



ISLAMIC COLLEGE
OF BRISBANE



YEAR 10

SUBJECT OVERVIEWS

TERM 4, 2024

Islamic College of Brisbane Ltd t/a Islamic College of Brisbane

CRICOS Provider No: 02435A



Introduction

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

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

Contents

Islamic	Arabic
English	Maths
Science	Health and Physical Education
Humanities	Design Technology
Digital Technology	Media Arts
Business	STEM
Psychology	

Year Level	10	Subject	Islamic Studies
Unit Topics	Fiqh (Islamic jurisprudence) Hadith (Prophetic Traditions and sayings) Sirah /Tareekh (Islamic History) Akhlaq/Adab		
Assessment Tasks and Dates	Week 5		

Week	Learning Intention
1	Unit C Chapter 1 Prophet Muhammad reaches Arabia
2	Unit C Chapter 2 Khalid Bin Waleed embraces Islam
3	Unit C Chapter 3 Islam before Kinship Page: C18
4	Unit B Chapter 4 Surah Al-Mumtahinah Page: C26 – C38
5	Exam
6	Unit C Chapter 4 Surah Al-Mumtahinah Page: C39 -C48
7	Unit C Chapter 5 The Way of Liberating Makkah Page: C58
8	Unit C Chapter 6 The Great Victory Page: C66
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Year Level	10	Subject	Arabic
Unit Topics	The World of Work		
Assessment Tasks and Dates	<ul style="list-style-type: none"> - Communication exam (vocabulary, listening comprehension, reading comprehension and writing) in week 6. - Weekly spelling tests and marked sentences. 		

Week	Learning Intention
1	<ul style="list-style-type: none"> - Introducing and recalling some names of jobs and occupations in Arabic. - Introducing words and terms related to the world of work. - Spelling, vocabulary and composition - 5 words.
2	<ul style="list-style-type: none"> - Listening comprehension - describing a job or occupation. - Spelling, vocabulary and composition - 5 words.
3	<ul style="list-style-type: none"> - Reading comprehension - describing a job or occupation. - Spelling, vocabulary and composition - 5 words.
4	<ul style="list-style-type: none"> - Listening comprehension - talking about future jobs. - Reading comprehension - talking about future jobs. - Spelling, vocabulary and composition - 5 words.
5	<ul style="list-style-type: none"> - Listening comprehension - job interviews and advertisements. - Reading comprehension - job advertisements. - Spelling, vocabulary and composition - 5 words.
6	<ul style="list-style-type: none"> - Communication exam (vocabulary, listening comprehension, reading comprehension and writing). - Spelling, vocabulary and composition - 5 words.
7	<ul style="list-style-type: none"> - Reading comprehension - job applications and resumes. - Spelling, vocabulary and composition - 5 words.
8	<ul style="list-style-type: none"> - Writing - creating a resume. - Spelling, vocabulary and composition - 5 words.
9	<ul style="list-style-type: none"> - Speaking practice - asking and answering questions in a job interview. - Spelling, vocabulary and composition - 5 words.



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Year Level	10	Subject	English
Unit Topics	Unit 5 - Persuasion, propoganda and the language to position.		
Assessment Tasks and Dates	1. Multimodal Teacher selection of a range of current media texts		

Week	Learning Intention
1	Revision of persuasion, propaganda and the language to position.
2	Introduction of assessment phase – what are the individual elements that compile the multimodal ‘package’. Outline the background to the ‘settlement’, the ideology to attract new settlers and the slogan/ mantras used in the settlement campaign.
3	Phase one – submission of the ideology and mission statement.
4	Phase two – submission of the campaign poster (or flyer) and the badge
5	Phase three – work on the campaign spoken aspect
6	Assessment completed: phase four submitted and presented in class (either live or recorded)
7	Continue in class presentations
8	Final Week – Speech competition Finals Year level field trips etc.
9	Catch-Up Work
10	School concludes.





Unit 7: Probability – chapter 11

Unit 8: Statistics: data – chapters 12 & 13

Unit 9: Polynomials and functions – chapters 14 & 15

WEEK	Student Learning
1	<p>Probability</p> <ul style="list-style-type: none"> - review of theoretical probability, experimental probability, relative frequency, Venn diagrams, two-way tables
2	<ul style="list-style-type: none"> - tree diagrams - independent and dependent events - conditional probability
3	<p>Data</p> <ul style="list-style-type: none"> - measures of central tendency - measures of spread - box-and-whisker plots
4	<ul style="list-style-type: none"> - the standard deviation - comparing data sets - populations and samples - Evaluating inquiry methods and statistical reports
5	<p>(Block exams)</p> <ul style="list-style-type: none"> - bivariate data - lines of best fit - time series
6	<p>Polynomials and functions</p> <ul style="list-style-type: none"> - identifying polynomials - adding, subtracting and multiplying polynomials - long division of polynomials - determine the value of a polynomial for a given value
7	<ul style="list-style-type: none"> - the remainder and factor theorems - factorising polynomials - solving polynomial equations
8	<p>Trigonometry</p> <ul style="list-style-type: none"> - the sine rule - the cosine rule - area of triangles - the unit circle

Assessment	Written test for each unit, block exam
Resources used	<i>Maths Quest 10 + 10A</i> (4 th edition)

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

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

Overview of topics to be covered

WEEK	Student Learning
1. Rates of reaction; Polymers;	The effect of various factors on the rate of chemical reactions; The role of plastics in everyday life
2 A cool light; Looking back.	The production of light from a chemical reaction; Revision Chapter Test
3 Your Quest; Stars– A life Story; The Changing Universe	Chapter 5 Test Introduction to the Universe; The life cycle of stars (formation, magnitude, and death of stars); Evidence to show that the Universe is changing.
4.Stars– A life Story; The Changing Universe	The life cycle of stars (formation, magnitude, and death of stars); Evidence to show that the Universe is changing
5. Exam	Exam/Revision.
6.Exam Observing the Night Sky, Revision	The distinction between planets, stars, constellations, galaxies, and Nebulae; the motion of stars and planets.
7.How it all began;	Different theories on how the Universe began including the Big bang Theory
8. Eyes on the Universe Looking back, Test	Use of technology to observe distant parts of the Universe Revision, Test
9.	

Assessment	Ch 5 Chemical Reactions– 50-minute written test Ch 6 Mysterious universe – open book test
Timing	Chemical Reactions - continued from the previous term (3 weeks) Mysterious universe –5 weeks
Resources used	Science Quest 10; videos, laboratory equipment

Year Level	10	Subject	Health and Physical Education
Unit Topics	<p>In this comprehensive unit, students embark on a journey to explore the multifaceted aspects of alcohol consumption, particularly focusing on binge drinking and its repercussions. Through ten weeks of engaging activities, discussions, and assessments, students delve into the rights, responsibilities, and health implications associated with alcohol use. They examine the influence of various health determinants on teenage behavior, critically analyze the health outcomes of underage drinking, and explore innovative approaches to address alcohol-related issues. From understanding the characteristics of health services to evaluating the effectiveness of interventions using frameworks like RE-AIM, students develop a nuanced understanding of alcohol abuse prevention strategies. Through collaborative learning experiences and individual reflections, students hone essential 21st-century skills such as critical thinking, communication, and creative problem-solving. By the unit's conclusion, students emerge equipped with the knowledge, skills, and insights necessary to make informed decisions regarding alcohol consumption and contribute positively to their communities' well-being.</p>		
Assessment Tasks and Dates	<p>Research Report – Students develop a Research report that uses a range of primary and secondary data to evaluate the effect of Binge Drinking a selected Region. Students provide a plan of action to improve a positive outcome or reduce the negative effects from Binge Drinking and provide a post evaluation tool to assess their strategies effectiveness.</p>		

Week	Learning Intention
1	<p>Week 5: Diffusion of Innovations Model and Innovation Design Students examine the diffusion of innovations model and its application in designing strategies to address underage and binge drinking. They explore the stages of innovation uptake and characteristics influencing adoption. Using graphic organizers and brainstorming activities, students develop action strategies incorporating innovation principles.</p>
2	<p>Week 6: Evaluation and Effectiveness of Innovations This week focuses on evaluating the effectiveness of developed innovations in addressing alcohol-related issues. Students use the RE-AIM framework to assess the impact of health promotion initiatives. Through analysis and reflection, they identify strengths and areas for improvement, recommending strategies for enhancing effectiveness.</p>
3	<p>Week 7: Analyzing and Improving Innovations Students conduct SWOT analyses to evaluate the developed innovations' strengths, weaknesses, opportunities, and threats. They explore ways to enhance innovation effectiveness and reflect on their impact. Through collaborative discussions</p>



	and individual reflections, students propose improvements and justify their recommendations.
4	Week 8: Assessment Preparation and Stimulus Utilization Students prepare for exams by analyzing assessment tasks and practicing with sample stimuli. They focus on using stimulus effectively to demonstrate understanding and critical thinking. Through note-taking and planning activities, students develop strategies for success in exam assessment.
5	Week 9: Understanding Assessment Criteria This week emphasizes understanding assessment criteria and key focus areas. Students revisit assessment tasks, clarifying expectations and identifying areas for improvement. Teacher-led discussions and individualized feedback help students grasp assessment requirements and refine their approaches.
6	Week 10: Assessment Submission and Feedback In the final week, students submit their assessments and receive feedback on their performance. They reflect on their learning journey throughout the unit, identifying strengths and areas for growth. Teacher moderation ensures fairness and consistency in assessment evaluation, providing students with valuable insights for future improvement.
7	Practical Sports observations
8	Practical Sports observations



Year Level	11	Subject	Essential English
Unit Topics	Unit 3: Language that Influences - Repondsing to media texts that create perpectives and seek to influence.		
Assessment Tasks and Dates	Unit 3: Preparation for IA1 Spoken Task (2025) Cambridge Essential English for Queensland Units 3 and 4 Class notes on Teams		

Week	Learning Intention
1	Introduction to Unit 3 – Language that influences. Discuss, share prior knowledge and relevance to topic
2	Understand key terms – cultural assumption (belief, value, attitude) Understand language feature and text structure
3	Apply terms Exercises in identifying and explaining key terms
4	Discuss context (political, social) and how it influences identity and way of life
5	Understand appeal and persuasive devices
6	Apply appeal and persuasive devices about an issue. Discuss possible ideas for IA1 (2025)
7	Edit ideas to show understanding of the issue and the cultural assumptions (belief, value and attitudes) represented in the language feature Relate to the possible ideas for IA1 topic/issue
8	Review understanding Share ideas
9	School concludes.
10	School concludes.





Year Level	10	Subject	Design
Unit Topics	Practical – process and production (workshop)		
Assessment Tasks and Dates	Weekly continual in class feedback, week 9 final		

Week	Learning Intention
1	Understanding of the assessment- task sheet, rubric. Class activities Work through research questions - Structure outline
2	Working on assessment for submission
3	Workshop safety, online safety quiz, workshop safety demonstration, students demonstrate safety procedures
4	Workshop activity- wood working warm up activity- achieving common wood working joints/ procedures.
5	Workshop activity - practical
6	Workshop activity – practical – in class feedback
7	Workshop activity - practical
8	Workshop activity - practical
9	Workshop activity – practical – in class feedback Final submission due





Year Level	10	Subject	Digital Technologies T4
Unit Topics	Computer systems and program writing, Database Design and Management systems, AI-assisted python drawing		
Assessment Tasks and Dates	Python Turtle Drawing assignment (AI assisted) (Week 2) SQLite Exam		

Week	Learning Intention
1	Work on python turtle art project 2
2	Submission of python turtle art projects
3	Databases – revision on functions, strengths, limitations
4	Introduction to SQLite, extracting data from SQLite
5	SQLite exam revision
6	SQLite exam, advanced functions of SQLite
7	How the modern web works – authentication and hash checks, Quantum computing
8	The future of the internet – IoT
9	The future of the internet – Cloud
10	NA



Year Level	10	Subject	Visual Arts
Unit Topics	Deeper into Picasso Fauvism		
Assessment Tasks and Dates			

Week	Learning Intention
1	Click or tap here to enter text.
2	Introduction of assessment phase – what are the individual elements that compile the multimodal ‘package’. Outline the background to the ‘settlement’, the ideology to attract new settlers and the slogan/ mantras used in the settlement campaign.
3	Phase one – submission of the ideology and mission statement.
4	Phase two – submission of the campaign poster (or flyer) and the badge
5	Phase three – work on the campaign spoken aspect
6	Assessment completed: phase four submitted and presented in class (either live or recorded)
7	Continue in class presentations
8	Final Week – Speech competition Finals Year level field trips etc.
9	Catch-Up Work
10	School concludes.





Year Level	10	Subject	Business
Unit Topics	<ul style="list-style-type: none"> • Foundations of Accounting • Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained 		
Assessment Tasks and Dates	Accounting Exam Week 5 Thursday 31 st October 2024 Civics & Citizenship Week 8 Monday 18th November, 2024		

Week	Learning Intention
1	Accounting <ul style="list-style-type: none"> ▪ Define accounting. ▪ Describe the objectives of Accounting. ▪ Describe the terms assets, liabilities, owner's equity, revenue and expenses
2	<ul style="list-style-type: none"> ▪ Describe the accounting entity concept. ▪ Explain the accounting equation and show how the rules of accounting are developed from the equation.
3	<ul style="list-style-type: none"> ▪ Explain the changes in the Statement of Financial Position as a result of transactions. ▪ Describe the term "source documents". ▪ Explain the need for source documents. ▪ Explain functions of a journal in the accounting process.
4	<ul style="list-style-type: none"> ▪ Describe the term "journal". ▪ Explain functions of a journal in the accounting process. ▪ Analyse transactions. ▪ Journalise transactions
5	<ul style="list-style-type: none"> ▪ Explain the need for ledger accounts. ▪ Explain the double entry concept. ▪ Accounting Exam: 31st October
6	Civics and Citizenship Learning Goal: Analyse the Australian government's global roles and responsibilities. Civics and Citizenship – Chapter 2: Australia in the world <ul style="list-style-type: none"> • 2.1 Overview • 2.2 Foreign aid from governments and NGOs • 2.2.3 Australian governments and foreign aid • 2.3 Australia and the UN Textbook: <i>Jacaranda Civics & Citizenship 10</i> (pp. 38-50) Complete: 2.1 Exercise 1 (p. 39); Discuss (p. 41); 2.2 Exercise 1 (p. 45); 2.3 Exercise 1 (p. 50)
7	Learning Goal: Analyse the Australian government's global roles and responsibilities Civics and Citizenship – Chapter 2: Australia in the world & Chapter 4: International law and us

- 2.4 Keeping the peace
- 4.1 Overview

Textbook: *Jacaranda Civics & Citizenship 10* (pp. 50-54; pp. 85-87)

Complete: 2.4 Exercise 1 (p. 54); 4.1 Exercise 1 (p. 87)

Learning Goal: Explain how Australia's international legal obligations influence law and government policy.

Civics and Citizenship – Chapter 4: International law and us & Chapter 5: Sustaining a cohesive society

- 4.2 What is international law?
- 5.2 Living in a cohesive society

Textbook: *Jacaranda Civics & Citizenship 10* (pp. pp. 87-94; pp. 111-122)

Complete: 4.2 Exercise 1 (p. 94); 5.2 Exercise 1 (p. 116); 5.3 Exercise 1 (p. 122)

Short Response Exam: 18th November

Year Level	10	Subject	STEM Term 4
Unit Topics	Students aim to complete 1 major and 2-3 mini project based learning (PBL) projects per term with planning and building components. Each PBL project includes stages of planning, design, hands-on model building/code developing, evaluating, further improvement and reflection. Per semester, students submit the final products of the two major PBL projects including all documentations for assessment.		
Assessment Tasks and Dates	Scale Diagram (Week 3), Report/model (Week 7)		

Week	Learning Intention
1	Major Project 2 - keep working on parachute design, start drawing scale diagram.
2	Major Project 2 - drawing the scale diagram.
3	Major Project 2 - scale diagram due.
4	Major Project 2 - Start working on report/model of parachute.
5	Major Project 2 - Working on report/model of parachute.
6	Major Project 2 - Working on report/model of parachute.
7	Major Project 2 - Model/Report due
8	STEM Short activity - AI in Technology
9	STEM Short activity - Healthy AI scepticism





Year Level	10	Subject	Psychology
Unit Topics	In this unit, students will be introduced to the topic of psychology. Students will examine the scientific method as the foundations of psychology		
Assessment Tasks and Dates	Report- week 7		

Week	Learning Intention
1	<ul style="list-style-type: none"> • summarise the steps in the scientific method as used in all psychological research, including - identify the research question
2	<ul style="list-style-type: none"> • summarise the steps in the scientific method as used in all psychological research, including - formulate the null and alternative hypothesis
3	<ul style="list-style-type: none"> • summarise the steps in the scientific method as used in all psychological research, including - design the method
4	<ul style="list-style-type: none"> • summarise the steps in the scientific method as used in all psychological research, including - collect the data - work on assignment
5	<ul style="list-style-type: none"> • summarise the steps in the scientific method as used in all psychological research, including - processing the data - work on assignment
6	<ul style="list-style-type: none"> • summarise the steps in the scientific method as used in all psychological research, including - analysing and evaluating evidence



	- assignment draft due
7	<ul style="list-style-type: none"> • summarise the steps in the scientific method as used in all psychological research, including - reporting the findings <p>- assignment due</p>
8	-review topics covered
9	- review topics covered
10	Click or tap here to enter text.

