YEAR 12

SUBJECT OVERVIEWS

TERM 1, 2025

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

CRICOS Provider No: 02435A

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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

Islamic	General English
Essential English	General Mathematics
Essential Mathematics	Mathematical Methods
Biology	Chemistry
Physics	Psychology
Sports and Recreation	Health
Accounting	Business
Legal Studies	Modern History
Design	Digital Solutions
Visual Art	Physical Education

Year Level	Year 12	**Subject**	Islamic Studies
Unit Topics	LBGTQI-Islamic Perpsective, Organ transplantation and other contemporary medical topics, Inheritance, Business in Islam		
Assessment Tasks and Dates	N/A		

Week	Learning Intention
1	Induction Communicating expectations Outline for the Term
2	Islamic Perspective on LGBTQI
3	Islamic Perspective on LGBTQI
4	Islamic Perspective on LGBTQI
5	Organ transplant/ Blood transfusion, Medical issues Ramadan focus
6	Organ transplant/ Blood transfusion, Medical issues Ramadan focus
7	Inheritance , Wills
8	Inheritance, Wills
9	Business aspects - Interest, Loans, Finance

10	Business aspects - Interest, Loans, Finance

Year Level	12	**Subject**	General English
Unit Topics	Unit 3.2 - Textual Connections: Conversations about Issues in Texts		
Assessment Tasks and Dates	IA2 - Extended Spoken Persuasive Response		

Week	Learning Intention
1	Recap of unit so far – Textual connections Review of Assessment task 1 – IA1 Comparative literary essay. Introduction to Unit 3 Part 2 – Conversations about issues in texts
2	Introduction and close viewing of Australian Stories (ABC) Understand how issues are presented to position audiences
3	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.
4	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.
5	Examine how to contribute to a public conversation about an issue. What are the key factors? Revisit persuasive language. Notice of Assessment IA2: Persuasive Spoken
6	Identify, analyse and understand a selected recent issue in media. Shape response to the issue in the text and contribute to the conversation.
7	Draft script for presentation. Submit draft
8	Edit draft. Read feedback, edit and proof read. Practice speaking techniques. Consider rehearsal and recording.
9	Submit IA2.

	Introduction to new topic 4.1 Creative response to literary text Read novel: Fahrenheit 451 by Ray Bradbury
10	Read and critically examine novel and the craft of creative writing.

Year Level	12	**Subject**	Essential English
Unit Topics	Unit 3: Language that influences		
Assessment Tasks and Dates	IA1 Extended response — spoken/signed response 3 weeks' notice Due: Term 1 Week 8 2025		

Week	Learning Intention
1	Introduction to the topic and issue (healthy life, what does that mean, what distracts us from it). List, discuss an event (time, place and identities) that represent healthy life and unhealthy life. Have an overview of assessment and the checkpoint weeks, mode of the task and the week it is due.
2	Examined texts that raise awareness about community, local and global issues impacted by unhealthy and healthy living. How do these texts use persuasive language and/or images to position audiences to accept and respond in a particular way.
3	Identify and discuss current global or local issues that distract people from a healthy life and link it to the situation at a local level. Discuss what we (people) should to to change from an unhealthy life to a healthy life. What does it mean to have a healthy life? What are the short and long term effects from an unhealthy life? How would this effect home, school, community and an individuals identity?
4	How could we persuade a person or group to change from an unhealthy life to a healthy life? Do exercises and activities that use appeal and persuasive devices to position and audience to accept and respond in a particular way (that aligns with your contention)
5	Give assessment task - 3 weeks' notice Checkpoint 1: Students have statements/contentions for their speech
6	Checkpoint 2: Students use a structure for the script and have used persuasive devices. Teacher gives feedback back
7	Checkpoint 3: Students submit script on LMS to check for plagiarism and AI. Teacher gives feedback. Students edit their script. Students rehearse script and record if ready.

8	IA1 Due. Students submit a recording of their speech. Teacher will explain where and how.
9	Introduction to CIA
10	Prepare skills for CIA

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

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

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

Week	Learning Intention
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

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

Week	Learning Intention
1	Uniit 3 – Topic 3: Integrals antidifferentiation of rational functions; antidifferentiation of exponential functions; antidifferentiation of logarithmic functions
2	(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
3	areas under curves; areas between curves (1st in-class session for PSMT)
4	further integration (2nd in-class session for PSMT)
5	applications of integration (3rd in-class session for PSMT)
6	Topic 2: Further differentiation and applications 2 - the chain rule; the product rule (IA1 – PSMT due this week)
7	the quotient rule; applications of differentiation
8	applications of differentiation
9	Unit 4 - Topic 1: Further differentiation and application 3 second derivatives; concavity and points of inflection

10	curve sketching (reviewing polynomial shapes; stationary points, points of inflection and derivatives)

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

Week	Learning Intention
1	Chapter 3 Biological interactions 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: – purpose (estimating population, density, distribution, environmental gradients and profiles, zonation, stratification) – site selection – 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)
2	Chapter 4 Functioning ecosystems Sequence and explain the transfer and transformation of solar energy into biomass as it flows through biotic components of an ecosystem, including – converting light to chemical energy – producing biomass and interacting with components of the carbon cycle Analyse and calculate energy transfer (food chains, webs and pyramids) and transformations within ecosystems, including – loss of energy through radiation, reflection and absorption – efficiencies of energy transfer from one trophic level to another – biomass 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)

3	Chapter 4 Continued Define keystone species and understand the critical role they play in maintaining the structure of a community Analyse data (from an Australian ecosystem) to identify a keystone species and predict the outcome of removing the species from an ecosystem. Analyse data to identify species (including microorganisms) or populations occupying an ecological niche Chapter 5 Populations Define the term carrying capacity. _ Explain why the carrying capacity of a population is determined by limiting factors (biotic and abiotic).
4	Chapter 5 Populations Calculate population growth rate and change (using birth, death, immigration, and emigration data). Analyse population growth data to determine the mode (exponential growth, J-curve, logistic growth S-curve) of population growth. Discuss the effect of changes within population-limiting factors on the carrying capacity of the ecosystem. Describe the classification system for methods of reproduction (asexual, sexual–K and r selection). Define ecological niche in terms of habitat, feeding relationships, and interactions with other species. _ Understand the competitive exclusion principle.
5	Exam Revision Data test
6	Chapter 6 Changes in ecosystems Explain the concept of ecological succession (refer to pioneer and climax communities and seres). _ Differentiate between the two main modes of succession: primary and secondary. _ 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. Analyse data from the fossil record to observe past ecosystems and changes in biotic and abiotic components. _ Analyse ecological data to predict temporal and spatial successional changes.

	_ Predict the impact of human activity on the reduction of biodiversity and on the magnitude, duration and speed of ecosystem change.
7	Chapter 7 DNA structure and replication Describe and explain DNA, genes and the continuity of life, and the continuity of life on Earth. Apply understanding of DNA, genes and the continuity of life, and the continuity of life on Earth. Analyse evidence about DNA, genes and the continuity of life, and the continuity of life on Earth. Interpret evidence about DNA, genes and the continuity of life, and the continuity of life on Earth. Investigate phenomena associated with DNA, genes and the continuity of life, and the continuity of life on Earth. _ Evaluate processes, claims and conclusions about DNA, genes and the continuity of life, and the continuity of life on Earth. _ Communicate understandings, findings, arguments and conclusions about DNA, genes and the continuity of life, and the continuity of life on Earth.
8	Chapter 8 Cellular replication and variation 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
9	Chapter 9 Gene expression Define the terms genome and gene. Explain the process of protein synthesis in terms of: – transcription of a gene into messenger RNA in the nucleus – translation of mRNA into an amino acid sequence at the ribosome (refer to transfer RNA, codons and anticodons). 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. Recognise that many functions of 'non-coding' DNA are yet to be determined. 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.

10	Chapter 10 Mutations Identify that there are factors that regulate the phenotypic expression of genes: – 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).

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

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

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

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

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

Week	Learning Intention
1	- Students will revisit concepts covered in topics 1 & 2 in term 4 of 2024 -Students will understand the structure and function of the human nervous system, including the central and peripheral nervous systems, and their roles in individual thinking.
2	-Students will explore the concept of localisation of function in the brain and understand how specific areas are responsible for particular cognitive functions. -Students will investigate the biological factors that influence visual perception and how the brain processes visual information.
3	Students will analyse how psychological and social factors influence visual perception, including the role of experience and expectations.
4	- Data test revision + Practice data test - Students will explore models of memory and understand the processes involved in encoding, storage, and retrieval.
5	- Students will identify brain structures involved in memory and examine theories of forgetting. -Students will understand the principles of classical and operant conditioning and their applications in learning.
6	- Introduce and un-pack assessment (IA2) - 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. - Work on assessment - IA1 Data test

7	-Students will understand the principles of classical and operant conditioning and their applications in learning. -Students to work on Assessment
8	Students will explore the concept of observational learning and its role in behavior acquisition.
9	-Students will integrate their understanding of the nervous system, perception, memory, and learning to analyse complex behaviors and cognitive processes. - Work on assessment - IA2 draft due
10	- Students to continue working on the IA2 Assessments.

Year Level	12	**Subject**	Sport and Recreation
Unit Topics	Unit G: Event Management - In this unit, students will explore the roles and responsibilities of event management, and students will develop their understanding of policies and procedures involved in event management and tournament organisation. They will investigate, plan, perform, and evaluate activities and strategies to enhance outcomes in event management.		
Assessment Tasks and Dates	Assessment 1: Performance – Students form small groups and plan a tournament within their class. Students must consider how many competitors there will be, design a tournament schedule, consider required equipment, logistics, roles and responsibilities to ensure their tournament runs smoothly. Students then implement their tournament with their peers during class time. Following their tournament, they complete an evaluation of the strengths and weaknesses using PIRFAM Framework - Assigned in Week 3, Draft due in Week 7, Final due in Week 8 (Term One). Assessment 2: Project – Individually, students investigate physical recreation activities, including equity, diversity, and inclusion, how to modify events for a specific target group, and marketing and promotion of the event. As a class, they then plan a physical recreation activity for the ICB Year 5/6 students such as a colour run or ninja course, focusing on promoting fun and engagement. The students will each have designated roles and responsibilities to ensure the event runs effectively. Following the event, students complete an evaluation of the strengths and weaknesses of their recreational event using PIRFAM Framework - Assigned in Week 1, Draft due in Week 5, Final due in Week 6 (Term Two).		

Week	Learning Intention
1	Introduction to Event Management in Sport & Recreation Overview of event management in sport and recreation. The role of event management in creating successful sports events. Types of events in the sport and recreation industry. Exploring community sport, fitness sessions, and physical recreation activities.
2	Types of Tournaments Detailed exploration of single elimination, double elimination, round robin, and ladder tournament formats. When and why to choose each tournament type. Practical examples of each format (e.g., local sporting competitions, professional leagues).

3	**Tournament Organisation Roles and Responsibilities** Roles in tournament organisation (e.g., event manager, logistics, scheduling, referees, volunteers). Responsibilities of each role and the skills required. Coordination between different teams (e.g., volunteers, event coordinators). Adjusting event logistics based on feedback (e.g., timing changes, venue modifications). Managing unexpected circumstances (e.g., weather, technical issues). Flexibility in operations and problem-solving strategies.
4	**Planning a Sports Tournament** Steps to plan a sports tournament (goal setting, venue selection, date and time, participant recruitment, scheduling). Budgeting and resource allocation. Creating timelines and task lists. Identifying potential risks (e.g., weather, injury, crowd management). Developing a risk management plan (e.g., insurance, first aid, safety protocols). Crisis communication and event contingency planning. 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. Class time allocated to working on the 'plan' component of the assessment task.
5	Class time allocated to working on the 'plan' component of the assessment task. Students implement their tournament (performance component of the assessment task), setting up required equipment, ensuring the playing area is safe, sorting their peers into teams, explaining the rules and structure of the tournament. Following the tournament, they note the overall success and some strengths and weaknesses to aid with the evaluation component of the assessment task.

6	Students implement their tournament (performance component of the assessment task), setting up required equipment, ensuring the playing area is safe, sorting their peers into teams, explaining the rules and structure of the tournament. Following the tournament, they note the overall success and some strengths and weaknesses to aid with the evaluation component of the assessment task.
7	Class time allocated to working on the evaluation component of the assessment task. 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. Redrafting and editing of assessment based on the feedback provided by the teacher on draft submission.
8	Class time allocated to working on the assessment task. Final assessment copy to be submitted to Class Teacher via Student Cafe.
9	**Unit G: Event Management** **Career Opportunities in Event Management** Different types of events: Sport, fitness and physical recreation. Exploring career paths in sport and recreation event management. Job roles in the event management sector (e.g., event planner, logistics manager, marketing coordinator, volunteer manager). Industry trends and future job opportunities.
10	**Modifying Events for Target Groups** Adapting tournaments for different age groups, abilities, or other specific populations (e.g., children, seniors, people with disabilities). Customising event formats, rules, and environments. Examples of tournaments modified for specific target groups.
11	**Marketing and Promoting an Event** Effective marketing strategies for sports events. Tools for promoting events (e.g., social media, posters, flyers, local partnerships).

	Audience targeting and creating engaging content. Assignment assigned - Understand the task requirements, timeline, available resources, and importance of submitting a draft to receive actionable teacher feedback.
12	**Diversity, Equity, and Inclusion in Event Management** Understanding the principles of diversity, equity, and inclusion (DEI) in event planning. How to foster an inclusive environment in tournaments. Real-world case studies of inclusive sports events. Legal requirements and policies surrounding DEI. Common barriers to participation (e.g., financial, cultural, physical, environmental). How these barriers impact different demographic groups. Strategies to overcome barriers and increase participation (e.g., providing adaptive equipment, financial subsidies). Class time allocated to working on the 'investigate' and 'plan' components of the assessment task.
13	Class time allocated to working on the 'investigate' and 'plan' components of the assessment task.
14	Students implement their event (performance component of the assessment task), setting up required equipment, ensuring the event area is safe, and explaining the rules and expectations to the Year 5/6 students. They are to monitor the primary student participation throughout, promoting a fun and inclusive environment, while helping to guide them through the event and answer any questions they have. Following the event, they note the overall success and some strengths and weaknesses to aid with the evaluation component of the assessment task. Class time allocated to working on the evaluation component of the assessment task.
15	Class time allocated to working on the evaluation component of the assessment task. 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.

	Redrafting and editing of assessment based on the feedback provided by the teacher on draft submission.
16	Redrafting and editing of assessment based on the feedback provided by the teacher on draft submission. Final assessment copy to be submitted to Class Teacher via Student Cafe.

Year Level	12	**Subject**	Health
Unit Topics	Unit 3: Community as a resource for healthy living - Elective Topic: Road Safety. Students develop their skills to plan, implement, evaluate and reflect on an action strategy to advocate, mediate and/or enable change in relation to road safety in a community health context.		
Assessment Tasks and Dates	Investigation: Action Research - Due Week 7, Term 1 Examination: Extended Response - Due Week 10, Term 1		

Week	Learning Intention
1	Social Ecological Model & Road Safety • comprehend and explain the social ecological model as the dynamic interaction between individual, relationship, community and societal levels of factors that influence road safety
2	Road safety in the community • work collaboratively to symbolise the intrapersonal, interpersonal, organisational, community and policy influences that relate to road safety to enhance comprehension of critical and non-critical information • comprehend and explain the role of the community in relation to road safety
3	Secondary Data - Community Context • analyse, interpret and organise health research from secondary sources, and draw conclusions about trends in relation to road safety in a community context • analyse and interpret health research about community influences of road safety to compare and contrast local and national contexts • analyse and interpret information to make decisions about the significance of road safety in a local or regional community context
4	Primary Data - Community Context • investigate primary data collection pretest methods to make decisions about the significance of road safety in a local or regional community context • analyse and interpret information to determine community perceptions, causes, risk factors and protective factors, vulnerable groups and self-reported road behaviours within the community context.
5	Health - Evaluation Frameworks • comprehend the diffusion of innovations model, and its principles and stages as an action strategy to address road safety across multiple levels of influence • comprehend and use the social ecological model and diffusion of

	innovations model to identify and categorise current innovations that addresses the contextualised health issue related to road safety at the community level • comprehend and use the diffusion process variables and general factors that influence the success and speed innovations are adopted • recognise and describe RE-AIM as a tool for evaluating action
6	IA1: Investigation - Action Research • recognise and comprehend IA1 layout and referencing systems • review and discuss draft feedback
7	IA1: Investigation - Action Research • students to submit IA1 via LMS by due date
8	Evaluation of Action Strategies • evaluate the capacity of the proposed action to enhance their community as a resource for road safety using RE-AIM and diffusion process variables • synthesise information to make decisions about refinements needed for the proposed action strategy and develop the resources needed to implement action
9	Reflection of Action Strategies • 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 • justify decisions using data from primary sources and secondary sources • make decisions about and use modeappropriate strategies to communicate with stakeholders by disseminating action, findings and recommendations
10	IA2: Examination - Extended Response • submit notes for exam via LMS prior to examintation date • students to sit examination in I Block Exam hall

Year Level	12	Subject	Accounting
Unit Topics	**Financial Statement Reporting** ▪ New accounting entries. ▪ Presentation and classification of the Statement of Profit or Loss. ▪ Presentation of the Statement of Financial Position. ▪ Balance day adjustments to fully classified financial statements. ▪ Analysis and interpretation of financial reports. **Cash Management** ▪ Internal controls over cash. ▪ Bank reconciliation. ▪ Budgeting.		
Assessments Tasks and Dates	Combination Response Exam [2 hours and 15 minutes] **Week 9 - Friday - March 28th**		

Week	Learning Intention
1	▪ Explain the purpose of providing for doubtful debts. ▪ Determining the amount of the provision. ▪ Record the entries for bad and doubtful debts, and interest on overdue accounts.
2	▪ Write off a bad debt. ▪ Accounting for bad and doubtful debts. ▪ Under-and over-provision. ▪ Bad debts recovered.
3	▪ Presentation and classification of the Statement of Profit or Loss. ▪ Classification of revenue and expenses for service industries. ▪ Classification of revenue and expenses for trading industries.
4	▪ Difference between the Statement of Profit or Loss and profit-determining account ▪ Presentation and classification of the Statement of Financial Position
5	▪ Balance day adjustments to fully classified financial statements. ▪ Inventory adjustments, accrued expenses, accrued revenues, prepaid expenses, unearned revenues, Provision for doubtful debts, GST Clearing entries.
6	▪ Prepare worksheet and adjusted Trial Balance. ▪ Prepare end of year reports.
7	▪ Analysis and interpretation of financial reports. ▪ Limitations of financial reports. ▪ Ratio analysis of the Statement of Profit or Loss and the Statement of Financial Position for sole traders.
8	▪ Analysis and interpretation of the Statement of Profit or Loss and the Statements of Financial Position. ▪ Revision
9	▪ Revision **IA2-Written Exam-Friday-March 28th [8.40-10.55]**
10	▪ 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

Year Level	12	Subject	Business
Unit Topics	**Unit 3: Topic 1: Competitive Market**		
Assessment Tasks and Dates	**IA 1-Combination Exam (2 hours & 15 minutes)** **Thursday (13/02/25)- (Pd 1, 2 & 3)**		

Week	Learning Intention
1	**Topic 1: Competitive Markets** - Explain the relationship between ○ employer of choice strategies and the maturity stage in a competitive market ○ a diverse workforce and human resources strategic planning in the maturity stage ○ risk management and strategic planning in a competitive market ○ leadership styles and management strategies required to be competitive. ○ Explain the interrelationship between motivation theory, staff retention and employee of choice.
2	Explain the leadership styles impacting on the fostering of intrapreneurship and make a decision on whether leadership styles is more likely to encourage and retain intrapreneurs than the other. Financial management strategies in a competitive market through examining financial management, ethical & sustainable financial decisions, internal & external financial controls and triple bottom line. **Revision of previous years IA**
3	**IA 1 Exam (Pd 1, 2 & 3)- 13/02/25** **Topic 2: Strategic Development** – Explain the hostile competitive environments and challenges of operating in hostile competitive environments. Differentiate between monopolistic competition and oligopolies.
4	The competitive situation- Select data and information to complete a competitor profile of three main businesses based on market share • Explain the role of competitor intelligence in strategic planning
5	Operating efficiently in a hostile environment • Create a table to explain the differences between a project manager and an operations manager. State the cost and benefit analysis of outsourcing
6	Explain the role of technologies in both innovation and efficiency Competitive strategies -marketing and operation • Describe the internal and operating environmental factors that impact on marketing and operations including the macro environmental factors.
7	• Explain the relationship between – marketing strategies and hostile competitive environments. Explain the role of – branding in maintaining market share – emerging technologies in contemporary marketing strategies – research and development in operational and marketing strategies. Explain the interrelationships between - contemporary marketing strategies, branding and loyalty.
8	**IA 2-Issued (Mon)** Select data and information relating to traditional, digital and emerging marketing platforms to analyse strengths, weaknesses opportunities and threats (SWOT analysis). Interpret the relationships, patterns and trends in – the marketing platforms SWOT analysis to draw conclusions about the implications of marketing strategies. Evaluate – marketing strategies for a business operating in a hostile competitive environment to make a decision and propose a recommendation using criteria. **Research work for Assignment**
9	Explain the role of – contingency planning using Fiedler's contingency model

	Explain the challenges – faced by management in the outsourcing of marketing and operational activities. Select data and information relating to – marketing and operational functions for a mature business to analyse outsourcing power interest (power interest grid) **Research work for Assignment**
10	Interpret the relationships, patterns and trends in – the outsourcing power interest grid to draw conclusions about the implications of outsourcing. Evaluate – marketing and operational activities to outsource as an alternative business strategy for a business **Research Work for Assignment (IA2)**

Year Level	12	**Subject**	Legal Studies
Unit Topics	Unit 3- Law Governance and Change . Topic 1- Governance in Australia Topic 2- Law Reform within a Dynamic Society		
Assessment Tasks and Dates	IA-1 Examination Combination Response (Friday Week-2) IA-2 Investigation Inquiry Report (Hand Out Friday Week 8)		

Week	Learning Intention
1	Review of Chapters 9 & 10 on Governance in Australia in preparation for IA-1 Exam in Week 2
2	Continuation of Review and Practice exam IA-1 Assessment- Combination Response Examination- Friday during lesson time.
3	Students will understand the concept of law reform, its importance in a dynamic society, and the factors that drive legal changes.
4	Students will investigate the mechanisms through which law reform occurs in Australia and evaluate their effectiveness.
5	Students will analyse how law reform addresses social issues and evaluate the effectiveness of legal responses in promoting fairness and justice.
6	Students will explore the impact of technological advancements on the law and analyse legal reforms aimed at regulating new technologies.
7	Students will examine law reforms bodies and commissions and evaluate their effectiveness.
8	Students will evaluate the effectiveness of law reform in addressing societal needs and suggest improvements to ensure the law remains relevant and just. Hand out IA-2 Investigation Inquiry Report
9	Students to work on IA-2 Investigation Inquiry Report

10	Students to work on IA-2 Investigation Inquiry Report

Year Level	12	**Subject**	Modern History
Unit Topics	Unit 3 - Topic 1: The Great Depression		
Assessment Tasks and Dates	IA2: Due Week 9 Tuesday (25-03-2025)		

Week	Learning Intention
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 Working on IA2
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

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

Week	Learning Intention
1	IA2- rubric overview Class expectations, teams review- student sample work review
2	Principles of good design: Classroom exercises
3	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.
4	analyse redesign opportunities using data about existing designed solutions- SCAMPER model exercise
5	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
6	synthesise ideas and information to propose appropriate design concept in the develop phase
7	evaluate the strengths, limitations and implications of ideas concept against design criteria to make refinements

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

Year Level	12	**Subject**	Digital Solutions
Unit Topics	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		
Assessment Tasks and Dates	IA2 Draft due week 10 Thursday (Term 1) 3 Apr 2025 IA2 Final due week 4 Monday (Term 2) 12 May 2025		

Week	Learning Intention
1	Revisiting the web frame-work; environment, set up, rendering templates and terminology.
2	Revision and recap of the software using Python, Flask, Jinja2, HTML, CSS, Bootstrap.
3	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.
4	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.
5	Exploring user interfaces using human–computer interface useability principles and error prevention when collecting and validating data.
6	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	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.
9	Design and generate user interfaces for a web application, applying the elements and principles of the visual communications.
10	Draft completion to be uploaded on LMS

Year Level	Term 1 Year 12	**Subject**	Visual Art
Unit Topics	Art as Lens: lenses to explore the material world -Australian and Contemporary Artists		
Assessment Tasks and Dates	Term 1 and 2 Week 7-8 Experimental Folio and written response		

Week	Learning Intention
1	Introduction to Art as Code: Understand the concept of Art as Code and how symbols and conventions are used to communicate meaning.
2	Decoding Artworks: Analyse how artists layer meaning using visual codes and conventions.
3	Inquiry Question and Initial Experiments : Refine the inquiry question to focus on encoding meaning in visual art.
4	Analyse how artists use narrative techniques in works by Shirin Neshat (Women of Allah) or Ricky Swallow (Killing Time).
5	Present prototypes and explain the symbols or codes used. Visual diary task: Annotate experiments and refine compositions.
6	Practice response: Analyse a QCAA stimulus artwork, focusing on visual codes and symbolism.
7	Responding to Artworks - Develop skills in art analysis, focusing on how artists manipulate materials, techniques, and symbols.
8	Reflective journaling: Update progress notes on how materials, techniques, and composition communicate meaning.
9	Presentation mini folio workshop: Practice explaining your artistic process and how your work encodes meaning.
10	Reflective journaling: What worked well, and what will you change in the next unit? Introduction to Unit 4 focus: Discuss the transition to Art as Alternate.

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

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

5	Week 5: Constraints-led Approach The introduction to the Constraints-led Approach (CLA) will help students explore how constraints (Task, Learner, Environment) can influence performance. Skill drills and practical activities will be designed to highlight how manipulating constraints can enhance decision-making and problem-solving in sports.
6	Week 6: Implementing Constraints-led Approach Students will create and implement constraint-based activities, with the goal of identifying and solving specific problems in badminton. The week will culminate in a practical session where students refine their constraints-led approaches and start working on their assessment projects.
7	Week 7: Assessment Support and Tactical Strategy Evaluation Focus will shift to supporting students as they work on their assessments. This includes finalizing their personal tactical strategies, practicing skill drills, and evaluating the effectiveness of their strategies in real-world scenarios. By the end of the week, students should have a well-rounded folio and a clear tactical plan.
8	Week 8: Finalizing and Recording Tactical Strategy In the final week, students will put their tactical strategies into action. They will record their performances, reflect on their effectiveness, and make final adjustments to their assessments. The week will also include dedicated time for working on their folios and preparing for submission.
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