# YEAR 12

# SUBJECT

# OVERVIEWS TERM 2,

# 2025

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

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## Introduction

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

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

## Contents

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| **Year Level** | 12 | **Subject** | Islamic Studies |
| **Unit Topics** | Janazah, Marriage, upbringing of Children, | | |
| **Assessment Tasks and Dates** | Written exam week 7 | | |

| Week | Learning Intention |
|---|---|
| 1 | Theory: Janazah: What to do when death approaches<br>Quran recitation: Tanzil.net Pg 239 |
| 2 | Janazah: Method of ghusl and shrouding<br>Quran recitation: Tanzil.net Pg 240 |
| 3 | Janazah: Method of janazah salaah and burial<br>Quran recitation: Tanzil.net Pg 241 |
| 4 | Marriage: Harms of Zina<br>Quran recitation: Tanzil.net Pg 242 |
| 5 | Marriage: Rules, virtues<br>Quran recitation: Tanzil.net Pg 243 |
| 6 | Marriage: Choosing a spouse, Rights of Husband/Wife,<br>Quran recitation: Tanzil.net Pg 244 |
| 7 | Marriage: Divorce |

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| **8** | Islamic etiquettes of Sexual life-<br>Harms of porn, masturbation, etc<br><br>Quran recitation: Tanzil.net Pg 245 |
| **9** | Upbringing of children- virtues<br><br>Quran recitation: Tanzil.net Pg 246 |
| **10** | Upbringing of children-Contraception/Rights of children, Abortion<br><br>Quran recitation: Tanzil.net Pg 247 |

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| **Year Level** | 12 | **Subject** | Essential English, 2025 |
| **Unit Topics** | CIA – Gaming and Sports – Cultural assumptions (value, attitudes, beliefs) represented in identity, place, events.Unit 4 – Representation and Popular Culture - IA3 - Cultural assumptions (value, attitudes, beliefs) represented in identity, place, events in chosen Netflix series. | | |
| **Assessment Tasks and Dates** | CIA – Week 6-7<br>Assessment Task (IA3) – Extended Multimodal Response<br>CIA – Notice for CIA Seen stimulus Term 2 Week 6 – Exam Term 2 Week 7<br>IA3 - Notice of Task Term 2 Week 9/Submission Term 3 Week 2 | | |

| Week | Learning Intention |
|---|---|
| **1** | Develop knowledge on 2025 CIA topic (gaming or sports)<br>Compare CIA sample responses – identify features of good answer |
| **2** | Develop assessment concepts – cultural assumption (belief, value, attitude), representation in identity, people, place, events.<br>Understand how this is represented in language feature and text structure. |
| **3** | Reinforce assessment concepts – cultural assumption (belief, value, attitude), representation in identity, people, place, events.<br>Understand how this is represented in language feature and text structure.<br>Written exercises |
| **4** | Evaluate understanding of assessment concepts – cultural assumption (belief, value, attitude), representation in identity, people, place, events.<br>Understand how this is represented in language feature and text structure.<br>Written exercise |
| **5** | Practice test<br>(May introduce Unit 3 and IA3 ideas) |
| **6** | Annotate CIA seen stimulus 1 |
| **7** | CIA Exam<br>Introduce topic – Unit 3: Representation of Pop culture. |

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| | Understand assessment IA3 –Extended multimodal response |
| **8** | Develop and decide on a topic for IA3 (script, Power Point text and image, recording of speaker, 4-6 minutes – edited)<br>Notes on 'pop culture' and own topic |
| **9** | 3 weeks' notice for IA3 – Assessment topic – Due Term 3 Week 2<br>Checkpoint 1 - Draft due Term 2 Week 10.<br>Check point 2 – Edited draft – Term 3 Week 1<br>Check point 3 – Final draft ready for submission – Term 3 Week 2 |
| **10** | Plan and develop cultural assumption (value, belief, attitudes) represented in 'popular identities' found in pop culture evident in the chosen episode from Netflix 2020 onwards.<br>Check point 1: Draft due end Term 2 week 10. |

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| **Year Level** | 12 | **Subject** | Essential Mathematics |
| **Unit Topics** | Unit 3 - Measurement, Scales and Data<br>Unit 4 - Graphs, Chance and Loans | | |
| **Assessment Tasks and Dates** | CIA- Wednesday, Week 5, 21st May<br>IA3 PSMT Given in Week-9 | | |

| Week | Learning Intention |
|---|---|
| 1 | Chapter 6 - Right angled triangle<br>- Chap 6 review and test<br><br>Chapter 7 - Summarising and Interpreting Data<br>- Measures of central Tendency and Mode |
| 2 | Chapter 7 - Summarising and Interpreting Data<br>- Measures of spread and Outliers<br>- Applications of measures and Central Tendency Comparing data sets |
| 3 | Chapter 7 - Summarising and Interpreting Data<br>- Constructing box plots and parallel box plots<br><br>Chapter 8 - Comparing data sets<br>- Comparing back-to-back stem plots |
| 4 | Chapter 8 - Comparing data sets<br>- Comparing back-to-back stem plots<br>- Comparing histograms<br>- Chapter review and test |
| 5 | Unit 3 Topic-1 Measurement revision<br>Unit 3 Topic-2 Geometry revision<br>Unit 3 Topic-3 Revision<br><br>Common Internal Assessment (CIA)- Wednesday-21st May |
| 6 | UNIT 4 start<br>Chapter 9 Cartesian plane<br>- Plotting points on a cartesian plane<br>- Generating table for graphing linear functions |

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| **7** | - Generating table for graphing linear functions<br>- Graphing linear functions |
| **8** | UNIT 4<br>Chapter 12 - Loans & Compound Interest<br>- Simple Interest |
| **9** | Chapter 12 - Loans & Compound Interest<br>- Compound Interest<br>- Comparing simple and compound Interest<br><br>IA3 Assignment issued and tasks explained |
| **10** | Chapter 13 - Reducing Balance loans<br>- Modelling reducing balance loans with Technology<br>– The effect of interest rate and repayment amount on reducing balance loans |

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| **Year Level** | 12 | **Subject** | Biology |
| **Unit Topics** | Unit 4 | | |
| **Assessment Tasks and Dates** | IA2 Student Experiment Due Wk 6 | | |

| Week | Learning Intention |
|---|---|
| 1 | Chapter 8 Cellular replication and variation (continued)<br><br>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 |
| 2 | Chapter 9 Gene expression<br><br>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). |
| 3 | Chapter 9 Continued<br>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. |
| 4 | Chapter 10 Mutations<br><br>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, |

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| | 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). |
| 5 | Chapter 10 continued<br>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). |
| 6 | Chapter 11 Inheritance<br><br>Predict frequencies of genotypes and phenotypes using data from probability models (including frequency histograms and Punnett squares) and by taking into consideration patterns of inheritance for the following types of alleles: autosomal dominant, sex linked and multiple.<br><br>Work on IA2 |
| 7 | Chapter 12 Biotechnology<br><br>Describe the process of making recombinant DNA:<br>– isolation of DNA, cutting of DNA (restriction enzymes)<br>– insertion of DNA fragment (plasmid vector)<br>– joining of DNA (DNA ligase)<br>– amplification of recombinant DNA (bacterial transformation).<br><br>Hand Out Task sheet for IA3 |
| 8 | Chapter 12 continued"<br><br>Recognise the applications of DNA sequencing to map species' genomes and DNA profiling to identify unique genetic information. Explain the purpose of polymerase chain reaction (PCR) and gel electrophoresis. |

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| **9** | Chapter 12 continued<br>Appraise data from an outcome of a current genetic biotechnology technique to determine its success rate. |
| **10** | Chapter 13 The concept of evolution Define the terms evolution, microevolution, and macroevolution. Determine episodes of evolutionary radiation and mass extinctions from an evolutionary timescale of life on Earth (approximately 3.5 billion years). |

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| **Year Level** | 12 | **Subject** | Physics |
| **Unit Topics** | Unit 4 Revolutions in modern physics | | |
| **Assessment Tasks and Dates** | Student Investigation due in Week 7 | | |

| Week | Learning Intention |
|---|---|
| 1 | Special relativity: time and motion<br>By the end of this topic, students should be able to:<br>• Describe an example of natural phenomena that cannot be explained by Newtonian physics, such as the presence of muons in the atmosphere<br>• Define the terms 'frames of reference' and 'inertial frame of reference'<br>• Recall the two postulates of special relativity<br>• Recall that motion can only be measured relative to an observer |
| 2 | • Explain the concept of simultaneity<br>• Recall the consequences of the constant speed of light in a vacuum, e.g. time dilation<br>• Define the terms 'time dilation', 'proper time interval' and 'relativistic time interval'<br>• Describe the phenomena of time dilation, including examples of experimental evidence of the phenomena.<br>• Solve problems involving time dilations |
| 3 | Special relativity: length, momentum and energy<br>By the end of this topic, students should be able to:<br>• Recall the consequences of the constant speed of light in a vacuum, e.g. timeline dilation and length contraction<br>• Define the terms 'time dilation', 'proper time interval', 'relativistic time interval', 'length contraction', 'proper length', 'relativistic length', 'rest mass' and 'relativistic momentum'<br>• Describe the phenomena of time dilation and length contraction, including examples of experimental evidence of the phenomena |
| 4 | • Solve problems involving time dilations, length contraction and relativistic momentum<br>• Recall the mass-energy equivalence relationship<br>• Explain why no object can travel at the speed of light in a vacuum<br>• Explain paradoxical scenarios such as the twins' paradox, flashlights on a train and the ladder in the barn paradox |

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| 5 | Quantum theory and light<br>By the end of this topic, students should be able to:<br>• Explain how Young's double slit experiment provides evidence for the wave model of light<br>• Describe light as an electromagnetic wave produced by an oscillating electric charge that produces mutually perpendicular oscillating electric fields and magnetic fields<br>• Explain the concept of black-body radiation<br>• Identify that black-body radiation provides evidence that electromagnetic radiation is quantised into discrete values<br>• Describe the concept of a photon |
| 6 | • Solve problems involving the energy, frequency and wavelength of a photon<br>• Describe the photoelectric effect in terms of the photon<br>• Define the terms 'threshold frequency', 'Planck's constant' and 'work function'<br>• Solve problems involving the photoelectric effect<br>• Recall that photons exhibit the characteristics both waves and particles |
| 7 | Quantum theory and matter<br>By the end of this topic students should be able to:<br>• Describe Rutherford's model of the atom including its limitations<br>• Describe the Bohr model of the atom and how it addresses the limitations of Rutherford's model<br>• Explain how the Bohr model of the hydrogen atom integrates light quanta and atomic energy states to explain the specific wavelengths in the hydrogen line spectrum |
| 8 | • Solve problems involving the line spectra of simple atoms using atomic energy states or atomic energy level diagrams<br>• Describe wave-particle duality of light by identifying evidence that supports the wave characteristics of light and evidence that supports the particle characteristics of light |
| 9 | The Standard model<br>By the end of this topic, students should be able to:<br>• Define the concept of an elementary particle and antiparticle<br>• Recall the six types of quarks<br>• Define the terms 'baryon' and 'meson' |
| 10 | • Recall the six types of leptons and the four gauge bosons<br>• Describe the strong nuclear, weak nuclear and electromagnetic forces in terms of the gauge bosons<br>• Contrast the fundamental forces experienced by quarks and leptons |

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| **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 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 'House Games' for the ICB Secondary School, planning several inter-house games (e.g. dodgeball, volleyball, futsal) focusing on promoting fun, engagement, and house pride. The students will each have designated roles and responsibilities to ensure the events run effectively. Following the event, students complete an evaluation of the strengths and weaknesses of their event management using an evaluation framework - Assigned in Week 1, Draft due in Week 5, Final due in Week 6 (Term Two). | | |

| Week | Learning Intention |
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| 1 | **Week 11: Unit 1**<br><br>**Marketing and Promoting an Event**<br><br>Effective marketing strategies for sports events.<br><br>Tools for promoting events (e.g., social media, posters, flyers, local partnerships).<br><br>Audience targeting and creating engaging content.<br><br>Assignment assigned - Understand the task requirements, timeline, available resources, and importance of submitting a draft to receive actionable teacher feedback. |
| 2 | **Week 12: Unit 1**<br><br>**Diversity, Equity, and Inclusion in Event Management**<br><br>Understanding the principles of diversity, equity, and inclusion (DEI) in event planning.<br><br>How to foster an inclusive environment in tournaments.<br><br>Real-world case studies of inclusive sports events.<br><br>Legal requirements and policies surrounding DEI. |

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| | Common barriers to participation (e.g., financial, cultural, physical, environmental).<br><br>How these barriers impact different demographic groups.<br><br>Strategies to overcome barriers and increase participation (e.g., providing adaptive equipment, financial subsidies).<br><br>Class time allocated to working on the 'investigate' and 'plan' components of the assessment task. |
| **3** | **Week 13: Unit 1**<br><br>Class time allocated to working on the 'investigate' and 'plan' components of the assessment task.<br><br>First round of ICB House Games: Pine vs Bottlebrush, Wattle vs Eucalyptus. Students complete the Performance component of the assessment task. |
| **4** | **Week 14: Unit 1**<br><br>Class time allocated to working on the evaluation component of the assessment task.<br><br>Second round of ICB House Games: Pine vs Wattle, Bottlebrush vs Eucalyptus. Students complete the Performance component of the assessment task. |
| **5** | **Week 15: Unit 1**<br><br>Class time allocated to working on the evaluation component of the assessment task.<br><br>Third round of ICB House Games: Pine vs Eucalyptus, Wattle vs Bottlebrush. Students complete the Performance component of the assessment task.<br><br>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.<br><br>Redrafting and editing of assessment based on the feedback provided by the teacher on draft submission. |
| **6** | **Week 16: Unit 1**<br><br>Redrafting and editing of assessment based on the feedback provided by the teacher on draft submission.<br><br>Final assessment copy to be submitted to Class Teacher via Student Cafe. |

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| 7 | **Week 1: Unit 2 (Emerging Trends in Sport, Fitness and Recreation)**<br><br>**Popular Sports Today**<br><br>Identify the most popular sports currently.<br><br>Explore the factors that have contributed to these sports' rise in popularity.<br><br>How has technology influenced the popularity of certain sports (e.g., streaming, video games, etc.)?<br><br>The role of social media and influencers in promoting certain sports. |
| 8 | **Week 2: Unit 2**<br><br>**The Impact of Covid-19 on Physical Activity Trends**<br><br>Examine how the pandemic changed the landscape of physical activity, including participation trends in sports, fitness, and recreational activities.<br><br>Explore the shift in participation from organised sports to at-home fitness activities.<br><br>How did lockdowns and social distancing measures affect people's physical activity?<br><br>What lasting changes in physical activity trends are expected post-pandemic? |
| 9 | **Week 3: Unit 2**<br><br>**Decline of Organised Team Sports & Rise of Individual Sports**<br><br>Understand the decline in organized team sports and how individual sports are gaining popularity.<br><br>Discuss the social, cultural, and logistical factors contributing to these trends.<br><br>Examine the increasing popularity of individual sports and their benefits (e.g., flexibility, personal goals, lower social risk) |
| 10 | **Week 4: Unit 2**<br><br>**Emerging Elite Sports & New Sports in the Olympics**<br><br>Discuss what makes a sport “elite” and how it gets recognised on a global scale.<br><br>Explore why sports such as skateboarding and breakdancing were added to the Olympics and what this says about changing attitudes toward sport. |

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| | Examine emerging trends in sports that could influence future Olympics or world competitions. |

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| **Year Level** | 12 | **Subject** | Accounting |
| **Unit Topics** | Cash Management<br>Complete Accounting Process for a trading GST Business | | |
| **Assessment Tasks and Dates** | IA3 - Cash Management Project<br>○ **Checkpoint 1-Week 5 [May 20]:** Enter transactions for September and prepare financial statements.<br>○ **Checkpoint 2-Week 6 [May 28]:** Initial cash budget and related financial documents completed.<br>○ **Draft Business Report -Week 7 – [June 4]**<br>○ **Final business report (including relevant financial documents)-Week 8 [June 12]** | | |

| Week | Learning Intention |
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| 1 | Describe the internal controls used in the receipt and payment of cash.<br>Describe the petty cash system. |
| 2 | Prepare bank reconciliation statement.<br>Explain the purpose of a cash budget. |
| 3 | Prepare a cash budget.<br>Write a report analysing the cash budget.<br>Prepare a cash budget using credit and GST transactions. |
| 4 | IA3-CASH BUDGET [1 lesson]<br>Enter transactions for September and prepare financial statements.<br>**Release task-Week 4 Thursday-May 15** |
| 5 | IA3-CASH BUDGET [3 lessons]<br>**Checkpoint 1-Tuesday-May 20**<br>Enter transactions for September and prepare financial statements.<br>Prepare initial cash budget and complete related financial documents. |
| 6 | IA3-CASH BUDGET [3 lessons]<br>**Checkpoint 2-Tuesday-May 28**<br>Prepare initial cash budget and complete related financial documents.<br>Work on draft report. |
| 7 | **Draft Report Due- Wednesday-June 4**<br>Work on draft report. Submit report on LMS. |
| 8 | **IA3 CASH BUDGET-Final - Thursday- June 12**<br>Prepare accounting records for the process from source documents to the trial balance. |
| 9 | Prepare accounting records and reports, including all balance day adjustments; fully classified Statement of Profit or Loss and Statement of Financial Position. |
| 10 | Prepare reversing and closing entries. |

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| **Year Level** | 12 | **Subject** | Legal |
| **Unit Topics** | Unit 4- Human Rights in Legal Contexts<br>Topic 1 & 2- Human Rights- General and International context. | | |
| **Assessment Tasks and Dates** | IA2- Investigation- Inquiry Report (Due week 2)<br>IA3- Investigation- Argumentative Essay (Introduce and Unpack- Week 10) | | |

| Week | Learning Intention |
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| **1** | Finalise and submit IA2 Investigation Inquiry Report Draft. Use teacher feedback to revise and improve the response. Focus on refining analytical structure, legal referencing, and evaluation of legal alternatives |
| **2** | Submit IA2 Final. Consolidate understanding of the research topic. Reflect on strengths and weaknesses of legal inquiry and evaluation processes. Begin a soft entry into Unit 4 with a class discussion: "What are human rights and why do they matter? |
| **3** | Define human rights and explain their key features (universal, indivisible, inalienable). Trace the historical development of human rights including key milestones (e.g., Magna Carta, UDHR). |
| **4** | Examine the Universal Declaration of Human Rights (UDHR) and other foundational human rights instruments. Explain how international instruments influence domestic legal systems. |
| **5** | Analyse Australia's international human rights obligations |
| **6** | Explore Australia's human rights protections in domestic law |
| **7** | Investigate a contemporary human rights issue in Australia, such as Indigenous rights, refugees and asylum seekers, or freedom of speech. Identify and describe competing viewpoints. |
| **8** | Investigate a contemporary human rights issue in Australia, such as Indigenous rights, refugees and asylum seekers, or freedom of speech. Identify and describe competing viewpoints. |

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| **9** | Consolidate understanding of international and domestic human rights frameworks. Practise responding to extended legal questions with a focus on argumentative structure and evaluation |
| **10** | Introduce and Unpack IA3: Argumentative Essay. Review the task sheet, ISMG, and sample responses. Learn how to formulate a defensible legal position on a human rights issue. Begin brainstorming. |

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| **Year Level** | 12 | **Subject** | Design |
| **Unit Topics** | Folio - sustainability | | |
| **Assessment Tasks and Dates** | Week: 7 | | |

| Week | Learning Intention |
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| 1 | identify a design opportunity<br><br>describe the features and sustainable requirements that define redesign problems and design criteria |
| 2 | recognise that design opportunities may be explored to<br>fill a gap in the market<br>create a market for something that previously did not exist<br>improve human wellbeing<br><br>represent ideas, design concepts and sustainability information using schematic sketching and ideation sketching and/or low-fidelity prototyping in the explore and develop phases |
| 3 | analyse examples of successful design opportunities, e.g. portable digital devices, digital games and apps, fashion items, and household products, by considering<br>the nature of the design life cycle:<br>launch — when a design is introduced to the market<br>growth — when the market has accepted the design and sales increase<br>maturity — when the sales have reached their peak<br>decline — when sales decline as the design reaches saturation point<br><br>analyse redesign opportunities using data about existing designed solutions and sustainability information |
| 4 | devise ideas using divergent thinking strategies and circular design methods in response to redesign problems in the develop phase |

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| **5** | synthesise ideas and sustainability information to propose sustainable design concepts in the develop phase |
| **6** | evaluate the strengths, limitations and implications of ideas and design concepts against design criteria to make refinements |
| **7** | make decisions about and use visual, written and/or spoken communication for stakeholders.<br><br>Final assessment due week |
| **8** | Revision for external- "design in practice" |
| **9** | Revision for external- "commercial design" |
| **10** | Revision for external- "human centred design" |

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| **Year Level** | Year 11/12 | **Subject** | Visual Art in Practice |
| **Unit Topics** | Looking inwards (Self) Looking outwards (others) | | |
| **Assessment Tasks and Dates** | Term 2 Week 7-8<br>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<br>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.<br>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 |

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| **Year Level** | Term 2 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 2 Week 7-8<br>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.<br>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. |

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| **Year Level** | 12 | **Subject** | General English |
| **Unit Topics** | Unit 4.1 Creative Responses to Literary Texts | | |
| **Assessment Tasks and Dates** | Assessment Task (IA3) – Exam – Creative Response to Literary Text Week 8 Term 3 (2 hours) | | |

| Week | Learning Intention |
|---|---|
| 1 | Introduction to Unit 4.1 Creative Responses to Literary Texts.<br>Examine the ideas and concepts underpinning the unit<br>Read and view an array of extracts, clips and short texts texts with a dystopian context. Introduce 'Fahrenheit 451' by Ray Bradbury for close study |
| 2 | Close study of texts: plot, setting, themes, characters, and construction. Identify storytelling techniques, such as narrator and memory.<br>Understand dystopia and dystopian futures in literary texts. |
| 3 | Identify and understand how concepts are represented through writer and character perspectives, such as authority and control.<br>Close study of Fahrenheit 451 by Ray Bradbury: plot, setting, themes, characters and construction. Identify storytelling techniques, such as narrator and perspective. |
| 4 | Examine Bradbury's use of basic and complex level vocabulary and language devices including metaphor. Examine Bradbury's use of metaphor. |
| 5 | Revisit creative writing strategies – revise use and effect of.<br>Develop strategies for creating setting, mood, and atmosphere in a narrative. |
| 6 | Develop strategies for building complex character roles. What do heroes and villains look like and stand for in the two texts.<br>Consider characteristics that work well in an environment where authority controls for the 'greater good' against the needs and wants of the individual |
| 7 | Examine setting and social climates in a range of texts. How do texts represent authority or society against the individual. Consider ideas for a narrative.<br>Hand out notice of task. |

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| **8** | Exam - IA3 Seen Exam: Creative Response |
| **9** | Introduction to 4.2 – Shakespeare's Othello<br>Read text |
| **10** | Read and discuss text - Othello |

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| Year Level | 12 | Subject | General Mathematics |
| Unit Topics | Earth Geometry, Compound interest, loans and investments, Reducing Balance Loans, Annuities and Perpetuities, Graphs and Networks | | |
| Assessment Tasks and Dates | IA2 - Unit 3 Exam, week 4 Thursday Term 2 | | |

| Week | Learning Intention |
|---|---|
| 1 | Lattitudes and longitudes, Distances on the Earth surface |
| 2 | Time Zones |
| 3 | Revision for Unit 3 Exam |
| 4 | Modelling a compound interest loan or investment as a recurrence relation |
| 5 | Effective annual rate of interest, Compound interest problems |
| 6 | Modelling a recurrence balance loan as using a recurrence relation, The effect of interest rate and repayments amount on the time taken to repay the loan. |
| 7 | Solving problems involving reducing balance loans , Introduction to annuities, Using recurrience relation to model annuities. |
| 8 | Annuities and perpetuities calculations |
| 9 | Graphs associated terminology and the adjacency matrix, planar graphs, connected graphs |
| 10 | Weighted graphs and trees, Eulerian and semi-Eulerian graphs, Hamiltonian and Semi Hamiltonian graphs |

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| **Year Level** | 12 | **Subject** | Mathematical Methods |
| **Unit Topics** | Unit 4: Further functions and statistics - Topic 1: Further differentiation and application 3; Topic 2: Trigonometric functions 2; Topic 3: Discrete random variables 2; Topic 4: Continuous random variables and the normal distribution | | |
| **Assessment Tasks and Dates** | IA2 - examination for unit 3 - week 3 Thursday, 2nd May | | |

| Week | Learning Intention |
|---|---|
| **1** | Topic 2: Trigonometric functions 2 - Trigonometric ratios and the unit circle; The right-angled triangle; Radians and the unit circle; Determining the number of degrees in one radian; Special angles |
| **2** | The sine rule; The cosine rule; Area of a triangle |
| **3** | Applications of the sine and cosine rules; Topic 3: Discrete random variables 2 - Bernoulli distributions; Bernoulli random variables |
| **4** | Binomial distributions; The mean and variance of a binomial distribution |
| **5** | Applications of the binomial distribution.<br>Topic 4: Continuous random variables and the normal distribution; Continuous random variables and the probability density function; Discrete and continuous variables |
| **6** | Probability and relative frequency; Continuous random variables and the probability density function; Modelling continuous random variables - the probability density curve; |
| **7** | Cumulative distribution functions; Hybrid probability density functions - the cumulative distribution function |
| **8** | Measures of centre and spread - Measures of central tendency: the mean; median and percentiles; measures of spread: variance, standard deviation and range |
| **9** | Applications of the normal distribution.<br>Topic 5: Interval estimates for proportions - Sample statistics |

| 10 | The distribution of sample proportion ($\hat{p}$); Confidence intervals |
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| **Year Level** | 12 | **Subject** | Chemistry |
| **Unit Topics** | Chemical Equilibrium Systems, Oxidation and Reduction, Organic Chemistry | | |
| **Assessment Tasks and Dates** | Experimental investigation due week 5 | | |

| Week | Learning Intention |
|---|---|
| **1** | Ch. 16 Physical properties and trends of organic molecules - Intermolecular forces; Trends; properties of functional groups |
| **2** | Ch. 17 Organic Reactions and pathways - Reactions of alkanes/alkenes/alkynes |
| **3** | Ch. 17 Organic Reactions and pathways - Reactions of haloalkanes/alcohols/carboxylic acids and esters |
| **4** | Ch. 17 Organic Reactions and pathways - reactions of amines and amides; reaction pathways; CR |
| **5** | Ch. 18 Organic Materials: structure and function - Polymers; proteins; enzymes |
| **6** | Ch. 18 Organic Materials: structure and function - Carbohydrates; lipids; structure and properties; CR |
| **7** | Ch 22. Polymers, proteins and carbohydrates - Production of addition polymers and condensation polymers; Advantages and disadvantages; Condensation reactions; CR |
| **8** | Ch. 20 Synthesis Reactions - Chemical synthesis; factors to consider in designing synthesis; Designing optimal processes |
| **9** | Ch. 20 Synthesis Reactions - |
| **10** | Ch. 21 Green chemistry - Introduction and principles of green chemistry; atom economy; CR; |

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| **Year Level** | 12 | **Subject** | Psychology |
| **Unit Topics** | UNIT 4: The Influence of Others | | |
| **Assessment Tasks and Dates** | IA2- Student Experiment (week 4) | | |

| Week | Learning Intention |
|---|---|
| 1 | - describe group social influence, with reference to compliance, identification and internalisation<br>- deduce how status and power operate in groups, with reference to the Stanford Prison experiment (Haney, Banks & Zimbardo 1973)<br>- Work on assessment |
| 2 | deduce how status and power operate in groups, with reference to the Stanford Prison experiment (Haney, Banks & Zimbardo 1973)<br><br>predict how obedience, conformity and social norms (Robert Cialdini et al. 2006) lead to behaviour change<br><br>evaluate historical social psychological research, with reference to studies conducted by Stanley Milgram (1963) and Solomon Asch (1951).<br><br>Work on assessment |
| 3 | analyse Bibb Darley and John Latane's (1968) model of bystander intervention<br><br>describe social factors that influence prosocial behaviour, with reference to the reciprocity principle and social responsibility |
| 4 | describe personal characteristics that influence prosocial behaviour, with reference to empathy, mood, competence and altruism<br><br>consider factors that influence antisocial behaviour, including groupthink, diffusion of responsibility, audience inhibition, social influence and cost–benefit analysis<br><br>discuss the general aggression model (GAM)<br><br>IA2 due |

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| **5** | Introduce and unpack IA3<br><br>explain how media can influence aggression, with reference to advertising, video games and social media<br><br>Work on assessment |
| **6** | describe biological theories of attraction (Buss, Abbott, Angleitner, Asherian, Biaggio et al. 1990)<br><br>recognise social and cognitive origins of attraction, including proximity, reciprocity and similarity<br><br>Work on assessment |
| **7** | predict why relationships change and end, with reference to Duck's stages of dissolution (i.e. intrapsychic stage, dyadic stage, social stage, grave-dressing stage and resurrection stage) (Stephanie Rollie and Steve Duck 2006).<br><br>Work on assessment |
| **8** | describe implicit and explicit attitudes<br><br>predict how discrepancies between attitudes and behaviours can lead to cognitive dissonance (Leon Festinger 1957)<br><br>Work on assessment |
| **9** | Work on assessment |
| **10** | IA3 draft Due (Monday)<br><br>Review |

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| **Year Level** | 12 | **Subject** | Business |
| **Unit Topics** | **Unit 3- Topic 2: Strategic Development**<br>**Unit 4- Topic 1: Repositioning a business** | | |
| **Assessment Tasks and Dates** | IA 2: Business Investigation Report- Wednesday 30/04/25-Week 2<br>IA 3- Feasibility Report- Wednesday 25/06/25, Week 10 | | |

| Week | Learning Intention |
|---|---|
| 1 | **Working on IA 2 Business Investigation Report (1 Lesson)**<br>**Unit 4-Topic 1: Repositioning a business**<br>• Examine the post-maturity stage of the business life cycle with its characteristics.<br>• Explain how the internal, operating and macro environmental factors impacting the post-maturity stage using STEEPLE Analysis |
| 2 | • Explain - the influences on repositioning, e.g. sustainability, corporate social responsibility, ethical standards, mergers and acquisitions, public relations and crisis management.<br>• Explain – the difference between rebranding and repositioning for a business in the post maturity stage – strategies of the key business functions for repositioning a business in steady state and decline.<br>• Explain the relationship between – emerging technologies and the key business functions when repositioning a business in steady state or decline. |
| 3 | • Explain - Porter‘s five forces tool including supplier power, buyer power, competitive rivalry, threat of substitution and threat of entry<br>• Select data and information relating to - the business situation for a business in the post-maturity stage to analyse strengths, weaknesses, opportunities and threats (SWOT analysis) and Porter’s five forces .<br>• Interpret the relationships, patterns and trends in - the SWOT analysis and Porter’s five forces analysis to draw conclusions about the implications of repositioning strategies.<br>• Evaluate – influences of change for a business in the post-maturity stage to make a decision and propose a recommendation using criteria. |
| 4 | • Explain - Porter‘s five forces tool including supplier power, buyer power, competitive rivalry, threat of substitution and threat of entry<br>• Select data and information relating to - the business situation for a business in the post-maturity stage to analyse strengths, weaknesses, opportunities and threats (SWOT analysis) and Porter’s five forces<br>• Interpret the relationships, patterns and trends in - the SWOT analysis and Porter’s five forces analysis to draw conclusions about the implications of repositioning strategies.<br>• Evaluate – influences of change for a business in the post-maturity stage to make a decision and propose a recommendation using criteria. |
| 5 | • Describe business facts and characteristics relating to businesses in the post-maturity stage of the business life cycle including the internal, |

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| | operating and macro environmental factors that influence the repositioning of a business<br>• Explain the relationship between - public relations and ethical practices for a business in crisis management.<br>• Explain the relationship between – human resources and operational strategies when repositioning a business, including redundancy, retraining and development in steady state or decline |
| **6** | **IA 3 Issued: Mon (26/05/25) -Excursion to DreamWorld**<br>**Working on the assignment** |
| **7** | • Examine repositioning strategies for the marketing function and rebranding<br>**Working on the assignment** |
| **8** | • Explain the relationship between – human resources and operational strategies when repositioning a business, including redundancy, retraining and development in steady state or decline<br>• Examine repositioning strategies for the finance function<br>**Working on the assignment** |
| **9** | **Working on the assignment** |
| **10** | IA 3 Feasibility Report Due :**Mon (17/06/24)** |

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| Year Level | 12 | Subject | Health |
| Term | 2 | | 2025 |
| Unit Topics | Unit 3: Community as a resource for healthy living - Elective Topic: Road Safety.<br>Unit 4: Respectful Relationships in the Post-school Transition | | |
| Assessment Tasks and Dates | Unit 3<br>Examination: Extended Response - Due Week 4, Term 2<br>Unit 4<br>IA3 - Investigation: Analytical Exposition – Due Term 3 | | |

| Week | Learning Intention |
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| 1 | Evaluation of Action Strategies<br>• evaluate the capacity of the proposed action to enhance their community as a resource for road safety using RE-AIM and diffusion process variables<br>• synthesise information to make decisions about refinements needed for the proposed action strategy and develop the resources needed to implement action |
| 2 | Reflection of Action Strategies<br>• 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 |
| 3 | Justification of Action Strategies<br>• justify decisions using data from primary sources and secondary sources<br>• make decisions about and use mode appropriate strategies to communicate with stakeholders by disseminating action, findings and recommendations |
| 4 | IA2: Examination - Extended Response<br>• submit notes for exam via LMS prior to examination date<br>• students to sit examination in I Block Exam hall |
| 5 | Unit 4: Respectful Relationships<br>• Recognise and describe the different kinds of relationships that emerging adults experience — family, friends, casual, intimate and romantic |
| 6 | • Comprehend and explain the characteristics of relationships as a general resistance resource for healthy living — circle of influence, positive/healthy/respectful relationships and unhealthy/toxic relationships<br>• Comprehend and explain the characteristics and effects of domestic and family violence |
| 7 | • Symbolise and classify the characteristics of positive and respectful relationships and unhealthy relationships |

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| | • Recognise and describe interrelationship between personal, peer, family and community health from a salutogenic perspective |
| 8 | • Recognise and describe how health determinants influence behaviour using the AIHW conceptual framework for the determinants of health and the framework for health promotion action<br>• Recognise and describe how relationships impact health |
| 9 | • Critique how relationships are expressed or change across the lifecourse<br>• Comprehend and explain the lifecourse perspective as a way of understanding the interrelationship between time and human behaviour |
| 10 | • Recognise and describe the key concepts related to the life-course perspective<br>• Work collaboratively to symbolise key concepts related to a life-course perspective to enhance comprehension of critical and noncritical information |

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| **Year Level** | 12 | **Subject** | Modern History |
| **Unit Topics** | Unit 4.1 - The Cold War | | |
| **Assessment Tasks and Dates** | IA3 - Historical Essay based on Sources - Due Week 9 Tuesday | | |

| Week | Learning Intention |
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| 1 | Examine ideological, cultural, political or any other influences that existed between the United States of America and the Soviet Union |
| 2 | Explore the escalation of tensions during the Cold War through the nuclear arms race. |
| 3 | Analyse the concept of containment as a central strategy of the United States during the Cold Wa |
| 4 | Students will examine the Space Race and cultural competition as manifestations of the Cold War rivalry |
| 5 | Hand out IA3 - Historical Essay based on Sources. Develop research questions. Select sources. Develop plan for esay. |
| 6 | Working on IA3. |
| 7 | Working on IA3. |
| 8 | Working on IA3. |
| 9 | IA3 Due Tuesday. |
| 10 | Understand the different perspectives and sides involved in the Vietnam War. Describe Australia's early relationship with Asia. Analyse how the Cold War shifted Australia's focus towards Asia. |

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| **Year Level** | 12 / T2 | **Subject** | Digital Solutions |
| **Unit Topics** | Unit 4: Digital impacts<br>Topic 1: Exploring cybersecurity and data exchange<br>Topic 2: Developing data exchange solutions<br>Topic 3: Developing and generating methods of data security<br>Topic 4: Evaluating the impacts of data exchange and open data | | |
| **Assessment Tasks and Dates** | IA2 Multi-modal Final due week 4 Monday (Term 2) 12 May 2025 | | |

| Week | Learning Intention |
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| **1** | Working on project IA2 |
| **2** | Working on project IA2 |
| **3** | Explore and analyse case studies that exchange data to recognise the components of data exchange solutions and investigate data security concepts, network transmission principles and methods of exchanging data over a network. |
| **4** | Encryption and authentication strategies appropriate for securing data transmissions and their differences using the OSI model. |
| **5** | Methods for data exchange used to transfer data across networked systems, e.g. REST, JSON and XML. |
| **6** | Methods for data exchange used to transfer data across networked systems, e.g. REST, JSON and XML (practical exercise) |
| **7** | Determine and generate data structures using SQL queries that:<br>• GROUP data (GROUP BY)<br>• filter GROUPED data (GROUP BY HAVING)<br>• involve table joins |

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| **8** | Determine and generate data structures using SQL queries that:<br>• involve table joins and grouped data (GROUP BY)<br>• use sub queries to present data results<br>• use sub queries and data grouping to present data results<br>• could involve a combination of grouping, table joins or subqueries |
| **9** | Data compression, encryption and hashing are used in the storage and transfer of data |
| **10** | Understand Australian Privacy Principles (2014) and ethics applicable to the use of personally identifiable or sensitive data from a digital systems perspective |

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| **Year Level** | 12 | **Subject** | Physical Education |
| **Unit Topics** | Unit 3 Topic 2 - Ethics and Integrity | | |
| **Assessment Tasks and Dates** | IA2 Draft is Due Week 2 of Term 2 - 30/4/2025<br>IA2 Final is due Week 4 of Term 2 - 14/5/2025<br><br>Devise an ethics strategy to provide a course of action in response to an Ethical dilemma within Islamic College of Brisbane 7-12 provision of Extra Curricular Sport. | | |

| Week | Learning Intention |
|---|---|
| 1 | Analyzing Data and Devising Strategies Building upon the data collected, students will analyze and synthesize primary and secondary data to identify patterns and relationships between ethical dilemmas, ethics strategies, and engagement in physical activity. They will devise ethics strategies tailored to address specific ethical dilemmas, considering the audience, context, and desired outcomes. Students will propose or implement these strategies to gather further data about potential outcomes and implications. |
| 2 | Evaluating Ethics Strategies During this week, students will reflect on the effectiveness of ethics strategies in enhancing integrity and optimizing engagement for all stakeholders in physical activity contexts. They will analyze primary and secondary data to justify the development or modification of ethics strategies, using evidence to support their decisions. Moreover, students will refine their skills in using language and conventions to convey meaning effectively in different contexts, wrapping up their understanding of ethics in physical activity.<br><br>Draft Due on 30/4/25 |
| 3 | Student receive feedback on Drafts and work to impliment changes in Assessment content and structure with a focus on providing quanitiative and qualitative data to support the Ethical Dilemma posed. |
| 4 | Students are making final adjustments to IA2 Assessment before submitting. Assessment adjustments at this point should focus on ensuring referencing is accurate, language and communication is deserning. Submission of Assessment is through Student Café on Wednesday 14th May |

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| 5 | Students start Unit 4 Topic 1 - Energy, fitness and training integrated with physical activity.<br><br>Week 1: Understanding Energy Systems Students will delve into the concept of energy systems in physical activity, recognizing ATP as the primary source of energy. They will explore the interplay of the ATP–PC, lactic acid, and aerobic energy systems, understanding their roles in different intensity and duration exercises. Moreover, students will identify which energy systems are utilized during various physical activities, laying the foundation for understanding energy requirements. |
| 6 | Week 2: Fitness Components and Requirements Building upon their understanding of energy systems, students will explore the fitness requirements for physical activity. They will recognize aerobic capacity, muscular endurance, speed, strength, power, flexibility, and agility as key components of fitness. Through practical examples, students will comprehend how these components contribute to specialized movement sequences in different physical activities. |
| 7 | Week 3: Principles of Training During this week, students will learn about the principles of training for physical activity. They will explore concepts such as progressive overload, frequency, intensity, duration, specificity, individuality, and variety. Through case studies and practical demonstrations, students will understand how these principles guide the development of effective training programs tailored to individual needs and goals. |
| 8 | Week 4: Training Methods Students will explore various training methods used to enhance fitness and performance in physical activity. They will learn about flexibility training, resistance training, interval training variations (e.g., HIIT, SIT, aerobic interval training), circuit training, continuous training, and fartlek training. Through practical sessions, students will experience and understand the application of these methods in improving specific fitness components. |
| 9 | Week 5: Periodization and Annual Planning Building upon their knowledge of training principles and methods, students will explore the concept of periodization and annual planning. They will understand how different training phases, including preparatory, pre-competition, competition, and transition phases, can be sequenced to optimize performance over time. Students will learn to develop annual plans targeting specific energy and fitness requirements within designated periods. |
| 10 | Week 6: Features of Training Programs and Sessions During this week, students will focus on the features of training programs and sessions. They will learn about setting specific training objectives, conducting game analysis, determining work volume, frequency, intensity, and duration of exercise. Moreover, students will understand the importance of tapering and |

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| | recovery in achieving optimal performance during different phases of training. |