

CAMPBELL HIGH SCHOOL
COURSE OUTLINE
Semester 2 2017



Year 10 SoSE Commerce and Geography

Teacher: Nick Carey-Ide
Nick.carey-ide@ed.act.edu.au

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

Students consider Australia's economic performance and standard of living. There is a focus on the way government decisions and external factors contribute to the economy as well providing reasons why the differences of standards of living occur between countries.

Students study 'Environmental change and management' which focuses on investigating environmental geography through an in-depth study of a specific environment both in Australia and in one other country. This includes the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views. They apply human-environment systems thinking to understand the causes and consequences of the change and use geographical concepts and methods to evaluate and select strategies to manage the change.

As well, students study 'Geographies of human wellbeing' which focuses on investigating global, national and local differences in human wellbeing between places from a variety of perspectives. This involves how to measure human wellbeing, and the causes of global differences between countries. Students also examine wellbeing within and between countries and explore programs designed to reduce the gap between differences in wellbeing.

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
- Demonstrates an understanding of the geographical issue of environmental change and management
- Demonstrates an understanding of the geographical issue of geographies of human wellbeing
- Develops geographically significant questions and plans an inquiry
- Collects, selects, records and organises 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
- Reflects on the findings of an inquiry to propose responses to a contemporary geographical challenge

Work Practice Outcomes

- Actively participates and contributes to the effectiveness of the class
- Respects the rights and property of others and brings required materials to class
- Uses class time productively, working independently and cooperatively
- Completes set tasks and meets 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

In-class Report
Unit Test
Essay
Classwork and participation

Due Date

Week 6
Week 10
Week 13
Ongoing

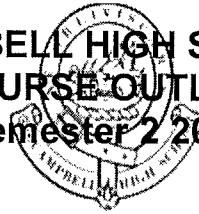
Debbie Dwyer
SLC:

Nick Carey-Ide

Classroom Teacher:

Parent/Carer

CAMPBELL HIGH SCHOOL
COURSE OUTLINE
Semester 2 2017



Debbie Dwyer
SLC: _____

Nick Carey-Ide
Classroom Teacher: _____

Parent/Carer _____