



ISLAMIC COLLEGE
OF BRISBANE

Seek Knowledge



YEAR 11 SUBJECT OVERVIEWS TERM 1, 2024

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.

Contents

Islamic	English
Essential English	General Maths
Essential Maths	Maths Methods
Biology	Chemistry
Physics	Psychology
Physical Education	Sports and Recreation
Health	Accounting
Business	Legal Studies
Modern History	Design
Digital Solutions	Visual Arts

Year Level	Year 11	Subject	Islamic Studies
Unit Topics	Al-Qadr (Predestination / Divine decree), Sawm (Fasting)		
Assessment Tasks and Dates	N/A		

Week	Learning Intention
1	Unit A Chapter 1 Allah controls the world Unit 1.5 Conscious or coerced: Divine decree in Islam Lesson 1
2	Unit A Chapter 1 Allah controls the world Unit 1.5 Conscious or coerced: Divine decree in Islam Lesson 1
3	Unit A Chapter 2 Only Allah gives life and death Unit 1.5 Conscious or coerced: Divine decree in Islam Lesson 2 & 3
4	Unit A Chapter 2 Only Allah gives life and death Unit 1.5 Conscious or coerced: Divine decree in Islam Lesson 2 and 3
5	Unit A Chapter 4 The prophet of Patience and thankfulness



6	Unit A Chapter 5 Patience and Perseverance Unit 2.1 Winning through sacrifice Lesson 1
7	Unit C Chapter 1 and 2 Ramadhan a month of blessing and Ahkam-us-Siyam Unit 2.1 Winning through sacrifice Lesson 2
8	Unit C Chapter 2 and 3 – Ahkaam-us-Siyaam Rules pertaining to fasting, Mubtilaat-us-Siyaam Unit 2.1 Winning through sacrifice Lesson 3
9	Unit C Chapter 3 Mubtilaat-us-Siyaam
10	Unit C Chapter 4 – Hajjatul Wadaa



Year Level	11	Subject	General English
Unit Topics	Unit 1 - Perspectives and Representations in Text		
Assessment Tasks and Dates	FA1 - Extended written response for a public audience (Start Week 6, Final ue Week 10)		

Week	Learning Intention
1	Introduction to Senior Syllabus and overview of assessment requirements Introduction to Unit 1: Understanding perspectives and representations in texts. Introduction to the background and context of 'The Crucible' by Arthur Miller to explore and interpret perspectives and representations in texts.
2	Read play Explore plot, characters, concepts and conflict
3	Read play Explore plot, characters, concepts and conflict
4	Read play Explore plot, characters, concepts and conflict
5	Examine how the play represents individual and community identities Interpret meaning through understanding themes. Notice of Task FA1
6	Examine perspectives and representations in the text for a public audience. Identify features for a successful task. Planning and researching for assessment.
7	Drafting of assessment.
8	Editdraft using feedback - evaluate features for a successful task



9	Assessment Task 1 – Extended writing text due. (Monday) Revision of perspectives and representations
10	Introduction of next phase of unit – perspectives in media texts



Year Level	11	Subject	Essential English
Unit Topics	Unit 1: Language that works		
Assessment Tasks and Dates	FA1 - Extended Persuasive Spoken		

Week	Learning Intention
1	<p>Define</p> <p>Brainstorm on relevant Global and local issues – present, past and future</p> <p>Link ideas to key concepts relevant to topic - work, study, family, independence, servitude, purpose/value of life/mindset.</p> <p>Assessment Task: FA1 – Persuasive spoken, virtual presentation, 4-6 minutes Due Week 8 -specific topic (Life Afterschool – Now what?) not given until Week 5</p> <p>Critical thinking and writing exercises to reinforce week 1 learning</p>
2	<p>Examine, understand and link</p> <p>Main issues/challenges identified in given texts (example of global and local issues that school leavers will face)</p> <p>Cause and effect (short and long-term) – negative and positive</p> <p>Link to human needs (dignity through self-efficacy and self-discipline) with persuasive language that inspires and motivates (why is it appealing, how does it persuade, how is it structured?)</p> <p>Critical thinking and writing exercises to reinforce week 2 learning.</p>
3	<p>Relate and connect to</p> <p>Life and future after school, what must we consider when entering life after school?</p> <p>Social, political, and historical context</p> <p>Mindset needed to prepare for the challenges of life after school – work, study, family, survival, independence, mindset etc.</p> <p>Appealing to a target audience, types of persuasive devices, structure of speech (hook, issue, position, call to action)</p> <p>Critical thinking and writing exercises to reinforce week 3 learning.</p>
4	<p>Explore, relate, and connect to</p> <p>Mindset and skills needed to deal with 21st Century challenges.</p> <p>Critical thinking and writing exercises to reinforce and develop week 4 learning.</p>
5	<p>Week 1 - Complete Week 1 checkpoint</p> <p>Notice of Assessment Task FA2 (CIA) – Planning</p>



	Break down assessment expectations, Research information, Written tasks for Week 1 checkpoint
6	Week 2 – Complete Week 2 checkpoint Organise Information for topic. Begin drafting process. Written tasks for week 2 checkpoint
7	Week 3 – Complete Week 3 checkpoint Submit draft. Use feedback to edit and adjust. Practice presentation of script. Written tasks for Week 3 checkpoint.
8	Assessment FA1 Submit completed presentation of recorded speech on Teams Submit script through Turnitin.
9	Examine prepared answers and collaborate on successful answers to example CIA questions. Answering questions for stimulus 1 (text) Answering questions for stimulus 2 (poster)
10	Individual practice to example FA 2 (CIA) questions – Holiday exercises Self-evaluation exercise on learning progress



Year Level	11	Subject	General Mathematics
Unit Topics	Unit 1 : Money, Measurements and Relations Topic 1 - Consumer arithmetic (ch. 1 & 2); Topic 2 - Shape and measurement (ch. 3 & 4)		
Assessment Tasks and Dates	Click or tap here to enter text.		

Week	Learning Intention
1	Rates and percentages; Wages; Earning Wages
2	Working overtime; Earnings commission and piece work; Payments - government allowances and piecework
3	Personal Budgets; Chapter review; Unit cost; Mark -ups and discounts
4	Goods and services tax; Profit and loss; Simple interest
5	Compound interest and inflation of costs; Exchange rates; Dividends
6	Assignment handed out (Due week 10) Pythagoras theorem in two dimensions
7	(First Lesson on Assignment) Pythagoras theorem in three dimensions; Perimeter and area I; Perimeter and area II
8	(Second lesson on Assignment) Volume and capacity; Surface area of three dimensional objects; Chapter review
9	(Third lesson on assignment) Similar figures and Scale factors Similarity of two-dimensional figures; Linear scale factors
10	(Assignment due) Scale drawings -maps and plans; Area and volume scale factors; Quiz Ch 4



Year Level	11	Subject	Essential Mathematics
Unit Topics	Unit 1: Number, data and graphs Topic 1: Representing data; Topic 2: Graphs; Topic 3: Number		
Assessment Tasks and Dates	Assignment given Week 3/Assignment due Week 8		

Week	Learning Intention
1	Representing data Types of data; Categorical data- Tables and graphs; Numerical data: frequency distribution table and Histogram
2	Dot plots, Stem and leaf plots; Measures of central tendency; Mean, Median and Mode
3	Outliers and their effect on data; Back-to-back stem and leaf plots Assignment given
4	Choosing appropriate data representations; Reading, Interpreting and Using graphs; Two-way tables
5	Line graphs, conversion graphs and step graphs; Column graphs and picture graphs
6	Graphs Determining the best graph for a data set; Using spread sheets; Graphs for continuous change and practical situations
7	Ratios Understanding ratios and fractions; Equivalent ratios and fractions; Dividing quantities in a given ratio
8	Scale values using ratios; Solving problems based on ratios Assignment due
9	Rates Understanding rates; Converting Units; Comparison of rates
10	Comparison of rates; Cost for Trades; Living costs: Food and Transport



Year Level	11	Subject	Mathematical Methods
Unit Topics	1: Arithmetic and geometric sequences and series 1; 2: Functions and graphs; 3: Counting and probability		
Assessment Tasks and Dates	Quizzes; Problem-solving and modelling task		

Week	Learning Intention
1	Topic 1: Arithmetic and geometric sequences and series 1 Arithmetic sequences: arithmetic sequences; the general form of an arithmetic sequence
2	the sum of an arithmetic sequence; applications of arithmetic sequences
3	Topic 2: Functions and graphs Functions: functions and relations; function notation
4	transformations; piecewise functions Review of quadratic: relationships; graphs of quadratic functions
5	solving quadratic equations with rational roots; factorising and solving quadratics over R; the discriminant; modelling with quadratic functions
6	Assessment 1 - Problem-solving and modelling task Powers and polynomials: polynomials; graphs of cubic polynomials
7	the factor and remainder theorems; solving cubic equations; cubic models and applications
8	Inverse proportions and Graphs of relations: the hyperbola; inverse proportion; the circle; the sideways parabola
9	Assessment 1 - Problem-solving and modelling task – due Topic 3: Counting and probability: fundamentals of probability; relative frequency; conditional probability
10	Independence; permutations and combinations; Pascal's triangle and binomial expansions



Year Level	11	Subject	Biology
Unit Topics	Unit 1 Cells and Multicellular Organisms		
Assessment Tasks and Dates	Wk 6 Data Test 60 minutes 10 minutes perusal		

Week	Learning Intention
1	<p>Chapter 1 Biology Induction Toolkit</p> <p>To develop the skills required to be successful in Biology</p> <p>Chapter 2 Chemical of life</p> <p>Recognise the requirements of all cells for survival</p> <p>Recognise that biochemical processes are controlled and regulated by a series of specific enzymes.</p> <p>Describe the structure and role of the active site of an enzyme.</p> <p>Explain how reaction rates of enzymes can be affected by factors including temperature, pH, the presence of inhibitors, and the concentrations of reactants and products.</p>
2	<p>Chapter 4 Cell function and energy</p> <p>Identify the following structures from an electron micrograph: chloroplast, mitochondria, rough endoplasmic reticulum, and lysosome.</p> <p>Compare the structure of prokaryotes and eukaryotes.</p>
3	<p>Chapter 4 Continued</p> <p>Cell function and energy Describe the structure of the cell membrane (including protein channels, phospholipids, cholesterol, and glycoproteins) based on the fluid mosaic phospholipid bilayer model. Describe how the cell membrane maintains relatively stable internal conditions via the passive movement (diffusion, osmosis) of some substances along a concentration gradient. Explain how the cell membrane maintains relatively stable internal conditions via the process of active transport of a named substance against a concentration gradient.</p>
4	<p>Chapter 5 Cell functions and Energy</p> <p>Recognise the requirements of all cells for survival, including energy sources (light or chemical). Demonstrate the relationship between the light-dependent reactions and light-independent reactions. Recognise that cellular respiration is an enzyme-controlled series of chemical reactions and that the reaction sequence known as aerobic respiration (glycolysis, Krebs cycle and electron transport chain) requires oxygen.</p>



	Analyse multiple modes (i.e. diagrams, schematics, images) of energy transfer.
5	Chapter 6 From Cell to Multicellular Organism Recognise that stem cells differentiate into specialised cells to form tissues and organs in multicellular organisms. Recognise that multicellular organisms have a hierarchical structural organisation of cells, tissues, organs, and systems.
6	Data test revision Data Test
7	Chapter 7 Transport and gas exchange in animals Explain the relationship between the structural features (large surface area, moist surface, one or two cells thick and surrounded by an extensive capillary system) and function of gaseous exchange surfaces (alveoli and gills) in terms of exchange of gases (oxygen, carbon dioxide). Explain how the structure and function of capillaries facilitates the exchange of materials (water, oxygen, carbon dioxide, ions, and nutrients) between the internal environment and cells. Use data presented as diagrams, schematics, and tables to predict the direction in which materials will be exchanged between alveoli and capillaries. Structure and function of capillaries and muscle tissue.
8	Chapter 8 Plant systems – gas exchange and transport Identify the characteristics of absorptive surfaces within the digestive system and relate to the structure and function of the villi. Describe the role of digestive enzymes (amylase, protease, and lipase) in chemical digestion.
9	Chapter 8 Continued Recognise the different types of nitrogenous wastes produced by the breakdown of proteins. Explain the function of each of the sections of the nephron and its function in the production of urine (glomerulus, Bowman's capsule, proximal and distal tubules, loop of Henle, and collecting tubule). Explain how glomerular filtration, selective reabsorption and secretion across nephron membranes contribute to the removal of waste.
10	Explain how the leaf facilitates gas exchange (oxygen, carbon dioxide and water vapour) in plants. Explain the relationship between photosynthesis and the main tissues of leaves (spongy and palisade mesophyll, epidermis, cuticle and vascular bundles). Describe the role of stomata and guard cells in controlling the movement of gases (oxygen, carbon dioxide and water vapour) in leaves.





Year Level	11	Subject	Chemistry
Unit Topics	Properties and structure of atoms - trends in the periodic table, atomic structure, analytical techniques and bonding; Chemical reactions - uncertainty and error in measurements; exo- and endothermic reactions		
Assessment Tasks and Dates	Data Test in term 2		

Week	Learning Intention
1	Ch. 2 Atomic Structure - Atomic model of nucleus and electrons; Nuclear symbol notation; Electron configurations of atoms and ions up to Z=36 including energies of different orbitals
2	Atomic Structure; Electron configuration; ch 4 Isotopes - Applying rules to write electron configurations up to Z=36; using orbital diagrams; recognising exceptions to e.c. rules; differences between isotopes
3	ch 1 Periodic Table and Trends - Structure of periodic table; analysing and explaining trends across period and down groups e.g. ionisation energies; trends in metallic and non-metallic behaviour
4	ch 8 Chemical reactions - Energy changes in chemical and physical changes; balancing chemical equations
5	ch 5 Analytical techniques - Mass spectrometry, flame tests and atomic absorption spectroscopy
6	Analytical techniques - Absorption and emission spectroscopy; interpretation and calculations from spectra.
7	ch 10 Measurement uncertainty and error - Precision v. accuracy; quantitative and qualitative results
8	Measurement uncertainty and error. ch 3 Introduction to bonding - Uncertainty in results; random errors. Effect of electron structure on properties and bonding; formation and structure of ions.
9	Introduction to bonding ch 7 Bonding and properties - Nature of bonds; formation of ionic compounds; Lewis structures; lone electron pairs. Properties of ionic compounds.





Year Level	Year 11	Subject	Physics
Unit Topics	Unit 1 Thermodynamics Unit 2 Nuclear Physics Unit 3 Electrical Energy		
Assessment Tasks and Dates	Week 5 - IA1 - Data Test		

Week	Learning Intention
1	A Review of Physics Toolkit: physical quantities, SI units, scientific notation, error and error analysis, procedure of physical student experiment and research investigation.
2	U1 Ch 1 - Heat and Temperature: to explain the kinetic particle model of matter; to define and distinguish between thermal energy, temperature, heat and internal energy; to show temperature in Kelvin
3	U1 Ch 2 - Specific Heat Capacity: to solve problems involving specific heat capacity and specific latent heat; to explain the process of two systems achieving thermal equilibrium and evaluate heat transfer
4	U1 Ch 2 - Student Experiment Week: INV 1.1 & INV 2.1 Practice of data test
5	IA1 - Data Test U1 Ch 3 - Energy in System: to explain and distinguish between three ways of heat transfer - conduction, convection and radiation
6	U2 Ch 4 - Nuclear Model and Stability: to explain the nuclear model of the atom; define mass defect and explain its relationship with the binding energy; to explain the nuclear stability of a nuclide
7	U2 Ch 5 - Radioactive Decay and Half-life: to explain radioactive decay in terms of stability; distinguish between alpha, beta and gamma decays; solve problems involving balancing nuclear equation
8	U2 Ch 5 - Radioactive Decay and Half-life: to solve problems involving decay series; to explain half-life and evaluate half-life using exponential decay law
9	U2 Ch 6 - Nuclear Energy: to define artificial transmutation; to define nuclear fission; to solve problems by analysing mass defect, binding energy and using Einstein's mass-energy equation





Year Level	11	Subject	Psychology
Unit Topics	UNIT 1 INDIVIDUAL DEVELOPMENT		
Assessment Tasks and Dates	FA1- data test (week 10)		

Week	Learning Intention
1	<ul style="list-style-type: none"> - Distinguish between psychology, psychiatry and social work - Explain the philosophical debates within psychology, including free will versus determinism, and nature versus nurture - Summarise the steps in the scientific method as used in all psychological research, including: <ul style="list-style-type: none"> - identify the research question - formulate a null hypothesis and an alternative hypothesis - design the method
2	<p>Summarise the steps in the scientific method as used in all psychological research, including:</p> <ul style="list-style-type: none"> - collect the data - process data, and analyse and evaluate evidence - report the findings
3	<p>Summarise the steps in the scientific method as used in all psychological research:</p> <ul style="list-style-type: none"> - interpret the data- statistical tests - report the findings. - Summarise the mind-versus-body problem, with reference to the Greek physician Claudius Galen and the French philosopher René Descartes
4	<ul style="list-style-type: none"> - Describe early brain investigative techniques including phrenology (Franz Gall in Sabbatini 1997) and brain experiments (Pierre Flourens; Wilder Penfield in Kumar & Yeragani 2011) - Explain how neuroimaging techniques can be used to enhance the understanding of brain-behaviour relationships, e.g. <ul style="list-style-type: none"> - positron emission tomography (PET) - magnetic resonance imaging (MRI) - functional magnetic resonance imaging (fMRI) - electroencephalogram (EEG) - Recognise the basic structure and function of the human nervous system, including the central (i.e. brain and spinal cord) and peripheral (i.e. somatic and autonomic) nervous systems



	<ul style="list-style-type: none"> - Construct a diagram of a neuron, including the axon, dendrites, the cell body and synapse - Distinguish between sensory, motor and interneurons
5	<ul style="list-style-type: none"> - Consider that the brain can be divided into a number of discrete areas, including the hindbrain, midbrain and forebrain - Understand the role of specific brain regions in localisation of function, including Broca's area, Wernicke's area and Geschwind's territory
6	<ul style="list-style-type: none"> - Construct a continuum of arousal, from sleep through to hyperarousal - Distinguish between selective and divided attention
7	<ul style="list-style-type: none"> - Explain how brain structures (i.e. hypothalamus) and hormones (i.e. melatonin) regulate and direct consciousness - Recall the techniques used to measure consciousness, including electroencephalography (EEG), electromyography (EMG), and electrooculography (EOG) - Describe the sleep-wake cycle, with reference to the stages of sleep, including rapid eye movement (REM) and non-rapid eye movement (NREM) sleep
8	<ul style="list-style-type: none"> - Describe the purpose of sleep by comparing the restoration and evolutionary theories - Summarise the changes in the sleep-wake cycle across the life span, including the sleep-wake shift (in Mary Carskadon 2011) in adolescence - Recognise the physical and psychological consequences of total and partial sleep deprivation, including effects on concentration and mood
9	<ul style="list-style-type: none"> - Compare common sleep disorders, including narcolepsy, sleep-onset insomnia, sleep apnoea and sleep walking
10	<ul style="list-style-type: none"> - Preparation for data tests - IA1 Data test (Tuesday)



Year Level	11	Subject	Physical Education
Unit Topics	In this unit, students will explore motor learning through and in physical activity. They will understand the approaches to investigating motor learning , types of practice, types of feedback and body and movement concepts. They will apply motor learning principles and concepts to practical scenarios. In the next unit, students will explore functional anatomy and biomechanics through and in physical activity. They will understand how parts of the body, function for optimal physical movement and will look at biomechanical concepts - force, motion, Newton's Laws and projectile motion in physical performances.		
Assessment Tasks and Dates	800-1000 word exam (2 hours). Demonstration of understanding and accurate application of motor learning concepts. Conducted in week six. 7-9 minute multimodal folio presentation. And incorporation of ICT skills. Assigned in week 7. Due in term 2.		

Week	Learning Intention
1	Introduction to Unit and Motor Learning - students will recognise and explain that motor learning is a discipling concerned with the learning of skilled movements through biophysical knowledge about neural, muscular and sensory systems, practice and feedback. Students will understand the various classifications of motor skills - fine and gross, open and closed, discrete, continuous and serial. They will recognise and explain characteristics of motor skill learning to improve movement consistency, stability, persistance and adaptability. Students will engage in activities that involve voluntary muscular movement to complete a predetermined task. They will complete physical activities to integrate their knowledge of motor learning skills with their practical application.
2	Cognitive Systems Approach - students will explore one of the two major approaches to investigating motor learning. They will understand that this traditional approach involves a hierarchical mode of control in which higher control centres pass command down to lower control centres. Students will apply these concepts and theories to physical movements in basketball.
3	Dynamic Systems Approach - students will explore the other approach to investigating motor learning where movements emerge or self organise through the dynamic interaction of the environment, the task being performed and the individual, rather than organised hierarchically. Students will investigate rate limites in relation to personal motor learning and performance in basketball.



4	Types of Practice - students will recognise and explain that repetitive practice of skills is necessary for optimal performance and can be classified into different types. They will have the opportunity to apply the different types of practice in relation to personal motor learning and performance in basketball, and the outcome it can have on physical performance.
5	Types of Feedback and Body and Movement Concepts - students will recognise and explain feedback in performance and the forms it can come in. They will apply different types of feedback in a performance setting of basketball. Students will identify the four body and movement concepts, and explore how body and movement concepts interact to develop specialised movement sequences and strategies for different physical activities. They will analyse performances to observe how motor learning concepts and principles can influence performance in basketball.
6	Exam Preparation and Assessment - students will revise motor learning concepts thus far, and complete their examination. Introduction to Unit and Functional Anatomy - students will recognise and explain what functional anatomy and develop an understanding of the structure and function of bones and joints in movement.
7	Assessment task assigned to students and scaffolded. Functional Anatomy - students will apply their knowledge by exploring the types of muscle contractions in physical performance settings. They will recognise reciprocal inhibition and how it functions for the body in physical activities.
8	Biomechanics, Forces and Assessment Development - students will define biomechanics and recognise that specialised movement sequences in physical activities are comprised of phases and sub-routines. Students will observe internal and external forces as interactions and apply force concepts to physical activities where motion is movement that is due to an application of forces. Students will gather primary data to form data for their assessment.
9	Motion, Newton's Laws and Assessment Development - students will recognise and explain biomechanical concepts of speed, velocity, displacement and acceleration. They will apply concepts of Newton's Laws to physical activities. Students will continue to gather data through performance for their assessment. Students will evaluate the impact of summation of forces on force production through physical activity.
10	Projectile Motion and Assessment Development - identify and explore the components of projectile motion - speed, angle and height of release - in a



physical activity. Students will evaluate the base of support and centre of gravity on performance through physical activity.



Year Level	11	Subject	Sport & Recreation
Unit Topics	Unit Option H: Fitness for Sport and Recreation - In this unit, students will explore the multi-dimensional concept of fitness, and investigate how the components of fitness can be enhanced through various training methods and principles. They will investigate, plan, perform, and evaluate training sessions targeted at enhancing fitness outcomes.		
Assessment Tasks and Dates	Assessment 1: Project - Investigation of what fitness entails, its various components, and the benefits of circuit training for fitness. Detailed circuit training session plan using the designated template. Implementation of the plan, guiding peers through their short circuit training session. Evaluation of the strengths and weaknesses of their training session using PIRFAM Framework - Assigned in Week 5, Draft due in Week 8, Final due in Week 10.		

Week	Learning Intention
1	<p>Unit Introduction - Fitness for Sport and Recreation - Define fitness and identify its main components, including body composition, muscular strength and endurance, agility, balance, coordination, and speed. Understand that fitness is multi-dimensional.</p> <p>Fitness testing - Perform activities and strategies to enhance outcomes in fitness for sport and recreation.</p>
2	<p>Fitness profiles - Understand and identify the components of fitness required for a particular sport or recreational activity.</p> <p>Identify factors influencing fitness outcomes, such as access to resources and community facilities, safety, roles and responsibilities in strength and conditioning, diversity, equity, inclusion, and economic factors.</p> <p>Fitness testing - Perform activities and strategies to enhance outcomes in fitness for sport and recreation.</p>
3	<p>Fitness tests - Explore various fitness tests to understand how to select the right test, the specificity of fitness tests, limitations of fitness tests, and interpreting results.</p> <p>Investigate related vocational pathways and employment opportunities in fitness across the school, sport, fitness and recreation sectors.</p> <p>Testing of various fitness components and anthropomorphic measurements such as wingspan, sitting length, leg length - Perform activities and strategies to enhance outcomes in fitness for sport and recreation.</p>



4	<p>Training principles - Understand training principles and concepts, including specificity, intensity, technique, progressive overload, warming up and cooling down.</p> <p>Introduction of the PIRFAM Framework for evaluation (Planning, Instructions, Relevance, Feedback, Adjustments, Motivation).</p> <p>Body weight/cardio exercises and speed/agility exercises - Perform activities and strategies to enhance outcomes in fitness for sport and recreation.</p>
5	<p>Assignment assigned - Understand the task requirements, timeline, available resources, and importance of submitting a draft to receive actionable teacher feedback. Class time provided to complete investigation and training session sections of assessment task.</p>
6	<p>Students implement their training session, setting up required equipment and guiding their peers through a circuit of body weight exercises such as burpees, lunges, and squats, including a warm-up and cool-down. Following the session, they note the overall success of the session and some strengths and weaknesses to aid with the evaluation aspect of the assessment task.</p>
7	<p>Students implement their training session, setting up required equipment and guiding their peers through a circuit of body weight exercises such as burpees, lunges, and squats, including a warm-up and cool-down. Following the session, they note the overall success of the session and some strengths and weaknesses to aid with the evaluation aspect of the assessment task.</p>
8	<p>Draft submission of assessment - Completion of the first draft of the assessment which should include an attempt to complete all sections of the assessment to a satisfactory extent. Any part of the assessment left blank by students can not obtain feedback.</p> <p>Ramadan - Engage in low-intensity games and recreational activities (optional)</p>
9	<p>Redrafting and editing of assessment based on the feedback provided by the teacher on draft submission.</p> <p>Ramadan - Engage in low-intensity games and recreational activities (optional)</p>
10	<p>Final assessment copy to be submitted to Class Teacher via TEAMS or Student Café.</p> <p>Ramadan - Engage in low-intensity games and recreational activities (optional)</p>



Year Level	11	Subject	Health
Unit Topics	Unit 1: Resilience as a personal health resource - Students are introduced to and explore the broad notion of health, focusing on resilience as a personal health resource. In this unit of Health, students will learn how to apply a socio-critical lens to develop a 'critical' perspective of health and to gain an understanding of how health is socially constructed.		
Assessment Tasks and Dates	Investigation: Analytical Exposition Written: 1500-2000 words Due: Term 2, Week 4		

Week	Learning Intention
1	Personal Health <ul style="list-style-type: none"> • recognise and describe personal health status • recognise and describe how health status is evaluated and measured by self and others, including the AIHW and Mission Australia • recognise and describe the significance of mental health and wellbeing for young people's health status
2	Influencing factors & Determinants of Health <ul style="list-style-type: none"> • recognise and describe how health determinants influence behaviour using the AIHW conceptual framework for determinants of health • define and describe stressors, stimuli, locus of control, hardiness and resilience • recognise and describe the physiological responses to stressful stimuli and positive stimuli
3	Health & Resilience <ul style="list-style-type: none"> • define and describe resilience and critique its significance • apply research skills and processes to critique how resilience is influenced by intrinsically related physical, mental, emotional, social and spiritual dimensions of health • symbolise the determinants of health that relate to mental wellbeing, and the role of resilience as a general resistance resource to enhance understanding of critical and non-critical elements
4	Health Inquiry Model <ul style="list-style-type: none"> • recognise and describe the health literacy framework as an overarching resource in the Health inquiry model – functional health literacy, interactive health literacy and critical health literacy • apply research skills and processes to critique how resilience is influenced by external developmental assets and internal developmental assets



5	<p>Social Justice Framework</p> <ul style="list-style-type: none"> • recognise and describe the social justice framework as an overarching resource in the Health inquiry model • define and contrast equity and equality • symbolise the levels of health literacy as they relate to social justice to enhance understanding of critical and non-critical elements
6	<p>Salutogenesis & River of Life</p> <ul style="list-style-type: none"> • critique the importance of resilience and personal agency as resources across the life course and the influence on education, work, family life and health • critique the influence of eustress and stress on their own and others' resilience from salutogenically and pathogenically oriented perspectives
7	<p>PERMA+ Framework</p> <ul style="list-style-type: none"> • investigate the role of positive psychology, the PERMA and PERMA+ frameworks in enhancing wellbeing and resiliency
8	<p>Health related research - Secondary Data</p> <ul style="list-style-type: none"> • recognise and describe the range of sources for health-related research • identify the features of credible health research — validity, reliability and currency • recognise and describe the role ethics, confidentiality and mandatory reporting play in collecting and producing research • analyse and interpret health research to draw conclusions about statistical trends • collaborate with others to classify information about mental wellbeing and the role of resilience as a personal health
9	<p>Health related research - Primary Data</p> <ul style="list-style-type: none"> • analyse and interpret information to make decisions about the significance of mental wellbeing and the role of resilience • investigate primary data collection methods to identify and analyse the relationship between resilience and the significance of stressors for young people undertaking the transition into senior schooling in their school context
10	<p>Personal Health Action Strategy</p> <ul style="list-style-type: none"> • investigate the PERMA and PERMA+ frameworks for their capacity to develop their own personal skills • synthesise information to make decisions about the two elements of PERMA+ that have the greatest capacity • justify decisions with primary data and secondary data about the indicators of personal wellbeing and resilience • select one element of the PERMA+ framework to develop a personal health action strategy that develops personal skills



Year Level	11	Subject	Accounting
Unit Topics	The Accounting Environment. Foundations of Accounting. Accounting for basic transactions in a service business with no GST. End of month reporting.		
Assessment Tasks and Dates	Exam: Week 8 Monday (8:30 AM - 10:45 AM)		

Week	Learning Intention
1	Define accounting, outline its objectives, and explore the role of the accounting profession in various businesses.
2	Outline 5 factors shaping accounting development. Define assets, liabilities, owner's equity, revenues, and expenses.
3	Interpret ledger accounts and a simple Statement of Profit or Loss and Statement of Financial Position. Describe source documents/journal.
4	Explain the steps in the accounting process. Explain the role of a source document and the various documents used to validate transactions.
5	Journalise basic transactions, post to the ledger and prepare a trial balance.
6	Compose concise responses for service business communication. Journalise transactions, post to ledger, and prepare a trial balance for effective financial tracking.
7	Revision
8	Written Exam - Monday Describe account period concept, statement of Profit or Loss, Statement of financial Position, Statement of Cash Flows
9	Define net profit ratio & return on owner's equity. Illustrate the interconnection of financial statements. Differentiate cash and accrual accounting. Produce Profit or Loss statements.
10	Prepare and present statement of cash flow statements. Explain the effect of different ownership forms on accounts.



Year Level	11	Subject	Business
Unit Topics	Unit 1 - Topics 1: Fundamentals of Business		
Assessment Tasks and Dates	Combination Response Exam (2hrs) - Week 9 Wednesday (Pd 3 &4) (20/03/2024)		

Week	Learning Intention
1	Explain stages of a business life cycle (seed, start-up, growth, maturity and post-maturity stage) Explain the role of criteria in evaluating business decisions. pp.4-11
2	Describe business characteristics of the internal, operating and macro environmental factors for a variety of business structures. pp 19 -28
3	Explain macro environment factors- political, economic, socio-cultural, technological, legal, environmental and ethical forces pp. 30-36
4	Explain strategic planning, including goals, mission statements, vision statements, SMART objectives, strategies and tactics (pp. 48-71).
5	Examine the key business functions in achieving business goals and analytical tools in strategic planning. pp 72-74 Describe the types of organisational structures. pp 83-89
6	Explain the levels of planning- Strategic, tactical & operational Entrepreneurs and Intrapreneurs, Management Styles; pp 91-99
7	Explain management styles across the continuum Explain leadership styles,
8	Select data/information relating to the strategic planning and environmental factors for case study to complete SWOT analysis Revision for Exam – Analytical Tools(Pest, Steeple, SWOT)
9	Revision and Exam Combination Response Exam (2hrs) -Wednesday (Pd 3 &4) (20th March)
10	Topic 2- Creation of Business Ideas- Ideas & Innovations, Business opportunities, Environmental factors pp. 122-132.



Year Level	11	Subject	Legal Studies
Unit Topics	Unit 1 - Topic 1: Legal Foundations		
Assessment Tasks and Dates	Combination Response Exam: Week 8		

Week	Learning Intention
1	Classroom expectations, notebook and laptop expectations. Course outline for Term 1. Introduction to Legal Studies. Rules and Laws
2	Levels of government / Arms of government. Separation of powers. Queensland Parliament
3	Characteristics of effective law. Drafting new laws. Just and equitable legal outcomes. Criminal justice system.
4	Rules and laws in society. Sources of law – statute and common law. Rule of law – underlying principles. Customary law
5	The court system –types of courts. Queensland court structure - diagram. Onus of proof and Standard of Proof. Doctrine of precedent.
6	Youth crime and its impact – cases. Juvenile Justice Act 1992 – youth justice principles. Punishments outlined in the Act. Recommendations and alternatives
7	Practice Exam, peer and teacher feedback. Exam revision.
8	Assessment Due – Exam (Combination Response). Short Response Questions / Extended Response. Visit to the Supreme court (11/03)
9	Feedback – Exam results. Introduction to the criminal investigation process. Enforcing criminal law. Criminal behaviour – types and case studies. Criminal investigation process – continued.
10	Criminal investigation process – continued



Year Level	11	Subject	Modern History
Unit Topics	Unit 1 - Topic 1: The French Revolution Unit 1 - Topic 2: The Age of Imperialism		
Assessment Tasks and Dates	FA1: Exam Week 7 Tuesday		

Week	Learning Intention
1	Understand terms, concepts and issues relating to the French Revolution
2	Understand the causes of the French Revolution
3	Understand the ideological, cultural and political influences on revolutionaries
4	Understand the purpose of the Reign of Terror
5	Describe the enduring legacy of the French Revolution
6	Hand out seen sources for exam - one week prior to exam
7	FA1 Examination - Tuesday Begin Unit 1.2: Understand terms and issues relating to Age of Imperialism
8	Understand French and British Imperialism in Asia
9	Understand the significance of imperialism in the events leading to World War I
10	Hand out FA2 Assignment



Year Level	11	Subject	Design Technologies
Unit Topics	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.		
Assessment Tasks and Dates	Project and report (due Week 9)		

Week	Learning Intention
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 Draft due: end of week 2
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 Draft due: end of week 4
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 Draft due: end of week 6
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



	Final due date: end of week 9
10	Presentations in class: 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.



Year Level	11	Subject	Digital Technologies
Unit Topics	Unit 1: Creating with code. Topic 1: Understanding digital problems Topic 2: User experiences and interfaces Topic 3: Algorithms and programming techniques Topic 4: Programmed solutions		
Assessment Tasks and Dates	Multi-modal (Week 9)		

Week	Learning Intention
1	Introduction to syllabus and basic programming skills. Familiarise with content of Unit 1 using the DS textbook and resources.
2	Programming skills and use of Integrated Development Environment (IDE). Python and Introduction to Flask. Control structures: sequence, selection and iteration. Variables and data types.
3	Exploring digital problems using mind maps and EDGE. Systems thinking, design thinking, computational and decomposition when exploring digital problems and solutions. Understand and describe personal, social and economic impacts. Algorithms and programming techniques
4	User experience, personas and interfaces. Applying useability principles and CARP design principles, accessibility and safety. Using sketches, diagrams, schematic diagrams or mock-ups. Evaluate and make recommendations about user interfaces based on useability principles. Explore existing solutions to similar problems, e.g. existing websites
5	Working on FA1 assessment – in designated groups.
6	Working on FA1 assessment – in designated groups.
7	Working on FA1 assessment – in designated groups.
8	Working on FA1 assessment – in designated groups.



9	Algorithms and programming techniques. Recognise, describe and use good programming practices, including dependability, efficiency, testing, debugging techniques, error correction, coding conventions including commenting, consistent naming, code simplicity and portability.
10	Programmed solutions. Generating user interfaces. Useability testing. A prototype digital solution in response to a problem. Evaluate and make recommendations about the use of programming language rules and syntax for a given problem the end result of code statements using input or output evidence the personal, social and economic impacts of the solution the implemented solution against prescribed criteria, maintainability and useability principles.



Year Level	11	Subject	Visual Art
Unit Topics	Unit 1 explores the concept of Art as lens through contemporary and personal contexts. This experimental folio provides opportunities for you to explore how artists apply different lenses or viewpoints to create new ways of thinking, meaning and representation. As an artist, you will consider how different lenses can change the meaning of objects to communicate personal viewpoints		
Assessment Tasks and Dates	Project Draft Term 1 Week 10, final submission Term 2 Week 1		

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



9	Work on assessment, feedback
10	Draft due, feedback

