



ISLAMIC COLLEGE
OF BRISBANE



YEAR 11

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	General English
Essential English	General Mathematics
Essential Mathematics	Mathematical Methods
Biology	Chemistry
Physics	Psychology
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Health	Accounting
Business	Legal Studies
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Digital Solutions	Visual Art

Year Level	Eleven	Subject	Islamic Studies
Unit Topics	Unit D Islamic prevails over Arabia, Unit B Portraits of faith, Zakaah		
Assessment Tasks and Dates	Summative written assessment		

Week	Learning Intention
1	<p>Unit D Chapter 4 Prophet Muhammad passes to Jannah</p> <p>Students will explore the events surrounding the demise of the Prophet Muhammad (SAW), and his final illness. and the indications of his succession, gaining insights into the early leadership of the Muslim community and the importance of smooth transitions of power. Quran recitation</p> <p>Tanzil.net Pg 372</p>
2	<p>Unit B Chapter 1 Two Martyrs: The stories of Zakariyya and Yahya AS</p> <p>Students will explore the lives of Prophet's Zakariyya (Zachariah) and Prophet Yahya (John the Baptist) to understand the key lessons of faith, patience, and devotion to Allah. They will reflect on the importance of persistence in prayer, trust in Allah's wisdom, and the significance of humility and righteousness in both personal character and leadership, as demonstrated by these two prophets</p> <p>Tanzil.net Pg 373</p>
3	<p>Unit B Chapter 1 Two Martyrs: The stories of Zakariyya and Yahya AS</p> <p>Students will explore the lives of Prophet's Zakariyya (Zachariah) and Prophet Yahya (John the Baptist) to understand the key lessons of faith, patience, and devotion to Allah. They will reflect on the importance of persistence in prayer, trust in Allah's wisdom, and the significance of humility and righteousness in both personal character and leadership, as demonstrated by these two prophets</p> <p>Tanzil.net Pg 374</p>
4	<p>Unit B Chapter 2 Purity of Faith: The story of Maryam AS</p> <p>Students will examine the story of Maryam (Mary, the mother of Jesus) to gain insight into her unwavering faith, purity and chastity, and</p>



	<p>devotion to Allah. They will reflect on her role as a symbol of piety and patience, learning the values of trust in divine will, humility, and the strength to overcome challenges through reliance on Allah's guidance and grace</p> <p>Tanzil.net Pg 375</p>
5	<p>Unit B Chapter 2 Purity of Faith: The story of Maryam AS</p> <p>Students will examine the story of Maryam (Mary, the mother of Jesus) to gain insight into her unwavering faith, purity and chastity, and devotion to Allah. They will reflect on her role as a symbol of piety and patience, learning the values of trust in divine will, humility, and the strength to overcome challenges through reliance on Allah's guidance and grace</p> <p>Tanzil.net Pg 376</p>
6	<p>Unit B Chapter 3 The miracle of miracles The birth of Prophet Isa</p> <p>Students will investigate the miraculous birth and life of Prophet Isa (Jesus) to understand the divine signs and lessons his life conveys. They will reflect on the significance of his teachings, miracles, and his role as a prophet in Islam and Christianity</p> <p>Tanzil.net Pg 377</p>
7	<p>Unit B Chapter 3 The miracle of miracles The birth of Prophet Isa</p> <p>Students will investigate the miraculous birth and life of Prophet Isa (Jesus) to understand the divine signs and lessons his life conveys. They will reflect on the significance of his teachings, miracles, and his role as a prophet in Islam and Christianity</p> <p>Tanzil.net Pg 378</p>
8	<p>Importance of Zakaah in Islam</p> <p>Students will understand the importance of Zakaah (charitable giving) in Islam as a pillar of faith, learning how it promotes social justice, purifies wealth, and supports those in need. They will also explore the correct manner of calculating Zakaah, including the necessary conditions, thresholds (nisab), and the categories of people who are eligible to receive it, fostering a sense of responsibility and compassion in their personal financial practices</p> <p>Tanzil.net Pg 379</p>



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Year Level	11	Subject	General English
Unit Topics	Unit 3.1 - Textual Connections - Considering and comparing concepts of science fiction in different text types		
Assessment Tasks and Dates	IA1: Unit 3 Assessment – Extended Written Literary Article (Term 1 in 2025) Selected 20th Century Sci Fi Short Stories; 2001: A Space Odyssey (Netflix)		

Week	Learning Intention
1	Revision of Unit 3: Textual Connections. Syllabus guidelines and assessment requirements. Revision of primary texts 2001: A Space Odyssey and introduction to a selection of 20th Century Science Fiction Short Stories. Consider connections
2	Making connections between texts part 1 – understanding how selected short stories construct science fiction worlds and associated concepts through literary elements. Discussion of concepts such as: otherworld, technology, natural and supernatural, time travel, telepathy, alternate or parallel universes, non-human entities, artificial intelligence etc.
3	Making connections between texts part 2 – comparing different texts, developing understanding and drawing conclusions about science fiction over time and across different forms of popular fiction. Give notice of assessment.
4	Assessment phase – select short story and begin planning and organising information
5	Assessment phase – begin drafting comparative essay
6	Assessment phase – check word count, AI and plagiarism before submitting final draft version. Receive feedback.
7	Assessment phase – revise and edit final version.
8	Assessment phase – submit final version via LMS. Check word count, AI and plagiarism.



9	School concludes.
10	School concludes.



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

11-12

Subject

General Mathematics – T4

Unit 3: Bivariate data, sequences and change, and Earth Geometry.

Topic : 1 : Bivariate data analysis

Topic 2 : Time series analysis

WEEK	Student Learning
1	TOPIC 1: BIVARIATE DATA ANALYSIS <ul style="list-style-type: none"> - Types of data - Two ways frequency tables
2	<ul style="list-style-type: none"> - Scatter plots - Pearson's correlation coefficient
3	<ul style="list-style-type: none"> - Problem solving Ch 1 - Chapter review - Quiz Ch 1
4	Ch 2. Fitting a linear model <ul style="list-style-type: none"> - Review of a general equation of a straight line. - Fitting a least squares line to a data
5	<ul style="list-style-type: none"> - The coefficient of a determination and residual plots - Association and causation -
6	<ul style="list-style-type: none"> - Chapter review - Revision Ch1 and Ch. 2 Ch 3 Time series analysis <ul style="list-style-type: none"> - Constructing and describing time series plots
7	<ul style="list-style-type: none"> - Fitting a least squares line to a time series data - Smoothing tie series data using simple moving averages - Seasonal indices
8	<ul style="list-style-type: none"> - Deseasonalising data - Chapter 3 review - Topic 1 review

Assessment	Term 1, 2025 – Assignment and Written Exam
Resources used	Jacaranda Math Quest General Mathematics 12

Year Level	11/12	Subject	Essential Mathematics
Unit Topics	Unit 3: Measurement, Scales and data Topic 1: Measurement Topic 2: Scales, plans and models		
Assessment Tasks and Dates	FA4 Monday 11 November		

Week	Learning Intention
1	Fundament topics (ch-1) - Number operations - Order of operations - Rounding - Estimation and approximation strategies
2	TOPIC 1: Measurement Geometry - Properties of two-dimensional shapes (ch-2) - Properties of three-dimensional shapes
3	Geometry - Two-dimensional representation of three-dimensional objects - Chap 2 test Linear Measure - Convert between different units of length (ch-3)
4	Linear Measure Ch-3 - Estimation of lengths - Perimeter of familiar shapes - Perimeter of familiar composite shapes
5	Area Measure - Conversion between different units of area - Estimation of different areas - Calculation of areas of different shapes
6	Unit-2 topics revision
7	- FA4 exam Area Measure - Calculation of areas of composite shapes - Calculation of surface areas of familiar pris



8	Area Measure - Calculation of surface areas of familiar pyramids - Calculate Surface Area of irregular solids - Ch-3 test
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Unit 3: FURTHER CALCULUSTopic 1: **THE LOGARITHMIC FUNCTION 2**Topic 2: **FURTHER DIFFERENTIATION AND APPLICATIONS 2**

T4 Week	Student Learning
1	Unit 3 Topic 1: THE LOGARITHMIC FUNCTION 2 <ul style="list-style-type: none"> • Review of index laws • Logarithmic laws and equations • Logarithmic scales • Indicial equations
2	Exam week
3	<ul style="list-style-type: none"> • Indicial equations • Logarithmic graphs • Applications
4	Topic 2: FURTHER DIFFERENTIATION AND APPLICATIONS 2 <i>Calculus of exponential functions</i> <ul style="list-style-type: none"> • Review of limits and differentiation • The exponential function • Differentiation of exponential functions • Applications of exponential functions
5	<ul style="list-style-type: none"> • Applications of exponential functions <i>Calculus of logarithmic functions</i> <ul style="list-style-type: none"> • The natural logarithm and the function $y = \log_e(x)$ • The derivative of $y = \log_e(x)$ • Applications of logarithmic functions
6	<i>Calculus of trigonometric functions</i> <ul style="list-style-type: none"> • Review of the unit circle, symmetry and exact value • Review of solving trigonometric equations with and without the use of technology
7	<ul style="list-style-type: none"> • Review of graphs of trigonometric functions of the form $y = A \sin(B(x + C)) + D$ and $y = A \cos(B(x + C)) + D$ • Derivatives of the sine and cosine functions • Applications of trigonometric functions
8	<i>Applications of trigonometric functions</i> <ul style="list-style-type: none"> • The chain rule • The product rule • The quotient rule • Applications of differentiation

Assessment	Term 1, 2024 – PSMT and Written Examination
Resources used	<i>Jacaranda Math Quest Mathematical Methods 12</i>

Year Level	Yr 11	Subject	Biology
Unit Topics	Biodiversity and Biological interactions		
Assessment Tasks and Dates	No assessment in term 4		

Week	Learning Intention
1	Ch 2 Biodiversity Living things and their environment Making sense of the diversity of life form
2	The basis of Linnaean biological classification Defining a system Features used in classification
3	Cladistics - an alternative system of classification Identification keys Chapter review
4	Ch 3 Biological interactions Defining an ecosystem Abiotic environmental factors
5	Biotic environmental factors
6	Classifying ecosystem Identifying features in aquatic ecosystem



7	Identifying features in terrestrial ecosystem Biodiversity in ecosystems
8	Measuring features of an ecosystem Ecosystem Management Ecology Excursion
9	Old-growth forests Chapter review
10	Chapter review



Year Level	11	Subject	Chemistry
Unit Topics	Equilibrium - reversible reactions; Acid-base equilibrium - A/B theory, mathematical treatment of acids, uses of acids/bases		
Assessment Tasks and Dates	Experimental investigation due week 3; final exam week 3		

Week	Learning Intention
1	Ch 19 pH; Interpreting data; pH; pH scale
2	Ch 20 Acids and bases; Reactions of acids; constructing representations
3	Revision, Exam
4	Ch.1 Chemical Equilibrium - Intro Systems in balance, Dynamic Equilibrium, Predicting reversibility
5	Ch.2 Factors that affect Equilibrium - Changing Temperature and concentration; volume, pressure and catalysts; Le Chatelier's Principle
6	Ch 4 Acids and bases; What is an acid; acid and base strength; Ch 5. pH scale; Self-ionisation of water; pH
7	Ch 6. B-L model; amphiprotism, buffers
8	Ch 7. Dissociation constants; Acid-base indicators; Indicators; pH/pKa
9	N/A
10	N/A



Year Level	11	Subject	Physics
Unit Topics	Unit 3: Topic 1: Gravity and Motion		
Assessment Tasks and Dates	None IA1 will be early in term 1 next year		

Week	Learning Intention
1	<p>Unit 3 Gravity and Motion</p> <p>By the end of this unit students should be able to:</p> <p>Use vector analysis to resolve a vector into two perpendicular components.</p> <p>Solve vector problems by resolving vectors into components, adding or subtracting the components and recombining them to determine the resultant vector.</p> <p>Recall that the horizontal and vertical components of a velocity vector are independent of each other.</p> <p>Apply vector analysis to determine horizontal and vertical components of projectile motion.</p> <p>Solve problems involving projectile motion.</p>
2	<p>Solve problems involving force due to gravity (weight) and mass using the mathematical relationship between them.</p> <p>Define the term 'normal force'.</p> <p>Describe and represent the forces acting on an object on an inclined plane through the use of free-body diagrams.</p> <p>Calculate the net force acting on an object on an inclined plane through vector analysis.</p>
3	<p>Describe uniform circular motion in terms of a force acting on an object in a perpendicular direction to the velocity of the object.</p> <p>Define the concepts of average speed and period.</p> <p>Solve problems involving average speed of objects undergoing uniform circular motion.</p> <p>Define the terms 'centripetal acceleration' and 'centripetal force'.</p> <p>Solve problems involving forces acting on objects in uniform circular motion.</p>
4	In class experiment for mandatory practical
5	<p>Recall Newton's law of universal gravitation.</p> <p>Solve problems involving the magnitude of the gravitational force between two masses.</p>



	<p>Define the term 'gravitational fields'.</p> <p>Solve problems involving the gravitational field strength at a distance from an object.</p>
6	<p>Recall Kepler's laws of planetary motion.</p> <p>Solve problems involving Kepler's third law.</p> <p>Recall that Kepler's third law can be derived from the relationship between Newton's law of universal gravitation and uniform circular motion.</p>
7	<p>Start preparation for data test</p> <p>Calculate the average from a set of data.</p> <p>Determine missing values from a data table by working backwards from the average.</p> <p>Determine absolute and/or percentage uncertainty from set of data.</p> <p>Identify an anomaly or outlier</p> <p>Identify/recognise the relationship between two variables in a data table and use evidence to support the claim.</p> <p>Identify the relationship from a graph and justify by use of evidence.</p> <p>Identify factors affecting shape of graph.</p> <p>Analyse the data to test a claim.</p>
8	<p>Predict/infer the shape of graph if variables change.</p> <p>Compare the gradient of a line of best fit for a linear or linearised graph with maximum and minimum gradients and their y-intercepts.</p> <p>Deduce absolute and/or percentage uncertainty in gradient and/or y-intercept.</p> <p>Predict values by extrapolation or interpolation.</p> <p>Propose the meaning of the gradient in terms of a physical quantity.</p> <p>Determine percentage and absolute uncertainty in physical quantity derived from graph.</p>
9	No classes
10	No classes



Year Level	11	Subject	Psychology
Unit Topics	In this unit, students will be introduced to Unit 3 (Individual Thinking) of Psychology, including topic 1 (localisation of function in the brain) and topic 2 (visual perception).		
Assessment Tasks and Dates	N/A		

Week	Learning Intention
1	<ul style="list-style-type: none"> - explain the process of visual perception, with reference to reception (visible light spectrum); transduction (photoreceptors, receptive fields); transmission (visual cortex); selection (feature detectors); and organisation and interpretation (visual perception principles) - determine biological influences on visual perception, including physiological make-up, ageing and genetics
2	<ul style="list-style-type: none"> - explain psychological influences on visual perception including: - perceptual set (past experience, context, motivation and emotional state) - visual perception principles (Gestalt, depth cues, and visual constancies) - evaluate the impact of social influences on visual perception, with reference to cultural skills (Hudson 1960; Deregowski 1972; Deregowski, Muldrow & Muldrow 1972)
3	<ul style="list-style-type: none"> - analyse the fallibility of visual perception, with reference to the Müller-Lyer, Ames room, and Ponzo visual illusions, as well as ambiguous and impossible figures - Suggested practical: Conduct an experiment to investigate the effect of expectation on perceptual set (e.g. the role of frequency in developing perceptual sets in Bugelski & Alampay 1961).
4	<ul style="list-style-type: none"> - recall the structure of the human nervous system, with reference to the central (i.e. brain and spinal cord) and peripheral (i.e. somatic and autonomic) nervous systems - describe the role of the spinal cord in the human nervous system, with reference to the spinal reflex



5	<ul style="list-style-type: none"> - recognise that the cerebral cortex can be divided into a number of discrete areas, which have specific functions, including the frontal, occipital, parietal and temporal lobes - recall that language processing occurs within Broca's area, Wernicke's area, and Geschwind's territory
6	<ul style="list-style-type: none"> - recognise that voluntary movement is coordinated from the primary motor cortex, cerebellum and basal ganglia - recognise that emotion occurs within the limbic system, amygdala and prefrontal cortex
7	<ul style="list-style-type: none"> - communicate neurotransmission using a diagram - distinguish between excitatory and inhibitory neurotransmitters, with reference to glutamate (Glu) and gamma-amino butyric acid (GABA) - compare the physical and psychological function of acetylcholine, epinephrine, norepinephrine, dopamine and serotonin
8	<ul style="list-style-type: none"> - discuss the impact of interference in neurotransmitter function, with reference to Parkinson's disease and Alzheimer's disease (symptoms and treatments). - Review Topic 1 and 2
9	<ul style="list-style-type: none"> - explain the process of visual perception, with reference to reception (visible light spectrum); transduction (photoreceptors, receptive fields); transmission (visual cortex); selection (feature detectors); and organisation and interpretation (visual perception principles) - determine biological influences on visual perception, including physiological make-up, ageing and genetics
10	<ul style="list-style-type: none"> - review



Year Level	11	Subject	Physical Education
Unit Topics	In this unit, students will recognise and explain the concepts and principles about dynamic systems of motor learning and tactical awareness through purposeful and authentic learning about and in badminton. Students will explore body and movement concepts and demonstrate specialised movement sequences and movement strategies, and apply concepts to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of tactical and body and movement concepts.		
Assessment Tasks and Dates	7-9 minute multimodal folio presentation. Students will analyse and synthesise relationships between the constraints of movement strategies and their personal performance. Students then devise a tactical strategy to optimise performance of movement strategies in the selected physical activity. In the final stage, students evaluate the effectiveness of the tactical and movement strategies, and justify using primary data and secondary data. Assigned week 8. Due term 1.		

Week	Learning Intention
1	Week 1: Introduction to Tactical Awareness Students will be introduced to the unit's layout and assessment requirements. The focus will be on understanding what tactical awareness means in a sporting context, with an introductory session on badminton to explore basic tactical strategies.
2	Week 2: Motor Learning and Systems Approach The class will delve into motor learning concepts, including the difference between Discrete, Serial, and Continuous Skills (DSA vs. CSA). Students will also begin exploring the Systems Approach to learning and performance, relating these ideas to their development in badminton.
3	Week 3: Dynamic Systems Approach This week will cover the Dynamic Systems Approach (DSA) in more depth, helping students understand how motor learning is influenced by dynamic factors. Skill drills will be incorporated to reinforce the concepts, with an emphasis on adapting techniques in real-time during gameplay.
4	Week 4: Developing Personal Tactical Strategy Students will apply what they've learned by devising their own personal tactical strategies. Activities will focus on understanding affordances (opportunities for action) and PAC (Perception-Action Coupling). This week is about connecting theory to practice in a personal and tactical context.



5	<p>Week 5: Constraints-led Approach The introduction to the Constraints-led Approach (CLA) will help students explore how constraints (Task, Learner, Environment) can influence performance. Skill drills and practical activities will be designed to highlight how manipulating constraints can enhance decision-making and problem-solving in sports.</p>
6	<p>Week 6: Implementing Constraints-led Approach Students will create and implement constraint-based activities, with the goal of identifying and solving specific problems in badminton. The week will culminate in a practical session where students refine their constraints-led approaches and start working on their assessment projects.</p>
7	<p>Week 7: Assessment Support and Tactical Strategy Evaluation Focus will shift to supporting students as they work on their assessments. This includes finalizing their personal tactical strategies, practicing skill drills, and evaluating the effectiveness of their strategies in real-world scenarios. By the end of the week, students should have a well-rounded folio and a clear tactical plan.</p>
8	<p>Week 8: Finalizing and Recording Tactical Strategy In the final week, students will put their tactical strategies into action. They will record their performances, reflect on their effectiveness, and make final adjustments to their assessments. The week will also include dedicated time for working on their folios and preparing for submission.</p>
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Year Level	11	Subject	Sport & Recreation
Unit Topics	Unit D: Coaching and Officiating - In Term 4, students will delve into the most critical aspects of officiating. They will explore the fundamental roles that officials perform in organised sport, including rule execution, scoring, and conflict management, while prioritising safe, inclusive, and enjoyable environments for all participants. They will appreciate the significance of officials in ensuring fair play and safety.		
Assessment Tasks and Dates	Assessment 2: Performance – Students will choose a sport to officiate. They will create a list of required equipment, a scoresheet, and a pre-game checklist. They will then officiate the game with their peers playing, ensuring that the field/court is safe and appropriately set up. Students will be solely in charge of officiating the game, keeping score, managing any conflicts that arise, and prioritising player safety, fun, and participation. Students then evaluate their own officiating using the PIRFAM Framework - assigned in Week 1, Draft due in Week 4, Final due in Week 6 (Term Four).		

Week	Learning Intention
1	<p>Introduction to Officiating and Laws of the Game:</p> <p>Introduction to Laws of the Game.</p> <p>Research and review laws for a chosen sport.</p> <p>Understand basic equipment and signals for officiating.</p> <p>Practical Application: officiate practice sessions.</p> <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 begin drafting assignment.</p>
2	<p>Officiating Preparation and Evaluation of officials:</p> <p>Setting up the field/court: Pre-Game Checklist.</p> <p>Introduction to common sports hazards and safety measures.</p> <p>Practice evaluating officiating performance.</p> <p>Enhancing Game Flow and Scoresheet Creation:</p> <p>Learn to prioritise game flow within your decision-making as an official.</p> <p>Create a scoresheet template for officiating.</p> <p>Reflect on individual growth and development as an official.</p>



3	<p>Officiating Roles and Responsibilities:</p> <p>Understand the various roles and responsibilities of sports officials.</p> <p>Promote fair and ethical play within the game while officiating.</p> <p>Explore different strategies for managing conflict during gameplay.</p> <p>Importance of controlling the game: conflict management and rule enforcement.</p> <p>Students officiate their chosen sport, setting up required equipment, keeping score, and managing any player conflicts. Following the game, they note the overall success of the session and some strengths and weaknesses to aid with the evaluation aspect of the assessment task.</p>
4	<p>Students officiate their chosen sport, setting up required equipment, keeping score, and managing any player conflicts. Following the game, they note the overall success of the session and some strengths and weaknesses to aid with the evaluation aspect of the assessment task.</p> <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 cannot obtain feedback.</p>
5	<p>Redrafting and editing of assessment based on the feedback provided by the teacher on draft submission.</p>
6	<p>Final assessment copy to be submitted to Class Teacher via Student Café.</p>
7	<p>Students continue to improve and refine their officiating abilities, alternating who officiates each lesson as the class engages in a variety of sports and games.</p>
8	<p>Students continue to improve and refine their officiating abilities, alternating who officiates each lesson as the class engages in a variety of sports and games.</p>
9	<p>Students continue to improve and refine their officiating abilities, alternating who officiates each lesson as the class engages in a variety of sports and games.</p>



Year Level	11	Subject	Health
Unit Topics	Unit 3: Community as a resource for healthy living - Elective Topic: Road Safety. Students develop their skills to plan, implement, evaluate, and reflect on an action strategy to advocate, mediate and/or enable change in relation to road safety in a community health context.		
Assessment Tasks and Dates	Investigation: Action Research - Due Week 7, Term 1 2025 Examination: Extended Response - Due Week 10, Term 1 2025		

Week	Learning Intention
1	<p>Road Safety & Health</p> <ul style="list-style-type: none"> • Recognise and describe the interrelationship between personal, peer, family and community health from a salutogenic perspective • recognise and describe how health determinants influence behaviour using the AIHW conceptual framework for the determinants of health and the framework for health promotion action • recognise and describe how road safety impacts health
2	<ul style="list-style-type: none"> • Critique how road safety as a community health concern is expressed or changes across the life-course (from being a dependent passenger with parent role models, to young drivers gaining a licence, through to elderly drivers losing their ability to drive) • comprehend and explain the social ecological model as the dynamic interaction between individual, relationship, community and societal levels of factors that influence road safety
3	<p>Road safety in the community</p> <ul style="list-style-type: none"> • work collaboratively to symbolise the intrapersonal, interpersonal, organisational, community and policy influences that relate to road safety to enhance comprehension of critical and non-critical information • comprehend and explain the role of the community in relation to road safety
4	<p>Social Ecological Model & Road Safety</p> <ul style="list-style-type: none"> • comprehend and explain the social ecological model as the dynamic interaction between individual, relationship, community and societal levels of factors that influence road safety
5	<p>Secondary Data - Community Context</p> <ul style="list-style-type: none"> • analyse, interpret and organise health research from secondary sources, and draw conclusions about trends in relation to road safety in a community context • analyse and interpret health research about community influences of road safety to compare and contrast local and national contexts



	<ul style="list-style-type: none"> • analyse and interpret information to make decisions about the significance of road safety in a local or regional community context
6	<p>Primary Data - Community Context</p> <ul style="list-style-type: none"> • investigate primary data collection pretest methods to make decisions about the significance of road safety in a local or regional community context • analyse and interpret information to determine community perceptions, causes, risk factors and protective factors, vulnerable groups and self-reported road behaviours within the community context.
7	<p>Health - Evaluation Frameworks</p> <ul style="list-style-type: none"> • comprehend the diffusion of innovations model, and its principles and stages as an action strategy to address road safety across multiple levels of influence • comprehend and use the diffusion process variables and general factors that influence the success and speed innovations are adopted • recognise and describe RE-AIM as a tool for evaluating action
8	<p>Health – Evaluation Frameworks</p> <ul style="list-style-type: none"> • comprehend and use the social ecological model and diffusion of innovations model to identify and categorise current innovations that addresses the contextualised health issue related to road safety at the community level



Year Level	11	Subject	Accounting
Unit Topics	Managing Resources for a trading GST business		
Assessment Tasks and Dates	Written Exam 2 hours 15 mins		

Week	Learning Intention
1	Distinguish between capital expenditure and expense items. Describe the effects this distinction will have on the recording procedures.
2	Explain the distinction between depreciation, amortisation, and depletion. Describe the cost allocation concept of depreciation. Record transactions for purchase of property, plant and equipment.
3	Use the different methods of calculating depreciation of property, plant and equipment: straight-line method diminishing balance methods. Calculate depreciation including: annual half-yearly quarterly calculations. Record the accounting entries for depreciation of property, plant and equipment and amortisation of intangible assets.
4	Record the accounting entries for: depreciation of property, plant, and equipment. the disposal of different types of property, plant and equipment.
5	Explain the necessity for asset register. Distinguish between accounting controls and administrative controls. Describe the seven principles around the accounting controls. Describe the procedures that should be adopted to control the purchase, storage and disposal of property, plant and equipment. Explain why data is a vital tool.
6	Explain the impact of cloud computing on business data and information, outsourcing accounting processes, security of business data and information and theft on accounting and administrative practices-both internal and external to the business.



7	Revision
8	Combination response exam
9	School concludes.
10	School concludes.



Year Level	11	Subject	Business
Unit Topics	Unit 2- Business Growth- Topic 1- Entering Markets Unit 3: Business Diversification- Topic 1- Competitive Markets		
Assessment Tasks and Dates	FA 4: Business Investigation Report-Monday 11/10/24, Week 2		

Week	Learning Intention
1	<ul style="list-style-type: none"> • Understanding market and strategies- Describe the 4ps of marketing: product, price, promotion and place (Chapter 9)
2	<p>Operational processes and systems –(Chapter 10</p> <ul style="list-style-type: none"> • Describe operating environmental factors influencing market entry and growth, including stakeholders such as customers, the community and suppliers; deregulation and environmental sustainability • FA 4: 11/10/24 (Mon: Lesson 1 & 2)
3	<p>Competitive markets.</p> <ul style="list-style-type: none"> • Describe business facts and characteristics relating to businesses in the maturity stage of the business life cycle including the environmental factors that impact on the human resources and financing -operating and macro environmental factors of a domestic market and a global market
4	<ul style="list-style-type: none"> • Explain the maturity stage of the business life cycle, the challenges of the maturity stage in the business life cycle and the strategies a business may adopt to expand. Explain the role of risk management during expansion and the role of intrapreneur in a competitive market.
5	<ul style="list-style-type: none"> • Explain the relationship between employer of choice strategies and the maturity stage in a competitive market <ul style="list-style-type: none"> ○ a diverse workforce and human resources strategic planning in the maturity stage ○ risk management and strategic planning in a competitive market • leadership styles and management strategies required to be competitive. • Explain the interrelationship between motivation theory, staff retention and employer of choice.
6	<ul style="list-style-type: none"> • Explain the leadership styles impacting on the fostering of intrapreneurship and make a decision on whether leadership styles is more likely to encourage and retain intrapreneurs than the other.

7	<ul style="list-style-type: none">Financial management strategies in a competitive market through examining financial management, ethical & sustainable financial decisions, internal & external financial controls and triple bottom line.
8	<ul style="list-style-type: none">REVISION AND IA 1 EXAM
Assessment	<ul style="list-style-type: none">Combination Exam (2 hours & 15 minutes)

Year Level	11	Subject	Legal Studies
Unit Topics	Legal Studies Textbook		
Assessment Tasks and Dates	Examination-combination Response Unseen		

Week	Learning Intention
1	Unit 4: Negligence and duty of care Elements of negligence Negligence -a breach of duty Existence of a duty of care Categories of duty of care
2	The neighbour principle Discussion of three elements Proximity Foreseeability Fair, just and reasonable Development of duty of care Donoghue vs Stevenson case study Case study Cole vs Sth Tweed Heads Rugby Club
3	Proximity Physical proximity Circumstantial proximity Casual proximity Element 2 Breach of duty of care The risks involved How to determine the breach?
4	Exam Causation Was the damage caused by the defendant? Case study
5	The reasonable person test Element 3-foreseeable damage Causal relationship Novus actus interveniens Causation



6	<p>Standard of care Potential severity of harm Affordable precautions Social utility Sudden peril doctrine</p>
7	<p>Hypothetical Remoteness of damage (Review questions) Case laws to consider Case study (Chapman v Hearse 1961)</p>
8	<p>Legal issues for the court to decide Court's decision Legal principle developed from Chapman v Hearse Mental harm (nervous shock or trauma) Case study Jaensch v Coffee 1984</p>
9	<p>School concludes.</p>
10	<p>School concludes.</p>



Year Level	11	Subject	Modern History
Unit Topics	Unit 3.1 - Germany 1914-1945		
Assessment Tasks and Dates	IA1 Examination - Essay in Response to Historical Sources - Week 7		

Week	Learning Intention
1	Contextual Study: Understand how post-WWI conditions, economic instability, & political unrest led to the rise of the Nazi Party (p.308-316).
2	Understand the cultural changes, propaganda, and transition to totalitarianism that led to the Weimar Republic's downfall. (p.316-319).
3	Depth Study: Understand the Nazi regime's consolidation of power, propaganda, and its impact on education and gender roles. (p.320-333).
4	Depth Study: Understand the Nazi regime's economic policies, foreign expansion, and the impact of World War II and the Holocaust. (p.338-349)
5	Concluding Study: Evaluate the legacy of Nazism by examining the Nuremberg Trials, the Holocaust and post-war cultural memory. (p.350-355)
6	Revision. Practice Exam. Seen sources for IA1 handed out.
7	Revision. IA1 Exam.
8	Reflection on unit.
9	No school for Year 11.
10	No school for Year 11.



Year Level	11	Subject	Design
Unit Topics	Designing with empathy: exploring how designers create new designs that look to serve the needs of humans with a physical disability		
Assessment Tasks and Dates	Week 2, week 4 Exam week 5		

Week	Learning Intention
1	<p>IA1- (exam preparation) designing with empathy</p> <p>Overview of unit requirements/ QCAA rubric.</p> <p>Overview of principles of good design</p> <p>Investigate/ research classroom exercise context</p> <p>Convey information through schematic sketching and ideation sketching and/or low-fidelity prototyping in the explore and develop phases</p>
2	<p>analyse redesign opportunities using data about existing designed solutions- SCAMPER model exercise</p> <p>(Continued) Convey information through schematic sketching and ideation sketching and/or low-fidelity prototyping in the explore and develop phases</p> <p>Due date: week 2 intervention : research/ explore ideas / produce prototyping</p>
3	<p>SCAMPER model exercise – annotations, evaluation – representation through isometric, 2 point perspective, explosion view.</p> <p>devise ideas using divergent thinking strategies and circular design methods in response to a redesign problem in the develop phase</p>



4	<p>synthesise ideas and information to propose appropriate design concept in the develop phase</p> <p>evaluate the strengths, limitations and implications of ideas concept against design criteria to make refinements</p> <p>Final Due date: week 7 intervention: whole assignment / evaluation-how design meets sustainability</p> <p>Due date: week 4 intervention : analyse, devise ideas- circular design methods.</p>
5	<p>Exam scheduled for Wednesday 30th October</p> <p>Term 1 2025 preparation:</p> <p>Class activity: develop a poster that showcases various learning styles and strategies.</p>
6	<p>Class activities: research, discuss, and create a visually appealing poster that showcases various learning styles and strategies.</p>
7	<p>Consultation with students- addressing grades and rationale</p>
8	<p>Overview IA2 unit requirements/ QCAA rubric</p> <p>IA2 class discussion folio briefing</p>
9	<p>Class activities: case study examples</p> <p>identify stakeholder/s who would be invested in such design solutions</p>
10	<p>Click or tap here to enter text.</p>



Year Level	11	Subject	Digital Solutions
Unit Topics	Students will explore the creative and technical aspects of developing interactive digital solutions. They investigate algorithms, programming features and useability principles to generate small interactive solutions using programming tools and gain a practical understanding of programming features. This allows them the opportunity to explore existing and developing trends involving digital technologies.		
Assessment Tasks and Dates	Year 11 Exam week 1 or 2 Multi-modal response week 8 (IA1/Year 12)		

Week	Learning Intention
1	Revise for exam, parts of unit 1 and 2
2	connection to data stores containing structured data and retrieval of data from the data store
3	determination of requirements from the user perspective for the user experience, programming requirements, required data, prescribed and self-determined criteria
4	Preparation and understanding of IA1/Y12 QCAA assessment
5	Working on IA1/Y12 QCAA assessment
6	Working on IA1/Y12 QCAA assessment
7	Working on IA1/Y12 QCAA assessment
8	Working on IA1/Y12 QCAA assessment Students leave school the end of this week
9	Click or tap here to enter text.



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Year Level	11	Subject	Visual Arts
Unit Topics	In Unit 3, students frame a self-directed inquiry question in response to a teacher-facilitated direct stimulus or first-hand experience. Through independent investigation of their inquiry question and application of critical thinking skills, students build knowledge about art, artist and audience to generate a personal focus and commence a body of work. They explore the concept 'art as knowledge' as they employ new knowledge inspired by their personal interests, beliefs and observations of the world.		
Assessment Tasks and Dates	Teaching stimulus and ppts IA1 and 2		

Week	Learning Intention
1	Art as a knowledge- TED talks and art trips as stimulus Selecting, analysing and evaluating primary and secondary sources
2	Completion of mini folio and resolved work Writing artists reflection
3	Working on body of work and intro to unit 3 Reverse Chronology
4	Unpacking ideas and solutions Analyse and discuss art as knowledge with samples
5	Constructed knowledge challenges perceptions and the status quo, is intellectually engaging, innovative, provocative, can present alternative futures, and may involve interpretation from a different context.
6	IA1 Develop research-create and explore Imaginative knowledge can entertain, express, record, invent, encapsulate the human condition, and may require the suspension of disbelief.
7	Working on IA1- Oil pastels
8	Working on IA2- paint or watercolour



9	School concludes.
10	School concludes.

