



CAMPBELL HIGH SCHOOL
COURSE OUTLINE
Semester 2 2017

Year 10 SoSE Commerce and Geography

Teacher: Marg CUMMINS

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Google Classroom: 11uz7ff

Course Description (from <http://www.australiancurriculum.edu.au/>)

In this topic students consider Australia's economic performance and standard of living; in particular the way government decisions and external factors contribute to the economy, as well providing reasons for the differences of standards of living between countries. 'Environmental change and management' focusses on environmental geography through in-depth study of a specific environment both in Australia and another country. In 'Geographies of human wellbeing', students investigate global, national and local differences in human wellbeing between places from a variety of perspectives.

Learning Outcomes

- Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations
- Reflect on the intended and unintended consequences of economic and business decisions
- Demonstrate an understanding of the geographical issue of environmental change and management
- Demonstrate an understanding of the geographical issue of geographies of human wellbeing
- Develop geographically significant questions and plans an inquiry
- Collect, select, record and organise relevant geographical data from a range of sources
- Represents data in a range of forms, including special purpose maps
- Evaluate data to make generalisations and propose explanations, and to draw conclusions, taking into account different points of view
- Reflect on the findings of an inquiry to propose responses to a contemporary geographical challenge

Work Practice Outcomes

- Actively participate and contribute to the effectiveness of the class
- Respect the rights and property of others and brings required materials to class
- Use class time productively, working independently and cooperatively
- Complete set tasks and meet work deadlines

Typical Homework/Late Work Policy

Students are expected to catch up on missed work, revise notes and complete unfinished work for homework. Students should submit drafts of essays and assignments for feedback. Some class time will be available for assignment work. In order to properly assess a student's performance against the Achievement Standard, teachers require multiple examples of written work. Therefore it is very important that students submit work on or before the due date. There is no guarantee that late assignments will be marked in time for reporting and therefore all extensions must be negotiated with the teacher prior to the due date. Students who submit no written work, or submit it late, may receive a D or E grade for this subject.

Assessment Items

Group Project
Unit Test
Written Task
Classwork and participation

Due Date

Week 7
Week 10
Week 13
Ongoing

Debbie Dwyer SLC: _____

Marg Cummins Classroom Teacher: _____

Parent/Carer _____



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Achievement Standards

Economics and Business:

By the end of Year 10, students explain why and how governments manage economic performance to improve living standards. They provide explanations for variations in economic performance and standards of living within and between economies. They analyse factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions. They explain how businesses improve productivity and respond to changing economic conditions. Students *evaluate* the effect of workforce management on business performance.

When researching, students develop questions and formulate hypotheses to frame an investigation of an economic or business issue or event. They gather and analyse reliable data and information from different source to identify trends, explain relationships and make predictions. Students generate alternative responses to an issue taking into account multiple perspectives. They use cost-benefit analysis and appropriate criteria to propose and justify a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and complex hypothetical problems. Students *develop* and present evidence-based conclusions and reasoned arguments incorporating different points of view. They use appropriate texts and subject-specific language, conventions and concepts. They analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.

Geography

Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.