



ISLAMIC COLLEGE
OF BRISBANE

Seek Knowledge



YEAR 10 SUBJECT OVERVIEWS TERM 1, 2024

Islamic College of Brisbane Ltd t/a Islamic College of Brisbane
CRICOS Provider No: 02435A

45 Acacia Road, Karawatha QLD 4117
PO Box 1769, Springwood QLD 4127

Tel: 07 3841 3645 | **Fax:** 07 3841 4320

Email: admin@icb.qld.edu.au | **Web:** www.icb.qld.edu.au

CRICOS Number: 02435A 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

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

Year Level	Year 10	Subject	Islamic Studies
Unit Topics	Hayaa Modesty and shyness, Gender interaction from an Islamic perspective, The Islamic Etiquette of clothing		
Assessment Tasks and Dates	N/A		

Week	Learning Intention
1	Unit D Ch1 Hayaa Modesty, Shyness and Honour combined
2	Unit D Ch2 Gender interactions and awrah
3	Unit D Ch2 Gender interactions and awrah
4	Unit D Ch2 Gender interactions and awrah
5	Unit D Ch3 The Islamic etiquette of clothing
6	Unit D Ch3 The Islamic etiquette of clothing
7	Unit D Ch4 Hijab an act of modesty



8	Unit D Ch 5 lesson 1 Suratul Ma'arij
9	Unit D Ch 5 lesson 2 Suratul Ma'arij
10	Unit D Ch 5 lesson 3 Suratul Ma'arij



Year Level	Year 10	Subject	Arabic
Unit Topics	Places and Directions		
Assessment Tasks and Dates	EP communication exam (vocabulary, reading comprehension, listening comprehension and writing) Week 10		

Week	Learning Intention
1	<ul style="list-style-type: none"> - Greeting and Introduction. - EP accounts set up. - Spelling, vocabulary and composition - 5 words.
2	<ul style="list-style-type: none"> - Introducing names of some places and directions. - Spelling, vocabulary and composition - 5 words.
3	<ul style="list-style-type: none"> - Recalling names of places and directions. - Talking about some iconic places in the Arab world such as Burj Khalifa and the Nile River. - Spelling, vocabulary and composition - 5 words.
4	<ul style="list-style-type: none"> - Introducing the capital cities of Arab countries. - Introducing direction words and phrases. - Speaking practice: asking for and giving directions. - Spelling, vocabulary and composition - 5 words.
5	<ul style="list-style-type: none"> - Listening comprehension: describing a city or a town. - Spelling, vocabulary and composition - 5 words.
6	<ul style="list-style-type: none"> - Listening comprehension: asking for and giving directions. - Spelling, vocabulary and composition - 5 words.
7	<ul style="list-style-type: none"> - Reading comprehension: describing a town or a city. - Spelling, vocabulary and composition - 5 words.



8	<ul style="list-style-type: none"> - Reading comprehension: asking for and giving directions. - Spelling, vocabulary and composition - 5 words.
9	<ul style="list-style-type: none"> - Reading comprehension: asking for and giving directions. - Spelling, vocabulary and composition - 5 words.
10	<ul style="list-style-type: none"> - EP communication exam (vocabulary, reading comprehension, listening comprehension and writing). - Spelling, vocabulary and composition - 5 words



Year Level	10	Subject	English
Unit Topics	Language to Persuade		
Assessment Tasks and Dates	1. Written - Persuasive Article for a public Audience (Week 5) 2. Spoken - Short spoken persuasive task (Week 9)		

Week	Learning Intention
1	Introduction to media, perspectives and positioning Revision of persuasive structures, language and textual features
2	Deconstruction of a selection of media text types including print and digital – analysing the structure of effective language and arguments and understanding opinions and the language of persuasion.
3	Responding to issues – debating issues and forming arguments by using persuasive language to position an audience
4	Creating persuasive texts – establishing and controlling a perspective by using structure, style and textual features for effect. Peer review of persuasive writing. Citing and referencing other work and experts Preparing for the persuasive essay (Seen Task) – research and planning
5	Assessment (Exam) – Persuasive article for a public audience Reflection and evaluation. Begin productive mode assessment.
6	Persuading an audience – position an audience to a particular viewpoint on a current issue of choice. Consider language and verbal features. Examples.
7	Persuading an audience – position an audience to a particular viewpoint on a current issue of choice. Consider perspectives, viewpoints and contentions.
8	Preparation of talk.
9	Persuading an audience – position an audience to a current issue of choice. Recorded or live presentation.





Year Level	10	Subject	Mathematics
Unit Topics	Unit 1: Indices, surds and logarithms (chapter 1) Unit 2: Algebra and co-ordinate geometry (chapters 2 and 3) Unit 3: Simultaneous equations and inequations (chapter 4)		
Assessment Tasks and Dates	Unit 1 test in week 5; Unit 2 test in week 9 (refer to the calendar for the dates)		

Week	Learning Intention
1	Unit 1: Indices, surds and logarithms Number classification; Identifying and simplifying surds; Operations with surds
2	Review index laws; Negative indices; Fractional indices Combined index laws
3	Application of indices: Compound interest; Logarithms; Logarithmic laws
4	Logarithmic laws (continued); Solving equations
5	Unit 2: Algebra and co-ordinate geometry Substitution
6	Adding and subtracting algebraic fractions; Multiplying and dividing algebraic fractions; Solving linear equations
7	Literal equations; Sketching linear graphs; Determining linear equations of graphs
8	Parallel and perpendicular lines; Distance between two points; The midpoint of a line segment
9	Applications of linear functions and collinearity
10	Unit 3: Simultaneous equations & inequations Graphical solution of simultaneous linear equations; Solving simultaneous linear equations using substitution; Solving simultaneous linear equations using elimination





Year Level	Yr 10	Subject	Science
Unit Topics	Unit 1 Science Language and Literacy Unit 2 Getting into Genes Unit 3 Evolution -		
Assessment Tasks and Dates	Wk 3 Unit 1 Written Test (Refer to the school calendar for dates) Wk 9 Unit 2 Written test		

Week	Learning Intention
1	Your Quest; Language of Learning Analysing scientific text; the language of attitude and opinion; development of science and technology over the years.
2	Understanding scientific literacy and analysing, comparing, and writing scientific texts
3	Introduction to Genetics Understanding the terminology of genetics.
4	Genetic Patterns and DNA. Genomes; Dividing to Multiply Terminology of genetics application; Structure of DNA, Mechanism of replication; gene sequencing; Cell division and variation
5	The Next Generation; What are the chances? Dominant and recessive genes; Use of Punnett Squares and pedigree charts
6	What are the chances? Changing the Code; Use of Punnett Squares and pedigree charts; Understanding how mutations occur.
7	Predicting with Pedigree Charts; Exposing your genes; Reading and understanding pedigree charts; What genetic testing can show
8	Looking back and revision of genetics. Introduction to Classification & Biodiversity; Analysis of data regarding ancestry;
9	Introduction to evolution; recalling classification systems and biodiversity understanding and explaining classification of organisms; variation within a population.
10	Natural selection; Understanding that the evolution of organisms changes to enhance their chance of survival; Different forms of evolution exist.





Year Level	10	Subject	Health and Physical Education
Unit Topics	Biomechanics - In this unit, students will explore how they can manipulate forces and speed to influence movement patterns and performance outcomes. They will understand the role of balance and stability in performance, and how bodies in motion can allow for individual and coordinated physical performances. Students will be given the opportunity to use technologies to analyse physical performances and and make judgements on enhancing quality of movement.		
Assessment Tasks and Dates	Powerpoint presentation. Evaluation and analysis of personal performance in sport through the discussion of biomechanic principles - Assigned in week six, draft due in eight, final submission in week 10.		

Week	Learning Intention
1	Unit Introduction - Bodies in Motion - Define and understand biomechanics, force, coordination, psychological, and apply concepts to performance settings.
2	Understand how force, speed, velocity and acceleration can influence performance output within sport. Students will implement movement concepts and strategies to physical performance and demonstrate understanding between biomechanics concepts.
3	Exploring how the three classes of levers act as a mechanism for force multipliers and speed speed multipliers, and how levers can be advantageous for performance outcomes.
4	Newton's Laws of Motion - what inertia looks like in sport, how varied mass requires less or greater acceleration to generate force, and how response actions can be used in sport.
5	Application of force in sport for the rotation of a ball - top spin, back spin or side spin, which can impact trajectory and parabola. Trajectory - how it differs based on the type of performance and what the optimal angles are to achieve the ideal results. Through practice, students will examine and determine the optimal angle of launch for various equipment to maximise distance.
6	Assessment task assigned to students and scaffolded. Prepare a timeline for completion.



7	Balance and stability - how centre of mass and base of support works. The asorption of force and an exploration into how the position of an object can impact that. The various ways that technology can be used in performance settings.
8	Draft submission of assessment - completion of the first draft should include an attempt to complete all sections of the assessment on some level. Any area left black by students can not obtain feedback.
9	Redrafting and editing of the assessment based on feedback given from the teacher.
10	Final assessment copy to be submitted to class teacher via Teams or Student Café.



Year Level	10	Subject	Humanities
Unit Topics	History: World War II		
Assessment Tasks and Dates	Assignment Due Week 9		

Week	Learning Intention
1	Outline the contributing factors of World War II
2	Examine the European theatre of war
3	Examine the Asia-Pacific theatre of war
4	Investigate the impact of World War II on the Australian home front
5	Examine the end of the war
6	Hand out assessment Working on assessment task
7	Working on assessment task
8	Working on assessment task
9	Submit assessment Friday
10	Begin Geography unit: Outline different ways of measuring and mapping human wellbeing



Year Level	10	Subject	Design Technologies
Unit Topics	Research assignment / workshop component (hand tools, safety in workshop)		
Assessment Tasks and Dates	Workshop Practical (Week 7)		

Week	Learning Intention
1	<p>understanding of the assessment- task sheet, rubric. Class activities (Practical) Introduction to workshop safety understanding of the assessment- task sheet, rubric. Class activities (Theory) Work through research questions Structure outline</p>
2	<p>Workshop safety, online safety quiz (Practical) Research design ideas (Theory) Explore design ideas and communicate through annotations, sketches, mood board</p>
3	<p>Workshop demonstration (I do) / Safety observation – (you do) demonstration (Practical)</p> <p>Develop design ideas into Positive, Minus, Interesting comparison (Theory)</p> <p>Plan for design solutions- referring to criteria for success and end user requests</p>
4	<p>Workshop activity- wood working warm up activity- achieving common wood working joints/ procedures. (Practical)</p> <p>Produce design solution – hand sketches, inventor (Theory)</p>
5	<p>Workshop activity - practical - work on assessment [Final submission Week 7]</p> <p>Evaluate design solution – annotations, peer reflection, group discussion (theory) Refine design solution – polish design folio ready for marketing / submission</p>



6	<p>Workshop activity - practical - work on assessment [Final submission Week 7]</p> <p>Evaluate design solution – annotations, peer reflection, group discussion (theory)</p> <p>Refine design solution – polish design folio ready for marketing / submission</p>
7	<p>Workshop activity - practical - work on assessment [Final submission Week 7]</p> <p>Evaluate design solution – annotations, peer reflection, group discussion (theory)</p> <p>Refine design solution – polish design folio ready for marketing / submission</p>
8	<p>Workshop – short activities</p> <p>Research task (theory)</p>
9	<p>Workshop – short activities</p> <p>Research task (theory)</p>
10	<p>Workshop housekeeping duties/ workshop activities /revision</p> <p>Research task (theory)</p>



Year Level	10	Subject	Digital Technologies
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. [Note: the second unit begins in Week 7, with assessment due Term 2 Week 2]		
Assessment Tasks and Dates	Micro:bit assignment (Week 6) Python Turtle Drawing assignment (Term 2 Week 2)		

Week	Learning Intention
1	Lesson introduction, introduction to Micro:bit, A and B buttons
2	Micro:bit functions – gyroscope, display, radio, display Python list, dictionary
3	Micro:bit – while true loop Python defining functions and calling functions
4	Micro:bit pet planning and design
5	Work on micro:bit project
6	Submit micro:bit project
7	Assignment submission week
8	Revision of python, introduction to python turtle Python turtle comments
9	Advanced functions of python turtle – recursion, nested loops
10	Planning and design of python turtle art project



Year Level	10	Subject	Media Arts
Unit Topics	In Year 10 Media Arts, students will define and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions. Additionally, they will extend the use of time, space, sound, movement and lighting as they use technologies.		
Assessment Tasks and Dates	Screenplay for a short genre film and storyboards – individual task due Week 8		

Week	Learning Intention
1	Students will be able to identify the common movie genres and their characteristics. Students will be able to identify the correct genre based on genre characteristics from a movie trailer. Students will learn the elements of a movie trailer
2	Students will learn the elements and format of a movie script
3	Assessment Task Distributed Students will learn the requirements of the assessment task. Students will brainstorm ideas for their assessment and begin drafting
4	Students will learn the codes and conventions of cinematography including shot type, angle, and size as well as movements.
5	Students will learn the codes and conventions of storyboarding
6	Draft Due End of Week Students will learn how to complete a first draft of a screenplay
7	Peer and teacher feedback Codes and conventions of Audio and production design.
8	Assessment due at end of week



9	Students will organize into groups, decide on crew roles, and select which script/storyboards to film Students will learn how to shot list a film in professional format
10	Students will learn how to complete a producer's breakdown for their chosen screenplay



Year Level	10	Subject	Business
Unit Topics	Economics and Business: Work and Work Futures, Enterprising Behaviour and Capabilities		
Assessment Tasks and Dates	Group Assignment Due Week 8 (11/03/2024)		

Week	Learning Intention
1	Unit 1: Work and work futures (Business Environment) Explain ways businesses gains a competitive advantage
2	Describe Innovation in Business (Innovation in marketing, business culture, processes. Importance of innovation in business
3	Identify ethical and unethical practices and its impacts on individuals Explain reasons for triple bottom line business planning
4	Assignment 1 Released: Workplace Productivity Group Assignment
5	Examine Acquisition stage of the employment cycle- Recruitment and Selection process (Job description and job advertisement)
6	Explain the role of Induction Program and training processes as a strategic planning tool (Technical training)
7	Explain stages of employment cycle
8	Assignment Due and Presentation whole week (Assign Due 11/03/24)
9	Unit 2: Enterprising behaviour and Capabilities - Indicators of economic performance and how Australia's economy is performing
10	The links between economic performance and living standards, and how and why variations exist within and between economies



Year Level	10	Subject	STEM
Unit Topics	Students aim to complete 1 major and 3-4 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. Students submit the final products of the two major PBL projects including all documentations for assessment.		
Assessment Tasks and Dates	Project Presentation (Week 10)		

Week	Learning Intention
1	Introduction of STEM, introduction of common tools used in STEM lessons, housekeeping, safety code. Engineering Challenge Series – Pingpong Pickup
2	Engineering Challenge Series – Pingpong Pickup
3	Major PBL project 1 – Rube Goldberg Machine – Group planning
4	Major PBL project 1 – Rube Goldberg Machine – Design
5	Major PBL project 1 – Rube Goldberg Machine – Building the model
6	Major PBL project 1 – Rube Goldberg Machine – Building the model
7	Major PBL project 1 – Rube Goldberg Machine – Test and improve the model
8	Major PBL project 1 – Rube Goldberg Machine – Finalise the model & report writing
9	Major PBL project 1 – Rube Goldberg Machine – Model and report are finalised





Year Level	10	Subject	Psychology
Unit Topics	In this unit, students will be introduced to the topic of psychology. Students will examine the scientific method as the foundations of psychology		
Assessment Tasks and Dates	Exam or report- week 8		

Week	Learning Intention
1	Chapter 10.1 & 10.2 Describe what Psychology is Distinguish between psychology, psychiatry and social work Summarise the steps in the scientific method as used in all psychological research
2	Chapter 10.3 Recognise the basic structure and function of the human nervous system, including the central (i.e. brain and spinal cord) and peripheral (i.e. somatic and autonomic) nervous systems
3	Chapter 10.3 Recognise the basic structure and function of the human nervous system, including the central (i.e. brain and spinal cord) and peripheral (i.e. somatic and autonomic) nervous systems
4	Chapter 10.4 Understand the multiple intelligences (Howard Gardner 2017) theory of intelligence Recognise common methods by which intelligence is assessed with reference to intelligence tests and scales
5	Chapter 10.5 Understand how humans experience and express emotions. Explore non-verbal communication, including kinesics and personal space.
6	Chapter 10.6 Recognize the different types of sleep (REM, NREM) Understand the function of sleep Recognise a variety of sleep disorders
7	Review all topics covered



8	Exam
9	Chapter 10.7 Recognise the different types of psychological disorders, including symptoms, diagnosis and prevalence
10	Chapter 10.7 Recognise the different types of psychological disorders, including symptoms, diagnosis and prevalence

