



ISLAMIC COLLEGE
OF BRISBANE



YEAR 10
SUBJECT OVERVIEWS
TERM 1, 2025

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
History	Design Technology
Digital Technology	Media Arts
Economics and Business	STEM
Psychology	Media Arts
Geography	Civics and Citizenship

Year Level	Year 10	Subject	Islamic Studies
Unit Topics	Belief in the unseen, Islamic rules of business		
Assessment Tasks and Dates	Click or tap here to enter text.		

Week	Learning Intention
1	Induction Setting class expectations Communicate outline for the year and set up
2	Belief in the Unseen - Intorduction
3	Belief in the Unseen - Jinn
4	Belief in the Unseen - Sihr
5	Belief in the Unseen - Sihr
6	Belief in the Unseen - Angels
7	Belief in the Unseen - Angels
8	Belief in the Unseen - Ayn (Evil eye)
9	Islamic rules of business
10	Islamic rules of business



Year Level	Year 10	Subject	Arabic
Unit Topics	Places and Directions		
Assessment Tasks and Dates	EP communication exam (vocabulary, reading comprehension, listening comprehension and writing) Week 10		

Week	Learning Intention
1	<ul style="list-style-type: none"> - Greeting and Introduction. - EP accounts set up. - Spelling, vocabulary and composition - 5 words.
2	<ul style="list-style-type: none"> - Introducing names of some places and directions. - Spelling, vocabulary and composition - 5 words.
3	<ul style="list-style-type: none"> - Recalling names of places and directions. - Talking about some iconic places in the Arab world such as Burj Khalifa and the Nile River. - Spelling, vocabulary and composition - 5 words.
4	<ul style="list-style-type: none"> - Introducing the capital cities of Arab countries. - Introducing direction words and phrases. - Speaking practice: asking for and giving directions. - Spelling, vocabulary and composition - 5 words.
5	<ul style="list-style-type: none"> - Listening comprehension: describing a city or a town. - Spelling, vocabulary and composition - 5 words.
6	<ul style="list-style-type: none"> - Listening comprehension: asking for and giving directions. - Spelling, vocabulary and composition - 5 words.
7	<ul style="list-style-type: none"> - Reading comprehension: describing a town or a city. - Spelling, vocabulary and composition - 5 words.



8	<ul style="list-style-type: none"> - Reading comprehension: asking for and giving directions. - Spelling, vocabulary and composition - 5 words.
9	<ul style="list-style-type: none"> - Reading comprehension: asking for and giving directions. - Spelling, vocabulary and composition - 5 words.
10	<ul style="list-style-type: none"> - EP communication exam (vocabulary, reading comprehension, listening comprehension and writing). - Spelling, vocabulary and composition - 5 words



Year Level	10	Subject	English
Unit Topics	Language to Persuade		
Assessment Tasks and Dates	1. Written - Persuasive Article for a public Audience (Week 5) Exam 2. Spoken - Short spoken persuasive task (Week 9)		

Week	Learning Intention
1	Introduction to media, perspectives and positioning Revision of persuasive structures, language and textual features
2	Deconstruction of a selection of media text types including print and digital – analysing the structure of effective language and arguments and understanding opinions and the language of persuasion.
3	Responding to issues – debating issues and forming arguments by using persuasive language to position an audience
4	Creating persuasive texts – establishing and controlling a perspective by using structure, style and textual features for effect. Peer review of persuasive writing. Citing and referencing other work and experts Preparing for the persuasive essay (Seen Task) – research and planning
5	Assessment (Exam) – Persuasive article for a public audience Reflection and evaluation. Begin productive mode assessment.
6	Persuading an audience – position an audience to a particular viewpoint on a current issue of choice. Consider language and verbal features. Examples.
7	Persuading an audience – position an audience to a particular viewpoint on a current issue of choice. Consider perspectives, viewpoints and contentions.
8	Preparation of talk.
9	Persuading an audience – position an audience to a current issue of choice. Recorded or live presentation.





Year Level	10	Subject	Mathematics
Unit Topics	Unit 1: Indices, surds and logarithms (chapter 1) Unit 2: Algebra and co-ordinate geometry (chapters 2 and 3) Unit 3: Simultaneous equations and inequations (chapter 4)		
Assessment Tasks and Dates	Unit 1 test in week 5; Unit 2 test in week 9 (refer to the calendar for the dates)		

Week	Learning Intention
1	Unit 1: Indices, surds and logarithms Number classification; Identifying and simplifying surds; Operations with surds
2	Review index laws; Negative indices; Fractional indices Combined index laws
3	Application of indices: Compound interest; Logarithms; Logarithmic laws
4	Logarithmic laws (continued); Solving equations
5	Unit 2: Algebra and co-ordinate geometry Substitution
6	Adding and subtracting algebraic fractions; Multiplying and dividing algebraic fractions; Solving linear equations
7	Literal equations; Sketching linear graphs; Determining linear equations of graphs
8	Parallel and perpendicular lines; Distance between two points; The midpoint of a line segment
9	Applications of linear functions and collinearity
10	Unit 3: Simultaneous equations & inequations Graphical solution of simultaneous linear equations; Solving simultaneous linear equations using substitution; Solving simultaneous linear equations using elimination





Year Level	Yr 10	Subject	Science
Unit Topics	Unit 1 Science Language and Literacy Unit 2 Getting into Genes Unit 3 Evolution -		
Assessment Tasks and Dates	Wk 3 Unit 1 Written Test (Refer to the school calendar for dates) Wk 9 Unit 2 Written test		

Week	Learning Intention
1	Your Quest; Language of Learning Analysing scientific text; the language of attitude and opinion; development of science and technology over the years.
2	Understanding scientific literacy and analysing, comparing, and writing scientific texts
3	Introduction to Genetics Understanding the terminology of genetics.
4	Genetic Patterns and DNA. Genomes; Dividing to Multiply Terminology of genetics application; Structure of DNA, Mechanism of replication; gene sequencing; Cell division and variation
5	The Next Generation; What are the chances? Dominant and recessive genes; Use of Punnett Squares and pedigree charts
6	What are the chances? Changing the Code; Use of Punnett Squares and pedigree charts; Understanding how mutations occur.
7	Predicting with Pedigree Charts; Exposing your genes; Reading and understanding pedigree charts; What genetic testing can show
8	Looking back and revision of genetics. Introduction to Classification & Biodiversity; Analysis of data regarding ancestry;
9	Introduction to evolution; recalling classification systems and biodiversity understanding and explaining classification of organisms; variation within a population.
10	Natural selection; Understanding that the evolution of organisms changes to enhance their chance of survival; Different forms of evolution exist.





Year Level	10	Subject	Health and Physical Education
Unit Topics	Biomechanics - In this unit, students will explore how they can manipulate forces and speed to influence movement patterns and performance outcomes. They will understand the role of balance and stability in performance, and how bodies in motion can allow for individual and coordinated physical performances. Students will be given the opportunity to use technologies to analyse physical performances and and make judgements on enhancing quality of movement.		
Assessment Tasks and Dates	PowerPoint presentation. Evaluation and analysis of personal performance in sport through the discussion of biomechanics principles - Assigned in week six, draft due in eight, final submission in week 10.		

Week	Learning Intention
1	Week 1: Introduction to Force and Key Terms Students will begin by familiarizing themselves with key terms related to force and physical performance, such as elite, technique, biomechanics, force, coordination, physiological, and psychological. They will engage in discussions and reflective activities to deepen their understanding of these concepts.
2	Week 2: Force Dynamics in Sports Building on the previous week's learning, students will explore how force influences performance output in sports. They will delve into concepts like motion, gravity, air resistance, speed, velocity, and acceleration, and apply these principles to sporting scenarios through practical activities and discussions.
3	Week 3: Understanding Levers and Force Multipliers This week focuses on the mechanics of force transmission through levers and force multipliers. Students will learn about the three types of levers and understand their application in sports. Additionally, they will explore how force multipliers enhance movement efficiency and practical applications in sports.
4	Week 4: Exploring Newton's Laws of Motion Students will deepen their understanding of force dynamics by exploring Newton's laws of motion. Through discussions and practical demonstrations, they will apply these laws to real-world sporting scenarios, gaining insights into how forces impact movement and performance outcomes.



5	<p>Week 5: Spin Variations and Coping Strategies This week, students will explore the role of spin variations in sports performance, distinguishing between top, side, and backspin and their impact on outcomes. Additionally, they will learn coping strategies to manage change and pressure in sporting contexts, applying these strategies through practical activities and discussions.</p>
6	<p>Week 6: Trajectory and Force Absorption The focus shifts to trajectory and force absorption in sports. Students will understand how trajectory influences performance outcomes and experiment with different launch angles to maximize distance. They will also explore when and how force is absorbed during movement, considering how object positioning affects force absorption.</p>
7	<p>Week 7: Balance, Stability, and Coordination Students will explore the importance of balance, stability, and coordination in sports performance. They will understand how equilibrium and stability contribute to maintaining balance and returning to the original position. Through activities and discussions, students will identify how forces are absorbed in various movements and how coordinated movement as a group differs from individual actions.</p>
8	<p>Week 8: Integrating Technology in Movement This week focuses on the integration of technology in movement analysis and enhancement. Students will identify ways in which technology aids movement improvement, experimenting with various tools such as stopwatches, cameras, and performance analysis software. They will apply technology to enhance movement outcomes and evaluate its effectiveness.</p>
9	<p>Week 9-12: Assessment Preparation</p> <p>In these weeks, students will prepare for their assessment by reviewing key focus areas, task types, formats, time limits, and exam dates. They will engage in revision activities, receive feedback from the teacher, and participate in collaborative review sessions to ensure readiness for the assessment.</p>
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13	<p>Week 13: Assessment and Reflection</p> <p>The final week culminates in the assessment, where students demonstrate their understanding of force dynamics, movement mechanics, and application in sports. Following the assessment, students will engage in reflective activities, considering their strengths, areas for improvement, and lessons learned throughout the unit.</p>



Year Level	10	Subject	History
Unit Topics	Unit 1: World War II Unit 2: Building Modern Australia		
Assessment Tasks and Dates	Assignment Due Week 9 Thursday (27-03-2025)		

Week	Learning Intention
1	Outline the contributing factors of World War II
2	Examine the European theatre of war
3	Examine the Asia-Pacific theatre of war
4	Investigate the impact of World War II on the Australian home front
5	Examine the end of the war
6	Hand out assessment Working on assessment task
7	Working on assessment task
8	Working on assessment task
9	Submit assessment Thursday
10	Begin Unit 2: Building Modern Australia: Identify and explain the demands for rights and freedoms made by First Nations Australian advocacy groups from 1920 onwards.



Year Level	10	Subject	Design Technologies
Unit Topics	Research assignment / workshop component (hand tools, safety in workshop)		
Assessment Tasks and Dates	Workshop Practical (Week 7)		

Week	Learning Intention
1	<p>understanding of the assessment- task sheet, rubric. Class activities (Practical) Introduction to workshop safety understanding of the assessment- task sheet, rubric. Class activities (Theory) Work through research questions Structure outline</p>
2	<p>Workshop safety, online safety quiz (Practical) Research design ideas (Theory) Explore design ideas and communicate through annotations, sketches, mood board</p>
3	<p>Workshop demonstration (I do) / Safety observation – (you do) demonstration (Practical)</p> <p>Develop design ideas into Positive, Minus, Interesting comparison (Theory)</p> <p>Plan for design solutions- referring to criteria for success and end user requests</p>
4	<p>Workshop activity- wood working warm up activity- achieving common wood working joints/ procedures. (Practical)</p> <p>Produce design solution – hand sketches, inventor (Theory)</p>
5	<p>Workshop activity - practical - work on assessment [Final submission Week 7]</p> <p>Evaluate design solution – annotations, peer reflection, group discussion (theory) Refine design solution – polish design folio ready for marketing / submission</p>



6	<p>Workshop activity - practical - work on assessment [Final submission Week 7]</p> <p>Evaluate design solution – annotations, peer reflection, group discussion (theory)</p> <p>Refine design solution – polish design folio ready for marketing / submission</p>
7	<p>Workshop activity - practical - work on assessment [Final submission Week 7]</p> <p>Evaluate design solution – annotations, peer reflection, group discussion (theory)</p> <p>Refine design solution – polish design folio ready for marketing / submission</p>
8	<p>Workshop – short activities</p> <p>Research task (theory)</p>
9	<p>Workshop – short activities</p> <p>Research task (theory)</p>
10	<p>Workshop housekeeping duties/ workshop activities /revision</p> <p>Research task (theory)</p>



Year Level	10 T1	Subject	Digital Technologies
Unit Topics	Coding a physical device; Database design and management systems; Designing low-fidelity wireframes & prototype:including algorithms using pseudocode; Web based programming using python libraries; Privacy & security		
Assessment Tasks and Dates	Micro:bit assignment (week 6) 7 Mar 2025 SQL practical test (week 10) 2 Apr 2025		

Week	Learning Intention
1	Lesson introduction, introduction to Micro:bit, A and B buttons
2	Micro:bit functions – gyroscope, display, radio, display Python list, dictionary
3	Micro:bit – while true loop Python defining functions and calling functions
4	Micro:bit pet planning and design
5	Work on micro:bit project
6	Submit micro:bit project
7	Relational databases – revision on functions, strengths, limitations
8	Introduction to SQLite, querying data from SQLite
9	Data Definition Language (DDL) and Data Manipulation Language (DML)
10	SQLite practical test



Year Level	Term 1 Year 10	Subject	Visual Art
Unit Topics	Australian and Contemporary Artists		
Assessment Tasks and Dates	Term 2 Week 7-8 Experimental Folio and written response		

Week	Learning Intention
1	Explore how and why artists, craftspeople, and designers realise ideas through different visual representations.
2	Investigate various practices, processes, and viewpoints in visual arts. Hand out: Assessment
3	Refine personal aesthetics by responding conceptually and perceptively as artists or audiences.
4	Analyse how artists and audiences interpret artworks using visual language
5	Research the properties, constraints, and characteristics of materials, technologies, and processes.
6	Examine forms, styles, and practices across diverse cultural and historical contexts.
7	Examine forms, styles, and practices across diverse cultural and historical contexts.
8	Create cross-media or cross-form artworks through reinvented processes.
9	Study artworks from a range of cultures, times, and locations. Assessment: Checkpoint
10	Explore the influences of Aboriginal and Torres Strait Islander Peoples and the Asia region.



Year Level	10	Subject	Business
Unit Topics	Economics and Business: Work and Work Futures, Enterprising Behaviour and Capabilities		
Assessment Tasks and Dates	Group Assignment Due Week 7 (17/03/2025)		

Week	Learning Intention
1	Unit 1: Work and work futures (Business Environment) Explain ways businesses gains a competitive advantage
2	Describe Innovation in Business (Innovation in marketing, business culture, processes. Importance of innovation in business
3	Identify ethical and unethical practices and its impacts on individuals Explain reasons for triple bottom line business planning Differentiate between mission and vision statement
4	Assignment 1 Released: Workplace Productivity Group Assignment Examine strategies to enhance car companies productivity.
5	Examine Acquisition stage of the employment cycle- Recruitment and Selection process (Job description and job advertisement)
6	Explain the role of Induction Program and training processes as a strategic planning tool (Technical training) Explain stages of employment cycle
7	Different stakeholders within the car industry and their impact on business performance.
8	Assignment Due and Presentation whole week (Assign Due 17/03/25)
9	Unit 2: Enterprising behaviour and Capabilities - Economic ideology- Indicators of economic performance and how Australia's economy is performing





Year Level	10	Subject	STEM
Unit Topics	Students aim to complete 1 major and 3-4 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. Students submit the final products of the two major PBL projects including all documentations for assessment.		
Assessment Tasks and Dates	Project Presentation (Week 10)		

Week	Learning Intention
1	Introduction of STEM, introduction of common tools used in STEM lessons, housekeeping, safety code. Engineering Challenge Series – Pingpong Pickup
2	Engineering Challenge Series – Pingpong Pickup
3	Major PBL project 1 – Rube Goldberg Machine – Group planning
4	Major PBL project 1 – Rube Goldberg Machine – Design
5	Major PBL project 1 – Rube Goldberg Machine – Building the model
6	Major PBL project 1 – Rube Goldberg Machine – Building the model
7	Major PBL project 1 – Rube Goldberg Machine – Test and improve the model
8	Major PBL project 1 – Rube Goldberg Machine – Finalise the model & report writing
9	Major PBL project 1 – Rube Goldberg Machine – Model and report are finalised





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	Exam or report- week 8		

Week	Learning Intention
1	Chapter 10.1 & 10.2 Describe what Psychology is Distinguish between psychology, psychiatry and social work Summarise the steps in the scientific method as used in all psychological research
2	Chapter 10.3 Recognise the basic structure and function of the human nervous system, including the central (i.e. brain and spinal cord) and peripheral (i.e. somatic and autonomic) nervous systems
3	Chapter 10.3 Recognise the basic structure and function of the human nervous system, including the central (i.e. brain and spinal cord) and peripheral (i.e. somatic and autonomic) nervous systems
4	Chapter 10.4 Understand the multiple intelligences (Howard Gardner 2017) theory of intelligence Recognise common methods by which intelligence is assessed with reference to intelligence tests and scales
5	Chapter 10.5 Understand how humans experience and express emotions. Explore non-verbal communication, including kinesics and personal space.
6	Chapter 10.6 Recognize the different types of sleep (REM, NREM) Understand the function of sleep Recognise a variety of sleep disorders
7	Review all topics covered



8	Exam
9	Chapter 10.7 Recognise the different types of psychological disorders, including symptoms, diagnosis and prevalence
10	Chapter 10.7 Recognise the different types of psychological disorders, including symptoms, diagnosis and prevalence



Year Level	10	Subject	Media Arts
Unit Topics	In Year 10 Media Arts, students will define and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions. Additionally, they will extend the use of time, space, sound, movement and lighting as they use technologies.		
Assessment Tasks and Dates	Screenplay for a short genre film and storyboards – individual task Task distributed Beginning of Week 3 Draft due end of Week 6 Final due End of Week 8		

Week	Learning Intention
1	Students will be able to identify the common movie genres and their characteristics. Students will be able to identify the correct genre based on genre characteristics from a movie trailer. Students will learn the elements of a movie trailer
2	Students will learn the elements and format of a movie script
3	Assessment Task Distributed Students will learn the requirements of the assessment task. Students will brainstorm ideas for their assessment and begin drafting
4	Students will learn the codes and conventions of cinematography including shot type, angle, and size as well as movements.
5	Students will learn the codes and conventions of storyboarding
6	Draft Due End of Week Students will learn how to complete a first draft of a screenplay



7	Peer and teacher feedback Codes and conventions of Audio and production design.
8	Assessment due at end of week
9	Students will organize into groups, decide on crew roles, and select which script/storyboards to film Students will learn how to shot list a film in professional format
10	Students will learn how to complete a producer's breakdown for their chosen screenplay



Year Level	10	Subject	Humanities
Unit Topics	Geographies of Wellbeing		
Assessment Tasks and Dates	Geography Report due Week 6		

Week	Learning Intention
1	Explore the various metrics and methods used to measure human wellbeing, examining the relationship between wealth and wellbeing. (8.1-8.3)
2	Understand the impact of gender, access to water, and poverty on human wellbeing, exploring strategies to address disparities. (8.3-8.4)
3	Examine regional variations in wellbeing, focusing on case studies such as India and Australia to understand the diversity of wellbeing factors. (8.5-8.7)
4	Hand out assessment task. Working on assessment
5	Working on assessment
6	Assessment due Friday. Explore trends in global wellbeing, identifying key drivers and challenges in improving overall human welfare.
7	Evaluate strategies to improve wellbeing for Indigenous populations, considering historical and contemporary challenges. (9.1-9.2)
8	Examine historical perspectives on wellbeing, understanding how societal changes have influenced human welfare over time. (9.4-9.5)
9	Analyse contemporary issues impacting wellbeing, critically evaluating current events and their implications for global welfare. (9.6-9.8)
10	Synthesise key concepts and learning from the unit, reflecting on the complexities of defining and improving human wellbeing. (8.10, 9.11)



Year Level	Y10	Subject	Civics and Citizenship
Unit Topics	Civics and Citizenship		
Assessment Tasks and Dates	Exam Week 9		

Week	Learning Intention
1	Describe the key features of Australia's system of government. Describe the nature and functions of three arms of Australian government Explain the purpose for the separation of powers (1.2) Explore systems of government in adjacent nations.
2	Outline the purpose of foreign aid and how Australia contributes to foreign aid programs. Identify the purpose of foreign aid. Distinguish between emergency aid and development aid and outline how Australia contributes to foreign aid programs. (2.1, 2.2)
3	Outline what the United Nations is and explain Australia's role in it. Define the United Nations and outline Australia's role in founding the UN. Define key concepts including multilateral, charter, and sanctions. Identify Australia's current contributions to the UN. (2.3, 2.4)
4	Identify how the Australian Constitution divides law-making power and outline how the Australian court system allows for the resolution of disputes between state and federal governments. (3.2) Outline legislative powers specified in the Australian Constitution. Identify examples of exclusive, concurrent, and residual powers. (3.3)
5	Describe why the Australian Constitution needs to be interpreted, outline the role of the High Court protecting rights and interpreting the Constitution. Define key terms, including rights, ultra vires, infer and defamation. Outline how the High Court of Australia protects rights by interpreting the Constitution. (3.3)
6	Describe Australia's human rights obligations under international law and outline the means by which international law is enforced. Define what international law is. Describe how international law influences Australia's approach to human rights.



	Outline the means by which international law is enforced. (4.1)
7	Analyse the nature and purpose of international treaties and discuss how these are applied in Australia. Describe key terms, including treaty, ratify and tariff. Explain in detail how international treaties are applied in Australia and discuss specific examples. (3.4, 4.3)
8	Describe Australia's obligations to Aboriginal and Torres Strait Islander peoples through international law. (4.4) Explain the factors that contribute to a functioning, cohesive society. Evaluate the key threats to social cohesion in Australia.
9	Evaluate the methods available within our society to deal with situations where conflict has arisen. Exam revision
10	Exam Revision Complete exam in class

