



**CIVICS & CITIZENSHIP**  
**Class Course Planner – 2024**  
**Semester 2 – Term 4**  
**Australia's Legal System**

**Trinity Bay SHS**

Hoare Street  
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**Vocab list:** parliament, court, principles, disputes, appeal, interpret, apply, judiciary, equality, undermine, vigilante, offender, accused, perspective, civic, legislation, constitution, civil, criminal, magistrates court, supreme court, district court, high court

Week	Curriculum Intent	Assessment & Feedback
W1	<b>Unit Introduction</b> <ul style="list-style-type: none"> <li>Year 8 Recap: separation of powers (roles of the legislature)</li> <li>Year 8 Recap: state and federal laws, how laws are made through parliaments, issues that initiate changes in the law</li> <li>The formation of governments in parliament and the roles of political parties</li> <li>Briefly examine an example of legislation (e.g., <i>Criminal Code Act 1899, section 245, limb 1</i>)</li> </ul>	<b>Course Planner</b>  <b>Pre-test</b>
W2	<b>Australia's court system</b> <ul style="list-style-type: none"> <li>The key principles of Australia's court system (equality before the law, independence of the judiciary, the right to appeal)</li> <li>How these principles protect citizens and contribute to a fair society</li> <li>How courts apply and interpret the law, resolve disputes, and law through judgements (precedent) <i>*Public Holiday – King's Birthday*</i></li> </ul>	
W3	<b>Role of the court</b> <ul style="list-style-type: none"> <li>Roles of the court (high, supreme, district, magistrates)</li> <li>Examples of how each court applies equality before the law, independence of the judiciary, the right to appeal</li> <li>Difference between civil and criminal court cases <i>*Clontarf – Year 9 camp*</i></li> </ul>	
W4	<b>Undermining Australia's Court System</b> <ul style="list-style-type: none"> <li>Factors that can undermine the court system (discrimination, bribery, coercion of witnesses, trial by media, court delays)</li> <li>How media can influence the outcome of a trial (e.g. publishing information about a defendant that could affect a jury's decision)</li> </ul>	
W5	<b>Civic participation</b> <ul style="list-style-type: none"> <li>Recap from Year 8 &amp; Term 3 - Australia's democratic processes (e.g. voting in a liberal democracy, active participation in civic life, protection of human rights, laws applied equally to all)</li> <li>Recap from Term 3 - why a particular group advocates for change (case studies)</li> <li>Recap from Year 8 - Why individuals and groups participate in and contribute to civic life</li> <li>Ways that individuals can contribute to civic life (e.g. volunteering, Justice of the Peace, submissions to public enquiries, attend public meetings, serving on local government bodies)</li> </ul>	
W6	<b>Fair society</b> <ul style="list-style-type: none"> <li>The work of a non-government organisations (NGO) to protect citizens and contribute to a fair society</li> <li>Case studies regarding law changes (from various perspectives)</li> <li>How these link to the key features and principles of Australia's justice system</li> <li>Role of the High Court in maintain a fair society (ensuring legislation aligns with the constitution, court of appeals)</li> </ul>	
W7	<b>Youth Crime</b> <ul style="list-style-type: none"> <li>Explore the issue in detail, including differing perspectives on how it should be managed</li> <li>Preview stimuli A, B, C &amp; D and <i>Youth Justice Act 1992</i> in preparation for exam</li> <li>Investigate community organisations working with young people at risk</li> </ul>	
W8	<b>Exam preparation</b> <ul style="list-style-type: none"> <li>Consolidation AND Writing tasks (identify, explain, analyse, inform)</li> </ul>	<b>Practice Exam</b>
W9	<b>Consolidate Learning</b> <ul style="list-style-type: none"> <li>Exam <i>*Year 9 Camp – second half of week*</i></li> </ul>	<b>Summative Exam</b>
W10	<b>Reflection and evaluation</b> <ul style="list-style-type: none"> <li>Exam catch-up - Feedback on the unit and assessment</li> </ul>	<b>Ladder Tracker</b>
W11	<b>Reflection and evaluation</b> <ul style="list-style-type: none"> <li>Feedback on the unit and assessment</li> </ul>	<b>Ladder Tracker</b>



# Class Course Planner – 2024

## Semester 2 – Term 4

### Year 10 Business and Accounting

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**Teacher(s):** Mr de Courcey

**Vocab list:** internal controls, petty cash system, bank reconciliation, bank statement, cash budgets, what-if analysis, statement of estimated receipts and payments, statement of GST payable and receivable, input area, liquidity

Term Week	Curriculum Intent	Assessment	Feedback
T4 Wk1	<b>Cash Management – Petty Cash</b> <ul style="list-style-type: none"> <li>Describe the administrative and accounting controls used to internally control cash</li> <li>Describe the petty cash system and variations of (e.g. use of corporate credit card)</li> <li>Explain how the petty cash system contributes to the internal control of cash</li> </ul>		Course Planner
T4 Wk2	<b>Cash Management – Bank Reconciliation</b> <ul style="list-style-type: none"> <li>Describe electronic transactions, especially cash</li> <li>Describe the bank reconciliation process</li> <li>Explain how the bank reconciliation process contributes to the internal control of cash</li> <li>Apply accounting principles and processes (handwritten using a calculator and/or spreadsheet) to prepare a bank reconciliation</li> </ul> <p><b>MONDAY – Public Holiday</b></p>		
T4 Wk3	<b>Cash Management – Cash Budget (Preparation)</b> <ul style="list-style-type: none"> <li>Describe the cash budget and its purpose</li> <li>Explain how the process of preparing cash budgets assists to control cash</li> <li>Apply accounting principles and processes (handwritten using a calculator and/or spreadsheet) to prepare a cash budget including statement of estimated receipts from accounts receivable and statement of GST payable and receivable</li> </ul>		
T4 Wk4	<b>Cash Management – Cash Budget (Analysis &amp; Interpretation)</b> <ul style="list-style-type: none"> <li>Describe what-if analysis and its purpose with cash budgets</li> <li>Explain the variables which can be used for what-if analysis in cash budgets</li> <li>Explain the benefits of using what-if analysis</li> <li>Apply spreadsheet features and spreadsheet functions to prepare a cash budget including input and report areas and what-if analysis</li> <li>Analyse and interpret a cash budget to draw conclusions about the future liquidity of the business</li> <li>Create sentence and paragraph responses to communicate to business managers or owners descriptions, explanations, analysis, interpretations and conclusions relating to cash management</li> </ul>	<b>Project</b> Part A DUE Practical work	
T4 Wk5	<b>Cash Management (Evaluating, Decision-making &amp; Recommending)</b> <ul style="list-style-type: none"> <li>Evaluate, make decisions and propose recommendations including alternative proposed changes to accounting practices impacting the cash budget</li> <li>Evaluate, make decisions and propose recommendations:               <ul style="list-style-type: none"> <li>the effectiveness of internal control practices regarding cash management</li> <li>alternative projects and their impact on cash resources</li> </ul> </li> </ul>		
T4 Wk6	<b>Cash Management (Evaluating, Decision-making &amp; Recommending)</b> <ul style="list-style-type: none"> <li>Create 1–2 page business report to communicate explanations, analysis, interpretations, conclusions, evaluations, decisions and recommendations relating to cash management to business managers or owners of a trading GST business.</li> </ul>		
T4 Wk7	<b>Cash Management (Problem-solving)</b> <ul style="list-style-type: none"> <li>Synthesise and solve accounting problems relating to cash management for example, the goal is to determine the optimum cash budget</li> <li>Apply the problem-solving model to generate a solution for example students may be provided with a combination of unstructured and unfamiliar financial data and information relating to cash management (e.g. an incomplete budget or an existing budget with negative bank balances, information about the business and its activities, schedules of accounts receivable and payable, bank statement)</li> </ul>		
T4 Wk8	<b>Assessment</b> <ul style="list-style-type: none"> <li>Practical &amp; Written/Use of spreadsheets and word processing packages</li> </ul>	<b>Project</b> Part B DUE Written work	<i>Written and oral feedback on assessment</i>



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### FNS20120 Cert II in Financial Services

*\*\*2 lessons per week\*\**

Week 1	Course Intent	Assessment
1	<b>Introduction to Workplace Health &amp; Safety</b> <ul style="list-style-type: none"> <li>• WH&amp;S Legislation</li> <li>• Ergonomic workstations</li> <li>• Pre-start safety checks of equipment</li> <li>• Identifying hazards</li> <li>• Assessing risk</li> </ul>	<b>Project 4 Commence Observation Assessments</b>
2	<b>Managing Workplace Health &amp; Safety</b> <ul style="list-style-type: none"> <li>• Personal costs of WH&amp;S incidents</li> <li>• Applying control measures</li> <li>• WH&amp;S duty holders in the workplace</li> <li>• Workplace organisational charts</li> <li>• Safety signs in the workplace</li> </ul>	
3	<b>Workplace Health &amp; Safety Documentation</b> <ul style="list-style-type: none"> <li>• Reporting hazards</li> <li>• Reporting incidents</li> </ul>	<b>Project 4 Task 1</b>
4	<b>Workplace Health &amp; Safety Procedures</b> <ul style="list-style-type: none"> <li>• Emergency procedures (evacuation and lockdown)</li> <li>• Participate in mock emergencies</li> </ul> <b>Workplace Health &amp; Safety Non-compliance</b> <ul style="list-style-type: none"> <li>• WH&amp;S common issues in workplaces</li> <li>• Workplace policies regarding safety clothing</li> </ul>	<b>Project 4 Task 2 &amp; 3 &amp; Observation</b>
5	<b>Identifying &amp; Assessing Workplace Health &amp; Safety Issues</b> <ul style="list-style-type: none"> <li>• Complete a WHS inspection of your mock workplace</li> <li>• Identify hazards, assess risk and recommend control measures</li> </ul>	<b>Project 4 Task 4 &amp; Observation</b>
6	<b>Educating Employees on Workplace Health &amp; Safety Matters</b> <ul style="list-style-type: none"> <li>• Plan to educate employee on WH&amp;S matters</li> <li>• Liaise with colleagues and supervisor to plan a WH&amp;S newsletter</li> </ul>	
7	<b>Educating Employees on Workplace Health &amp; Safety Matters</b> <ul style="list-style-type: none"> <li>• Prepare a WH&amp;S newsletter for your workplace</li> <li>• Communicate effectively with colleagues and supervisor</li> <li>• Proof read and edit your document</li> </ul>	<b>Project 4 Task 5 &amp; Observation</b>
8	<b>Workplace Health &amp; Safety Knowledge</b> <ul style="list-style-type: none"> <li>• Communication styles</li> <li>• Hazards versus risk</li> <li>• Responsibilities of duty holders</li> <li>• Commonly used hazard signs and safety symbols</li> </ul>	<b>Project 4 Task 6</b>
9	Seek feedback on all assessment tasks.	
10	Improve, finalise and submit assessment tasks.	<b>SUBMIT PROJECT 5</b>



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## Semester 2: Term 4

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**Class: Year 10 Certificate II Workplace Skills**

**Teacher/s: Mrs. Lucas**

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T4 Wk1	<p><b>BSBTEC203 - Research using the internet</b></p> <ul style="list-style-type: none"> <li>Power up digital device and access internet using selected application</li> <li>Open search engine according to research plan</li> </ul> <p><b>BSBPEF201 – Support Personal Wellbeing in the Workplace</b></p> <ul style="list-style-type: none"> <li>Identify <i>personal</i> factors that may impact on wellbeing</li> <li>Identify <i>workplace</i> factors that may impact on wellbeing</li> <li>Recognise relationship between personal wellbeing and identified workplace factors relevant to own role</li> </ul>	<p><a href="https://5waystowellbeing.org.au/about-wellbeing/">https://5waystowellbeing.org.au/about-wellbeing/</a> Quizizz</p>	Course Planner
T4 Wk2	<p><b>BSBTEC203 - Research using the internet</b></p> <ul style="list-style-type: none"> <li>Confirm task requirements</li> <li>Identify research objectives in consultation with relevant stakeholders</li> <li>Identify potential sources for research information according to organisational policies and procedures (one formal and one informal wellbeing resource including EAP)</li> <li>Select application and search engine according to organisational policies and procedures</li> <li>Plan key search terms to be used in research</li> </ul>	<p>Quizizz <b>VWSPROD4 – Plan for Research Developed</b> <a href="https://www.youtube.com/watch?v=m5li-GuBJ1s">https://www.youtube.com/watch?v=m5li-GuBJ1s</a></p>	Verbal feedback on project
T4 Wk3	<p><b>BSBTEC203 - Research using the internet</b></p> <ul style="list-style-type: none"> <li>Open search engine according to research plan</li> <li>Enter search terms according to research plan</li> <li>Collect information according to research plan and organisational policies and procedures</li> <li>Use relevant help functions to overcome simple issues, where required</li> </ul>	<p><b>VWSPROD4 – Plan for Wellbeing Developed</b> <a href="https://www.youtube.com/watch?v=yOWDSmxkXxs">https://www.youtube.com/watch?v=yOWDSmxkXxs</a></p>	Written feedback on project
T4 Wk4	<p><b>BSBTEC203 - Research using the internet</b></p> <ul style="list-style-type: none"> <li>Document information collected according to task requirements (including factors that may impact on own wellbeing, both positively and negatively)</li> </ul> <p><b>BSBPEF201 – Support Personal Wellbeing in the Workplace</b></p> <ul style="list-style-type: none"> <li>Select appropriate communication approach (passive, assertive, aggressive)</li> <li>Identify appropriate method for communication about wellbeing</li> <li>Plan relevant content for communication including strategy for dealing with a negative response</li> </ul>	<p><b>VWSPROD4 – Plan for Communication Developed</b></p>	
T4 Wk5	<p><b>BSBPEF201 – Support Personal Wellbeing in the Workplace</b></p> <ul style="list-style-type: none"> <li>Arrange communication with supervisor</li> <li>Conduct communication according to developed plan</li> <li>Review effectiveness of communication</li> </ul> <p><b>BSBTEC203 - Research using the internet</b></p> <ul style="list-style-type: none"> <li>Deliver document to relevant stakeholders according to organisational policies and procedures</li> </ul>	<p><b>VWSOBS4 – Wellbeing Plan Presented</b> <a href="https://www.youtube.com/watch?v=DM-FEonLmNA">https://www.youtube.com/watch?v=DM-FEonLmNA</a></p>	Written feedback on project
T4 Wk6	<p><b>BSBPEF201 – Support Personal Wellbeing in the Workplace</b></p> <ul style="list-style-type: none"> <li>Identify and review wellbeing resources</li> <li>Select appropriate wellbeing resources applicable to own workplace</li> <li>Document method for accessing selected resources</li> </ul>	<p><b>VWSQUES4 – Wellbeing Plan Resources, Research &amp; Communication Reviewed</b></p>	Written feedback on project
T4 Wk7-8	<p><b>Completion of Competencies</b> Students to revisit all assessments to continue to gain competency</p>		



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## Semester 2 – Term 4

### Year 10 Legal Studies

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**Teacher(s):** Mr de Courcey & Mr Lippingwell

**Vocab list:** legislation, common law, Australian Constitution, sovereignty, treaty, ratified, domestic, rights

Term Week	Curriculum Intent	Assessment	Feedback
T4 Wk1	<p><b>Human Rights</b></p> <ul style="list-style-type: none"> <li>Explain the concepts of rights in Australia</li> <li>Identify and explain the express and implied rights under the Australian Constitution</li> <li>Explain the concept of Human Rights</li> </ul>		Course Planner
T4 Wk2	<p><b>Human Rights</b></p> <ul style="list-style-type: none"> <li>Explain the role of the United Nations</li> <li>Describe the main features of international law developed from the International Bill of Human Rights:               <ul style="list-style-type: none"> <li>- Universal Declaration of Human Rights</li> <li>- International Covenant on Civil and Political Rights (ICCPR)</li> <li>- International Covenant on Economic, Social and Cultural Rights (ICESCR)</li> </ul> </li> </ul> <p><i>Monday – King’s Birthday Public Holiday</i></p>		
T4 Wk3	<p><b>Human Rights</b></p> <ul style="list-style-type: none"> <li>Explain the process of ratification/accession of international treaties into domestic law</li> <li>Describe main features of principal treaties:               <ul style="list-style-type: none"> <li>- <i>International Convention on the Elimination of All Forms of Discrimination 1965 (ICERD)</i></li> <li>- <i>Convention on the Elimination of All Forms of Racial Discrimination 1979 (CEDAW)</i></li> <li>- <i>Convention on the Rights of Persons with Disabilities 2006 (CRPD)</i></li> </ul> </li> <li>Describe key human rights initiated or promoted in the following legal documents:               <ul style="list-style-type: none"> <li>- <i>Magna Carta 1215</i></li> <li>- <i>Racial Discrimination Act 1975 (Cth)</i></li> <li>- <i>Sex Discrimination Act 1984 (Cth)</i></li> <li>- <i>Disability Discrimination Act 1992 (Cth)</i></li> <li>- <i>Age Discrimination Act 2004 (Cth)</i></li> </ul> </li> </ul>		
T4 Wk4	<p><b>Human Rights</b></p> <ul style="list-style-type: none"> <li>Explain the legal processes available for citizens for resolving human rights complaints in Australia</li> <li>Explain and analyse the roles of groups in protecting and/or advocating for human rights in Australia (ie. Australian Human Rights Commission &amp; Queensland Human Rights Commission)</li> </ul>		
T4 Wk5	<b>Assessment: Argumentative Essay – Human Rights</b>		
T4 Wk6	<b>Assessment: Argumentative Essay – Human Rights</b>		
T4 Wk7	<b>Assessment: Argumentative Essay – Human Rights</b>		<b>Drafts Due:</b> Wed 13 <sup>th</sup> Nov
T4 Wk8	<b>Assessment: Argumentative Essay – Human Rights</b>	<b>FINAL:</b> Argumentative Essay Due (Thu 21 <sup>st</sup> Nov)	



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## Semester 2 – Term 4

### Year 11 Business

**Trinity Bay SHS**

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**Teacher(s):** Mrs Duffy

**Vocabulary list:** maturity, human resources, financing, operating environment, macro environment, domestic market, global market, expansion, export, niche, innovation, modes of entry, financing options, employment cycle, development, maintenance, risk management, intrapreneur, competitive market, employer of choice strategies, diverse workforce, strategic planning, leadership styles, management strategies, motivation theory, staff retention, SWOT, STEEPLE, cost-benefit analysis, implications, criteria

**Cognitive Verbs:** describe, explain, select, analyse, interpret, draw conclusions, evaluate, make decisions, propose, recommend, create

Term Week	Curriculum Intent	Assessment	Feedback
T4 Wk1	<p><b>Unit 3 Topic 1 - Competitive Markets</b></p> <ul style="list-style-type: none"> <li>describe business facts and characteristics relating to businesses in the maturity stage of the business life cycle including the environmental factors that impact on the human resources and financing; operating and macro environmental factors of a domestic market and a global market</li> <li>explain the maturity stage of the business life cycle including challenges and the strategies a business may adopt to expand, e.g. developing a niche market, exporting products or services, innovation, research and development, and developing or taking advantage of new and emerging technologies</li> </ul>		Course Planner
T4 Wk2	<p><b>Unit 3 Topic 1 - Competitive Markets</b></p> <ul style="list-style-type: none"> <li>explain the modes of entering global markets, e.g. licensing, international agents and distributors, strategic alliance, joint ventures and overseas manufacturing or sales subsidiary</li> <li>explain financing options for establishing global operations, e.g. private equity, going public, money in capital markets, dividends, accessing government grants and incentives</li> <li>explain development and maintenance stages of the employment cycle</li> <li>explain the role of risk management during expansion</li> <li>explain the role of the intrapreneur in a competitive market</li> </ul> <p><b>MONDAY PUBLIC HOLIDAY</b></p>		
T4 Wk3	<p><b>Unit 3 Topic 1 - Competitive Markets</b></p> <ul style="list-style-type: none"> <li>explain the relationship between employer of choice strategies and the maturity stage in a competitive market</li> <li>explain the relationship between a diverse workforce and human resources strategic planning in the maturity stage</li> <li>explain the relationship between risk management and strategic planning in a competitive market</li> <li>explain the relationship between leadership styles and management strategies required to be competitive</li> <li>explain the interrelationship between motivation theory, staff retention and employer of choice</li> </ul>		
T4 Wk4	<p><b>Unit 3 Topic 1 - Competitive Markets</b></p> <ul style="list-style-type: none"> <li>select data and information relating to modes of entry for entering domestic or global markets to analyse the strengths, weaknesses, opportunities and threats (SWOT analysis) and the external environmental forces (STEEPLE)</li> <li>interpret relationships, patterns and trends in the SWOT and STEEPLE analyses to draw conclusions about the implications of expansion for a mature business</li> </ul>	SWOT analysis STEEPLE analysis	Feedback on formative assessment and class work

T4 Wk5	<b>Unit 3 Topic 1 - Competitive Markets</b> <ul style="list-style-type: none"> <li>• <u>select</u> data and information relating to financing and income for expansion into a domestic or global market to <u>analyse</u> cost-benefits (cost-benefit analysis)</li> <li>• <u>interpret</u> relationships, patterns and trends in the cost-benefit analysis to <u>draw conclusions</u> about the implications of expansion for a mature business</li> </ul>	Cost-benefit analysis	
T4 Wk6	<b>Unit 3 Topic 1 - Competitive Markets</b> <ul style="list-style-type: none"> <li>• <u>evaluate</u> modes of entry into another market to <u>make a decision</u> and <u>propose</u> a recommendation using criteria</li> <li>• <u>evaluate</u> financing options to <u>make a decision</u> and <u>recommendation</u> using criteria</li> <li>• <u>create</u> responses to <u>communicate</u> descriptions, explanations, analyses, interpretations and evaluations to suit the intended purpose and audience, e.g. short responses, visual representations (diagram, graph, table, analytical tools or decision-making matrix), extended responses (written, spoken or multimodal presentation)</li> </ul>		
T4 Wk7	<b>Case Study (Asian expansion)</b> <ul style="list-style-type: none"> <li>• <u>describe</u> business facts and characteristics for the case study business, including position in the business life cycle</li> <li>• <u>describe</u> business facts and characteristics for the case study business, including internal, operating and macro environmental factors in existing markets</li> <li>• <u>explain</u> the human resources strategic planning implemented by the case study business</li> <li>• <u>select</u> data and information relating to human resources strategies including leadership styles to analyse strengths, weaknesses, opportunities and threats (SWOT analysis)</li> <li>• <u>select</u> data and information relating to the expansion of the case study business into an Asian market to analyse socio-cultural, technological, economic, environment, political, legal and ethical (STEEPLE analysis)</li> <li>• <u>interpret</u> relationships, patterns and trends in the SWOT and STEEPL analyses to <u>draw conclusions</u> about the implications of human resource strategies</li> <li>• <u>evaluate</u> the human resources strategic planning implemented by the case study business to <u>make a decision</u> and <u>propose</u> a recommendation using criteria</li> <li>• <u>create</u> an extended response (written, spoken or multimodal presentation) to <u>communicate</u> strategies for entering a global market to an internal stakeholder, including visual representations and in-text referencing (if appropriate)</li> </ul>	Practice Exam Questions	
T4 Wk8	<b>Revision and Assessment</b> <ul style="list-style-type: none"> <li>• IA1: Examination – Combination Response</li> </ul>	Revision activities	<i>Written and oral feedback on assessment</i>



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## Semester 2, Term 4

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Trainer & Assessor: Mr Lort-Phillips

**BSB30120 - Certificate III in Business (Year 11)**

BSBCRT311 Apply critical thinking skills in a team environment

BSBTWK301 Use inclusive work practices

Week	Course Intent	Assessment	Feedback
Wk1	<b>Unit Introduction</b> <ul style="list-style-type: none"> <li>Introduction to working in diverse teams</li> <li>Introduction to inclusive practices</li> <li>How to approach team planning and responsibilities</li> <li>How to face challenges in team performance</li> <li>Case study reviews</li> </ul>		
Wk2	<b>Project 4 - Team Planning</b> <ul style="list-style-type: none"> <li>Establish workplace teams</li> <li>Hold team meetings to plan for a workplace project</li> <li>Set team goals</li> <li>Decide on roles and responsibilities</li> </ul> TASK 1 - Prepare TASK 2 - Team Planning		
Wk3	<b>Project 4 - Team Planning</b> <ul style="list-style-type: none"> <li>Identify team work problems</li> <li>Demonstrate team work skills</li> <li>Critically evaluate processes</li> <li>Address identified team work problems</li> </ul> TASK 3 - Problems TASK 4 - Solutions	<b>Tasks 1&amp;2 Drafts Due</b>	<i>Draft feedback</i>
Wk4	<b>Project 4 - Team Planning</b> <ul style="list-style-type: none"> <li>Brainstorm potential new products/services and assess them against criteria to select the best option</li> <li>Create product/service specifications outline</li> <li>Review group progress</li> <li>Provide feedback to team members</li> </ul> TASK 5 - Innovation TASK 6 - Providing Feedback	<b>Tasks 3&amp;4 Drafts Due</b>	<i>Draft feedback</i>
Wk5	<b>Project 4 - Team Planning</b> <ul style="list-style-type: none"> <li>Reflect on the group's effectiveness</li> <li>Reward team members' contributions</li> <li>Identify improvements</li> </ul> TASK 7 - Reflect	<b>Tasks 5&amp;6 Drafts Due</b>	<i>Draft feedback</i>
Wk6	<b>Project 4 - Team Planning</b> <ul style="list-style-type: none"> <li>Present your product/service idea to a forum</li> <li>Justify a small budget for a prototype design of your product or a test run of your service</li> </ul> TASK 8 - Present	<b>Task 7 Draft Due</b>	<i>Draft feedback</i>
Wk7	<b>Project 4 - Team Planning</b> <ul style="list-style-type: none"> <li>Review all draft assessment tasks with trainer</li> <li>Finalise and submit all evidence for Project 4</li> </ul>	<b>Task 8 Draft Due</b>	
Wk8	Complete any outstanding assessment tasks	<b>VBU Project 4 DUE</b>	





**Class Course Planner – 2024**  
**Semester 2: Term 4**  
**Unit 2: Balance of Probabilities**  
**Unit 3: Law, Governance and Change**

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**Class: Year 11 Legal Studies**

Term Week	Curriculum Intent	Assessment	Feedback
<b>Unit 2: Topic 3: Negligence and the duty of care</b>			
Wk1	<b>Introduction to Negligence</b> <ul style="list-style-type: none"> <li>Describe the elements of negligence, including duty of care, breach of duty of care, injury/damage and the effect of the <i>Civil Liability Act 2003</i> (Qld) on those elements</li> <li>Explain the Neighbour Principle in <i>Donoghue v Stevenson</i> (1932) AC 562</li> </ul>	Assessment task distributed	
Wk2	<b>Negligence Case Application</b> <ul style="list-style-type: none"> <li>Apply the elements of negligence to a case scenarios to suggest a just and equitable outcomes</li> <li><b>Explain</b> defences available to the defendant and remedies available to a plaintiff in a civil negligence action</li> </ul>	Draft Due	
Wk3	<b>Assignment Drafting</b>		Feedback
Wk4	<b>Final due</b>		
<b>Unit 3: Topic 1 Governance in Australia</b>			
W5	<ul style="list-style-type: none"> <li>Key features of the Australian Constitution with deep dive into s41, s51 and s109</li> <li>Analyse and evaluate the effectiveness of High Court cases in influencing legal change: <i>Commonwealth v State of Tasmania</i> [1983] HCA 21, (1983) 158 CLR 1</li> </ul>		
W6	<ul style="list-style-type: none"> <li>Analyse past referenda, separation of powers, judiciary and example High Court cases and relationship between case law and legislation</li> <li>Powers of the Federal Legislature and function as a law-making body</li> </ul>		
W7	<ul style="list-style-type: none"> <li>Parliaments in Australia – Compare Unicameral and Bicameral systems</li> <li>Key Parliamentary roles</li> <li>Voting in Parliaments, minority and majority governments and procedures for making laws</li> </ul>		
W8	<ul style="list-style-type: none"> <li>Analyse and evaluate the effectiveness of High Court cases in influencing legal change: <i>Dietrich v. the Queen</i> (1992) 177 CLR 292; and [1992] HCA 57</li> </ul>		

**Key Unit Vocabulary**

**Balance of Probabilities:** Proximity, Causation, Foreseeability, Reasonableness, Vicarious Liability, Assumption of Risk, Contributory Negligence, Omission, Remoteness, Elements of Negligence, Duty of Care, Breach of Duty of Care, Injury/Damage, Civil Liability Act 2003 (Qld), Legal Concept of 'Neighbour', Defences in Civil Negligence, Remedies in Civil Negligence, Legal Outcomes in Civil Negligence Scenarios, Legal Information and Data, Patterns and Trends in Legal Action, Barriers in Legal Action, Socioeconomic Groups, Law of Negligence, Just and Equitable Outcomes, Effectiveness, Professional Liability, Vicarious Liability

**Law, governance and change:** Democracy, Rule of Law, Representative Government, Responsible Government, Australian Constitution, Separation of Powers Doctrine, Referendum, Double Dissolution, Joint Sitting, Unicameral and Bicameral, Bureaucratic Procedures, Legislation and Case Law, Doctrine of Precedent, s 51, s 109, s 128, High Court of Australia, Three Levels of Government, Crown, Governor-General, State Governors, Territory Administrators, Upper and Lower Houses of Parliament, Accountability of Parliament, Role of the Senate, Constitutional Protection of Rights, Fitzgerald Inquiry, Federal and State Parliaments, Health, Education, Immigration, Environment, Single Majority, Double Majority, Minority Governments, Unicameral Parliament in Queensland, Challenges of Changing the Constitution, Importance of an Independent Judicial System, Residual Powers, Division of Powers.



# Class Course Planner – 2024

## Semester 2 – Term 4

**Trinity Bay SHS**

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinitybayshs.eq.edu.au

Class: 11 Tourism – Tourism Trends & Patterns

Teacher/s: Mr Lort-Phillips

Term Week	Curriculum Intent	Assessment	Feedback
T4 Wk1	<b>Introduction to Sustainability</b> <ul style="list-style-type: none"> <li>Sustainable Tourism - Consolidation</li> <li>Sustainable Tourism at a National and Local level</li> <li>Sustainable Practices (Carbon Offsets/Ecological Footprint)</li> </ul>		Course planner
T4 Wk2	<b>Eco-Tourism &amp; Sustainable Practices</b> <ul style="list-style-type: none"> <li>Overview of sustainable practices (eco-tourism, controlled tourism, waste reduction, use of renewable energy, preservation of natural areas, reduction of water usage, water recycling)</li> <li>Introduction to eco-tourism &amp; Eco-tourism certifications</li> <li>Research local tourism operators (sustainable practices)</li> </ul>		
T4 Wk3	<b>Assessment Preparation</b> <ul style="list-style-type: none"> <li>Making a decision/drawing conclusions</li> <li>Evaluating a sustainable tourism guide</li> <li>Catch up / Assessment (Task Sheet)</li> </ul>		
T4 Wk4	<b>Assessment WK1</b>		
T4 Wk5	<b>Assessment WK2</b>		
T4 Wk6	<b>Assessment WK3</b>	<b>Draft due (Wednesday)</b>	
T4 Wk7	<b>Assessment WK4</b> Submit Multimodal Assessment – A4 Brochure	<b>Assessment due (Friday)</b>	
T4 Wk8	<b>Feedback</b> Feedback provided on summative assessment Written reflection of learning Introduce Year 12 topic <b>*Year 11 Camp – Wed-Fri*</b>		
T4 Wk9	<b>School Holidays</b>		
T4 Wk10	<b>School Holidays</b>		



# Class Course Planner – 2024

## Semester 2 – Term 4

### Year 12 Business

**Trinity Bay SHS**

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 www.trinitybayshs.eq.edu.au

**Teachers:** Mr de Courcey

**Vocabulary:** change management, drivers, impacts, internal environment, key performance indicators, force field analysis, key business functions, leadership, management, macro environment, post-maturity stage, power interest grid, stakeholders, strategies, SWOT analysis

Term Week	Curriculum Intent	Assessment / Feedback
<b>UNIT 4 – TOPIC 2 BUSINESS EVOLUTION – TRANSFORMATION OF A BUSINESS</b>		
T4 Wk 1	<b>U4T2 – Transformation of a Business</b> <ul style="list-style-type: none"> <li>Revision of unit in preparation for External Assessment</li> </ul> <i>Year 12 Program</i>	<b>Course Planner</b>  Feedback on Mock Exam
T4 Wk 2	<b>U4T2 – Transformation of a Business</b> <ul style="list-style-type: none"> <li>Revision of unit in preparation for External Assessment</li> </ul> <i>Monday 7<sup>th</sup> October 2024 – Queen’s Birthday Holiday</i>	
T4 Wk 3	<b>U4T2 – Transformation of a Business</b> <ul style="list-style-type: none"> <li>Revision of unit in preparation for External Assessment</li> </ul>	
T4 Wk 4	<b>External Assessment Period</b>	
T4 Wk 5	<b>External Assessment Period</b>	
T4 Wk 6	<b>External Assessment Period</b> <b>BUSINESS – WEDNESDAY, 6<sup>TH</sup> NOVEMBER 2024</b>	<b>EXTERNAL EXAM</b>
T4 Wk 7	<b>External Assessment Period</b>	



# Class Course Planner – 2024

## Semester 2 Term 4

**Trinity Bay SHS**

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Class: 12 VBI – Certificate 3 in Business

Teacher: Mrs Tamo

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T4 Wk1 Year 12 Program Wed- Thurs	<b>Catch up</b> <ul style="list-style-type: none"> <li>Outstanding tasks</li> <li>Complete certificate</li> </ul>		
T4 Wk2 Public Holiday Monday	<b>Catch up</b> <ul style="list-style-type: none"> <li>Outstanding tasks</li> <li>Complete certificate</li> </ul>		
T4 Wk3	<b>Catch up</b> <ul style="list-style-type: none"> <li>Outstanding tasks</li> <li>Complete certificate</li> </ul>		
T4 Wk4	Non-Contact		
T4 Wk5	Non-Contact		
T4 Wk6	Non-Contact		
T4 Wk7	Non-Contact		
T4 Wk8	Non-Contact		
T4 Wk9	Non-Contact		
T4 Wk10	Non-Contact		



# Class Course Planner – 2024

## Semester 2 – Term 4

### Year 12 Legal Studies

**Trinity Bay SHS**

Hoare Street  
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[www.trinitybayshs.eq.edu.au](http://www.trinitybayshs.eq.edu.au)

**Teacher/s:** Mr de Courcey

**Vocab list:** human rights, covenants, treaties, states, sovereignty, signatory treaty, convention, multilateral, bilateral, ratification, bill of rights, and royal commission

Term Week	Curriculum Intent	Assessment / Feedback
<b>UNIT 4 – TOPIC 1 &amp; 3</b> <b>HUMAN RIGHTS &amp; HUMAN RIGHTS IN AN AUSTRALIAN CONTEXT</b>		
T4 Wk 1	<b>U4 T1 &amp; T3 – Human Rights</b> <ul style="list-style-type: none"> <li>Revision of unit in preparation for External Assessment</li> </ul> <i>Year 12 Program</i>	<b>Course Planner</b>  Feedback on Mock Exam
T4 Wk 2	<b>U4 T1 &amp; T3 – Human Rights</b> <ul style="list-style-type: none"> <li>Revision of unit in preparation for External Assessment</li> </ul> <i>Monday 7<sup>th</sup> October 2024 – Queen’s Birthday Holiday</i>	
T4 Wk 3	<b>U4 T1 &amp; T3 – Human Rights</b> <ul style="list-style-type: none"> <li>Revision of unit in preparation for External Assessment</li> </ul>	
T4 Wk 4	<b>External Assessment Period</b>	
T4 Wk 5	<b>External Assessment Period</b> <b>LEGAL STUDIES – THURSDAY, 31<sup>ST</sup> OCTOBER 2024</b>	<b>EXTERNAL EXAM</b>
T4 Wk 6	<b>External Assessment Period</b>	
T4 Wk 7	<b>External Assessment Period</b>	



# Class Course Planner – 2024

## Semester 2 Term 4

**Trinity Bay SHS**

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Class: 12 TOU – Careers in Tourism

Teacher: Mrs Tamo

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T4 Wk1	<b>Job Interview preparation</b> <ul style="list-style-type: none"> <li>Types of employment in the Tourism industry</li> <li>Research organisation and possible questions</li> <li>Do's and Don'ts</li> <li>Exposure to interviews (watch real time interviews)</li> </ul>		<i>Course Planner</i>
T4 Wk2	<b>Assessment</b> <ul style="list-style-type: none"> <li>Research chosen job, write a job application and a cover letter for your identified job</li> </ul>	<b>Draft Due</b>	<b>Draft Feedback</b>
T4 Wk3	<b>Assessment - Interviews</b>	<b>Assessment Due</b>	
T4 Wk4	Non-Contact		
T4 Wk5	Non-Contact		
T4 Wk6	Non-Contact		
T4 Wk7	Non-Contact		
T4 Wk8	Non-Contact		
T4 Wk9	Non-Contact		
T4 Wk10	Non-Contact		