



ISLAMIC COLLEGE  
OF BRISBANE

Seek Knowledge



# YEAR 12 SUBJECT OVERVIEWS TERM 1, 2024

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## **Introduction**

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

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

## **Contents**

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Essential Mathematics	Maths Methods
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Business	Legal Studies
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<b>Year Level</b>	Year 12	<b>Subject</b>	Islamic Studies
<b>Unit Topics</b>	Environmental Ethics in Islam		
<b>Assessment Tasks and Dates</b>	N/A		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Induction Communicating expectations Outline for the Term  3.1 Environmental ethics in Islam
<b>2</b>	3.1 Environmental ethics in Islam
<b>3</b>	3.1 Environmental ethics in Islam
<b>4</b>	3.2 Islamic Mindfulness
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<b>9</b>	Marriage





<b>Year Level</b>	12	<b>Subject</b>	General English
<b>Unit Topics</b>	Unit 3.2 - Textual Connections: Conversations about Issues in Texts		
<b>Assessment Tasks and Dates</b>	IA2 - Extended Spoken Persuasive Response (Week 9)		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Recap of unit so far – Textual connections Review of Assessment task 1 – IA1 Comparative literary essay.
<b>2</b>	Introduction to Unit 3 Part 2 – Conversations about issues in texts Introduction and close viewing of Australian Stories (ABC) Understand how issues are presented to position audiences
<b>3</b>	Continue close reading of viewing of Australian Stories (ABC). Analyse the representations and perspectives of issues in the text. Discuss how texts contribute to the conversation of issues.
<b>4</b>	Continue close reading of viewing of Australian Stories (ABC). Analyse the representations and perspectives of issues in the text. Discuss how texts are constructed to present a point of view. Consider visual and verbal techniques.
<b>5</b>	Examine how to contribute to a public conversation about an issue. What are the key factors? Revisit persuasive language.
<b>6</b>	Notice of Assessment Task 2 - Vodcast Identify, analyse and understand a selected recent issue in media. Shape response to the issue in the text and contribute to the conversation.
<b>7</b>	View and research topic Introduce the mode of vodcasts.
<b>8</b>	Draft script submitted. Identify and discuss effective presentation techniques.
<b>9</b>	Editing skills: read feedback, edit and proof read. Practice speaking techniques. Consider rehearsal and recording.





<b>Year Level</b>	12	<b>Subject</b>	Essential English
<b>Unit Topics</b>	Unit 3 - Textual Connections: Concepts and Issues in Texts		
<b>Assessment Tasks and Dates</b>	IA1 - Expended Spoken Response (Notice in Week 5, and final in week 8)		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	<p>Introduce and define key concepts for the topic:            Brainstorm on Global and local issues            Link ideas to humility, dignity, and justice.            Know Assessment Task: Overview of IA1 – Persuasive spoken, virtual presentation, 4-6 minutes Due Week 8 -specific topic (Stay Humble, Act with dignity, Give justice) not given until Week 5            Critical thinking and writing exercises that reinforce week 1 learning</p>
<b>2</b>	<p>Examine, understand and link            Text about some Global and local issues through time e.g. environmental, social, political, ideological issues.            Cause and effect (short and long term)            Develop possible solutions with link to key concepts – humility, dignity, justice.            Critical thinking and writing exercises that reinforce week 2 learning.</p>
<b>3</b>	<p>Relate and connect to            Why humility, dignity and justice can impact the social, political and ideological issues.            What appeals to the target audience, the persuasive language features/devices that appeal through logos, ethos and/or pathos, the organization and structure of a speech (from hook, issue, position, call to action)            Critical thinking and writing exercises that reinforce week 3 learning.</p>
<b>4</b>	<p>Explore, relate and connect to            Mindset shift and skills needed to deal with 21st century challenges.            Critical thinking and writing exercises that reinforce and develop week 4 learning.</p>
<b>5</b>	<p>Week 1 - Complete Week 1 checkpoint            Notice of Assessment Task IA1 – Planning            Break down assessment expectations,            Research information,            Written tasks for Week 1 checkpoint</p>



6	<p>Week 2 – Complete Week 2 checkpoint  Organise Information for topic.  Begin drafting process.  Written tasks for week 2 checkpoint</p>
7	<p>Week 3 – Complete Week 3 checkpoint  Submit draft.  Use feedback to edit and adjust.  Practice presentation of script.  Written tasks for Week 3 checkpoint.</p>
8	<p>Assessment IA1  Submit completed presentation of recorded speech on Teams  Submit script through Turnitin.</p>
9	<p>Prepare and plan for CIA  Examine CIA questions and responses – know what is meant by cultural assumptions (belief, value, attitudes), Language features and Text structure  Exercises for answering stimulus 1 (text) questions.  Exercise for answering stimulus 2 (poster) questions.</p>
10	<p>Self-evaluate  Individual practice to example CIA questions – Holiday exercise  Ways to understand own learning progress</p>





<b>Year Level</b>	12	<b>Subject</b>	General Mathematics
<b>Unit Topics</b>	Unit 3: Bivariate data, sequences and change, and Earth Geometry Unit 4: Investing and Networking		
<b>Assessment Tasks and Dates</b>	IA1 handed out in week 2 / IA1 due in week 6		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Quick Revision ch 1 and 2 Odd point and Even point summary; Seasoning and Deseasoning data
<b>2</b>	Using technology to seasonalise and deseasonalise data Ch4: The Arithmetic Sequences - Using recursion to generate an arithmetic sequence
<b>3</b>	1st LESSON ON ASSIGNMENT Using the arithmetic rule; Simple interest and other applications
<b>4</b>	2nd LESSON ON ASSIGNMENT Straight line and unit cost depreciation; Chapter 4 review
<b>5</b>	3rd LESSON ON ASSIGNMENT Ch5: The Geometric Sequences - Using recursion to generate geometric sequence
<b>6</b>	Using the geometric rule; Compound interest and other applications; Reducing balance depreciation
<b>7</b>	Revision Ch6: Earth Geometry and time Zones - Latitude and longitude
<b>8</b>	Distances on the Earth surface; Time zones; Chapter review
<b>9</b>	Revision for Unit 3
<b>10</b>	Unit 4: Investing and Networking - Ch7: Compound Interest Loans and Investments - Modelling CI Loan or investment using a recurrence



model; Effective annual interest rate; Compound interest problems  
future values and present values



<b>Year Level</b>	12	<b>Subject</b>	Essential Mathematics
<b>Unit Topics</b>	Unit 3 Measurement, Scales and Data - Topic 1: Measurement; Topic 2: Scales, plans and models; Topic 3: Summarizing and comparing data		
<b>Assessment Tasks and Dates</b>	Assignment given out Week 3 / Assignment due Week 8		

<b>Week</b>	<b>Learning Intention</b>
1	Revision of Unit 3 - chapters 1 - 3 Foundation Calculation; Geometry; Linear and Area measure
2	Scale, plans and models (ch 5) - Reading and Interpreting Scale drawing I; Reading and Interpreting Scale drawing II
3	Creating Scale drawing; Review IA1 - Assignment given out
4	Revision of ch 5 Assignment progress
5	Volume, capacity and mass (ch 4) - Units of volume and capacity; Volume and capacity of prisms and cylinders Assignment progress check
6	Volume and capacity of pyramids and spheres IA1 draft due
7	Problems involving mass; End of chapter quiz Assignment progress
8	Right angle triangles (ch 6) - Pythagoras Theorem, Ratios; Calculating unknown side length; Calculating unknown angles; Inverse ratios IA 1 Assignment due
9	Angle of elevation and depression; chapter 6 Revision + Quiz Summarising and Interpreting Data (ch 7) - Measures of central Tendency and Mode
10	Measures of spread and Outliers; Applications of measures and Central Tendency Comparing data sets



<b>Year Level</b>	12	<b>Subject</b>	Mathematical Methods
<b>Unit Topics</b>	Unit 3: Further calculus - Topic 3 Integrals; Topic 2 Further differentiation and applications. Unit 4: Further functions and statistics - Topic 1: Further differentiation and application 3		
<b>Assessment Tasks and Dates</b>	Problem-solving and modelling task - 4 weeks (3 hours in-class time) - due in week 6		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Unit 3 – Topic 3: Integrals antidifferentiation of rational functions; antidifferentiation of exponential functions; antidifferentiation of logarithmic functions
<b>2</b>	(IA1 - PSMT handed out this week) antidifferentiation of sine and cosine functions; estimating the area under a curve; the fundamental theorem of calculus and definite integrals
<b>3</b>	areas under curves; areas between curves (1st in-class session for PSMT)
<b>4</b>	further integration (2nd in-class session for PSMT)
<b>5</b>	applications of integration (3rd in-class session for PSMT)
<b>6</b>	Topic 2: Further differentiation and applications 2 the chain rule; the product rule (IA1 – PSMT due this week)
<b>7</b>	the quotient rule; applications of differentiation
<b>8</b>	applications of differentiation
<b>9</b>	Unit 4 - Topic 1: Further differentiation and application 3 second derivatives; concavity and points of inflection





<b>Year Level</b>	12	<b>Subject</b>	Biology
<b>Unit Topics</b>	Unit 3 Biodiversity and the Interconnectedness of Life Unit 4 Heredity and continuity of Life		
<b>Assessment Tasks and Dates</b>	Wk 5 Data Test (IA1)		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	<p>Chapter 3 Biological interactions</p> <p>Identifying features in aquatic ecosystems Identifying features in aquatic ecosystems Determine diversity of species using measures such as species richness, evenness (relative species abundance), percentage cover, percentage frequency and Simpson's diversity index. Use the Lincoln Index to estimate the population size from secondary or primary data. Describe the process of stratified sampling in terms of:</p> <ul style="list-style-type: none"> <li>- purpose (estimating population, density, distribution, environmental gradients and profiles, zonation, stratification)</li> <li>- site selection</li> <li>- choice of ecological surveying technique (quadrats, transects) - minimising bias (size and number of samples, random-number generators, counting criteria, calibrating equipment and noting associated precision)</li> </ul>
<b>2</b>	<p>Chapter 4 Functioning ecosystems</p> <p>Sequence and explain the transfer and transformation of solar energy into biomass as it flows through biotic components of an ecosystem, including</p> <ul style="list-style-type: none"> <li>- converting light to chemical energy</li> <li>- producing biomass and interacting with components of the carbon cycle</li> </ul> <p>Analyse and calculate energy transfer (food chains, webs and pyramids) and transformations within ecosystems, including</p> <ul style="list-style-type: none"> <li>- loss of energy through radiation, reflection and absorption</li> <li>- efficiencies of energy transfer from one trophic level to another</li> <li>- biomass</li> </ul> <p>Construct and analyse simple energy-flow diagrams illustrating the movement of energy through ecosystems, including the productivity (gross and net) of the various trophic levels Describe the transfer and transformation of matter as it cycles through ecosystems (water, carbon and nitrogen)</p>



	<p>Define keystone species and understand the critical role they play in maintaining the structure of a community</p> <p>Analyse data (from an Australian ecosystem) to identify a keystone species and predict the outcome of removing the species from an ecosystem.</p> <p>Analyse data to identify species (including microorganisms) or populations occupying an ecological niche</p>
3	<p>Chapter 5 Populations</p> <p>Define the term carrying capacity.</p> <p>_ Explain why the carrying capacity of a population is determined by limiting factors (biotic and abiotic).</p> <p>Calculate population growth rate and change (using birth, death, immigration, and emigration data).</p> <p>Analyse population growth data to determine the mode (exponential growth, J-curve, logistic growth S-curve) of population growth.</p> <p>_ Discuss the effect of changes within population-limiting factors on the carrying capacity of the ecosystem.</p> <p>Describe the classification system for methods of reproduction (asexual, sexual–K and r selection).</p> <p>Define ecological niche in terms of habitat, feeding relationships, and interactions with other species.</p> <p>_ Understand the competitive exclusion principle.</p>
4	<p>Chapter 6 Changes in ecosystems</p> <p>Explain the concept of ecological succession (refer to pioneer and climax communities and seres).</p> <p>_ Differentiate between the two main modes of succession: primary and secondary.</p> <p>_ Identify the features of pioneer species (ability to fixate nitrogen, tolerance to extreme conditions, rapid germination of seeds, ability to photosynthesise) that make them effective colonisers.</p> <p>Analyse data from the fossil record to observe past ecosystems and changes in biotic and abiotic components.</p> <p>_ Analyse ecological data to predict temporal and spatial successional changes.</p> <p>_ Predict the impact of human activity on the reduction of biodiversity and on the magnitude, duration and speed of ecosystem change.</p>
5	<p>Exam Revision</p> <p>Data test</p>
6	<p>Chapter 7 DNA structure and replication</p> <p>Describe and explain DNA, genes and the continuity of life, and the continuity of life on Earth.</p>



	<p>Apply understanding of DNA, genes and the continuity of life, and the continuity of life on Earth.</p> <p>Analyse evidence about DNA, genes and the continuity of life, and the continuity of life on Earth.</p> <p>Interpret evidence about DNA, genes and the continuity of life, and the continuity of life on Earth.</p>
7	<p>Chapter 7 continued</p> <p>Investigate phenomena associated with DNA, genes and the continuity of life, and the continuity of life on Earth.</p> <p>_ Evaluate processes, claims and conclusions about DNA, genes and the continuity of life, and the continuity of life on Earth.</p> <p>_ Communicate understandings, findings, arguments and conclusions about DNA, genes and the continuity of life, and the continuity of life on Earth.</p>
8	<p>Chapter 8 Cellular replication and variation</p> <p>Within the process of meiosis I and II:          recognise the role of homologous chromosomes          describe the processes of crossing over and recombination and demonstrate how they contribute to genetic variation          compare and contrast the process of spermatogenesis and oogenesis (with reference to haploid and diploid cells).          Demonstrate how the process of independent assortment and random fertilisation alter the variations in the genotype of offspring</p>
9	<p>Chapter 9 Gene expression</p> <p>Define the terms genome and gene.</p> <p>Explain the process of protein synthesis in terms of:</p> <ul style="list-style-type: none"> <li>- transcription of a gene into messenger RNA in the nucleus</li> <li>- translation of mRNA into an amino acid sequence at the ribosome (refer to transfer RNA, codons and anticodons).</li> </ul> <p>Understand that genes include 'coding' (exons) and 'non-coding' DNA (which includes a variety of transcribed proteins: functional RNA (i.e. tRNA), centromeres, telomeres and introns.</p> <p>Recognise that many functions of 'non-coding' DNA are yet to be determined.</p> <p>Recognise that the purpose of gene expression is to synthesise a functional gene product (protein or functional RNA); that the process can be regulated and is used by all known life.</p>
10	<p>Chapter 10 Mutations</p> <p>Identify that there are factors that regulate the phenotypic expression of genes:</p>





- during transcription and translation (proteins that bind to specific DNA sequences)
- through the products of other genes
- via environmental exposure (consider the twin methodology in epigenetic studies).

Recognise that differential gene expression, controlled by transcription factors, regulates cell differentiation for tissue formation and morphology.

Recall an example of a transcription factor gene that regulates morphology (Hox transcription factor family) and cell differentiation (sex-determining region Y).



<b>Year Level</b>	12	<b>Subject</b>	Chemistry
<b>Unit Topics</b>	Chemical Equilibrium Systems, Oxidation and Reduction, Organic Chemistry		
<b>Assessment Tasks and Dates</b>	Data Test week 6; Experimental investigation due term 2		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Ch 7. Dissociation Constants - Calculations involving D.C. constants, CRQ Ch 8., Indicators - A-B indicators, pH and pKa, colour changes, CRQ
<b>2</b>	Ch 9. Volumetric Analysis - End and equivalence points; A-B titrations, Graphs Exp 9.2.2 Mandatory prac
<b>3</b>	Volumetric Analysis - Mathematical representations, CRQ Ch 11. Electrochemical cells - Redox recap; EC cells
<b>4</b>	Ch 12. Galvanic Cells - Galvanic Cells; Elements of GCs; Exp 12.3.1 Mandatory prac; CRQ
<b>5</b>	Ch 13. Standard electrode potentials - Relative strengths of ox. and red. agents; Calculating cell potentials; Limitations; CRQ
<b>6</b>	Data Test and revision
<b>7</b>	Ch 14. Electrolytic cells. - Electrolytic cells; Predicting and explaining products; Describing an electrolytic cell Electrolysis of copper sulphate prac.
<b>8</b>	IA 2 Investigation
<b>9</b>	Ch. 15 Structure of organic compounds - Representing organic compounds; naming organic compounds; isomers; CR
<b>10</b>	Ch. 16 Physical properties and trends of organic molecules - Intermolecular forces; Trends; properties of functional groups



<b>Year Level</b>	12	<b>Subject</b>	Physics
<b>Unit Topics</b>	Electricity, electromagnetism and special relativity.		
<b>Assessment Tasks and Dates</b>	Data Test 21/2/24		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Kepler's laws of planetary motion Gravitational waves Artificial satellites
<b>2</b>	Coulomb's law Electric fields and field strength Electric potential and energy
<b>3</b>	Defining magnetic field strength Mandatory practical Strength of a magnet at varied distance Solenoids
<b>4</b>	Data test and preparation
<b>5</b>	Magnetic forces on a moving charge Mandatory practical Force on a current carrying conductor The Square Kilometre Array (SKA)
<b>6</b>	Magnetic flux Electromagnetic induction Lenz's law Transformers
<b>7</b>	Electromagnetic radiation Mobile phone radiation
<b>8</b>	Special relativity Relative motion Simultaneity Relativity of time



9	Length contraction Rest mass and relativistic momentum
10	Mass to energy conversion Paradoxical scenarios Relativity and global positioning satellites



<b>Year Level</b>	12	<b>Subject</b>	Psychology
<b>Unit Topics</b>	UNIT 3: Individual thinking		
<b>Assessment Tasks and Dates</b>	IA1- data test (week 6)		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	<ul style="list-style-type: none"> <li>- 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)</li> <li>- determine biological influences on visual perception, including physiological make-up, ageing and genetics</li> <li>- 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)</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- evaluate the impact of social influences on visual perception, with reference to cultural skills (Hudson 1960; Deregowski 1972; Deregowski, Muldrow &amp; Muldrow 1972)</li> <li>- 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</li> <li>- 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 &amp; Alampay 1961).</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>-recognise the duration and capacity of sensory memory (including iconic and echoic), and short-term and long-term memory</li> <li>- evaluate two models of memory, including</li> <li>- the working model of memory (Alan Baddeley and Graham Hitch 1974), including the central executive, phonological loop, visuospatial sketchpad, and episodic buffer</li> <li>- the levels of processing (LOP) model of memory, including the role of encoding in long-term memory</li> <li>- explain how information is stored in long-term memory with reference to implicit (procedural) and explicit (episodic and semantic) memory</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>- Data test revision + Practice data test</li> <li>- consider the role of the cerebellum in forming and storing implicit (procedural) memories</li> </ul>



	<ul style="list-style-type: none"> <li>- describe the role of the hippocampus in memory formation and storage</li> <li>- distinguish between recall, recognition and relearning</li> </ul>
5	<ul style="list-style-type: none"> <li>- describe how information is lost from memory through encoding failure, retrieval failure and interference effects</li> <li>- discuss strategies to improve memory, including chunking, rehearsal (maintenance and elaborative) and mnemonics (e.g. the method of loci and SQ4R method – survey, question, read, recite, relate, and review).</li> </ul>
6	<ul style="list-style-type: none"> <li>- Introduce and un-pack assessment (IA2)</li> <li>- Mandatory practical: Use an experimental research design to investigate the effect of learning environment on memory, replicating aspects of the 1998 investigation by Harry Grant et al.</li> <li>- Work on assessment</li> <li>- IA1 Data test</li> </ul>
7	<ul style="list-style-type: none"> <li>- for classical conditioning recall the unconditioned stimulus (UCS), unconditioned response (UCR), neutral stimulus (NS), conditioned stimulus (CS) and conditioned response (CR)</li> <li>- distinguish between stimulus generalisation and discrimination</li> <li>- describe extinction and spontaneous recovery</li> <li>- describe learned fear responses (John Watson – the ‘Little Albert’ experiment) (Watson &amp; Rayner 1920)</li> <li>- Work on assessment</li> </ul>
8	<ul style="list-style-type: none"> <li>- for operant conditioning</li> <li>- distinguish between negative and positive reinforcement and punishment</li> <li>- describe stimulus generalisation and discrimination</li> <li>- describe extinction and spontaneous recovery</li> <li>for social learning theory</li> <li>- distinguish between modelling and vicarious conditioning.</li> </ul>
9	<ul style="list-style-type: none"> <li>- compare classical conditioning (Ivan Pavlov 1897/1902), operant conditioning (BF Skinner 1948) and social learning theory (Albert Bandura 1977)</li> <li>- Work on assessment</li> <li>- IA2 draft due</li> </ul>
10	<ul style="list-style-type: none"> <li>- explain the difference between primary (family) and secondary (media, schooling) socialisation</li> <li>- describe gender and compare social learning, cognitive developmental and biology-based theories of gender role formation</li> <li>- Work on assessment</li> </ul>



<b>Year Level</b>	12	<b>Subject</b>	Science In Practice
<b>Unit Topics</b>	Preserving and Spoilage		
<b>Assessment Tasks and Dates</b>	Assessment 1: TEST (Week 3: 09/02/2024) Assessment 2: Project Write up (Preservation Process and Risk assessment (Week 5: 23/02/2024) Assessment 3: Video (Week 8: 15/03/2024)		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	<ul style="list-style-type: none"> <li>- Understanding types of food spoilage</li> <li>Identify factors which effect the rate of spoilage (e.g., preservatives, temperature, proximity to other spoiled foods etc.).</li> <li>Explain how these factors effect spoilage rates.</li> <li>Identify and explain some the possible effects of consuming spoiled food (e.g., botulism, salmonella, E coli etc.).</li> <li>Explore different methods of preserving food (e.g., jelly, jamming, pickling, dehydrating/drying, pickling, salting, fermenting, immersion).</li> <li>Predict and investigate how specific factors effect rates of spoilage in a laboratory setting.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Investigating Factors Effecting Spoilage</li> <li>Review factors effecting spoilage.</li> <li>Set up factors effecting spoilage prac.</li> <li>Investigate factors effecting rates of spoilage.</li> <li>Predict and investigate how specific factors effect rates of spoilage in a laboratory setting.</li> <li>Explore the guidelines around food spoilage including the difference between 'best before,' 'expiry' and 'use by' dates.</li> </ul>
<b>3</b>	<p><b>ASSESSMENT – TEST COMPONENT</b></p> <p>Students complete test.</p> <p>Observing Results</p> <p>Students observe and record results from 2.1 Prac 1.</p> <p>Draw conclusions related to the results from 2.1 Prac 1.</p>
<b>4</b>	<ul style="list-style-type: none"> <li>Explore different methods of preserving food (e.g. jelly, jamming, pickling, dehydrating/drying, pickling, salting, fermenting, immersion).</li> <li>Explain why different methods are effective at preserving food.</li> <li>Pickling Theory:</li> </ul>



	<p>Explain different pickling techniques and why they are effective at preserving food.</p> <p>Explore adjustments that could be made to the pickling process.</p>
5	<p>ASSESSMENT – Pickling Prac (assessment)</p> <p>Students select a pickling process and chosen vegetable/food. Students develop method and conduct risk assessment.</p>
6	<p>Consider the important of health and safety, legislation etc. around food handling.</p> <p>Explain the risks associated with preserving foods.</p> <p>Identify ways that risks associated with preserving foods can be managed.</p>
7	<p>ASSESSMENT – Video Component</p> <p>Students work on planning and creating their safety video</p>
8	<p>ASSESSMENT 3– Video Component</p> <p>Students work on planning and creating their safety video (Checkpoint 2).</p> <p>Assessment 3: Video Final Due</p>
9	<p>Unit 6: Water Quality</p> <p>Define concept of water quality and discuss why it should be studied/investigated</p>
10	<p>Biotic vs. Abiotic Factors – What’s the difference? abiotic (non-living) factors that exist naturally in waterways (Turbidity, pH, Dissolved O2, Temperature) – biotic (living) factors that exist in a waterway– Caring for a Catchment</p>





<b>Year Level</b>	Year 12	<b>Subject</b>	Sports and Recreation
<b>Unit Topics</b>	Module 5: Sport, recreation & fitness industry - This module develops students understanding of the resources and agencies available for sport, recreation and fitness within the community, as well as available vocational and employment pathways. Students will demonstrate physical performance in a variety of contexts.		
<b>Assessment Tasks and Dates</b>	Sports Performance, project and written analysis of performance data. Students will analyse personal performance, create and justify a six-week program to improve fitness skills and evaluate movement outcomes. Assigned in Week Six, Draft due in Week 8, Final due in Week 10		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Introduction to sport, recreation and fitness industry Fitness Testing - investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes
<b>2</b>	Sport, recreation and fitness in the community - Vocational and employment Pathways Fitness Testing - investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes
<b>3</b>	Australian society and the important role of sport and recreation - Data, Trends, Health for Life, Government initiatives and Barriers Students. Students will have established a sport to improve a fitness skill and will engage in controlled and accurate movement performance.
<b>4</b>	Promotion of sport/ recreation to specific community groups and target populations. Policies, strategies, rules and technology use to promote health within the community and fitness industries. Students will continue to engage in controlled and accurate movement performance to improve fitness skills.
<b>5</b>	Development and maintenance of health and performance for life. Health and safety in sport and recreation industry and activities. Students will continue to engage in controlled and accurate movement performance to improve fitness skills.
<b>6</b>	Assessment Assigned - Introduce, analyse and evaluate the assessment. Prepare a timeline for completion and begin to summarise learnings from the previous weeks.



	Students will continue to engage in controlled and accurate movement performance to improve fitness skills.
7	Personal and interpersonal skills in sport and recreation. Health and safety in sport and recreation activities Students will continue to engage in controlled and accurate movement performance to improve fitness skills.
8	Draft submission of Assessment - Completion of the first draft of the assessment which should include an attempt to complete all sections of the assessment on some level. Any area left blank by students can not obtain feedback Ramadan - students will continue to engage in controlled and accurate movement performance to improve fitness skills (optional)
9	Redrafting, editing and review of Assessment against Marking rubric based on the Feedback given by Teacher. Ramadan - students will continue to engage in controlled and accurate movement performance to improve fitness skills (optional)
10	Final Assessment Copy to be submitted to Class Teacher via LMS. Ramadan - students will continue to engage in controlled and accurate movement performance to improve fitness skills (optional)



<b>Year Level</b>	12	<b>Subject</b>	Health
<b>Unit Topics</b>	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.		
<b>Assessment Tasks and Dates</b>	Investigation: Action Research - Due Week 7, Term 1 Examination: Extended Response - Due Week 10, Term 1		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	<p>Social Ecological Model &amp; Road Safety</p> <ul style="list-style-type: none"> <li>comprehend and explain the social ecological model as the dynamic interaction between individual, relationship, community and societal levels of factors that influence road safety</li> </ul>
<b>2</b>	<p>Road safety in the community</p> <ul style="list-style-type: none"> <li>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</li> <li>comprehend and explain the role of the community in relation to road safety</li> </ul>
<b>3</b>	<p>Secondary Data - Community Context</p> <ul style="list-style-type: none"> <li>analyse, interpret and organise health research from secondary sources, and draw conclusions about trends in relation to road safety in a community context</li> <li>analyse and interpret health research about community influences of road safety to compare and contrast local and national contexts</li> <li>analyse and interpret information to make decisions about the significance of road safety in a local or regional community context</li> </ul>
<b>4</b>	<p>Primary Data - Community Context</p> <ul style="list-style-type: none"> <li>investigate primary data collection pretest methods to make decisions about the significance of road safety in a local or regional community context</li> <li>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.</li> </ul>
<b>5</b>	<p>Health - Evaluation Frameworks</p> <ul style="list-style-type: none"> <li>comprehend the diffusion of innovations model, and its principles and stages as an action strategy to address road safety across multiple levels of influence</li> <li>comprehend and use the social ecological model and diffusion of</li> </ul>



	<p>innovations model to identify and categorise current innovations that addresses the contextualised health issue related to road safety at the community level</p> <ul style="list-style-type: none"> <li>• comprehend and use the diffusion process variables and general factors that influence the success and speed innovations are adopted</li> <li>• recognise and describe RE-AIM as a tool for evaluating action</li> </ul>
6	<p>IA1: Investigation - Action Research</p> <ul style="list-style-type: none"> <li>• recognise and comprehend IA1 layout and referencing systems</li> <li>• review and discuss draft feedback</li> </ul>
7	<p>IA1: Investigation - Action Research</p> <ul style="list-style-type: none"> <li>• students to submit IA1 via LMS by due date</li> </ul>
8	<p>Evaluation of Action Strategies</p> <ul style="list-style-type: none"> <li>• evaluate the capacity of the proposed action to enhance their community as a resource for road safety using RE-AIM and diffusion process variables</li> <li>• synthesise information to make decisions about refinements needed for the proposed action strategy and develop the resources needed to implement action</li> </ul>
9	<p>Reflection of Action Strategies</p> <ul style="list-style-type: none"> <li>• compare primary data with secondary data and research to evaluate and reflect on the impact of the diffusion action strategy and justify recommendations that advocate, mediate and enable maintenance, sustainability and/or institutionalisation</li> <li>• justify decisions using data from primary sources and secondary sources</li> <li>• make decisions about and use modeappropriate strategies to communicate with stakeholders by disseminating action, findings and recommendations</li> </ul>
10	<p>IA2: Examination - Extended Response</p> <ul style="list-style-type: none"> <li>• submit notes for exam via LMS prior to examination date</li> <li>• students to sit examination in I Block Exam hall</li> </ul>



<b>Year Level</b>	12	<b>Subject</b>	Accounting
<b>Unit Topics</b>	Financial Statement Reporting Cash Management		
<b>Assessment Tasks and Dates</b>	IA2 - Written Exam - Week 9 (22/03/2024)		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Explain purpose of doubtful debt provision, calculate provision amount, + record entries for bad debts, doubtful debts, interest on overdue accounts.
<b>2</b>	Write off a bad-debt. Accounting for bad and doubtful debts. Under-and over-provision. Bad debts recovered.
<b>3</b>	Presentation and classification of the Statement of Profit or Loss. Classification of revenue and expenses for service industries.
<b>4</b>	Classify trading industry revenue/expenses, distinguish Statement of Profit or Loss from profit-determining accounts, + present Financial Position Statement.
<b>5</b>	Balance day adjustments to fully classified financial statements. Inventory adjustments, accrued expenses, accrued revenues, prepaid expenses, unearned revenues, Provision for doubtful debts
<b>6</b>	Prepare worksheet and adjusted Trial Balance. Prepare end of year reports.
<b>7</b>	Analyse financial reports, consider limitations, and conduct ratio analysis for sole traders' Profit or Loss + Financial Position Statement.
<b>8</b>	Analysis and interpretation of the Statement of Profit or Loss and the Statements of Financial Position. Revision
<b>9</b>	Revision IA2-Written Exam-Friday-March 22nd[8.40-10.55]
<b>10</b>	Describe the internal controls used in the receipt and payment of cash. Describe the petty cash system. Explain the bank reconciliation procedure. Prepare a bank reconciliation statement



<b>Year Level</b>	12	<b>Subject</b>	Business
<b>Unit Topics</b>	Unit 3 - Topic 1: Competitive Markets. Topic 2: Strategic Development		
<b>Assessment Tasks and Dates</b>	IA1 Exam - 06/02/2024		

<b>Week</b>	<b>Learning Intention</b>
1	Topic 1: Competitive Markets
2	Assess leadership styles' influence on entrepreneurship Examine financial management strategies in a competitive market
3	IA 1 Exam (Pd 3 & 4)- 06/02/24 Topic 2: Strategic Development
4	The competitive situation- Select data and information to complete a competitor profile of three main businesses based on market share
5	Operating efficiently in a hostile environment Create a table to explain the differences between a project manager and an operations
6	Explain the role of technologies in both innovation and efficiency Competitive strategies -marketing and operation
7	Explain the relationship between marketing strategies and hostile competitive environments. Explain the role of branding in maintaining market share
8	IA2 issued Monday Research work for assignment
9	Research work for Assignment Explain the role of contingency planning using Fiedler's contingency model
10	Interpret the relationships, patterns and trends in the outsourcing power interest grid to draw conclusions about the implications Research Work for Assignment (IA2)



<b>Year Level</b>	12	<b>Subject</b>	Legal Studies
<b>Unit Topics</b>	Unit 3 - Topic 1: Governance in Australia		
<b>Assessment Tasks and Dates</b>	IA1 Exam: Week 3 Friday		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Identify key features of Australian legal history. Explain, analyse & evaluate Terra Nullius. Develop a timeline of key events
<b>2</b>	Understand MABO case. The Australian constitution and its key features. Read and summarise the Australian constitution S 51, S109 and S 128.
<b>3</b>	Role of the high court in Aust. Examine how section 51 and section 109 work together (written response). Changing the constitution. IA1 EXAM - Friday.
<b>4</b>	Role of landmark decisions in influencing legal change or law reform. The making of law in Queensland parliament. To revise separation of power and representative government.
<b>5</b>	Glossary of key terms. Essay structure - overview - identify/explain, select, legal sources, interpretation + recommendation
<b>6</b>	Analysing nature and scope of issue. Looking at differing viewpoints and implications. Limitations of Native Title Act. Just and equitable outcome. Racial discrimination.
<b>7</b>	Introduction to law reform. Law reform in a dynamic society. Changing needs and values of society. Impetus for change. Lobby and pressure groups.
<b>8</b>	Patterns of crime and civil offences. Technological advances and coronial inquests. Law reforms and commissions. Revision questions.
<b>9</b>	Coronial Inquests and examples. Royal commissions. Legislative process.
<b>10</b>	Interpretation of status. Legislation and case law. Specialist courts and tribunals.



<b>Year Level</b>	12	<b>Subject</b>	Modern History
<b>Unit Topics</b>	Unit 3 - Topic 1: The Great Depression		
<b>Assessment Tasks and Dates</b>	IA2: Due Week 9 Tuesday		

<b>Week</b>	<b>Learning Intention</b>
1	Understand the causes of the Great Depression
2	Understand the New Deal and identify the ideas and actions that characterised the New Deal
3	Understand the purpose and effects of key New Deal programs (AAA, NRA, CCC, etc.)
4	Understand the purpose of social security
5	Hand out IA2 Tuesday State Library of Queensland excursion 22-02-2024
6	Working on IA2
7	Working on IA2
8	Working on IA2
9	Submit IA2 Tuesday
10	Concluding Study: Explain the legacy of the New Deal and analyse the effects of World War II on the Great Depression





<b>Year Level</b>	12	<b>Subject</b>	Design Technologies
<b>Unit Topics</b>	advanced strategies for creative problem-solving in design, focusing on the SCAMPER model and divergent thinking techniques		
<b>Assessment Tasks and Dates</b>	IA2 due term 2		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	IA2- rubric overview Class expectations, teams review- student sample work review
<b>2</b>	Principles of good design: Classroom exercises
<b>3</b>	SCAMPER model exercises devise ideas using divergent thinking strategies and circular design methods in response to a redesign problem in the develop phase – annotations, evaluation – representation through isometric, 2 point perspective, explosion view.
<b>4</b>	analyse redesign opportunities using data about existing designed solutions- SCAMPER model exercise
<b>5</b>	analyse redesign opportunities using data about existing designed solutions- SCAMPER model exercise  (Continued) Convey information through schematic sketching and ideation sketching and/or low-fidelity prototyping in the explore and develop phases
<b>6</b>	synthesise ideas and information to propose appropriate design concept in the develop phase
<b>7</b>	evaluate the strengths, limitations and implications of ideas concept against design criteria to make refinements



<b>8</b>	Overview of sustainability – informative video
<b>9</b>	Class discussion Overview of designing with empathy, compassion (human centred design)
<b>10</b>	Overview of product design



<b>Year Level</b>	12	<b>Subject</b>	Digital Technologies
<b>Unit Topics</b>	Unit 3: Digital Innovation Topic 1: Interactions between users, data and digital systems Topic 2: Real-world problems and solution requirements Topic 3: Innovative digital solutions		
<b>Assessment Tasks and Dates</b>	Multi-modal (Week 10)		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Revision and recap of web-frame works using Python, Flask, Jinja2, HTML, CSS, Bootstrap. The environment, set up, frame-work, rendering templates and terminology.
<b>2</b>	Revision and recap of web-frame works using Python, Flask, Jinja2, HTML, CSS, Bootstrap. The environment, set up, frame-work, rendering templates and terminology.
<b>3</b>	Integrating SQL into a web-framework, using CRUD - (Create, Read, Update, Delete). SQL statements to INSERT, UPDATE and DELETE rows in a database - SQL CREATE, DROP and ALTER statements - SQL SELECT query, including WHERE, GROUP BY, HAVING, ORDER BY, sub-selection and inner-joins clauses. Entity relationship diagram (ERD), data dictionary and sample data discussed and illustrated.
<b>4</b>	Integrating SQL into a web-framework, using CRUD - (Create, Read, Update, Delete). SQL statements to INSERT, UPDATE and DELETE rows in a database - SQL CREATE, DROP and ALTER statements - SQL SELECT query, including WHERE, GROUP BY, HAVING, ORDER BY, sub-selection and inner-joins clauses. Entity relationship diagram (ERD), data dictionary and sample data discussed and illustrated.
<b>5</b>	Exploring user interfaces using human-computer interface useability principles and error prevention when collecting and validating data. Examining data outputs to consider alternative layouts for a variety of screen/device sizes. Symbolise and explain useability principles, including accessibility, effectiveness, safety, utility and learnability. Visual communication principles.
<b>6</b>	Exploring user interfaces using human-computer interface useability principles and error prevention when collecting and validating data. Examining data outputs to consider alternative layouts for a variety of screen/device sizes. Symbolise and explain useability principles, including



	accessibility, effectiveness, safety, utility and learnability. Visual communication principles.
7	Recognise and use the basic constructs of an algorithm including assignment, sequence, selection, condition, iteration and modularisation. Symbolise well-ordered and unambiguous algorithms using pseudocode for - procedural code that processes data for insertion into a database or displays retrieved data. Examine algorithms that store user data in a local data repository and select data for output to a web page or screen.
8	Recognise and use the basic constructs of an algorithm including assignment, sequence, selection, condition, iteration and modularisation. Symbolise well-ordered and unambiguous algorithms using pseudocode for - procedural code that processes data for insertion into a database or displays retrieved data. Examine algorithms that store user data in a local data repository and select data for output to a web page or screen.
9	Symbolise and explain data flow through a system using data flow diagrams (DFD). Develop data flow diagrams showing how data sources can be combined to create a solution dataset. Compare solution datasets to other sets to evaluate and refine the solution.
10	Symbolise and explain data flow through a system using data flow diagrams (DFD). Develop data flow diagrams showing how data sources can be combined to create a solution dataset. Compare solution datasets to other sets to evaluate and refine the solution.



<b>Year Level</b>	12	<b>Subject</b>	Visual Art
<b>Unit Topics</b>	Unit 3 explores the concept of 'Art as Knowledge'. This project provides opportunities for you to enrich your knowledge and aesthetic experience of the world through critical thinking, making and responding to art in the contemporary, personal, historical and cultural and/or formal contexts.		
<b>Assessment Tasks and Dates</b>	IA1 due Term 1 Week 3, to work on IA2		

<b>Week</b>	<b>Learning Intention</b>
1	Work on IA1, feedback
2	Work on IA1, feedback
3	Work on IA1, feedback
4	Consultation and planning out IA2
5	Consultation and planning out IA2
6	Preliminary artwork presentation for peer and teacher feedback.
7	Preliminary artwork presentation for peer and teacher feedback.
8	Preliminary artwork presentation for peer and teacher feedback.
9	Select artworks and evidence for inclusion in body or work.



10

Display artworks and write artist statement/s.

