



ISLAMIC COLLEGE
OF BRISBANE

Seek Knowledge



YEAR 11 SUBJECT OVERVIEWS TERM 3, 2021

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

45 Acacia Road, Karawatha QLD 4117
PO Box 1769, Springwood QLD 4127

Tel: 07 3841 3645 | **Fax:** 07 3841 4320

Email: admin@icb.qld.edu.au | **Web:** www.icb.qld.edu.au

CRICOS Number: 02435A ABN 29 064 778 927 ACN 064 778 927

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. For most subject areas the outlines cover the ten-week term but for rotational subjects (Visual Arts, Business Studies, STEM and Digital Technologies) the schedule is for the Semester.

Contents

English
Mathematics
Biology
Physics
Chemistry
Modern History
Health
Physical Education
Islamic Studies
Digital Technology
Design Technology
Business Studies

Year

11

LevelSubject

English General

Unit 2 – Texts and Culture (*The Dry* by Jane Harper)

WEEK	Student Learning
1	Recall and summarise reading of novel (completed over the break) Discuss the cultural of the novel and understand the conventions of a crime thriller.
2	In-depth study of setting and plot
3	In-depth study of characters and theme
4	Recall and develop knowledge and understanding of critical responses to texts. Deconstruct examples.
5	Produce aspects of critical writing and receive peer and teacher feedback.
6	Unpacking the assessment – what does the criteria ask for? Assessment Task 3 – Unseen essay in exam conditions.
7	Recall and revise creative writing. Develop understanding of how to plan a response to stimulus.
8	Develop and apply knowledge and understanding of aesthetic features and stylistic devices along with language and grammar to create purposeful and intended effects to position audiences.
9	Produce aspects of creative writing and receive peer and teacher feedback.
10	Assessment Task 4 – Seen topic for creative response (exam conditions)

Assessment	1. Critical Response to Text (unseen topic for exam) 2. Creative Response to Text (seen topic for exam)
Timing	1. Task 3 - Week 6 2. Task 4 - Week 10
Resources used	<i>The Dry</i> by Jane Harper

Topics:
Unit -2 Money, Travel and data

WEEK	Student Learning
1	Distance-time Graphs - Time of Journey - Distance time graphs
2	Calculation with Motion - Motion in everyday life - Energy in food and Activity <i>Assignment given out</i>
3	Earning Money - Wages and Salaries - Commission, piece work and Royalties
4	Earning Money - Taxations and Deductions
5	Earning Money - Performing Financial calculations
6	Budgeting - Household water bills - Council rates
7	Budgeting - Purchasing a vehicle - Fuel consumption rates, servicing and tyres <i>Assignment due</i>
8	Budgeting - Fixed and discretionary spending - Preparing a personal budget
9	Data Collection - Surveys and Sampling - Simple Survey procedures
10	Data Collection - Source of Bias - Misinterpretation and misunderstanding

Assessment	Assignment given out Week 2/ Assignment due Week 7
Timing	5 Weeks
Resources used	Maths Quest 11 – Essential Mathematics

UNIT 2 : _APPLIED TRIGONOMETRY, ALGEBRA, MATRICES AND UNIVARIATE DATA
 TOPIC 1 - APPLICATIONS OF TRIGONOMETRY
 TOPIC 2 - ALGEBRA AND MARTICES (CH 10)
 TOPIC 3 - UNIVARIATE DATA ANALYSIS (CH 11 &12)

WEEK	Student Learning
1.	TOPIC 1: APPLICATIONS OF TRIGONOMETRY - True Bearings - Overview of Chapter 8 – Applications of trigonometry
2.	Linear and Non Linear Relationships - Substitution of formulas - Transposition of formulas
3.	- Transposition of formulas - Chapter 2 Review TOPIC 2 - ALGEBRA AND MARTICES (CH 10) Ch 10 Matrices - Types of matrices
4	- Operations with matrices - Matrix multiplications
5	- Applications of matrices Chapter review TOPIC 3 UNIVARIATE DATA ANALYSIS (CH 11 & 12) - Classifying and displaying data
6	- Construct , describe and interpret dot plots and stem plots and leaf plots - Construct, describe and interpret column graphs and histograms
7	- Measure of centre - Measure of spread - Constructing boxplots
8	- Parallel boxplots - Comparing box plots - Chapter review
9	- Chapter 10 quiz - Revision unit 2
10	- Revision unit 2 - Supervised Exam Unit 2

Assessment	Written test Unit 2– week 10
Resources used	Jacaranda Math Quest General Mathematics 11

Overview

Unit 2: Calculus and further functions

- Topic 4: *Introduction to differential calculus*
- Topic 5: *Further differentiation and applications 1*
- Topic 6: *Discrete random variables 1*

T3 Week	Subject matter
1	<i>Topic 3: Trigonometric functions 1</i> <ul style="list-style-type: none">• unit circle definitions• exact values and symmetry properties
2	<ul style="list-style-type: none">• graphs of the sine, cosine and tangent functions
3	<i>Topic 4: Introduction to differential calculus</i> <ul style="list-style-type: none">• exploring rates of change• the difference quotient• differentiating simple functions
4	<ul style="list-style-type: none">• interpreting the derivative• differentiation by formula
5	<ul style="list-style-type: none">• the derivative as a function• properties of the derivative• differentiation of power and polynomial functions• gradient and equation of a tangent
6	<ul style="list-style-type: none">• displacement–time graphs• sketching curves using derivatives• modelling optimisation problems
7	<i>Topic 5: Further differentiation and applications 1</i> <ul style="list-style-type: none">• the product rule• the quotient rule• the chain rule
8	<ul style="list-style-type: none">• applications of the product, quotient and chain rules <i>Topic 6: Discrete random variables 1</i> <ul style="list-style-type: none">• discrete random variables• expected values
9	<ul style="list-style-type: none">• variance and standard deviation• applications of discrete random variables FA3 - examination
10	Revision Assessment - Examination: Paper 1 (Technology free); Paper 2 (Technology active)

This unit introduces students to regulatory mechanisms and internal stability. The definitions of all key terms needed for future studies are also provided. It helps students with the understandings of homeostasis in animals and plants. It describes the stimulus-response model and the structure and function of the human nervous system. It emphasises the importance of negative feedback in producing stability. It describes the role of liver in homeostasis in mammals, hormonal control of blood glucose levels.

Overview of topics to be covered

Week	Topic	Student Learning
1	Chapter 10 Control of temperature and water balance	<ul style="list-style-type: none"> • Tolerance ranges for environmental temperature and water • Thermoregulation • Conservation of heat in endothermal animals • Endothermic survival in hot environment
2	Chapter 10 Control of temperature and water balance	<ul style="list-style-type: none"> • Homeostatic control of body temperature • Regulation of body fluids • Hormonal control of water balance in mammals • Osmoregulation in plants and plant adaptations for osmoregulation
3	Chapter 11 Diseases and its causes	<ul style="list-style-type: none"> • Animal defence mechanisms against pathogens • Immunity • Infectious diseases in plants
4	Chapter 11 Diseases and its causes	<ul style="list-style-type: none"> • Animal defence mechanisms against pathogens • Immunity • Infectious diseases in plants
5	Chapter 11 Diseases and its causes	<ul style="list-style-type: none"> • Animal defence mechanisms against pathogens • Immunity • Infectious diseases in plants • IA3 Research task given out.
6	Chapter 12 Identifying, monitoring and controlling diseases	<ul style="list-style-type: none"> • Transmission and the spread of diseases • Identifying the cause of infectious diseases • Monitoring diseases
7	Chapter 12 Identifying, monitoring and controlling diseases	<ul style="list-style-type: none"> • Treating diseases • Preventing and controlling diseases
8	Chapter 12 Identifying, monitoring and controlling diseases	<ul style="list-style-type: none"> • Treating diseases • Preventing and controlling diseases • IA3 Due

9	Preparation for exam .	IA3 Assignment Due Revision
10	Preparation for exam .	Revision
Assessment		<ul style="list-style-type: none"> • Research Investigation
Timing		10hrs of in class research time is given to students
Resources used		<ul style="list-style-type: none"> • Textbook: Biology for Qld an Australian Perspective • Online resources • Worksheets • Video clips

Year Level Subject

Overview of topics to be covered:

Newton's laws of motion, forces, momentum, energy, waves, light, all the good stuff really.

Week	Student Learning
1.	Measuring and drawing forces Newton's first law Newton's second law Newton's third law of motion
2.	Force, weight and gravity Friction Terminal velocity and drag forces
3.	Momentum and impulse Conservation of linear momentum Science as a human endeavour: Car collisions
4.	Forms of energy Work done by a force Solving problems: Kinetic energy and gravitational potential energy Energy changes and collisions
5.	IA3 In class experimenting
6.	IA3 Continued
7.	Mechanical model of waves Characteristics of waves Waves and boundaries Superposition of waves
8.	Refraction and diffraction of waves Properties of sound waves Standing waves in strings and pipes Resonance and natural frequency
9.	The wave model of light Light: a transverse wave Intensity Reflection in plane mirrors

10.	Refraction of light Total internal reflection Ray diagrams and lenses Diffraction and interference of light
-----	--

Resources	New Century Physics for Queensland Units 1 & 2
Assessment	IA3 Student Experiment

Year Level Subject

Overview of topics to be covered

Intermolecular Forces - chromatography

Aqueous solutions and acidity – solutions and molarity; identifying ions in solution; solubility; pH, reactions of acids and bases

Rates of chemical reactions – rates of reaction

WEEK	Student Learning
1. Intermolecular forces	Applying VSEPR theory to predict shapes of molecules; Using shape, symmetry and electronegativity to predict polarity of molecules; relationship between properties and intermolecular forces.
2 Ch 21 Rates of Reaction	Rate of a chemical reaction; what is needed
3 Rates of Reaction	Factors that affect reactions
4 Rates of Reaction	Enzymes
5 Investigation	Students choose investigation practical.
6 Ch 16 Aqueous Solutions, Ch 18 Solubility	Dilutions; solubility and intermolecular bonding
7 Solubility.	Effect of temperature on solubility; solubility curves; solubility rules.
8 Ch 17 Ions in Solution Ch 14 Chromatography	Determining presence of ions; precipitation reaction equations; Chromatography techniques;
9 Chromatography; Ch 19 pH	Separating components; interpreting data; pH; pH scale;
10 pH; Ch 20 Acids and bases	Arrhenius model; Reactions of acids; constructing representations

Assessment	Experimental Investigation – week 5
Timing	All chapters take 1-3 weeks
Resources used	Text book, web sites for research, laboratory equipment for practicals

YEAR 11 MODERN HISTORY

TERM 3 2021

SUBJECT OUTLINE

UNIT OVERVIEW- Unit 2: Movements in the Modern World

In Unit 2, students form their own knowledge and understanding about movements that have emerged in the Modern World. The movements examined include actions or activities on a local, national or international level that are directed towards a particular social purpose. Often the social purpose has been to make the world more inclusive, liberal, equitable, egalitarian or accessible through the removal of discrimination and exploitation based on some form of prejudice, e.g. ableism, anti-Semitism, classism, homophobia, Islamophobia, racism, sexism, transphobia or xenophobia. Students apply historical concepts and historical skills to explore the nature, origins, development, legacies and contemporary significance of these movements within selected historical contexts, e.g. movements for independence, civil rights or some other form of political and social change.

WEEK	LEARNING INTENTION
1	Closing the Gap <ul style="list-style-type: none"> • Understand ways in which Australian Government are trying to close the gap between Indigenous and non-Indigenous • Working on creating a key question for FA3
2	Concluding Study: <ul style="list-style-type: none"> • Students are working on essay draft for FA3 assessment
3	Classroom time dedicated to FA3 assessment FA3 Draft Due Monday 26/07/2021
4	UNIT 3 – National Experiences in the Modern World Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end) <ul style="list-style-type: none"> • Contextual Study (Online text only from this week to Week 7) • Racial segregation in South Africa • Political, social, economic and demographic issues in South Africa • Apartheid – ideology, policy and practice • Understanding how apartheid impacted rural & urban communities FA3 Final Due on Friday 6th August
5	Analyse national resistance to apartheid <ul style="list-style-type: none"> • The nature, growth and impact of the ANC & PAC • Understanding the significance of Sharpsville Massacre • The role of Nelson Mandela
6	Identify significant people in the fight against Apartheid <ul style="list-style-type: none"> • Analyse the role of Indian population in South Africa • Investigate the role of Stephen Biko & the Black Consciousness Mov • The Soweto Uprising
7	Evaluate the repression and control of South African Government <ul style="list-style-type: none"> • Understanding how the Apartheid policy was enforced • The Bantustans by the 1970s • The nature, impact and significance of repression and oppression
8	<ul style="list-style-type: none"> • International responses to South Africa • The collapse of Apartheid • Political, social and economic factors contributing to the end of Apartheid • International factors Contributing to the end of apartheid Textbook pages 450-453
9	<ul style="list-style-type: none"> • Problems facing the National Party and the ANC in the transition to democracy • The legacy of apartheid • Addressing apartheid – the Truth and Reconciliation Commission • Mandela – historical significance
10	Revision for external exam
ASSESSMENT	<ul style="list-style-type: none"> ▪ IA3: Investigation — historical essay based on research 1500–2000 words
RESOURCES	<ul style="list-style-type: none"> ▪ Cambridge Senior Modern History for Queensland ▪ Online resources

Year Level Subject

Body Image

Unit 2 - Peers and family as resources for healthy living. In Unit 2, students develop their skills to plan, implement and evaluate an action strategy to advocate, mediate and enable change in relation to body image in a peer and family health context. An inquiry approach is used to define and understand alcohol or body image as the broad health-related topic and reframe the chosen topic into a narrow-contextualised health issue.

WEEK	Student Learning
1	investigate primary data collection pretest methods to make decisions about the significance of body image in a local peer or family context
2	comprehend and use social cognitive theory to investigate environment-based protective approaches that can be used to influence body image
3	critique information to evaluate the extent to which these approaches are strengthened, maintained or limited by community barriers and enablers — social justice, health literacy, moral disengagement, key stakeholder engagement
4	critique information to select the most appropriate social justice principle for body image in a specific peer or family context informed by primary data
5	synthesise information to make decisions about how the broad, health related topic of body image is reframed as a specific contextualised health issue in a peer or family context through the use of issue statements and questions that include
6	comprehend and use social cognitive theory and the Ottawa Charter to identify and categorise information about the chosen approach that addresses the contextualised health issue related to body image
7	recognise and describe RE-AIM as a tool for evaluating action comprehend and use RE-AIM to make decisions about the approach, strategy, action area and data collection methods.
8	synthesise pre-test primary data and secondary data to plan and justify an action strategy to strengthen, maintain or adapt peers or family as a resource • evaluate the capacity of the proposed action to enhance peers or family as a resource using the reach, effectiveness and implementation steps of RE-AIM • critique information to make decisions about refinements needed for the proposed action strategy and develop the resources needed to implement action • implement action strategy
9	synthesise information to develop and implement primary data collection to evaluate implemented action using the reach, effectiveness and implementation steps of RE-AIM
10	reflect on the impact of the chosen action and justify recommendations that advocate, mediate and enable further health promotion to strengthen, maintain or adapt peers or family as a resource

Assessment	Exam- Extended response
Timing/ Conditions	800- 1000 words
Resources used	Microsoft teams

Year Level Subject

Athletics + Sport Psychology - 9 Weeks

Students are provided opportunities to move through the stages of inquiry by studying about Athletics through and in physical activity for 9 weeks.

Blue= Theory

Yellow=Integration

Pink= practical

Orange= Assessment

WEEK		Monday	Tuesday	Wednesday	Friday
1.	15/06	4.1 Introduction to Sport Psychology	Futsal; Skill Development	Futsal: Skill Development	4.2 Motivation 4.3 Confidence
2.	22/06	4.4 Arousal 4.5 Attention/ concentration	Futsal: Skill Development	Futsal; Skill Development	4.6 Team Dynamics 4.11 Team Cohesion Dynamics
3.	13/07	4.9 Mental Rehearsal 4.8 Goal Setting	Futsal; Small sided Games	Futsal; Small sided Games	4.10 Affirmations 4.14 Positive Self-Talk
4.	20/07	4.7 Psychology Techniques for Performance	Futsal; 2v2	Futsal; 2v3	4.12 Pre-Competition Routines 4.13 Relaxation and energising tech
5.	27/07	4.16 Pre-Task Routines 4.17 Performance segmenting	Intra Class Match	Intra Class Match	Futsal; 3v2
6.	03/08	Futsal; Tactical awareness	Futsal; Game Strategies	Futsal; Skill development	Futsal; 3v2 – counterattack
7.	10/08	Futsal; Tactics and strategies	Teacher vs Yr 11 PE Class (Boys)	Yr 11 PE Class vs Year 9 FE Class (Girls)	Futsal; Post performance review

8.	24/08	How to write assignment	Write Draft	Write Draft	Draft Due
9.	31/08	ISMG explanation	Assignment Writing	Assignment Writing	Assessment Due
Assessment		Investigation Report		Physical Activity	
Timing/ Conditions		1500-2000 words		Individual-	
Resources used		Computer lab, Classroom, Textbook – Oxford Senior PE, Phones, GoPro, Ipad			

Year Level Subject

Fiqh (Islamic jurisprudence)
 Hadith (Prophetic Traditions and sayings)
 Sirah /Tareekh (Islamic History)

Overview of topics to be covered

Week	Theory	Quran recitation	Memorisation Surah and Dua
1	Unit E Chapter 1 – As Sunnah The prophets way	Tanzil.net Pg 370	Al-Waqiah Revision
2	Unit E Chapter 2 – The basics of Uloomul hadith	Tanzil.net Pg 371	Al-Waqiah Revision
3	Unit E Chapter 3 - Recording of Hadith	Tanzil.net Pg 372	Al-Waqiah Revision
4	Unit E Chapter 4 – Major books of hadith(P1 &2)	Tanzil.net Pg 373	Al-Waqiah Revision
5	Unit E Chapter 4 – Major books of hadith(P1 &2)	Tanzil.net Pg 374	Al-Waqiah Revision
6	Unit E Chapter 4 – Major books of hadith(P1 &2)	Tanzil.net Pg 375	Al-Waqiah Revision
7	Unit D Chapter 1 Ghazwat Tabook	Tanzil.net Pg 376	Al-Waqiah Revision
8	Unit D Chapter 2 The story of the 3 who missed Tabook	Tanzil.net Pg 377	Al-Waqiah Revision
9	Unit D Chapter 2 The story of the 3 who missed Tabook	Tanzil.net Pg 378	Al-Waqiah Revision
10	Unit D Chapter 2 The story of the 3 who missed Tabook	Tanzil.net Pg 379	Al-Waqiah Revision

Assessment	Summative written assessment	Oral assessment	Oral assessment
Timing	2 Lessons per week 50 minutes per lesson	1 Lessons per week 50 minutes per lesson	1 Lessons per week 50 minutes per lesson
Resources used	Learning Islam 3 Supporting videos Supplementary notes.	tanzil.net	Quran mushaf Essential duas in the life of a Muslim

Overview of topics to be covered

Students will optimise a given database and use programming skills to write procedural text-based code to generate a solution that interacts with an existing database via structured query language (SQL). Students will plan, develop and generate the interface and code to enable the user to insert, update, retrieve and delete data using an existing database via SQL. Students are required to understand the structure of a database, along with how primary and foreign keys and data types affect the performance of the database. Students will evaluate the security, privacy and ethical effects of storing data in databases from individual, organisational and government perspectives.

WEEK	Student Learning
1 & 2	Understand the nature of data-driven problems analyse problems associated with data insertion, including variations in data formats, data structures, validation rules and data requirements. Recognise data types, constraints, and primary and foreign keys. Recognise and describe useability principles including accessibility, effectiveness, safety, utility and learnability.
3 & 4	Symbolise the links between external entities, data sources, data flow, processes and data storage in annotated context diagrams or data flow diagrams. Recognising and using algorithmic steps as pseudocode. Understand and use the basic constructs of an algorithm including assignment, sequence, selection, condition, iteration and modularisation
5	Recognise the personal, social and economic impacts of storing data in databases for individuals, organisations and governments. Understand the difference between data, information and wisdom. Understand SQL syntax and use SQL statements to solve a problem. That simple algorithms consist of input, process and output at various stages that data is organised in tabular form and the skills and knowledge used to normalise and link tables together. Reasons and methods of database structure modification to third normal form (3NF).
6	Interpret the structure of a database represented by a relational schema (RS) to determine the relationship between data. Explain data principles including, acquisition organisation, representation, integrity, anomalies, redundancy and security. Explain the difference between data validation and data verification, referential integrity, normalisation and third normal form, relational database management system the difference between primary key and foreign key relations (tables) including rows; columns; primary, secondary and foreign keys; nulls; and views within a database management system.
7, 8 & 9	Identify the prescribed and self-determined criteria to plan the user interface and programmed components of proposed solutions. Evaluate data quality using the prescribed criteria of accuracy and completeness. Evaluate the prototype digital solution against prescribed and self-determined criteria. Generate SQL SELECT statements, including WHERE, GROUP BY, HAVING, ORDER BY, COUNT, MIN, MAX, AVG, IN, inner-joins and sub-queries to retrieve appropriate data from existing databases SQL CREATE, INSERT, UPDATE and DELETE statements to create database tables and views, and modify stored data. Hand in FA3 task – week 10 Monday.
10	Revise material for mock exam Term 4.

Assessment	Multi-modal response
Timing	Multi-modal task (FA3) week 10 – Monday
Resources used	Computer, Office 365, Internet access and Stimulus (technical proposal)

Overview of topics to be covered:

Unit 2 – Topic 1: Explore — client needs and wants Topic 2: Develop — design
 Students are to design alternative accommodation that is affordable, accessible and convenient. The design should be safe secure and comfortable and offer a range of technologies for the “connected” traveller. Aimed at a budget market the pod should provide convenience rather than luxuries. The booking of pods should be facilitated by an App, enabling instant feedback payment and access. Any digital design, signage and identification applied to the pod should be formatted to enable communication to different nationalities.

Week	Student Learning
1.	Introduction to Design Technologies <ul style="list-style-type: none"> - Outline for Term – assessment policy - Class expectations, Folio & project (Authentication process) Analyse Chapter 9 <ul style="list-style-type: none"> - Investigate the input that a client may have in the initiation of the design process. - Analyse the content of the brief to identify the factors that influence design content - Revisit – divergent thinking evidence
2.	Analyse Chapter 7-15-17 <ul style="list-style-type: none"> - Collect & analyse a range of designs that show the influence of factors on the designer’s decision-making, convergent & divergent thinking skills - Chapter 1
3.	Investigate Chapter 15 <ul style="list-style-type: none"> - How design styles have influenced changes in the economy, society and culture. - Write about how the design has successfully approached and addressed the factors - Checkpoint - Evidence of typically, divergent thinking skills
4.	Think & draw - Chapter 8-9 <ul style="list-style-type: none"> - Use thinking skills and schematics drawings to identify the client needs and note initial ideas and directions
5.	Writing - Chapter 12 <ul style="list-style-type: none"> - Establish the design criteria that your final design will meet - checkpoint Draft due
6.	Writing Chapter 9 <ul style="list-style-type: none"> - Using the design brief that your teacher gave you, flesh out the details and include information established during your research and note the design criteria
7.	Physical Low-Fidelity prototype Chapter 4 -5 <ul style="list-style-type: none"> - shaping and forming - An establish design criteria that your final design will meet.
8.	Digital Low-Fidelity prototype Chapter 4 <ul style="list-style-type: none"> - assemble product - Finishes
9.	Final creature model/figure due Folio and product due <ul style="list-style-type: none"> - Evaluation/ Reflection of their design - Yr. 11Ai 2.2 short answer response assessment
10.	Evaluation/ Reflection of their design Chapter 1

Resources	Reference book “Nelsons Design” QCE Unit 1-4 How to start inventing things and get to market https://articles.bplans.com/the-ultimate-inventors-guide-to-inventing-things/ The Principles Of Good Design HTTPS://GOOD-DESIGN.ORG/GOOD-DESIGN-AWARDS/CATEGORIES-CRITERIA/
Assessment	Project + short answer response assessment + low Fidelity prototype

YEAR 11 BUSINESS OUTLINE TERM 3. 2021

Overview of topics to be covered

In this topic, students investigate concepts, processes and strategies to manage human resources and to finance a start-up business. The case study provides opportunity for students to analyse, interpret and evaluate the marketing and financial strategies for a new franchisee at the start-up stage of the business life cycle.

WEEK	Learning Intention
1.	<ul style="list-style-type: none"> ● Topic 1: Establishment of a business (Chapter 6) - Financing a Business by examining financial objective ● Evaluate macro- environmental factors influencing financing of a start-up business, Sources of Finance (Equity and Debt finance) ● Explain the relationship retained profit and strategic planning
2.	<ul style="list-style-type: none"> ● Chapter 7- Explain - the stages of the employment cycle, including acquisition, development, maintenance and separation ● Explain the role of - job design and recruitment in the strategic planning of a start-up business, including emerging recruitment and selection techniques (digital platforms)
3.	<ul style="list-style-type: none"> ● Investigation – Business Report Issued - Explain the relationship between human resources objectives and the achievement of business goals in the start-up stage ● Select data and information relating to recruitment (e.g. position descriptions, role specifications, position advertisements, statistics on unemployment and skills shortages) for a start-up business to analyse the strengths, weaknesses, opportunities and threats (SWOT analysis)
4.	<ul style="list-style-type: none"> ● Investigation – Business Report- Evaluate - two alternative employment acquisition strategies for a business in the start-up stage to make a decision and recommendation using criteria. ● ‘Understanding recruitment: How to hire staff for your business’ and ‘HR management system for time-poor small business owners’ - create paragraph responses explaining the role and importance of job design and selecting appropriate HRM strategies in a start-up business.
5.	<ul style="list-style-type: none"> ● Investigation – Business Report- ● Investigate existing and emerging recruitment and selection techniques (digital platforms) that support HR, e.g. Seek, LinkedIn, Found - explain why different recruitment and selection techniques are emerging and speculate about what
6.	<ul style="list-style-type: none"> ● Investigation – Business Report- ● Explain the planning, organising, leading and controlling (POLC) responsibilities of a manager in the start-up stage ● Separation and maintenance of employees.
7.	<ul style="list-style-type: none"> ● Investigation – Business Report Due (Mon) ● Topic 2: Entering market- Describe the legislative factors affecting market entry of a business ● Explain the evolution of marketing to understand the varying strategies businesses use and how they aim to influence consumer buying behaviour.

8.	<ul style="list-style-type: none"> • Explain - marketing objectives in relation to the growth stage, including sales, market share and brand awareness - target market and market segmentation - 'total product concept', including tangible and intangible aspects • Explain the role of - market research - sales forecasting • Select data and information relating to consumer buying behaviour and sales to analyse customer power interest (power interest grid) • Interpret the relationships, patterns and trends in the customer power interest grid to draw conclusions about the implications of marketing mix
9.	<ul style="list-style-type: none"> • Evaluate marketing strategies used by a business in the growth stage to make a decision or recommendation using criteria • Entering markets — Entering markets case study will provide data and information relating to a business (not including a franchise) in the growth stage of the business life cycle and that represents any of the following: <ul style="list-style-type: none"> • small business to medium business • digital business • local or national business • describe business facts and characteristics for the case study business, including - the position in the business life cycle - operating environmental factors - target market - total product concept.
10.	<ul style="list-style-type: none"> • Explain the marketing mix implemented by the case study business, e.g. price, product, place and promotion • Analyse strengths, weaknesses, opportunities and threat of the environmental factors for the case study business • Interpret the relationships and patterns in the SWOT analysis and draw conclusions about the implications of market entry
ASSESSMENT	Investigation- Business Report (4 weeks)