



ISLAMIC COLLEGE
OF BRISBANE



YEAR 9

SUBJECT

OVERVIEWS TERM 2,

2025

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

CRICOS Provider No: 02435A



Introduction

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

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

Contents

Islamic	Arabic
English	Maths
Science	Health and Physical Education
Humanities	Design Technology
Digital Technology	Media Arts
Visual Arts	Business
STEM	History

Year Level	Year 9	Subject	Islamic Studies
Unit Topics	Miracles in Islam, Zakah and other forms of charity. Recitation from Surah Al-Kahf: Chapter 18. Memorisation Surah Al-Waqiah Chapter 56.		
Assessment Tasks and Dates	Investigative assessment, Oral assessment		

Week	Learning Intention
1	Induction, term overview and class expectations. Recitation : Surah al-Kahf 7 lines from pg. 293 Memorisation: Surah Al-Waqiah pg.534
2	Miracles in Islam(different types) Recitation : Surah al-Kahf 7 lines from pg. 293 Memorisation: Surah Al-Waqiah pg.534
3	Miracles in Islam: Miracles of Prophets in Islam Recitation : Surah al-Kahf 7 lines from pg. 293 Memorisation: Surah Al-Waqiah pg.534
4	Different forms and of benefits Sadaqah. Recitation : Surah al-Kahf 7 lines from pg. 293 Memorisation: Surah Al-Waqiah pg.534
5	Virtues of giving Zakah and warnings to those who do not discharge Zakah. Recitation : Surah al-Kahf 7 lines from pg. 294 Memorisation: Surah Al-Waqiah pg.534
6	Zakatable wealth and non zakatable wealth Recitation : Surah al-Kahf 7 lines from pg. 294 Memorisation: Surah Al-Waqiah pg.534
7	Recipients of Zakah Recitation : Surah al-Kahf pg. 295 Memorisation: Surah Al-Waqiah pg.53
8	How to calculate zakah Recitation : Surah al-Kahf pg. 295 Memorisation: Surah Al-Waqiah pg.534
9	Examples of zakat scenarios Recitation : Surah al-Kahf 7 lines from pg. 294 Memorisation: Surah Al-Waqiah pg.534



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Assesment for zakah

Recitation : Surah al-Kahf 7 lines from pg. 294

Memorisation: Surah Al-Waqiah pg.534



Year Level	9	Subject	English
Unit Topics	Novel Study - Animal Farm		
Assessment Tasks and Dates	Assessment Task 2 – Written Analytical Essay Exam Week 7 - 2 hours, hours 600-800 words Assessment Task 3 - Listening Test Week 8		

Week	Learning Intention
1	Read and understand plot, character and themes for Chapters 1 to 3. Discuss and do writing exercises to practise analytical writing.
2	Read and understand plot, character and themes for Chapters 4 - 7 Discuss and do writing exercises to practice analytical writing.
3	Read and understand plot, character and themes for Chapters 8-10. Discuss and do writing exercises to practice analytical writing.
4	Exercises on structure - how to structure and organise an analytical essay using PEEL based on a stimulus. Writing exercises to practice PEEL paragraphs
5	Exercises on editing and proofreading - improving writing with cohesive devices, proofreading for basic spelling, punctuation and grammar errors.
6	Practice writing an analytical essay Discuss and review students progress
7	Exam Week - Lessons for revision; 2 lessons for exam (600-800 word analytical essay)
8	Lesson to practice listening comprehension; Listening Test/Exam
9	Preparation for Unit 3 - Creative writing/multimodal.



Year Level	Year 9	Subject	Science
Unit Topics	Unit 1 Ecosystems Unit 2: Atoms		
Assessment Tasks and Dates	Week -5 Week -10		

Week	Learning Intention
1	What are plastics, my plastic impact
2	What are ecosystems? Predator-prey relationships Biodiversity and healthy ecosystems
3	Competition, Symbiosis
4	Energy transfer, cycling of matter
5	Assessment: Test Ecosystems
6	Introduction: Neutron imaging Structure of atoms
7	Protons and electrons Career profile - imaging research scientist
8	Ions
9	Neutrons and Isotopes Radioactive decay





Year Level	9	Subject	Humanities
Unit Topics	Geographies of Interconnections		
Assessment Tasks and Dates	Examination - week 7		

Week	Learning Intention
1	Understand how people connect with places. Describe how places are perceived by different groups. Explain how places are changed by human actions.
2	Understand the way that places and people are interconnected through tourism: Its role on interconnection. Explain the impacts: socially, culturally and environmentally.
3	Understand the way places and people are interconnected through trade: Describing how trade connects people and places. Explain the processes that allow trade to exist.
4	Understand the influence of technology on interconnections: Explain the consequences of unequal acces to technology. Discuss impacts of technology in developing countries.
5	Understand the effect of the production and consumption of goods on places and environments through the world.
6	Revision of Interconnections
7	Examination week
8	Project - Investigating interconnection through a multinational company
9	Project - Investigating interconnection through a multinational company





Year Level	Year 9	Subject	Humanities
Unit Topics	Civics and Citizenship		
Assessment Tasks and Dates	Exam week 10		

Week	Learning Intention
1	Understand different roles The role of the prime minister Tony Abbott under fire Activities- Prince Philip's knighthood Shaping Australian policy and law
2	Understand Civics and Citizenship - Concepts and Skills .1 Overview 3.2 Is everyone equal before the law? 3.3 What makes our courts independent? 3.4 Who has the right of appeal?
3	Analyse Concepts and Skills 3.5 What happens when the system fails? 3.6 SkillBuilder: Creating and analysing a survey 3.7 Review
4	Investigate the following: Who has the right to appeal? How appeals work? What happens in an appeal? Why do we have the right to appeal?
5	Revision – Short answer questions/quiz / What happens when the system fails? Case studies



6	Skill builder: creating and analysing survey. Top tips for survey How to design a survey
7	Identify media and it's role 4.1 Overview 4.2 Identity in the media 4.3 Demonstrating identity and values
8	Understanding Australian values and identity 4.4 Globalisation – being a global citizen 4.5 Effects of globalisation on Australia 4.6 SkillBuilder: Debating an issue 4.7 Review
9	Debating an issue- Skillbuilder In class revision
10	In class exam- 55 minutes



Year Level	9	Subject	Digital Technologies T2
Unit Topics	Computer systems and program writing, Database Design and Management systems, Creating a 2D game in python. Drawing images with python, The internet and issues involving the Internet.		
Assessment Tasks and Dates	Python Turtle Assessment (W3 note: unit started in previous term) Pygamezero project (W7)		

Week	Learning Intention
1	Work on Turtle assignment
2	Submit Turtle assignment
3	Introduction to pygamezero, pgzero modules etc (backgrounds, custom images)
4	Choose one of the four options for pygame assignment
5	Work on pygame
6	Work on pygame
7	Work on pygame, assessment submission
8	How the modern web works – Networks, Wifi, 4G and 5G
9	How the modern web works – authentication and hash checks, Quantum computing
10	Enrichment – json formats



Year Level	2025 Term 2 Year 9	Subject	Visual Art
Unit Topics	"Exploring Global Cultural Patterns, Themes, and Design"		
Assessment Tasks and Dates	Week 2 to 8 "Exploring Global Cultural Patterns, Themes, and Design" - create a mini folio		

Week	Learning Intention
1	Introduction to Global Cultural Patterns - Understand how patterns and designs reflect cultural identity and values.
2	Researching and Analysing Cultural Design - Analyse the use of visual elements in global patterns (e.g., line, shape, color).
3	Experimenting with Techniques and Media - Develop technical skills in reproducing cultural patterns.
4	Combining Cultural Patterns and Themes - Synthesize patterns and themes from multiple cultures.
5	Developing a Personal Design Concept - Create a unique artwork that incorporates global cultural influences.
6	Creating the Artwork – Refine details in the artwork, ensuring clarity and impact of the message.
7	Artist Statement and Reflection - Reflect on artistic choices and communicate the artwork's intent.
8	Exhibition Preparation - Curate and present artwork for display.
9	Exhibition and Reflection - Share and discuss completed artworks with peers and a wider audience.
10	Reflect on Assessment - techniques for future improvement.



Year Level	9	Subject	STEM Term 2
Unit Topics	Students aim to complete 1 major and 2-3 mini project based learning (PBL) projects per term with planning and building components. Each PBL project includes stages of planning, design, hands-on model building/code developing, evaluating, further improvement and reflection. Per semester, students submit the final products of the two major PBL projects including all documentations for assessment.		
Assessment Tasks and Dates	Scale Diagram (Week 3), Model/Report (Week 7)		

Week	Learning Intention
1	Major Project 2 - keep working on Sustainable Building Design, start drawing scale diagram.
2	Major Project 2 - drawing the scale diagram.
3	Major Project 2 - scale diagram due.
4	Major Project 2 - Start working on report/model of building.
5	Major Project 2 - Working on report/model of building.
6	Major Project 2 - Working on report/model of building.
7	Major Project 2 - Model/Report due
8	STEM Short activity - AI in Technology
9	STEM Short activity - egg drop parachute





Year Level	Year 9	Subject	Arabic
Unit Topics	Daily Routine		
Assessment Tasks and Dates	Oral Presentation Student create a video while they are talking about their daily routine		

Week	Learning Intention
1	- Introducing first person present tense verbs used to talk about daily routine. - Spelling, vocabulary and composition - 5 words.
2	- Introducing questions used to ask people about their daily routine. - Spelling, vocabulary and composition - 5 words.
3	- Listening comprehension: talking about daily routine. - Spelling, vocabulary and composition - 5 words.
4	- Listening comprehension: asking and answering questions about our daily routine. - Spelling, vocabulary and composition - 5 words.
5	- Assessment - students record themselves while they are talking about their daily routine. - Spelling, vocabulary and composition - 5 words.
6	- Recalling verbs, expressions and questions used to talk about our daily routine. - Speaking practice - students practice asking and answering questions about their daily routine. - Spelling, vocabulary and composition - 5 words.
7	- Reading comprehension: asking and answering questions about daily routines. - Spelling, vocabulary and composition - 5 words.



8	<ul style="list-style-type: none"> - Reading comprehension: Asking people what they did in their day. - Spelling, vocabulary and composition - 5 words.
9	<ul style="list-style-type: none"> - Reading comprehension: Reading and comprehending someone's journal or blog. - Spelling, vocabulary and composition - 5 words.
10	<ul style="list-style-type: none"> - Introducing names of some holiday activities. - Students practice talking about their holiday activities. - Spelling, vocabulary and composition - 5 words.



Year Level	9	Subject	Mathematics
Unit Topics	Unit 2: Linear and Non-Linear relationships, Unit 3: Geometry and trigonometry		
Assessment Tasks and Dates	Written Exam on Unit 2,		

Week	Learning Intention
1	Solving problems with linear equations, rearranging formulae, plotting linear graphs
2	Features of linear graphs, the equation of a straight line
3	Sketching linear graphs, practical applications of linear graphs, midpoint of a line segment
4	Distance between two points, Non Linear relationships as parabolas, hyperbolas, circles
5	Assessment Unit 2, revision for block exam
6	Rato and scales, congruent figures, similar figures
7	Similar figures, area and volume of similar figures
8	Pythagoras theorem, applications of Pythagoras theorem, trigonometric ratios
9	Calculating unknown side lengths, calculating unknown angles
10	Angles of elevation and depression



Year Level	9	Subject	Health and Physical Education
Unit Topics	<p>In this unit, students will focus on self-discovery and building social-emotional skills that help them understand themselves and others better.</p> <p>Here's what students will explore:</p> <ul style="list-style-type: none"> • How identity is formed and what influences emotional responses • The role of attitudes and beliefs about diversity in shaping community connections and wellbeing • How to evaluate emotional responses and choose effective ways to manage them • Strategies for handling interpersonal relationships and social situations • The importance of emotional intelligence in personal and social wellbeing <p>How they will learn:</p> <ul style="list-style-type: none"> • Through class discussions, reflective activities, and skill-building tasks • By analyzing real-life situations and their own experiences • By identifying their strengths and areas for improvement <p>By the end of the unit, students will have developed a stronger understanding of who they are, how to build positive relationships, and how to support their own wellbeing and that of others.</p>		
Assessment Tasks and Dates	<p>Throughout Weeks 5 to 9, students will complete a mix of written and practical assessments focused on movement and physical activity.</p> <p>Investigating Assessment (Weeks 5–8):</p> <ul style="list-style-type: none"> • Students will respond to fortnightly questions in 500-word essays. • Topics will relate to movement, sport, and physical activity. • Work will be done individually and submitted online via Microsoft Teams. • Resources include: <ul style="list-style-type: none"> ○ Devices ○ Cambridge Health and Physical Education textbook <p>Physical Performance Assessment (Weeks 7–9):</p> <ul style="list-style-type: none"> • Students will take part in individual and group-based physical assessments. 		



	<ul style="list-style-type: none"> • Activities will involve the use of sports equipment and facilities. • Focus will be on applying skills, tactics, and teamwork. <p>Marking and Feedback:</p> <ul style="list-style-type: none"> • Students will be assessed using an A to E scale. • Marking rubrics and performance criteria will guide both grading and feedback.
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Week	Learning Intention
1	<p>Week 1: Understanding Identity Development Students will begin by understanding how supporting identity development contributes to personal growth and wellbeing. They will explore the influence of family, friends, community, and cultural differences on identity formation, while defining key concepts such as ethics, morals, acculturation, and culture shock. Through discussions and reflections, students will gain insight into the factors shaping their identities and those of others around them.</p>
2	<p>Week 2: Exploring Social-Emotional Skills During this week, students will identify and compare positive and negative emotions commonly experienced by teenagers. They will define resilience and growth mindset, evaluating strategies for managing anger and anxiety. Assessment questions one and two will be introduced online, focusing on understanding and applying character strengths and virtues, as well as exploring how these traits manifest in family members or friends.</p>
3	<p>Week 3: Developing Interpersonal Skills Students will delve into the importance of responsible behavior, decision-making, and relationship skills. They will understand and apply negotiation, interpersonal skills, compromise, and consensus-seeking techniques. Through role-playing and case studies, students will relate to resolving conflicts within their families or social circles.</p>
4	<p>Week 4: Critiquing Social and Online Environments During week four, students will critically analyze social and online environments, including the impact of cyberbullying and the use of modern-day apps on Islamic principles. They will explore expectations and peer pressure, discussing their experiences with saying no and resisting peer influence. Assessment questions five and six will be introduced online, focusing on evaluating responsible behavior and decision-making in social contexts.</p> <p>Assessment Questions 1 & 2 Given.</p>



5	<p>Week 5: Understanding Emotional Responses Students will describe and understand iceberg emotional outcomes, discussing the issues that can lead to and from iceberg. In positive and negative emotions. They will explore the pros and cons of compartmentalizing emotions, defining emotional intelligence and learning to detect sensitive emotions. Assessment question seven will be introduced online, focusing on formulating a concept of sport and evaluating diversity in physical activity.</p> <p>Assessment Questions 3 & 4 Given, Questions 1 & 2 Submitted.</p>
6	<p>Week 6: Evaluating Outcomes of Emotional Responses During this week, students will evaluate the outcomes of emotional responses to different situations. They will analyze various scenarios and propose appropriate responses, reflecting on the potential outcomes of different reactions. Through discussions and case studies, students will deepen their understanding of how emotions influence behaviors and decisions.</p> <p>Assessment Questions 5 & 6 Given, Questions 3 & 4 Submitted.</p>
7	<p>Week 7: Applying Emotional Intelligence Students will focus on applying emotional intelligence in real-life situations. They will explore how to recognize and respond to emotions effectively, considering both positive and negative emotional experiences. Through case studies and role-playing exercises, students will practice applying their understanding of emotional intelligence to navigate interpersonal interactions and make informed decisions. Additionally, they will analyze the role of empathy in understanding others' emotions and promoting positive relationships.</p> <p>Assessment Questions 7 & 8 Given; Questions 5 & 6 Submitted.</p> <p>Students will engage in physical performance assessments, demonstrating their movement and physical activity skills in volleyball, futsal, or bounce. Assessment criteria or rubrics will be used to evaluate individual performance, providing feedback and measuring progress on a scale from A to E.</p>
8	<p>Week 8: Reflection on Learning During the final week, students will reflect on their learning journey throughout the unit. They will consider how their understanding of positive emotions, interpersonal skills, and emotional intelligence has evolved, reflecting on the impact of attitudes and beliefs about diversity on community connection and wellbeing. Students will also evaluate the outcomes of their emotional responses to various situations, identifying areas for growth and continued reflection.</p>



	<p>Students are given the opportunity to relook and review submitted questions.</p> <p>Questions 7 & 8 Submitted.</p> <p>Students will engage in physical performance assessments, demonstrating their movement and physical activity skills in volleyball, futsal, or bounce. Assessment criteria or rubrics will be used to evaluate individual performance, providing feedback and measuring progress on a scale from A to E.</p>
9	<p>Week 9: Students will engage in physical performance assessments, demonstrating their movement and physical activity skills in volleyball, futsal, or bounce. Assessment criteria or rubrics will be used to evaluate individual performance, providing feedback and measuring progress on a scale from A to E.</p>
10	<p>Week 10: Students will engage in physical performance assessments, demonstrating their movement and physical activity skills in volleyball, futsal, or bounce. Assessment criteria or rubrics will be used to evaluate individual performance, providing feedback and measuring progress on a scale from A to E.</p>



Year Level	9	Subject	Design
Unit Topics	Practical – process and production (workshop)		
Assessment Tasks and Dates	Week:10		

Week	Learning Intention
1	Understanding of the assessment- task sheet, rubric. Class activities Work through templates Group work assignment - Structure outline
2	Working on assessment for submission
3	Workshop safety, online safety quiz, workshop safety demonstration, students demonstrate safety procedures
4	Workshop activity- wood working warm up activity- achieving common wood working joints/ procedures.
5	Workshop activity - practical
6	Workshop activity – practical – in class feedback
7	Workshop activity - practical
8	Workshop activity - practical
9	Workshop activity – practical – in class feedback





Year Level	9	Subject	Design
Unit Topics	Design process folio, technical drawings- orthographic projection / isometric view		
Assessment Tasks and Dates	Week: 3, 6, final 10		

Week	Learning Intention
1	Understanding of the assessment- task sheet, rubric. Investigate task requirements- audience (end user) Research design ideas
2	Research design ideas
3	Draft Due week Explore design ideas and communicate through annotations, sketches, mood board
4	Develop design ideas into Positive, Minus, Interesting comparison
5	Plan for design solutions- referring to criteria for success and end user requests
6	Draft Due Week Produce design solution - hand sketches
7	Introduction to inventor/ tinkercad (exercises, revision)
8	Production of design ideas - orthographic/ isometric
9	Production of design ideas - orthographic/ isometric



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Evaluate design solution – annotations, peer reflection, group discussion
draft due

Final submission week



Year Level	9	Subject	Media Arts
Unit Topics	In Year 9 Media Arts, students will extend their understanding of filmmaking techniques and their use to create meaning. Specifically they will learn how to analyse the use of editing, cinematography, sound design, and production design in a feature film. They will demonstrate their understanding by creating a video essay of that uses appropriate shots/scenes from the film to provide evidence of their analysis.		
Assessment Tasks and Dates	Video Essay Analysis of Filmmaking Techniques Utilised in the film. Week 1: Tash Sheet Distributed Week 2: Finish watching film. Week 4: Submit Video Essay Voiceover Script Week 6: Final Due		

Week	Learning Intention
1	Students will understand the requirements of the assessment task including the check points and Due Dates. Students will begin watching the film. Students will complete a scaffold document assisting them to analyse the various filmmaking techniques of the movie including cinematography, sound, editing, and other storytelling techniques.
2	Students will finish watching the film. Students will complete the scaffold documents analyse the filmmaking techniques. Students will understand how to write a film analysis video essay script that follows a traditional structure.
3	Students will write a video essay voiceover script.
4	Video essay voiceover script Due beginning of Week. Students will learn how to record a voiceover using their BYOD. Students will download an mp4 copy of the film for educational purposes to gather video clips for their video essay edits.



5	Students will edit their video essays using Adobe Premiere Pro on their BYOD.
6	Draft Edit due at the beginning of the Week Final Edit Due at the End of the Week.
7	Students will learn of the complex and varied history of Indigenous representation in Australian cinema and discuss/evaluate the representation of Indigenous people in the assessment film.
8	Begin Short Photography Unit - Students will learn how to safely operate DSLR cameras and lenses for photography using auto exposure modes, and auto/manual focus.
9	Students will learn how to use manual exposure modes on DSLR cameras.
10	Students will practice their photography skills with an outdoor photography lesson and compile their photos into a digital portfolio.



Year Level	9	Subject	Business
Unit Topics	Unit 2: Entrepreneurship and Small Business		
Assessment Tasks and Dates	Group Assignment- Week 6 (Wednesday: 28/05/25)		

Week	Learning Intention
1	Unit 2 Entrepreneurship and Small Business <ul style="list-style-type: none"> Describe social development goal (SDG). Examine how does your business contributes to your SDG? Examine the gap or opportunity you notice in the market.
2	Differentiate between <ul style="list-style-type: none"> products and services digital and physical product <ul style="list-style-type: none"> in-person and online services and describe the benefits of your products / services
3	Market and industry analysis <ul style="list-style-type: none"> Describe your market Describe the industry you are in and any current and future market trends and cause-effect relationships
4	SWOT analysis <ul style="list-style-type: none"> Strengths of your business Weaknesses of your business Opportunities of your business Threats of your business Competitor analysis <ul style="list-style-type: none"> Describe your business competitors and in what areas does your business have a competitive advantage What is your competitive advantage? (What sets you apart from your competitors?)
5	Analyse Marketing Plan <ul style="list-style-type: none"> Customer profile Branding – logo and slogan Advertising / promotion Analyse Operations Plan <ul style="list-style-type: none"> Location – where are you located and why? Production processes – how is your product made and quality control measures Suppliers
6	Analyse Human Resources Plan <ul style="list-style-type: none"> What processes will you use to manage your workers and improve productivity? Analyse Financial Plan <ul style="list-style-type: none"> Start-up costs - evaluate the costs and benefits of the start-up costs Profit and loss forecast - evaluate the costs and benefits of the profit and loss forecast Assignment Due on Wednesday : 28/05/25
7	Business Pitch and Presentation- whole week

8	<ul style="list-style-type: none">Analysing current personal cash flow to understand the personal money in money out narrative – make plans to achieve future goals -
9	Market Day – selling your product
10	Board Games week

Year Level	9	Subject	History
Unit Topics	History: World War I - Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.		
Assessment Tasks and Dates	Assignment - Historical Essay - Due Week 6		

Week	Learning Intention
1	Understand the causes of World War I and the outbreak of the war - Identify short and long-term causes of WWI including European tensions, German and French alliances, and the significance of Balkan nations - Textbook: 8.3
2	Understand how World War I was fought (Technological development, weaponry, trench warfare) Textbook 8.7
3	Understand the main battlefronts around the world Explain the war on the Western Front Explain the war on the Eastern Front Examine other theatres of war Textbook: 8.4 and 8.8 Hand out assessment task Friday Week 3
4	Understand Australia's role in WWI Examine Australia's response to the outbreak of war Examine the significance of Gallipoli Textbook: 8.5-8.6
5	Understand the impact of World War I on the Australian home front Identify ways in which World War I impacted Australia Understand economy, women's roles, anti-German sentiments Textbook: 8.10-8.11 Submit draft assignment Friday Week 5
6	Work on assignment Finalise and edit assignment Format essay and bibliography Submit final assignment Friday Week 6



7	Understand how women's roles were affected by World War I in Australia Examine the role of nurses and housewives in the war
8	Understand how and why World War I ended Examine the involvement of the United States in the war Explain the causes of the armistice Textbook 8.13
9	Understand how World War I is remembered and commemorated in Australia Analyse the commemoration of WWI and the ANZACs in Australia Textbook: 8.13
10	Review Unit and Reflect on Learning Introduction to next unit - Making and Transforming the Australian Nation

