YEAR 11

SUBJECT

OVERVIEWS TERM 2,

2025

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

CRICOS Provider No: 02435A

ISLAMIC COLLEGE OF BRISBANE
45 Acacia Rd, Karawatha QLD 4117
PO Box 1769, Springwood QLD 4127
Tel: 07 3841 3645 | Email: admin@icb.qld.edu.au | www.icb.qld.edu.au

ABN 29 064 778 927 ACN 064 778 927

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

Year Level	Eleven	**Subject**	Islamic Studies
Unit Topics	Suratul-Hujuraat, Harms of intoxicants, Harms of Gambilng		
Assessment Tasks and Dates	Summative written assessment Block exam		

Week	Learning Intention
1	Unit F Chapter 1 Lesson 1 Suratul Hujuraat V 1-5 Through this lesson, students will understand the importance of consulting the Quran and Sunnah as authoritative sources for decision-making, and develop the skill to integrate these teachings into their personal and professional choices.
2	Unit F Chapter 1 Lesson 2 Suratul Hujuraat V 6-8 By the conclusion of this lesson, students will internalize the principle of refraining from hastily passing judgment on others without thorough verification, fostering a mindset of empathy, understanding, and fair assessment in personal and professional interactions
3	Unit F Chapter 1 Lesson 3 Suratul Hujuraat V 9-10 At the end of this lesson, students will grasp the significance of fostering peace within the Muslim community, recognizing the detrimental impact of disputes and conflicts, and acquire strategies to promote harmony, unity, and constructive dialogue among fellow Muslims
4	Unit F Chapter 1 Lesson 4 Suratul Hujuraat V 11-13 By the completion of this lesson, students will comprehend the negative consequences of mockery, name-calling, and backbiting within a community, and recognize the pivotal role of unity in fostering a supportive and cohesive environment, thus cultivating empathy, respect, and inclusivity.

5	Unit F Chapter 1 Lesson 5 Suratul Hujuraat V 14-18 At the end of this lesson, students will be able to differnciate between Iman and Islam and explain their respective requisites.
6	Unit F, Chapter 1, Dangerous Lifestyle Alcoholic Beverages In Islam At the conclusion of this lesson, students will grasp the detrimental effects of intoxicants as outlined in Islamic teachings, understanding their impact on individuals, families, and society, and be equipped with knowledge to make informed decisions aligned with Islamic principles regarding substance use
7	Unit F, Chapter 1, Dangerous Lifestyle Alcoholic Beverages In Islam At the conclusion of this lesson, students will grasp the detrimental effects of intoxicants as outlined in Islamic teachings, understanding their impact on individuals, families, and society, and be equipped with knowledge to make informed decisions aligned with Islamic principles regarding substance use
8	Unit F, Chapter 2, Dangerous Lifestyle Pork and other haram meats By the end of this lesson, students will comprehend the adverse effects associated with the consumption of pork and other prohibited food items in Islam, gaining insight into the spiritual, health, and ethical considerations, and developing a deeper understanding of dietary choices in alignment with Islamic teachings.

9	Unit F, Chapter 3, Dangerous Lifestyle Gambling At the end of this lesson, students will grasp the moral, social, and spiritual harms associated with gambling in Islam, gaining a deeper understanding of its negative impacts on individuals and society, and developing a commitment to abstain from gambling activities in accordance with Islamic teachings
10	Unit F, Chapter 3, Dangerous Lifestyle Other addictions By the conclusion of this lesson, students will understand the detrimental effects of various addictions as outlined in Islamic teachings, and will be equipped with strategies to overcome addiction and lead a fulfilling life in accordance with Islamic principles

Year Level	11	Subject	Essential English
Unit Topics	Language that works		
Assessments Tasks and Dates	**Formative assessment: Short response to stimulus examination** Written, individual; supervised **Time** - Planning time: 15 minutes Working time: 90 minutes • One seen stimulus text and one unseen stimulus text • One written stimulus text and one visual stimulus text. **Week 8 Wednesday-June 11**		

Week	Learning Intention
1	• Understand and identify patterns and conventions of familiar and some unfamiliar texts related to the world of work and/or popular culture texts developed for and used in, or about, work contexts. • Understand how text structures in texts related to the world of work are used to communicate and organise information, e.g. headings and sub-headings, paragraphing, table of contents, topic sentences.
2	• Understand how language features in popular culture texts related to the world of work are used to communicate ideas and information, e.g. punctuation, figurative language, camera angles, camera framing, colour. • Identify and understand the main ideas in texts related to the world of work and/or popular culture texts about the world of work.
3	• Predict the meaning of work-related texts and/or popular culture texts about the world of work using understanding of patterns and conventions and language choices. • Recognise and describe personal connections between students' own experiences and texts related to the world of work.
4	• Reflect on work experiences and/or other work contexts. • Identify the purpose/s and intended audiences of a range of texts related to the world of work
5	• Recognise and describe the ways opinions, ideas, attitudes, values and/or beliefs shape texts related to the world of work and position audiences.
6	• Reflect on the usefulness/significance of a workplace text and/or popular culture text about the world of work and its purpose.
7	• Students sit a practice exam, receive feedback and then complete the actual exam.
8	**Formative assessment: Short response to stimulus examination** **Wednesday-June 11**
9	• Understand the ways and reasons for Establishing a positive workplace culture.
10	• Understand the ways and reasons for Establishing a positive workplace culture.

Year Level	11	**Subject**	Essential Mathematics
Unit Topics	Unit-1 Topic-1 Number, Topic 3: Managing money Unit-2 Topic-3 Time and motion		
Assessment Tasks and Dates	FIA2 - End of unit-1 exam, 60 min + 5 min perusal in Week-6		

Week	Learning Intention
1	Chapter 4 - Percentages - Converting percentages to fractions or decimals - Converting percentages to decimals
2	Chapter 4 - Percentage - Expressing one amount as a percentage of another - Expressing one amount as a percentage of another for different units - Percentage discounts
3	Chapter 4 - Percentage - Percentage Increase and Decrease - Simple Interest - Chap revision and test Chapter 7 - Earning money - Wages and saleries - Commission, piece work and roalties
4	Chapter 7 - Earning money - Taxation and deductions - Personal taxation, PAYG and employee superannuation - Determining taxable income by applying tax deductions - Calculating simple tax returns
5	Chapter 8 Budgeting - Products and services - Rent and utility costs - Car expenses - Personal budget plan
6	Unit-1 topics revision Unit-1 exam
7	Unit-2 starts Chapter 13 - Time, distance and Speed - Displaying Time - Interpret time tables

	- Interpreting complex timetables and planning routes - Compare travel time
8	Chapter 14 - Distance and Speed - Distance: scales and maps - Calculating speed - Distance time graphs
9	Chapter 14 Distance and Speed - Distance and directions - Calculating speed, distance and time, and their units - Distance-time graph and cost of the journey [complex]
10	Chapter 14 Review and test Chapter 9: Census, surveys and simple survey procedures Census and survey

Year Level	11 Term 2	**Subject**	Biology
Unit Topics	Unit 1 Cells and Multicellular Organisms & Unit 2 Maintaining the internal environment		
Assessment Tasks and Dates	FA2 Student Experiment 10 hrs of in class practical time is given to students		

Week	Learning Intention
1	Module 6 Exchange of nutrients and waste in animals Identify the characteristics of absorptive surfaces within the digestive system and relate to the structure and function of the villi. Describe the role of digestive enzymes (amylase, protease, and lipase) in chemical digestion Commence FA2 Students carry out the experiment.
2	Students carry out experiment and collect data
3	Module 7 Cell function and Energy Cellular energy . Aerobic and anaerobic respiration
4	Module 8 Gas Exchange in Humans Carriage of respiratory gases in the blood Further investigate gas exchange in humans
5	Module 9 Plant Physiology Photosynthesis, gas exchange in plants. Stomatal function movement of water in the xylem and passage of water through flowering plants. Factors affecting the rate of transpiration Movement of organic molecules in the phloem FA2 Draft Due
6	Unit 2 Module 10 Coordination and control

	Understand metabolism and chemical reactions are involved in sustaining life and is either catabolic or anabolic Recall that Homeostasis involves a stimulus response model Interpret feedback control diagrams for nervous or hormonal systems
7	Module 10 continued Identify cells that transport nerve impulses and differentiate between a sensory neuron and a motor neuron Explain the passage of a nerve impulse in terms of transmission of an action potential Recognise that sensory receptors detect stimuli and can be classified by the type of stimulus control heat. FA2 Final Submission Due
8	Module 11 Thermoregulation and Osmoregulation Tolerance ranges for environmental temperature and water Thermoregulation Conservation of heat in endothermal animals
9	Module 11 continued Endothermic survival in hot environment Homeostatic control of body temperature Regulation of body fluids FA3 Commences
10	Module 11 continued Hormonal control of water balance in mammals Osmoregulation in plants and plant adaptations for osmoregulation Homeostatic control of body temperature Regulation of body fluids.

Year Level	11	**Subject**	Physics
Unit Topics	Topic 3 of Unit 1 Electrical Circuits and Topic 1 of Unit 2 Linear Motion and Force		
Assessment Tasks and Dates	Student investigation Week 7		

Week	Learning Intention
1	Current, potential difference and energy flow recall that electric charge can be positive or negative, electric current is carried by discrete electric charge carriers, the law of conservation of electric charge, electric charge is conserved at all points in an electrical circuit • define electric current, electrical potential difference in a circuit, and power • solve problems involving electric current, electric charge and time • explain that the energy inputs in a circuit equal the sum of energy output from loads in the circuit • recall that the energy available to electric charges moving in an electrical circuit is measured using electrical potential difference • solve problems involving electrical potential difference • explain why electric charge separation produces an electrical potential difference • solve problems involving power.
2	Resistance In this topic, students will: • define resistance • recall and solve problems using Ohm's Law; compare and contrast ohmic and non-ohmic resistors • interpret graphical representations of electrical potential difference versus electric current data to find resistance using the gradient and its uncertainty. • Mandatory practical: Conduct an experiment that measures electric current through, and electrical potential difference across, an ohmic resistor in order to find resistance. - Write a research question and: - Suggest modifications to the methodology used in class to improve the outcome - Collect sufficient data - Consider safety and manage risks.
3	Circuit analysis and design In this topic, students will: • define power dissipation over resistors in a circuit; solve problems involving electrical potential difference, electric current, resistance and power • recall resistor, voltmeter, ammeter, cell, battery, switch and bulb circuit diagram symbols; recognise series and parallel connections of components in electrical circuits • solve problems involving finding equivalent resistance, electrical potential difference and electric currents in series and parallel circuits • design simple series, parallel and series/parallel circuits.

4	Vectors In this topic, students will: • define the terms vector and scalar, and use these terms to categorise physical quantities, e.g. velocity and speed • calculate resultant vectors through the addition and subtraction of two vectors in one dimension.
5	Linear motion In this topic, students will: • define the terms displacement, velocity and acceleration • compare and contrast instantaneous and average velocity • describe the motion of an object by interpreting a linear motion graph • calculate and interpret the intercepts and gradients (and their uncertainties) of displacement–time and velocity–time graphs, and the areas under velocity–time and acceleration–time graphs • solve problems involving the equations of uniformly accelerated motion in one dimension • recall that the acceleration due to gravity is constant near the Earth's surface. • Mandatory practical: Conduct an experiment to verify the value of acceleration due to gravity on the Earth's surface. All data sets that suggest a non-linear relationship, data (e.g. t 2 versus s) should be linearised and plotted, allowing for the calculation of the equation of a linear trend line. An evaluation of the experimental process undertaken, and of the conclusions drawn, will require students to: - discuss the reliability and validity of the experimental process with reference to the uncertainty and limitations of the data such as measurement uncertainty and percentage error - identify justifiable sources of imprecision and inaccuracy - suggest improvements or extensions to the experiment using the uncertainty and limitations identified. • Mandatory practical: Conduct an experiment that requires students to construct and interpret displacement–time and velocity–time graphs with resulting data. Where appropriate, students should use vertical error bars when plotting data. This ensures that they can determine the uncertainty of the gradient and intercepts using minimum and maximum lines of best fit.
6	An evaluation of the experimental process undertaken, and of the conclusions drawn, will require students to: - discuss the reliability and validity of the experimental process with reference to the uncertainty and limitations of the data such as measurement uncertainty and percentage error - identify justifiable sources of imprecision and inaccuracy - suggest improvements or extensions to the experiment using the uncertainty and limitations identified. • Mandatory practical: Conduct an experiment that requires students to construct and interpret displacement–time and velocity–time graphs with resulting data. Where appropriate, students should use vertical error bars when plotting data. This ensures that they can determine the uncertainty of the gradient and intercepts using minimum and maximum lines of best fit.

7	Allow in class time for the student experiment
8	Newton's laws of motion In this topic, students will: • define Newton's three laws of motion and give examples of each • identify forces acting on an object • construct free-body diagrams representing forces acting on an object • determine the resultant force acting on an object in one dimension • solve problems using each of Newton's three laws of motion • define the terms momentum and impulse • recall the principle of conservation of momentum • solve problems involving momentum, impulse, the conservation of momentum and collisions in one dimension • determine and interpret the area under a force–time graph.
9	Energy In this topic, students will: • define the terms mechanical work, kinetic energy and gravitational potential energy • solve problems involving work done by a force • solve problems involving kinetic energy and gravitational potential energy • determine and interpret the area under a force–displacement graph • interpret meaning from an energy–time graph • define the terms elastic collision and inelastic collision • compare and contrast elastic and inelastic collisions • solve problems involving elastic collisions and inelastic collisions.
10	Conduct the four Gravity experiments with focus on the formulas used. Students now have understanding of the topic so they can derive the formulas used by themselves

Year Level	11	Subject	Health
Term	2		2025
Units	Unit 1: Resilience as a personal health resource Unit 2: Peers and family as resources for healthy living. Elective: Body Image		
Assessment Tasks and Dates	Unit 1 Investigation: Analytical Exposition Written: 1500-2000 words Due: Term 2, Week 6 Unit 2 Exam: Extended Response Term 3, Week 8		

Week	Learning Intention
1	Personal Health Action Strategy • investigate the PERMA and PERMA+ frameworks for their capacity to develop their own personal skills • synthesise information to make decisions about the two elements of PERMA+ that have the greatest capacity • justify decisions with primary data and secondary data about the indicators of personal wellbeing and resilience • select one element of the PERMA+ framework to develop a personal health action strategy that develops personal skills Personal Health Action Strategy • identify the methodology and resources required to develop a personal health action strategy for one PERMA+ element that addresses needs, barriers and enablers • implement the personal health action strategy for a specified period
2	Health Approach Evaluation • recognise and describe the characteristics of health approaches, strategies and systems • 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
3	Health Frameworks in Action • comprehend and use the PERMA+ framework and Ottawa Charter to identify approaches that build resilience within their school setting • 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 • 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

4	Health Framework – RE-AIM • investigate the evidence that can be used to judge the impact of action in relation to resilience • 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 • 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
5	Evaluation and Justification of Action Plans • justify decisions about the effectiveness of the chosen action in strengthening, maintaining or adapting resilience as a personal health resource • make decisions about and use mode appropriate strategies to communicate with stakeholders by disseminating action, findings and recommendations
6	FA1: Investigation - Action Research • recognise and comprehend FIA1 layout and referencing systems • review and discuss draft feedback • students to submit FIA1 via LMS by due date
7	Unit 2: Peers and family as resources for healthy living • Recognise and describe the interrelationship between personal, peer and family health from a salutogenic perspective, by considering - how an individual is a body image resource— self-acceptance, media literacy, healthy living and nutrition, positive and respectful relationships, cyber safety, online identity - how peers are body image resources — positive role modelling, respecting diversity how family is a body image resource — positive role modelling, supportive environment
8	• Recognise and describe the interrelationship between personal, peer and family health from a salutogenic perspective How does body image relate to health? - physical determinants — human brain development, genetics, family history of body image issues and/or health related problems such as obesity; approaches to dieting, healthy eating, exercise, eating disorders; brain function/visual cortex - psychological determinants — personality, image, self-esteem, peer pressure, self-concept, social self-concept (peers and significant others), emotional self-concept (emotional states), physical self-concept (physical ability and appearance) and resilience social determinants — socialisation, family, culture, role models, media, social media, virtual world/gaming (avatars), health and fashion trends
9	• Recognise and describe how body image impacts health

	• Critique how body image is expressed or changes across the life course - socialisation across the life course — globalisation of media and the westernised body image ideals - changes to family structures and environment across the life course — family composition and gender stereotyping - types of relationships across the life course — evolution of online dating, gaming and use of social media platforms for communication and forming relationships biophysical influences on body image across the life course — changes related to the key transitions of puberty and menopause
10	How do we understand body image according to social cognitive theory? • Comprehend and explain social cognitive theory as the dynamic interaction between individual, environment and behavioural influences • Work collaboratively to symbolise the individual, environmental and behavioural influences that relate to body image to enhance comprehension of critical and non-critical information

Year Level	11	**Subject**	Business
Unit Topics	Unit 1: Business Creation- Topic 2- Creation of Business Ideas Unit 2- Business Growth- Topic 1- Establishment of a Business		
Assessment Tasks and Dates	FA 2: Investigation -Business Report-Tuesday 10/06/25, Week 8		

Week	Learning Intention
1	**Topic 2: Creation of Business Ideas- Ideas & Innovation** • Examine the motives of entrepreneurs via potential business opportunities, reasons for finding business opportunities • Examine the environmental factors (internal, external operating or external macro environmental factors that influence the creation of business idea • Textbook pp 133-143
2	• Demonstrate the relationship between motivational theories (Maslow's hierarchy of needs, Locke's goal-setting theory and Herzberg's two-factor theory. • Explain how motivational theories impact the creation of business ideas; Textbook pp 143-147 • Describe the motives of the entrepreneurs through examining entrepreneurship as a career and the skills and characteristics of entrepreneurs' situation in the market • Textbook pp 148-149
3	• Distinguish between different types of Innovation – open & closed innovation, architectural innovation, incremental, disruptive radical and innovation framework Developing and screening business ideas • Textbook 149-158
4	**Research Assignment Issued: Investigation- Business Report** • Describe the business idea and the motives of the entrepreneurs, current situation in the market • Developing and screening business ideas ; Textbook(157-158, 162-166)
5	**Investigation Report-** • Describe the seed stage /start-up of the business cycle and the skills and characteristic of the entrepreneur • Describe the sources of support and advice • Explain the application Innovative theory implemented by the business.
6	• **Investigation – Business Report**- - Use PEST analysis to interpret relationships and trends to draw conclusions about the implications of Business
7	• **Investigation – Business Report** • Evaluate the viability of business and make a decision using criteria of competitiveness, effectiveness, efficiency and stakeholder satisfaction.
8	• **Investigation – Business Report Due: Tuesday (10/06/25)**

	Unit 2- Business Growth- Topic 1- Establishment of a Business – Explain Start -up regulation and financing; Business Start- up, business size , Business pathway options . Textbook pp 200-204
9	Explain the L**egal and Regulatory requirement** essential for start-up businesses, e.g. business registration, legislation, insurance, taxation, employment, workplace health and safety, standards and codes of practice
10	Explain short-term and long-term finance, including debt and equity finance, in establishing a start-up business

Year Level	11	**Subject**	Modern History
Unit Topics	Unit 1.2 - Age of Imperialism. Unit 2.1 - Empowerment of First Nations Australians since 1938		
Assessment Tasks and Dates	FA2 - Independent Source Investigation - Due Week 5 Tuesday		

Week	Learning Intention
1	Hand out FA2. Develop research questions. Complete rationale. Select sources.
2	Working on FA2. Analyse and evaluate sources.
3	Working on FA2 - Complete critical summary.
4	Draft due Tuesday. Working on FA2. Editing and finalising source investigation.
5	FA2 Final Submission due Tuesday. Begin Unit 2. Explore the history of resistance of First Nations Australians from 1788 to 1935.
6	Examine the significant events and milestones in the Indigenous struggle for land rights and assess their impact.
7	Analyse key events and movements that shaped contemporary Indigenous empowerment,
8	Hand out FA3 - Develop research questions and devise a plan for essay
9	Working on FA3 - Select primary and secondary sources,
10	Working on FA3 - Write draft essay.

Year Level	11	**Subject**	English
Unit Topics	Perspectives in texts		
Assessment Tasks and Dates	Assessment Task (FA2) – Persuasive Spoken Task Tuesday Week 8 Term 2		

Week	Learning Intention
1	Introduction to unit 1.2 Understanding how documentary texts can position an audience to accept a privileged perspective while marginalising another one. Collate ideas about issues caused by humanity.
2	View documentary – Blackfish Take notes on perspective and select evidence. Revision of documentary conventions such as structure, technical elements, and language features to position an audience.
3	Revision of documentary conventions such as structure, technical elements, and language features to position an audience.
4	Hand out assessment. Unpacking the assessment task – persuasive spoken. Understanding the purpose of the task. Exploration of modern issues and perspectives in recent documentaries. Selecting documentary and begin close viewing.
5	Continue Assessment – Research and analysis of selected documentary. Explore which perspectives are privileged and which are marginalised or even silenced. Consider your own position on the issues presented.
6	Continue Assessment – Drafting and editing of assessment script. Submit draft for teacher feedback.
7	Continue Assessment – Revisit effective speaking techniques verbal and non verbal, Utilise feedback, record and edit video
8	Submission of Assessment - Tuesday Orientation of Unit 2 – Texts and Culture. Examine how texts are affected by not only the context and culture in which the text has been created but also received.

9	Introduction of novel – The Dry. Explore the conventions of a murder mystery novel. Consider this in the context of a rural Australian setting. What makes this an Australian novel?
10	Close study of The Dry: plot, setting, themes, characters, and construction. Exploration of context and setting – development of culture in texts.

Year Level	11	Subject	General Mathematics
Unit Topics	Similar figures and Scale factors; Linear Equations; Straight line graphs and their applications; Simultaneous equations and their applications; Applications of Trigonometry		
Assessment Tasks and Dates	Exam - Unit 1, Wednesday, Week 7 Term 2		

Week	Learning Intention
1	Similarity of two-dimensional figures; Linear scale factors; Scale drawings - maps and plans
2	Area and Volume scale factors; Linear patterns
3	Solving and Developing linear equations
4	Constructing straight line graphs; Determining and interpreting intercepts of straight line graphs
5	Modelling practical situtaions with straight line graphs; Solving simultaneous equations graphically
6	Solving simultaneous equations algebraically by substitution method; Solving practical problems using simulatneous equations; step graphs and piece wise functions
7	Break Even points; Review of trigonometric ratios; applictaion of trigonometric ratios
8	Area of triangles; Angles of elevation and depression
9	The sine and the cosine rule
10	True bearings

Year Level	11	**Subject**	Mathematical Methods
Unit Topics	Unit 1- Topic 4: Trigonometric functions; Topic 5: Probability. Unit 2- Topic 1: Exponential functions; Topic 2: Logarithms		
Assessment Tasks and Dates	Quizes (end of a topic); Unit 1 exam - week 7 Wednesday, 4th June		

Week	Learning Intention
1	Topic 4: Trigonometric functions - trigonometry review; radian measure; unit circle definitions
2	exact values and symmetry properties; graphs of the sine, cosine and tangent functions; solving trigonomteric equations
3	transformations of sine and cosine graphs; modelling with trigonometric functions
4	Topic 5: Probability - language associated with probability; Venn diagrams; probability tables; tree diagrams
5	relative frequencies; conditional probabilties; independence
6	modelling with probability; review
7	{FA2 - Unit 1 examination} Unit 2 - Topic 1: Exponential functions - index laws
8	radicals and fractional indices; scientific notation; recognising and solving exponential equations
9	graphing exponential functions - basic form and transformations; modelling with exponential functions
10	Topic 2: Logarithms and logarithmic functions - defining logarithms; logarithm laws; solving indicial equations

Year Level	11	**Subject**	Chemistry
Unit Topics	Chemical reactions - uncertainty and error in measurements; exo- and endothermic reactions. Properties and structures of materials. Mole concepts. Intermolecular Forces and Gases		
Assessment Tasks and Dates	Data Test wk 4; Research assignment - introduced in wk 8, due wk 4 term 3		

Week	Learning Intention
1	Ch 10. Endothermic and Exothermic reactions; Relating thermochemical reactions to law of conservation of energy and breaking/making bonds; Temperature and K.E. of particles
2	ch 10. Endothermic and Exothermic reactions; Application of enthalpy level diagrams Relating bond enthalpies to thermochemical reactions
3	Ch 10. Endothermic and Exothermic reactions; Calculating heat changes and enthalpy changes in physical processes and chemical reactions.
4	Revision; Data Test (Friday)
5	Ch 6. Compounds and mixture; Pure substances and mixtures. Data evaluation of physical properties.
6	Ch 9 Mole Concepts; Homogenous and heterogeneous mixtures; nanomaterials; Law of conservation of mass; relating mass, moles and molar mass.
7	Mole Concepts; Empirical formulae; Limiting reagents; Percentage yield.
8	Mole Concepts; Ch. 13 Gases; Percentage composition; molecular formulae; Relating volume, number of moles and molar volume.
9	Gases; Kinetic theory of gases; relating P,V and T; Ideal gas equation; Calculations and problem solving including masses and volumes in reactions

10	Ch 11 Intermolecular forces; Applying VSEPR theory to predict shapes of molecules; Using shape, symmetry and electronegativity to predict polarity of molecules; relationship between properties and intermolecular forces.

Year Level	11	**Subject**	Psychology
Unit Topics	UNIT 2 INDIVIDUAL BEHAVIOUR		
Assessment Tasks and Dates	FA2- Student Experiment (week 9)		

Week	Learning Intention
1	compare the multiple intelligences (Howard Gardner 2017), information-processing, and emotional intelligence (EQ) theories of intelligence Introduce FA2
2	recognise common methods by which intelligence is assessed with reference to intelligence tests and scales Start FA2
3	describe whether intelligence tests are valid and reliable assess the extent intelligence is inherited, with reference to twin, family and adoption studies (e.g. the Minnesota study of twins reared apart in Bouchard, Lykken, McGue, Segal & Tellegen 1990).
4	distinguish between adaptive and maladaptive behaviour summarise concepts of normality, including the sociocultural, functional, historical, situational, medical and statistical approaches
5	describe psychological disorder distinguish between diagnostic manuals commonly used for diagnosis, including the Diagnostic and Statistical Manual of Mental Disorders (5th edition, 2013), and the International Classification of Diseases (10th revision, 2016)
6	Work on FA2 FA2 draft due
7	recognise the main categories of psychological disorders, including the schizophrenia spectrum and other psychotic disorders (e.g. schizophrenia), mood disorders (e.g. depression), anxiety disorders

	(e.g. phobias) and personality disorders (e.g. borderline or antisocial personality disorder)
8	recognise the main categories of psychological disorders, including the schizophrenia spectrum and other psychotic disorders (e.g. schizophrenia), mood disorders (e.g. depression), anxiety disorders (e.g. phobias) and personality disorders (e.g. borderline or antisocial personality disorder) discuss the reliability and validity of diagnosis.
9	Work on FA2 FA2 Due
10	Review

Year Level	11	**Subject**	Sport and Recreation
Unit Topics	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. During Term 2, there is a greater focus on training principles and resistance training. The unit topics explored in Term 2 will include: training principles, factors influencing fitness, nutrition, sleep, rest and recovery, gym-related injuries, and vocational pathways in the fitness industry.		
Assessment Tasks and Dates	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 4, Draft due in Week 8, Final due in Week 10 (Term Two).		

Week	Learning Intention
1	Training principles - Understand training principles and concepts, including specificity, intensity, technique, progressive overload, warming up and cooling down. 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. Body weight/cardio exercises - Perform activities and strategies to enhance outcomes in fitness for sport and recreation.
2	Understand importance of nutrition in supporting fitness goals: macronutrients, micronutrients, hydration, and supplementation. Practical activities on meal planning and nutritional strategies for pre- and post-exercise fueling. Investigate the role of sleep, rest, and recovery in optimising performance and preventing overtraining. 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.
3	Understand common gym exercise-related injuries: causes, symptoms, and prevention strategies.

	Practical demonstrations on proper warm-up, cool-down, and stretching routines for injury prevention. Explore different methods of integrating injury prevention techniques into fitness training. 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.
4	Investigate related vocational pathways and employment opportunities in fitness across the school, sport, fitness, and recreation sectors. Understand what 'soft skills' are, and the importance of fitness professionals having these types of skills, including good communication, positivity, and leadership. 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. 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.
5	Class time allocated to working on the planning component of the assessment task.
6	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.
7	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.
8	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. 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.
9	Redrafting and editing of assessment based on the feedback provided by the teacher on draft submission. Initiative games – students engage in recreational games and challenges aimed at improving leadership, problem-solving, communication, and peer collaboration.
10	Final assessment copy to be submitted to Class Teacher via Student Café. Initiative games – students engage in recreational games and challenges aimed at improving leadership, problem-solving, communication, and peer collaboration.

Year Level	11	**Subject**	Accounting
Unit Topics	▪ The accounting process to the trial balance ▪ Accounting for a Trading Business and GST.		
Assessment Tasks and Dates	**FA2-Combination Response Exam-Tuesday June 10 - Week 8**		

Week	Learning Intention
1	○ Explain the steps in the accounting process. ○ Explain the role of a source document and the various documents used to validate transactions. ○ Explain the need and functions of journals. ○ Journalise business transactions without GST.
2	○ Post the journal entries to the ledger accounts and take out trial balance. ○ Identify and correct Trial Balance errors. ○ Preparation of T ledger accounts – T account balancing. ○ Preparation of columnar ledger accounts.
3	○ Explain the implications of GST on the recording of transactions in a business (including ABN and BAS). ○ Explain the implications of credit transactions on the accounting process. ○ Accounting and reporting for the GST.
4	Accounting for different types of transactions with GST: ○ Purchasing and using consumable supplies ○ Selling services ○ Paying expenses ○ purchases of inventories ○ purchases returns and allowances.
5	Accounting for different types of transactions with GST: ○ sales of inventories ○ sales returns and allowances ○ Purchase of assets other than inventories ○ Sale of assets other than inventories ○ Drawings of cash ○ Drawings of inventories ○ Correction of errors.
6	○ Journalising business transactions, prepare ledger accounts and trial balance.
7	○ Journalising business transactions, prepare ledger accounts and trial balance. ○ Revision
8	○ Revision ○ **Combination response exam-Tuesday-June 10** ○ Explain the effect of closing and reversing entries. ○ Explain the relationship between the going concern principle and accounting period concept.
9	○ Synthesise accounting principles and processes to record balance day adjustments, closing entries and reversing entries.
10	○ Synthesise accounting principles and processes to prepare Statement of Profit or Loss and Statement of Financial Position.

Year Level	11	**Subject**	Legal
Unit Topics	Unit 1 - Beyond Reasonable Doubt Topic 3- Criminal Trial Process Topic 4- Punishment and sentencing Unit 2 Balance of Probabilities Topic 1- Civil Law Foundations		
Assessment Tasks and Dates	FA2- Investigation Inquiry Report		

Week	Learning Intention
1	Understand the structure and purpose of the criminal trial process in Queensland. Identify key stages including committal hearings, arraignment, and trial
2	Examine the roles of key court personnel (judge, jury, prosecutor, defence lawyer, accused, witnesses) and how each contributes to achieving justice.
3	Explore the concept of trial by jury in Queensland, including the jury selection process, the advantages and disadvantages of jury trials, and relevant reforms.
4	Investigate criminal defences and excuses (e.g., self-defence, provocation, insanity, automatism). Apply these to hypothetical case scenarios.
5	Evaluate the principles and purposes of punishment and sentencing, including deterrence, rehabilitation, retribution, and community protection. Analyse different sentencing options. Students to enact moot court appearance based on learning from earlier weeks.
6	Introduce and Unpack FA2 Inquiry Report: Learn how to select a current legal issue and formulate a research question. Understand the requirements of a legal inquiry under QCAA standards
7	Continue FA2 Inquiry: Learn how to gather and analyse primary and secondary legal sources. Develop skills in legal referencing and note-taking.
8	Refine FA2: Apply legal criteria to evaluate legal issues. Learn how to structure an argument and draft a persuasive, evidence-based response. FA2 Draft due at the end of week.

9	Finalise FA2: Review, revise and submit the Inquiry Report. Peer feedback and teacher conferencing to improve writing and legal evaluation skills
10	Introduction to Unit 2 – Civil Law Foundations: Compare the criminal and civil justice systems. Identify key features of civil law and the standard of proof ("balance of probabilities")

Year Level	11	**Subject**	Design
Unit Topics	Theory- Folio commercial design		
Assessment Tasks and Dates	Week: 7		

Week	Learning Intention
1	investigate a client brief to understand needs and wants, and identify design problems considering secondary data about client requirements and demographic information the influence of economic, social and cultural factors existing designs and the practices of contemporary designers
2	organise design teams and team roles, e.g. coordinator, goal setter, troubleshooter, clarifier, opinion seeker, encourager represent information and analysis of clients' needs and wants using schematic sketching write a design brief to describe the features that define the problem
3	recognise the importance of documenting individual and collective work when working within a team of designer describe design criteria used to judge the quality of design concepts based on the requirements of the client, principles of good design
4	demonstrate an understanding of design ethics (see the Design Institute of Australia's code of ethics, http://www.design.org.au/code-of-ethics), specifically designers' responsibility to the client other designers
5	devise multiple ideas using collaborative divergent thinking strategies and information about the influence of economic, social and cultural issues

6	evaluate how well ideas match design criteria and make improvements to refine ideas select and use the drawing and low-fidelity prototyping skills that best represent the ideas, and use sequences of representations to progress and improve ideas
7	Final due week: maintain visual and written or spoken record of individual contribution in design processes
8	Class exercise: evaluate the strengths, limitations and implications of design concepts against the design criteria to improve design concepts; use written notes to indicate how concepts have been improved evaluate the process of collaborative design and how well teams meet goals.
9	Design theory activities- revision - design bingo, kahoot,
10	Overview of term 3 assessment requirements

Year Level	Year 11/12	**Subject**	Visual Art in Practice
Unit Topics	Looking inwards (Self) Looking outwards (others)		
Assessment Tasks and Dates	Term 1 and 2 Week 7-8 Experimental Folio and written response		

Week	Learning Intention
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