polyalphabetic (e.g. Vigenere and Gronsfeld), and one-time pad encryption algorithms.
8&9	Mock exams
10	Revision period

Assessment	IA3 due week 4 monday
Timing	Mock exams
Resources used	Computer, Office 365, Internet access and DS book