



ISLAMIC COLLEGE
OF BRISBANE

Seek Knowledge



YEAR 12 SUBJECT OVERVIEWS TERM 3, 2021

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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
Geography
Business
Accounting
Health
Physical Education
Islamic Studies
Digital Solutions

English General

12

Year Level Subject

Overview of topics to be covered

Unit 4.2 – Critical Response to Text (Hamlet)

WEEK	Student Learning
1	Revise reading and viewing from previous term Organise summary notes.
2	Continue reading and summary. Consider development of plot, characters and themes. Add to quote glossary.
3	Complete reading and summary. Consider development of plot, characters and themes.
4	In-depth study of setting, plot and character development
5	In-depth study of theme. Planning response to theme.
6	Explore academic criticisms of Hamlet. Discuss and debate responses.
7	Revise knowledge and application of writing an analytical response through exploring each criteria objective.
8	Produce a critical response to Hamlet. Practice exam condition.
9	Receive and understand feedback of mock exam task. Consider aspects that require improvement.
10	Revise concepts of unit. Provide plan for independent study.

Assessment	Mock exam
Timing	Week 8
Resources used	<i>Hamlet</i> by William Shakespeare

Topics:
Unit-4 Graphs, Chance and Loans

WEEK	Student Learning
1	<p>Chapter-13 Reducing balance loans</p> <ul style="list-style-type: none"> - Effect of interest rate and repayment amount on reducing balance loans - Assignment time
2	<p>Chapter-9 Cartesian Plane</p> <ul style="list-style-type: none"> - Plotting points on a cartesian plane - Generating table of values for linear functions - Assignment time
3	<p>Chapter-9 Cartesian Plane</p> <ul style="list-style-type: none"> - Graphing Linear functions - Assignment time <p>Chapter-10 Scatterplots and Line of best fit</p> <ul style="list-style-type: none"> - Interpreting scatterplots - Assignment time
4	<p>Chapter-10 Scatterplots and Line of best fit</p> <ul style="list-style-type: none"> - Interpreting scatterplots - The line of best fit - Making predictions using a line of best fit - Assignment time
5	<p>Chapter-10 Scatterplots and Line of best fit</p> <ul style="list-style-type: none"> - Interpreting scatterplots - The line of best fit - Making predictions using a line of best fit - Assignment time
6	<p>Chapter-11 Simulations and Simple Probability</p> <ul style="list-style-type: none"> - Theoretical Probability and sample space - Multistage experiments - <i>Assignment due Monday Week 6</i>
7	<p>Chapter-11 Simulations and Simple Probability</p> <ul style="list-style-type: none"> - Multistage experiments - Relative frequency and Simulations- - Revision
8	Revision
9	Revision
10	Revision/ IA4 Exam
Assessment	Assignment given out Week 1 Monday/Assignment due Week 6 Monday IA4 in Week 10
Timing	<ul style="list-style-type: none"> - 5 week assignment (IA3) - IA4 – 60 min exam + 5 min perusal
Resources used	Maths Quest 12 – Essential Mathematics

Year Level

12

Subject

General Mathematics – T3

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

Assessment	Term 3, 2020 – Supervised Written Exam (week 5) Mock exams
Resources used	Jacaranda Math Quest General Mathematics 12

Year Level 12

Subject Mathematical Methods – T3

Overview

Unit 4: Further functions and statistics

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

T3 Week	Subject matter
1	<ul style="list-style-type: none">• Applications of the normal distribution
2	<ul style="list-style-type: none">• Sample statistics• The distribution of sample proportion (\hat{p})
3	<ul style="list-style-type: none">• Confidence intervals• Review unit 4
4	<ul style="list-style-type: none">• Review unit 4
5	<ul style="list-style-type: none">• IA3 – Thursday, 12th August• Review of units 3 & 4
6	<ul style="list-style-type: none">• Review of units 3 & 4
7	<ul style="list-style-type: none">• Review of units 3 & 4
8	<ul style="list-style-type: none">• Review of units 3 & 4
9	<ul style="list-style-type: none">• Review of units 3 & 4
10	<ul style="list-style-type: none">• Review of units 3 & 4

Overview of topics to be covered:

This unit introduces students to heredity and continuity of life and the definitions of the key words related to the topic. It Defines the terms evolution, microevolution and macroevolution, determine episodes of evolutionary radiation and mass extinctions from an evolutionary timescale of life on Earth, interpret data to reveal phylogenetic

Week	Topic	Student Learning
1	Chapter 13 The concept of evolution IA3	<p><i>Students select claim and develop research question</i></p> <ul style="list-style-type: none"> Define the terms evolution, microevolution and macroevolution. Determine episodes of evolutionary radiation and mass extinctions from an evolutionary timescale of life on Earth (approximately 3.5 billion years). Interpret data (i.e. degree of DNA similarity) to reveal phylogenetic relationships with an understanding that comparative genomics involves the comparison of genomic features to provide evidence for the theory of evolution. <p><i>Students identify sources and conduct research</i></p>
2	Chapter 13 The concept of evolution IA3	<ul style="list-style-type: none"> Recognise natural selection occurs when the pressures of the environmental selection confer a selective advantage on a specific phenotype to enhance its survival (viability) and reproduction (fecundity). Identify that the selection of allele frequency in a gene pool can be positive or negative. <p><i>Students analyse and evaluate evidence</i></p>
3	Chapter 14 Natural selection and microevolution IA3 – draft due	<ul style="list-style-type: none"> Interpret data and describe the three main types of phenotypic selection: stabilising, directional and disruptive Explain how populations with reduced genetic diversity (i.e. those affected by population bottlenecks) face an increased rate of extinction. Explain microevolutionary change through the main processes of mutation, gene flow and genetic drift.
4	Chapter 15 Speciation and macroevolution IA3 - final submission	<ul style="list-style-type: none"> Recall that speciation and macroevolutionary change result from an accumulation of microevolutionary changes over time. Identify that diversification between species can follow one of four patterns: divergent, convergent, parallel and coevolution Describe the modes of speciation: allopatric, sympatric, parapatric.

5	Chapter 15 Speciation and macroevolution	<ul style="list-style-type: none"> • Understand that the differential mechanisms of isolation – geographic (including environmental disasters, habitat fragmentation), reproductive, spatial and temporal – influence gene flow. • Explain how populations with reduced genetic diversity (i.e. those affected by population bottlenecks) face an increased risk of extinction. • Interpret gene flow and allele frequency data from different populations in order to determine speciation
6		Revision
7		Revision
8		Mock exam
9		Mock exam
10		Revision
Assessment	IA3 Research Investigation	
Timing	10 hrs research time is given to students	
Resources	<ul style="list-style-type: none"> • Textbook: Biology for Qld An Australian Perspective • Online resources • Worksheets • Video clips 	

12 Physics, Term 3 2021

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

Introduction to Redox chemistry – The role of oxidation and reduction in chemical reactions

Volumetric Analysis - Redox titrations; Equilibrium – Equilibrium constants

Analytical Techniques – methods for investigating chemical nature of substances

Overview of topics to be covered

WEEK	Student Learning
1. Redox chemistry	IA2 3.1 Introduction; 3.2 Redox reactions; questions 3.1
2. Redox chemistry	3.3 Reactivity...; Activities 3.1-3.3; 3.4. Returning to reactivity; questions 3.2, 3.3;
3. Redox chemistry; VA	3.5 Oxidation states; 3.6 Combustion; Chapter review; 4.5 Redox titrations, questions 4.4
4. Analytical Techniques	7 Chapter Review; 8.1, Introduction 8.2 Mass Spectrometry, 8.3 X-ray crystallography.
5. Analytical Techniques	8.5 IR spectroscopy; Chromatography; Electrophoresis
6. Analytical Techniques;	8.7 Combining Techniques; 8 Chapter review
7.	Revision
8.	Revision; mock exam
9.	Revision
10.	Revision

ERT

Assessment	Exam in term 4
Timing	2-3 weeks per unit
Resources used	Text book; web sites for research; Lab equipment for practicals

YEAR 12 MODERN HISTORY

TERM 3 2021 SUBJECT OUTLINE

Unit 4: International Experiences in the Modern World

In Unit 4, students form their own knowledge and understanding about international experiences that have emerged in the Modern World. The international experiences examined may include responses to cultural, economic, ideological, political, religious, military or other challenges that have gone beyond national borders. They consist of situations where, for example, two or more nations or regional groups: come into conflict with each other (directly or via proxies); form a common union, treaty or commerce-based arrangement; engage with a subnational or transnational organisation; experience the effects of a global or regional trend. Students apply historical concepts and historical skills to explore the nature, origins, development, legacies and contemporary significance of these international experiences within selected historical contexts.

WEEK	LEARNING INTENTION
1	Radicalisation of young people: Understand reasons why young people become radicalised and Identify strategies to prevent radicalism Textbook pages 536-549
2	Concluding Study: <ul style="list-style-type: none"> • Determine if liberties have been destroyed in the pursuit of security from terrorism. • Understand how historians and other academics continue to discuss Terrorism. • Revise definition of terrorism. Textbook pages 550-557
3	Begin Unit 4, Topic 1: Australian engagement with Asia since 1945 Contextual study: <ul style="list-style-type: none"> • Identify myths surrounding the Vietnam War • Explain Australia's relationship with Asia between 1901 and 1970 • Describe origins of Cold War conflict and its impacts on Asia Textbook pages 404-413 IA3 Draft Due Monday 26/07/2021
4	Understand Australia's commitment to the Vietnam War and explain the causes of the Vietnam War Textbook pages 414-425 IA3 Due Friday 06/08/2021
5	Analyse responses to Australia's commitment in the Vietnam War <ul style="list-style-type: none"> • Explain public and political responses to Australia's involvement in the Vietnam War • Analyse historical interpretations of why Australia became involved in the Vietnam War Textbook pages 426-435
6	Identify reasons for Australia's withdrawal from the Vietnam War <ul style="list-style-type: none"> • Analyse the role of public opinion in Australia's withdrawal from the Vietnam War • Explain reasons for the USA's withdrawal from Vietnam Textbook pages 436-445
7	Overview of the end of the Vietnam War <ul style="list-style-type: none"> • Identify significance of the Vietnam War • Evaluate the effects of Australia's involvement in the Vietnam War Textbook pages 448-449
8	Concluding Study <ul style="list-style-type: none"> • Understand the legacy of the Vietnam War in relation to the Long Tan Cross, Veterans, etc. • Analyse contemporary attitudes towards conscription • Explain post-war Vietnamese migration to Australia Textbook pages 450-453
9	Revision for external exam
10	Revision for external exam

ASSESSMENT	IA3: Investigation — historical essay based on research (1500-2000 words)
RESOURCES	Cambridge Senior Modern History for Queensland Online resources

Year Level: Year 12

Subject: Geography

Topic 2: Global population change

Students explain the geographical processes that result in patterns and trends in global populations and how these changes have been represented over time using models. They recognise the spatial patterns of population distributions and the implications for people and places. Students investigate the demographic and geographic processes that have resulted in the movements of people across the world and the impacts for places of origin and places of destination. Students conduct a case study to understand variations in the global characteristics of population distributions and the implications of these transitions on places and for people. Through their investigation, students develop empathy for and understanding of the reasons people move and the challenges this poses for communities.

Week	Learning Intention
1	Work on IA3
2	Work on IA3
3	IA3 draft due 28th July
4	IA 3 Final Due Friday 6th August Module 1: Describe global population characteristics, focusing on demographic concepts of the rate of natural change, including birth rate, death rate, infant mortality rate, fertility rate, life expectancy and age/sex structure Module 2: Explain the demographic processes that cause variations in the spatial distributions of global population characteristics, including population momentum Module 3: Describe changes in world population distribution, including internal and international migration since the 1700s, and the projected changes in the 21st century
5	Module 4: Explain how population trends and characteristics have been described over time using models (e.g. Demographic Transition Model; Rostow’s Stages of Growth Model; Wallerstein’s World-Systems theory) and decide whether these are still applicable to describe contemporary and projected population changes Module 5: Recognise current population growth, distribution and density and represent global population patterns in maps, using spatial technologies and identify relationships and implications for people Analyse geographic data represented in maps and graphs to infer how the patterns and trends represent specific challenges at global and regional scales Module 6: Explain the causes of internal migrations, both forced and voluntary, as a result of human factors (including social, cultural, political and economic factors such as conflict, labour supply and demand, family reunion, religious or cultural persecution, poverty, food security, governance) and/or geographical and environmental processes (e.g. large-scale flooding or drought, ecological breakdown)
6	Module 7: Conduct a case study to identify the impacts on places of origin (e.g. declining populations, gender imbalance, employment opportunities, decline in agricultural production) and places of destination (e.g. urbanisation, ghettoisation, resource availability) as a result of internal or international migrations, for a place in the developing world. As part of this case study, students should <ul style="list-style-type: none"> ○ explain the geographical processes that have resulted in migration (internal and/or international) to the place under investigation ○ manipulate, adapt and transform data, using spatial and information and communication technologies to represent and describe the geographic patterns and trends in population flows for the place under investigation ○ analyse data and information to explain the changing characteristics of populations for the place under investigation as a result of migration (internal and/or international), e.g. population growth rates and population density, and the changing characteristics of the place/places of origin, e.g. declining populations, change age/sex structure ○ apply geographical understanding by extrapolating from their analysis to identify the impacts on places of origin (e.g. workforce structure, population momentum) and the impacts on the place of destination (e.g. ghettoisation, urbanisation, cultural and ethnic diversity) being investigated ○ identify and describe current or future responses (e.g. national or regional strategies and initiatives, non-government responses, international or governmental agreements) ○ communicate understanding of the impacts of population change on places of origin and places of destination and the challenge of sustainable responses.
7 - 10	Practice External Exam Monday and Wednesday in Week 7 and Mock Exam for all subjects in Week 10
Resources	Textbook and other resources upload to Teams ArcGIS Online by Esri
Assessment	IA3 Due on 6 th August, Practice and Mock External Exams in Week 7 and 10

Year Level Subject

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.	Feasibility Report – (Issued Assignment Mon). Unit 4- Topic 1 : Repositioning a business Functional and Sustainable Repositioning- Market repositioning , rebranding and changing promotional strategies. Human Resources repositioning. Textbook pp 233-249
2.	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
3	Feasibility Report- Analyse the business situation of using analytical tools (SWOT , STEEPLE & Porter's Five Forces. Repositioning strategies in relation to the criteria of competitiveness, effectiveness and stakeholder satisfaction
4.	Feasibility Report- Assignment work (Whole week)
5.	Feasibility Report-Assignment Due (Mon). Unit 4- Topic 2- Transformation of a business- Change management- concept of change, internal & external influences, vision for change and strategic planning. Textbook pp 275-289
6.	Theories and models of change – Lewin's change theory and model, Kotter's change management. Textbook pp 289-297
7.	<ul style="list-style-type: none"> Explain the relationship between - drivers of change and transformation or renewal 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 Explain – force-field analysis – the theories and models of change management, including Lewin and Kotter
8.	<ul style="list-style-type: none"> (Mock Exam Week) Explain the relationship between – change management theories, including Lewin and Kotter, and business transformation – force-field analysis and change management. Select data and information relating to – drivers of change to analyse the business situation using a SWOT analysis. 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
9.	<ul style="list-style-type: none"> Mock Exam Ends (Wednesday) Explain - leadership and management strategies for overcoming resistance to change, including communication, participation, negotiation, manipulation and threat - performance management Explain the role of - performance management when transforming a business, including outcomes of redundancy, retraining and development in renewal
	<ul style="list-style-type: none"> Explain the relationship between - the strategies for overcoming resistance to change and human resources management - strategic planning and vision for change management.
10.	<ul style="list-style-type: none"> Explain the role of - consultants and professional services assisting management for a business in the post-maturity stage Analyse the strengths, weaknesses, opportunities and threats (SWOT analysis) of a business that has undertaken change management 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
ASSESSMENT	External Assessment (Combination Response 25%)

Year Level: Year 12
Subject: Accounting
Term 3 Subject Outline 2021

OVERVIEW OF THE TOPICS

1. Cash Management
2. Complete Accounting Process for a Trading GST Business.
3. Performance analysis of companies.

WEEK	LEARNING INTENTION
1.	Use MYOB to record transactions for the whole accounting process, record balance day adjustments, prepare a bank reconciliation, generate reports, roll over to a new financial year and record reversing entries. Hand out 1A3 on Friday.
2.	Work on IA3 (140mins) Eid Holiday (Tue & Wed).
3.	Work on IA3 (185mins)
4.	Work on IA3 (95mins) IA Draft business report due-Friday Aug 6. Explain the complete accounting process and prepare accounting records from source documents to the trial balance.
5.	Wed-Ekka holiday Prepare accounting records and reports, including all balance day adjustments; fully classified financial statements. Solve accounting problems using reconstructed accounts if necessary. IA3 due on Friday-Aug 13.
6.	Types and formation of companies. Types of shares. Shareholders' equity for companies. Company accounts.
7.	Final financial reports for external use. Comparison of internal and external reports. Analysis and interpretation of company reports.
8.	Revision for mock exam.
9.	Mock exam
10.	Revision for external exam.
RESOURCES	
<ul style="list-style-type: none"> • Accounting textbook. • MYOB -Accounting software • EA 2021 Exam paper • Mock exams 	
ASSESSMENT	
<ul style="list-style-type: none"> • IA3-Cash budget (4 weeks including 7 hours class time). • Mock exam 	

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	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> -critique the characteristics of the post-schooling transition and emerging adulthood <ul style="list-style-type: none"> — identity exploration, possibilities, feeling in between, self-focus and instability
8	<ul style="list-style-type: none"> -critique the characteristics of the post-schooling transition and emerging adulthood <ul style="list-style-type: none"> — identity exploration, possibilities, feeling in between, self-focus and instability
9	<ul style="list-style-type: none"> 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
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Questions	Comments in posts @davidtrickett in Microsoft teams and via email dtrickett@icb.qld.edu.au
Timing of lessons	11am-11:50am Tuesday, 1:30-2:20pm Wednesday, 9:30am-10:20am Thursday, 11am- 11:50 am Friday.
Resources used	Powerpoints, posted readings, Microsoft teams, Comments, Recorded video posts
Assessment	Analytical Exposition

Sport / Theory

Students are provided opportunities to access the curriculum for theory and practical sides from home. Theory will follow energy systems and the practical components of training to improve their Athletics event [400m sprint] **Blue= Theory** **Yellow=Integration** **Pink= practical** **Orange= Assessment**

Term 3**Physical Education****12**

Year Level Subject Term

WEEK	Monday	Tuesday	Thursday	Friday
1.	4.5 Role of oxygen in performance	4.5B Skill Drill	TLAP- using tech to gather primary data	4.5 Lactate threshold
2.	4.5 Skill Drill	TLAP- watch video of event and answer Qs	4.6 Training requirements	4.7 Training zones
3.	4.8 Principles of training	4.9A Continuous training- tempo	4.9B Fartlek training	4.9C Resistance training- iso
4.	4.9C Resistance training- plyo	4.9D Interval training- HIIT	4.9E Flexibility training- dynamic + static	4.9F Circuit training
5.	4.10 Fatigue and recovery training	4.11 Theory of periodisation	4.11 Meso, Macro, Micro	4.12 Developing a training program
6.	4.12 Training objectives	Catering a training program	4.13 Developing a training plan	4.13 Skill drill
7.	Create training program	Implement training	Implement training	Implement training
8.	Implement training	Implement training	Implement training	Implement training
9.	4.14 Folio prep	Folio design	Folio design	Folio design
10.	Folio design	Folio design	Folio design	Folio design

Assessment	Investigation- Report	Physical Activity	
Timing/ Conditions	9-11 minutes/ Individual	Athletics	Track
Resources used	Computer lab, Classroom, Textbook – Oxford Senior PE Phones, GoPro, Ipad, stopwatch, heartrate monitor	100m, 200m, 400m track	

Twelve

Islamic Studies

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	Islam and evolution	Tanzil.net Pg 245	Revision of key surahs and duas
2	Islamic will and inheritance	Tanzil.net Pg 246	Revision of key surahs and duas
3	Aspects on halaal food and consumption	Tanzil.net Pg 247	Revision of key surahs and duas
4	The Fiqh of marriage	Tanzil.net Pg 248	Revision of key surahs and duas
5	The Fiqh of marriage Rights and Obligations	Tanzil.net Pg 249	Revision of key surahs and duas
6	Islamic perspective on LGBTQi	Tanzil.net Pg 250	Revision of key surahs and duas
7	Islamic studies assessment	Tanzil.net Pg 251	Revision of key surahs and duas
8	Mock Exams	Tanzil.net Pg 252	Revision of key surahs and duas
9	Mock Exams	Tanzil.net Pg 253	Revision of key surahs and duas
10	Miscellaneous contemporary topics	Tanzil.net Pg 254	Revision of key surahs and duas

Assessment	Summative written assessment	Oral assessment	Oral assessment
Timing	2 Lessons per week 45/50 minutes per lesson	1 Lessons per week 45/50 minutes per lesson	1 Lessons per week 45/50 minutes per lesson
Resources used	Powerpoint presentations Supporting videos Supplementary notes.	www.tanzil.net	Quran mushaf Essential duas in the life of a Muslim

Overview of topics to be covered

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 3
Timing	Mock exams
Resources used	Computer, Office 365, Internet access and DS book