



ISLAMIC COLLEGE  
OF BRISBANE



# YEAR 11

## 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	General English
Essential English	General Mathematics
Essential Mathematics	Mathematical Methods
Biology	Chemistry
Physics	Psychology
Physical Education	Sports and Recreation
Health	Accounting
Business	Legal Studies
Modern History	Design
Digital Solutions	Visual Art
Visual Art in Practice	Social and Community Studies
Study of Religion	

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

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



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



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

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Introduction to Senior Syllabus and overview of assessment requirements Introduction to Unit 1: Understanding perspectives and representations in texts. Introduction to the background and context of 'The Crucible' by Arthur Miller to explore and interpret perspectives and representations in texts.
<b>2</b>	Read play Explore plot, characters, concepts and conflict
<b>3</b>	Read play Explore plot, characters, concepts and conflict
<b>4</b>	Read play Explore plot, characters, concepts and conflict
<b>5</b>	Examine how the play represents individual and community identities Interpret meaning through understanding character actions and motivations
<b>6</b>	Examine perspectives of the author through character and construction of themes. Analyse and message and meaning for readers. Identify perspectives for modern readers.
<b>7</b>	Notice of task FA1: Writing for a public audience. Examine perspectives and representations in the text for a public audience. Identify features for a successful task. Planning and researching for assessment.
<b>8</b>	Edit draft using feedback - evaluate features for a successful task



9	Edit essay using feedback - evaluate features for a successful task. Revision of perspectives and representations in texts.
10	Assessment FA1 Task 1 due. Introduction of next phase of unit – perspectives in media texts



<b>Year Level</b>	<b>11</b>	<b>Subject</b>	<b>Essential English</b>
<b>Unit Topics</b>	Language that Works <ul style="list-style-type: none"> <li>▪ Work in the 21<sup>st</sup> century</li> <li>▪ Skills for the future</li> </ul>		
<b>Assessments Tasks and Dates</b>	FA1 Spoken <b>Due: Week 8-Friday March 21st</b>		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	<ul style="list-style-type: none"> <li>▪ Workplaces of the future-Watch TED talk om "Why jobs of the future won't feel like work" and have discussion on career.</li> <li>▪ Skills and strategies to predict meaning.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>▪ Issues in the workforce - history and change, link to 21st century skills</li> <li>▪ Exercises in explaining an opinion and/or ideas in a text according to its purpose.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▪ Basics: Appeal (logos, ethos, pathos) and persuasive devices (relating to the appeals), Monroe's frame/structure of script</li> <li>▪ Language features for persuasion</li> <li>▪ Skills and strategies to communicate as a team and using 21<sup>st</sup> century skills.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>▪ Extended Spoken/Signed Response</li> <li>▪ Introduce assessment task-Getting started.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>▪ Introduce task - confirm topics</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>▪ Checkpoint 1- Plan and research your work.</li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>▪ Checkpoint 2 -Submit draft.</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>▪ Submit final on Teams and script on LMS  <b>Friday-March 21<sup>st</sup>.</b></li> </ul>
<b>9</b>	<ul style="list-style-type: none"> <li>▪ Skills and strategies on reflecting on your skills.</li> <li>▪ The technologies.</li> </ul>
<b>10</b>	<ul style="list-style-type: none"> <li>▪ Skills and strategies in conducting research.</li> <li>▪ The Coordinators.</li> </ul>

<b>Year Level</b>	11	<b>Subject</b>	General Mathematics
<b>Unit Topics</b>	Unit 1 : Money, Measurements and Relations Topic 1 - Consumer arithmetic (ch. 1 & 2); Topic 2 - Shape and measurement (ch. 3 & 4)		
<b>Assessment Tasks and Dates</b>	Assignment due week 10		

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





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

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



<b>Year Level</b>	11	<b>Subject</b>	Mathematical Methods
<b>Unit Topics</b>	Unit 1: Surds, algebra, functions and probability		
<b>Assessment Tasks and Dates</b>	Quizzes; Problem-solving and modelling task		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Topic 1: Surds and quadratic functions - the real number system and surds; simplifying surds; adding and subtracting surds; multiplying surds; rationalising denominators
<b>2</b>	Solving quadratic equations with rationals and irrational roots, including the quadratic formula;
<b>3</b>	Graphs of quadratic functions; the discriminant
<b>4</b>	Modelling with quadratic functions Topic 2: Binomial expansion and cubic functions - Pascal's triangle and binomial expansion;
<b>5</b>	Binomial theorem; polynomials and cubic functions;
<b>6</b>	(Assessment 1 - Problem-solving and modelling task) Graphing cubic functions; solving cubic functions; modelling cubic functions
<b>7</b>	Topic 3: Functions and relations - set and interval notations; relations and functions; function notation
<b>8</b>	Piece-wise functions; the circle; the side-ways parabola; the square root function
<b>9</b>	(Assessment 1 - Problem-solving and modelling task – due) The reciprocal functions and their features Topic 4: Trigonometric functions - radian measure; calculating the arc length and area of a sector



10	Unit circle definitions; exact values and symmetry



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

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	<p>Module 1 Biology Induction Toolkit To develop the skills required to be successful in Biology</p> <p>Module 2 Cells and multicellular organisms - Cell Structure Recognise the requirements of all cells for survival Compare prokaryotic and eukaryotic cells. Identify key organelles and their functions, including the nucleus, mitochondria, rough ER, ribosomes, smooth ER, Golgi apparatus, lysosomes, vacuoles and chloroplasts.</p>
<b>2</b>	<p>Module 2 Cell structure Continued Identify the following structures from an electron micrograph: chloroplast, mitochondria, rough endoplasmic reticulum, and lysosome. Describe the structure of the cell membrane (including protein channels, phospholipids, cholesterol, and glycoproteins) based on the fluid mosaic phospholipid bilayer model. Describe how the cell membrane maintains relatively stable internal conditions via the passive movement (diffusion, osmosis) of some substances along a concentration gradient. Explain how the cell membrane maintains relatively stable internal conditions via the process of active transport of a named substance against a concentration gradient.</p>
<b>3</b>	<p>Module 3 From cell to multicellular organism Formation of the multicellular organism, Organisation of cells in multicellular organisms, Organisation of cells into tissues, organs and systems, Mitosis, Stem Cells, Cell Specialisation Distinguish between unipotent, multipotent, pluripotent and totipotent stem cells. Describe how the hierarchical organisation of cells, tissues, organs and systems allow multicellular organisms to</p> <ul style="list-style-type: none"> <li>- obtain nutrients, e.g. digestive and circulatory systems</li> <li>- exchange gases, e.g. respiratory and circulatory systems</li> <li>- remove wastes, e.g. respiratory, circulatory and excretory systems.</li> </ul> <p>Explain that each body system contains specialised cells and tissues that are structurally suited to function, including</p>



	-size and shape (SA : V ratio) & organelle composition.
4	<p>Module 3 From Cell to Multicellular Organisms (Continued..)  Chapter 4 The Chemicals of Life  Organic compounds in living  Things, Enzymes, The effect of enzyme concentration on the rate of reaction  Describe the structure and function of carbohydrates, proteins and lipids. Describe the structure and function of enzymes, including the role of the active site. Compare the induced-fit and lock-and-key models of enzyme function. Explain how enzyme activity is affected by factors such as temperature, pH, presence of inhibitors and substrate concentration.</p>
5	<p>Module 5 Transport of Materials in Animals  Explain how structural features of exchange surfaces in the digestive and circulatory systems of mammals (e.g. villi and capillaries) allow for efficient nutrient exchange. Describe how closed circulatory systems facilitate the efficient transport of materials to and from all cells in the body.</p>
6	<p>Data Test Revision  Data Test  Module 6 Exchange of Nutrients &amp; Waste in Animals</p>
7	<p>Module 6 Exchange of Nutrients &amp; Waste in Animals (Continued..)  Describe the role of amylase, protease and lipase in chemical digestion. Explain how metabolic processes, such as digestion, are controlled and regulated by enzymes. Explain how structural features of exchange surfaces in the digestive and circulatory systems of mammals (e.g. villi and capillaries) allow for efficient nutrient exchange. Identify the parts of a nephron and their functions in the production of urine, i.e. glomerulus, Bowman's capsule, proximal tubules, Loop of Henle, distal tubules and collecting duct. Explain how glomerular filtration, selective reabsorption and secretion across nephron membranes contribute to the removal of waste.</p>
8	<p>Module 7 - Cell Function &amp; Energy  Distinguish between catabolism and anabolism. Explain how ATP allows energy from catabolic reactions to be used in anabolic reactions. Describe the process of aerobic respiration, identifying the location in the cell and net inputs and outputs of glycolysis, Krebs cycle and electron transport chain, the overall Cellular respiration reaction, Compare aerobic and anaerobic respiration.</p>



9	<p>Module 8 - Gas Exchange in Humans</p> <p>Explain how structural features of exchange surfaces in the respiratory and circulatory systems of mammals (alveoli and capillaries) allow for efficient gas exchange. Analyse data to predict the direction that materials will be exchanged between alveoli and capillaries, capillaries and muscle tissue.</p>
10	<p>Module 8 - continued</p> <p>Explain how structural features of exchange surfaces in the respiratory and circulatory systems of mammals (alveoli and capillaries) allow for efficient gas exchange. Analyse data to predict the direction that materials will be exchanged between alveoli and capillaries, capillaries and muscle tissue.</p>



<b>Year Level</b>	11	<b>Subject</b>	Chemistry
<b>Unit Topics</b>	Chemical reactions - uncertainty and error in measurements; exo- and endothermic reactions. Properties and structures of materials. Mole concepts. Intermolecular Forces and Gases		
<b>Assessment Tasks and Dates</b>	Data Test in term 2.		

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







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

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





<b>Year Level</b>	11	<b>Subject</b>	Psychology
<b>Unit Topics</b>	Unit 1- Individual Development Topic 1- The role of the brain. Topic 2 - Cognitive Development Topic 3- Consciousness, attention and sleep.		
<b>Assessment Tasks and Dates</b>	FA 1- Data Test (Week 7)		

<b>Week</b>	<b>Learning Intention</b>
1	Students will understand the aims of psychology as a scientific discipline and explore theories of human development.
2	Students will understand how psychological research is conducted and evaluate research methods in the context of human development.
3	Students will explore the structure and function of the brain and its role in individual development.
4	Students will analyse the influence of genetic and environmental factors on human development.
5	Students will evaluate theories of cognitive development and their applications in understanding human behavior.
6	Students will examine moral and emotional development and how it relates to cognitive growth.  Revision of topics covered in weeks 1-6
7	Revision and Preparation for Data Test  FA1- Data Test
8	Students will understand the concept of consciousness and its varying states, including normal waking consciousness and altered states.  Students will analyse the biological basis of sleep, including its stages and functions.



9	Students will examine common sleep disorders and their effects on individual functioning.
10	Students will consolidate their understanding of individual development and apply psychological concepts to analyse real-world scenarios.



<b>Year Level</b>	11	<b>Subject</b>	Physical Education
<b>Unit Topics</b>	<p>In this unit, students will explore motor learning through and in physical activity. They will understand the approaches to investigating motor learning , types of practice, types of feedback and body and movement concepts. They will apply motor learning principles and concepts to practical scenarios. In the next unit, students will explore functional anatomy and biomechanics through and in physical activity. They will understand how parts of the body, function for optimal physical movement and will look at biomechanical concepts - force, motion, Newton's Laws and projectile motion in physical performances.</p>		
<b>Assessment Tasks and Dates</b>	<p>2 hour exam. Demonstration of understanding and accurate application of motor learning concepts. Conducted in week 6. 7-9 minute multimodal folio presentation. Assigned in week 7. Due in term 2.</p>		

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



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



<b>Year Level</b>	11	<b>Subject</b>	Sport and Recreation
<b>Unit Topics</b>	Unit H: Fitness for Sport and Recreation - In this unit, students will explore the multi-dimensional concept of fitness, and investigate how the components of fitness can be enhanced through various training methods and principles. They will investigate, plan, perform, and evaluate training sessions targeted at enhancing fitness outcomes.		
<b>Assessment Tasks and Dates</b>	<p>Assessment 1: Project - Investigation of the fitness profile of a sport, and the benefits of either circuit or interval training for improving those fitness components. Detailed circuit or interval training session plan using the designated template. Implementation of the plan, guiding peers through their short training session. Evaluation of the strengths and weaknesses of their training session using PIRFAM Framework - Assigned in Week 5, Draft due in Week 8, Final due in Week 10 (Term One).</p> <p>Assessment 2: Performance – Students assume the role of the professional trainer of one of their peers. Students will have access to their peer’s fitness sheet, which includes the exercises they have done in the gym practical lessons, the weight, reps and sets, and some fitness goals. Students will devise a resistance training session catered to their peer’s fitness level and targeted at working towards achieving their fitness goals. Students perform their session, guiding their ‘client’ through their resistance training session as a professional trainer would. Evaluation of the strengths and weaknesses of their training session using PIRFAM Framework - Assigned in Week 5, Draft due in Week 8, Final due in Week 10 (Term Two).</p>		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	<p>Unit Introduction - Fitness for Sport and Recreation - Define fitness and identify its main components, including body composition, muscular strength and endurance, agility, balance, coordination, and speed. Understand that fitness is multi-dimensional.</p> <p>Fitness testing - Perform activities and strategies to enhance outcomes in fitness for sport and recreation.</p>
<b>2</b>	<p>Introduction of the PIRFAM Framework for evaluation (Planning, Instructions, Relevance, Feedback, Adjustments, Motivation).</p> <p>Fitness testing - Perform activities and strategies to enhance outcomes in fitness for sport and recreation.</p>
<b>3</b>	<p>Fitness tests - Explore various fitness tests to understand how to select the right test, the specificity of fitness tests, limitations of fitness tests, and interpreting results.</p> <p>Testing of various fitness components and anthropomorphic measurements</p>



	<p>such as wingspan, sitting length, leg length - Perform activities and strategies to enhance outcomes in fitness for sport and recreation.</p> <p>Engage in several different sports (volleyball, basketball, futsal) to explore which fitness components form the fitness profile for each sport.</p>
4	<p>Fitness profiles - Understand and identify the components of fitness required to be successful in a particular sport or recreational activity.</p> <p>Engage in several different sports (volleyball, basketball, futsal) to explore which fitness components form the fitness profile for each sport.</p>
5	<p>Training methods – Investigate the benefits of different training methods such as continuous, circuit, interval, and fartlek, and understand the differences between them.</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 complete investigation and training session sections of assessment task.</p>
6	<p>Students implement their training session, setting up required equipment and guiding their peers through either a circuit or interval training session, including a warm-up and cool-down. Following the session, they note the overall success of the session and some strengths and weaknesses to aid with the evaluation aspect of the assessment task.</p>
7	<p>Students implement their training session, setting up required equipment and guiding their peers through either a circuit or interval training session, including a warm-up and cool-down. Following the session, they note the overall success of the session and some strengths and weaknesses to aid with the evaluation aspect of the assessment task.</p>
8	<p>Draft submission of assessment - Completion of the first draft of the assessment which should include an attempt to complete all sections of the assessment to a satisfactory extent. Any part of the assessment left blank by students cannot obtain feedback.</p> <p>Ramadan - Engage in low-intensity games and recreational activities (optional)</p>
9	<p>Redrafting and editing of assessment based on the feedback provided by the teacher on draft submission.</p> <p>Ramadan - Engage in low-intensity games and recreational activities (optional)</p>





10	<p>Final assessment copy to be submitted to Class Teacher via Student Café.</p> <p>Ramadan - Engage in low-intensity games and recreational activities (optional)</p>
11	<p>Training principles - Understand training principles and concepts, including specificity, intensity, technique, progressive overload, warming up and cooling down.</p> <p>Identify factors influencing fitness outcomes, such as access to resources and community facilities, safety, roles and responsibilities in strength and conditioning, diversity, equity, inclusion, and economic factors.</p> <p>Body weight/cardio exercises - Perform activities and strategies to enhance outcomes in fitness for sport and recreation.</p>
12	<p>Understand importance of nutrition in supporting fitness goals: macronutrients, micronutrients, hydration, and supplementation.</p> <p>Practical activities on meal planning and nutritional strategies for pre- and post-exercise fueling.</p> <p>Investigate the role of sleep, rest, and recovery in optimising performance and preventing overtraining.</p> <p>Gym practical – engage in resistance training, using safe and effective form to lift weights, targeting various muscle groups. Students record their results for each exercise – weight, sets, reps, and rest in between.</p>
13	<p>Understand common gym exercise-related injuries: causes, symptoms, and prevention strategies.</p> <p>Practical demonstrations on proper warm-up, cool-down, and stretching routines for injury prevention.</p> <p>Explore different methods of integrating injury prevention techniques into fitness training.</p> <p>Gym practical – engage in resistance training, using safe and effective form to lift weights, targeting various muscle groups. Students record their results for each exercise – weight, sets, reps, and rest in between.</p>
14	<p>Investigate related vocational pathways and employment opportunities in fitness across the school, sport, fitness, and recreation sectors.</p> <p>Understand what ‘soft skills’ are, and the importance of fitness professionals having these types of skills, including good communication, positivity, and leadership.</p> <p>Gym practical – engage in resistance training, using safe and effective form to lift weights, targeting various muscle groups. Students record their results for each exercise – weight, sets, reps, and rest in between.</p>



15	Assignment assigned - Understand the task requirements, timeline, available resources, and importance of submitting a draft to receive actionable teacher feedback. Class time provided to complete planning section of assessment task.
16	Students implement their training session, setting up required equipment and guiding their peer/client through a resistance weights session in the school gym, including a warm-up and cool-down. Following the session, they note the overall success of the session and some strengths and weaknesses to aid with the evaluation aspect of the assessment task.
17	Students implement their training session, setting up required equipment and guiding their peer/client through a resistance weights session in the school gym, including a warm-up and cool-down. Following the session, they note the overall success of the session and some strengths and weaknesses to aid with the evaluation aspect of the assessment task.
18	<p>Students implement their training session, setting up required equipment and guiding their peer/client through a resistance weights session in the school gym, including a warm-up and cool-down. Following the session, they note the overall success of the session and some strengths and weaknesses to aid with the evaluation aspect of the assessment task.</p> <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>
19	<p>Redrafting and editing of assessment based on the feedback provided by the teacher on draft submission.</p> <p>Initiative games – students engage in recreational games and challenges aimed at improving leadership, problem-solving, communication, and peer collaboration.</p>
20	<p>Final assessment copy to be submitted to Class Teacher via Student Café.</p> <p>Initiative games – students engage in recreational games and challenges aimed at improving leadership, problem-solving, communication, and peer collaboration.</p>



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

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



	<ul style="list-style-type: none"> <li>• symbolise the levels of health literacy as they relate to social justice to enhance understanding of critical and non-critical elements</li> </ul>
6	<p>Salutogenesis &amp; River of Life</p> <ul style="list-style-type: none"> <li>• critique the importance of resilience and personal agency as resources across the life course and the influence on education, work, family life and health</li> <li>• critique the influence of eustress and stress on their own and others' resilience from salutogenically and pathogenically oriented perspectives</li> </ul>
7	<p>PERMA+ Framework</p> <ul style="list-style-type: none"> <li>• investigate the role of positive psychology, the PERMA and PERMA+ frameworks in enhancing wellbeing and resiliency</li> </ul> <p>Health related research - Secondary Data</p> <ul style="list-style-type: none"> <li>• recognise and describe the range of sources for health-related research</li> <li>• identify the features of credible health research — validity, reliability and currency</li> <li>• recognise and describe the role ethics, confidentiality and mandatory reporting play in collecting and producing research</li> <li>• analyse and interpret health research to draw conclusions about statistical trends</li> <li>• collaborate with others to classify information about mental wellbeing and the role of resilience as a personal health</li> </ul>
8	<p>Personal Health Action Strategy</p> <ul style="list-style-type: none"> <li>• investigate the PERMA and PERMA+ frameworks for their capacity to develop their own personal skills</li> <li>• synthesise information to make decisions about the two elements of PERMA+ that have the greatest capacity</li> <li>• justify decisions with primary data and secondary data about the indicators of personal wellbeing and resilience</li> <li>• select one element of the PERMA+ framework to develop a personal health action strategy that develops personal skills</li> </ul> <p>Personal Health Action Strategy</p> <ul style="list-style-type: none"> <li>• identify the methodology and resources required to develop a personal health action strategy for one PERMA+ element that addresses needs, barriers and enablers</li> <li>• implement the personal health action strategy for a specified period</li> </ul>
9	<p>Health Approach Evaluation</p> <ul style="list-style-type: none"> <li>• recognise and describe the characteristics of health approaches, strategies and systems</li> <li>• comprehend and explain the health systems that operate at the local, national and global levels, including the United Nations, WHO, AIHW, federal and state government departments of health and local councils</li> </ul>
10	<p>Health Framework – Ottawa Charter</p> <ul style="list-style-type: none"> <li>• comprehend and explain the five action areas of the Ottawa Charter — build healthy public policy; create supportive environments for</li> </ul>



	health; strengthen community action for health; develop personal skills; and reorient health services • comprehend and explain the three basic strategies of the Ottawa Charter — advocate for health to create the essential conditions for health; enable all people to achieve their full health potential;
11	Health Frameworks in Action <ul style="list-style-type: none"> <li>• comprehend and use the PERMA+ framework and Ottawa Charter to identify approaches that build resilience within their school setting</li> <li>• critique school resources and evaluate their relevance for the needs of their cohort drawing on social justice principles, health literacy skills of the target audience, and pre-test primary data and secondary data</li> <li>• synthesise findings and use the PERMA+ framework and the Ottawa Charter to make decisions about how the broad topic of resilience is reframed as a specific contextualised personal health issue in their school context through the use of issue statements or questions</li> </ul>
12	Health Framework – RE-AIM <ul style="list-style-type: none"> <li>• investigate the evidence that can be used to judge the impact of action in relation to resilience</li> <li>• recognise and describe RE-AIM as a scientific method of systematically considering the strengths and weaknesses of action through the steps of reach, effectiveness, adoption, implementation and maintenance</li> <li>• reflect on the impact of the chosen action and make decisions to recommend improvements that advocate, mediate and enable further change to enhance resilience as a personal health resource</li> </ul>
13	Evaluation and Justification of Action Plans <ul style="list-style-type: none"> <li>• justify decisions about the effectiveness of the chosen action in strengthening, maintaining or adapting resilience as a personal health resource</li> <li>• make decisions about and use mode appropriate strategies to communicate with stakeholders by disseminating action, findings and recommendations</li> </ul>
14	FA1: Investigation - Action Research <ul style="list-style-type: none"> <li>• recognise and comprehend FA1 layout and referencing systems</li> <li>• review and discuss draft feedback</li> <li>• students to submit IA1 via LMS by due date</li> </ul>



<b>Year Level</b>	<b>11</b>	<b>Subject</b>	<b>Accounting</b>
<b>Unit Topics</b>	The accounting environment. Foundations of Accounting. Accounting for basic transactions in a service business with no GST. End of month reporting.		
<b>Assessments Tasks and Dates</b>	Combination Response Exam [2 hours and 15 minutes] <b>Week 7 – Wednesday - March 12</b>		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	<ul style="list-style-type: none"> <li>▪ Describe Accounting, where and why people invest money and different forms of business entities.</li> <li>▪ Explain the role of an accountant, an auditor and the accounting profession.</li> <li>▪ Service vs trading business activities.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>▪ Explain the ownership structure of a sole trader, partnership and company.</li> <li>▪ Explain legal entity, limited and unlimited liability.</li> <li>▪ Describe the terms assets, liabilities, owner's equity, revenues, and expenses.</li> <li>▪ Explain the accounting equation and show how the rules of accounting are developed from this equation.</li> <li>▪ Explain the types of accounts for a sole trader business, including accounts receivable, accounts payable, inventories and cost of goods sold.</li> <li>▪ Explain the difference between cash and net profit and net loss.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▪ Explain the relationship between profit and the accounting equation; income and revenue; and profit and net cash flow from operations.</li> <li>▪ Explain the interrelationship between assets, liabilities and owner's equity; revenue, expenses and profit/loss.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>▪ Analyse and interpret the similarities and differences between the various accounts that comprise assets, liabilities, owner's /shareholders' equity, revenues and expenses for a sole trader and a public company.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>▪ Analyse and interpret different forms of investment compared with owning and running a business.</li> <li>▪ Create sentence and paragraph responses that communicate descriptions, explanations, analyses and interpretations relating to entities to business owners and other stakeholders.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>▪ REVISION</li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>▪ <b>Written Exam-2 hours 15 mins (Tuesday-8.30am-10.45am)</b></li> <li>▪ Describe accounting entity concept, monetary principle, historical cost, materiality concept, going concern principle, net worth, transaction analysis, double entry concept.</li> <li>▪ Calculate GST.</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>▪ Explain the different source documents in cash and credit transactions, the use of control accounts.</li> <li>▪ Explain the steps in the accounting process and their relationship to each other.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Explain the implications of GST on recording of business transactions.</li> <li>▪ Explain the interrelationships between the general ledger and control accounts.</li> </ul>
9	<ul style="list-style-type: none"> <li>▪ Synthesise transaction analysis and double entry principles and accounting processes (handwritten and/or spreadsheet) for a sole trader business to record transactions (including GST where appropriate) in the general journal incorporating opening entries and capital contributions; perpetual inventories; accounts receivable and accounts payable; purchase and sale (at book value) of assets; selling a service for cash and on credit; buying supplies for cash and on credit; purchase and sale of inventories with returns; drawings of cash and inventories; accounts receivable with receipts and accounts payable with payments: no discounts; other revenue and expenses; and correction of errors.</li> </ul>
10	<ul style="list-style-type: none"> <li>▪ Synthesise accounting principles and processes (handwritten and/or spreadsheet) for a sole trader business to <ul style="list-style-type: none"> <li>- process general journal entries to the general ledger using columnar and T format ledger accounts</li> <li>- calculate and balance ledger accounts</li> <li>- prepare a trial balance.</li> </ul> </li> </ul>

<b>Year Level</b>	11	<b>Subject</b>	Business
<b>Unit Topics</b>	<b>Unit 3: Topic 1: Competitive Market</b>		
<b>Assessment Tasks and Dates</b>	<b>FA 1- Combination Exam: (2 hours &amp; 15 minutes) Thursday (20/03/25): (Pd 1,2 &amp; 3)</b>		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	<p><b>Business for QCE Essentials</b></p> <ul style="list-style-type: none"> <li>Explain stages of a business life cycle (seed, start-up, growth, maturity and post-maturity stage)</li> <li>Explain the role of criteria (competitiveness, effectiveness, efficiency and stakeholder satisfaction) in evaluating business decisions</li> </ul> <p>Textbook pp 2-9 (Box of Books)</p>
<b>2</b>	<p><b>Topic 1: Fundamentals of Business-</b></p> <ul style="list-style-type: none"> <li>Describe business facts and characteristics of the internal, operating and macro environmental factors for a variety of business structures, including profit-based, not-for-profit/community-based businesses and government-owned corporations (GOC) / government business enterprises (GBE) Textbook pp 29-36</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>External Environment- External Operating Environment (pp37-41)</li> <li>Explain macro environment factors- political, economic, socio-cultural, technological, legal, environmental and ethical forces (External Macro Environment) (Bus Textbook pp 42-44).</li> <li>Explain legal ownership structures of business, including sole trader, partnership, private company and public company (Bus Textbook pp42-44)</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Differentiate between stakeholders Internal and External, Government-owned corporations (GOCs) and Government business enterprises (GBEs) Bus Textbook pp45-53</li> <li>Explain legal ownership structure 52-59</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Explain strategic planning, including goals, mission statements, vision statements, objectives (specific, measurable, agreed upon, realistic and time-based (SMART)), strategies and tactics (Bus Textbook pp 60-71)</li> <li>Explain business goals, including profitability, market share, employment, societal needs and wants, sustainability and growth (Bus Textbook pp 72- 83)</li> <li>The key business functions (finance, human resources, marketing and operations) in achieving business goals and analytical tools in strategic planning (Bus Textbook pp 83-85)</li> <li>Leadership and management – Describe the types of organisational structures ((Bus Textbook pp 83-89)</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Explain the levels of planning- Strategic, tactical &amp; operational</li> <li>Entrepreneurs and Intrapreneurs, Management Styles; Bus Textbook pp 91-99)</li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>Explain management styles across the continuum, including autocratic, persuasive, consultative, participative/democratic and laissez-faire</li> <li>Explain leadership styles, including authoritative, charismatic, bureaucratic, authentic, coaching, mentoring, transactional, transformational and situational</li> </ul>
<b>8</b>	<p><b>FA 1 Combination Exam: Thursday: 20/03/25- (Pd 1,2 &amp; 3)</b></p> <p><b>Revision for Exam – Analytical Tools( Pest, Steeple, SWOT)</b></p>
<b>9</b>	<p><b>Topic 2- Creation of Business Ideas</b></p> <ul style="list-style-type: none"> <li>Ideas &amp; Innovations, Business opportunities, Environmental factors (Internal, External Operating Environment &amp; External environment macro); Textbook pp122-132.</li> </ul>



- Describe business facts and characteristics of business situations in the seed stage of the business life cycle
- Explain the skills and characteristics of entrepreneurs, motivational theories, innovation theories and the available sources of support and advice for business ideas

<b>Year Level</b>	11	<b>Subject</b>	Legal Studies
<b>Unit Topics</b>	Unit 1 - Beyond Reasonable Doubt Topic 1- Legal Foundations Topic 2-Criminal Investigation Process		
<b>Assessment Tasks and Dates</b>	FA1- Examination Combination response Week 7		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Students will understand the key features of the Australian legal system, including the separation of powers, the role of the Constitution, and the court hierarchy.
<b>2</b>	Students will explore the differences between common law and statute law and identify how laws are made and interpreted in Australia.
<b>3</b>	Students will understand the purpose of the criminal investigation process and analyse the scope of police powers under the Police Powers and Responsibilities Act 2000 (Qld).
<b>4</b>	Students will explore the different types of offences and the elements, limitations, defences and punishment associated with each offence.
<b>5</b>	Students will investigate the legal limits of police questioning and analyse the processes for collecting and preserving evidence in criminal investigations.
<b>6</b>	Students will assess the role of technology and surveillance in criminal investigations and review how juvenile criminals are dealt with under criminal law.
<b>7</b>	Review & FA1 Assessment- Combination Response Exam



8	<p>Mock Trial Preparation</p> <p>Students will step through Criminal Trial Process and how to prepare a Trial Brief. Students will receive scenrio for a mock trial.</p>
9	<p>Mock Trial Preparation</p> <p>Students will use class time to prepare for trials to be held in week 10.</p>
10	<p>Conduct mock trials.</p>



<b>Year Level</b>	11	<b>Subject</b>	Modern History
<b>Unit Topics</b>	Unit 1 - Topic 1: The French Revolution Unit 1 - Topic 2: The Age of Imperialism		
<b>Assessment Tasks and Dates</b>	FA1: Exam Week 7 Thursday (13/03/2025)		

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



<b>Year Level</b>	11	<b>Subject</b>	Design Technologies
<b>Unit Topics</b>	sustainable design: exploring how designers create new designs that can be supported indefinitely in terms of their economic, social and ecological impact on the wellbeing of humans.		
<b>Assessment Tasks and Dates</b>	Project and report (due Week 9)		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	describe the features and sustainable requirements that define a redesign problem and design criteria based on the requirements of the opportunity and the principles of good design
<b>2</b>	represent ideas, a sustainable design concept and sustainability information using schematic sketching and ideation sketching and/or low-fidelity prototyping in the explore and develop phases Draft due: end of week 2
<b>3</b>	represent ideas, a sustainable design concept and sustainability information using schematic sketching and ideation sketching and/or low-fidelity prototyping in the explore and develop phases
<b>4</b>	analyse redesign opportunities using data about existing designed solutions and sustainability information Draft due: end of week 4
<b>5</b>	analyse redesign opportunities using data about existing designed solutions and sustainability information
<b>6</b>	devise ideas using divergent thinking strategies and circular design methods in response to a redesign problem in the develop phase Draft due: end of week 6
<b>7</b>	devise ideas using divergent thinking strategies and circular design methods in response to a redesign problem in the develop phase
<b>8</b>	synthesise ideas and sustainability information to propose a sustainable design concept in the develop phase
<b>9</b>	evaluate the strengths, limitations and implications of ideas and a sustainable design concept against design criteria to make refinements



	Final due date: end of week 9
10	Presentations in class: make decisions about and use visual, written and/or spoken communication to present a design brief and visual display of a design proposal for stakeholders.



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

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



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





<b>Year Level</b>	Term 1 Year 11	<b>Subject</b>	Visual Art
<b>Unit Topics</b>	Art as Lens: lenses to explore the material world -Australian and Contemporary Artists		
<b>Assessment Tasks and Dates</b>	Term 1 and 2 Week 7-8 Experimental Folio and written response		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Discuss key inquiry questions like "How can art shape and challenge our understanding of the world?".
<b>2</b>	Analyse how artists use techniques to convey their perspective. Investigate how different cultural and historical contexts shape art.
<b>3</b>	Formulate a focused inquiry question relevant to Art as Lens.
<b>4</b>	Media Exploration and Concept Development Experiment with diverse media and techniques to represent concepts.
<b>5</b>	Composition and Narrative - Understand how composition and elements of design guide viewers' interpretations.
<b>6</b>	Critical Reflection and Refinement - Critically reflect on artworks to identify strengths and areas for improvement.
<b>7</b>	Responding to Artworks - Develop skills in art analysis, focusing on how artists manipulate materials, techniques, and symbols.
<b>8</b>	Folio Development - Experimental artworks and written responses.
<b>9</b>	Study artworks from a range of cultures, times, and locations. Assessment
<b>10</b>	What did you learn about how art functions as lens? Reflective journaling: Document your key skills from the unit.



<b>Year Level</b>	Year 11/12	<b>Subject</b>	Visual Art in Practice
<b>Unit Topics</b>	Looking inwards (Self) Looking outwards (others)		
<b>Assessment Tasks and Dates</b>	Term 1 Week 7-8 Experimental Folio and written response		

<b>Week</b>	<b>Learning Intention</b>
1	Contexts for artworks Artworks reflect the context in which they are created.
2	How do contexts influence art-making? How can an artwork be developed through multiple contexts and still have clear aesthetic meaning?
3	Elements and principles of design influence solutions and artworks
4	Media Exploration and Concept Development Experiment with diverse media and techniques to represent concepts.
5	Composition and Narrative - Understand how composition and elements of design guide viewers' interpretations.
6	Critical Reflection and Refinement - Critically reflect on artworks to identify strengths and areas for improvement.
7	Responding to Artworks - Develop skills in art analysis, focusing on how artists manipulate materials, techniques, and symbols.
8	Folio Development - Experimental artworks and written responses.
9	Study artworks from a range of cultures, times, and locations. Assessment
10	Display and curatorial skills What considerations are necessary to display art? Exhibiting artworks in public and private spaces is important to conveying social, cultural and artistic meaning



<b>Year Level</b>	11	<b>Subject</b>	SOCIAL AND COMMUNITY STUDIES
<b>Unit Topics</b>	Lifestyle and Financial choices		
<b>Assessment Tasks and Dates</b>	Project - Week 9		

<b>Week</b>	<b>Learning Intention</b>
1	Explain personal and social concepts and skills related to lifestyle and financial choices.
2	Maslow's hierarchy of needs.
3	Community - needs and wants, impacts, effects, responsibilities.
4	Budgets, types, definitions. Personal vs household
5	Income vs Expenditure: Job laws and wage expectations. Investments explained Islamically. Types of loans, the impact and effects.
6	Future aspirations. Setting goals, planning for the future.
7	Financial implications of the future, how to attain goals. Budgeting and planning.
8	Vision Board
9	Assessment due
10	Reflection



<b>Year Level</b>	11	<b>Subject</b>	Study of Religion
<b>Unit Topics</b>	Nature and Purpose of Religion, Sacred Texts		
<b>Assessment Tasks and Dates</b>	Students will be assessed on their ability to: Explain religious features and expressions using accurate terminology. Analyse perspectives and compare religious traditions effectively. Evaluate religious significance and support arguments with evidence. Communicate ideas clearly with appropriate referencing		

<b>Week</b>	<b>Learning Intention</b>
1	Introduction to the Nature and Purpose of Religion
2	Characteristics and Functions of Religion
3	Sacred Texts and Their Role in Religion
4	Religious Expression and Its Impact on Individuals
5	Religious Expression in Groups and Society
6	Religion's Role in Meaning and Purpose
7	Evaluating the Influence of Religion
8	Religion in Australian and Global Contexts
9	Assessment Preparation



