



CAMPBELL HIGH SCHOOL COURSE OUTLINE Semester 2 2017

Subject Year 10 Australian Curriculum Geography (Core)

Teacher Michael Foster

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Course Description

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
- ❖ 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

- ❖ Brings the required materials to class
- ❖ Works independently and co-operatively
- ❖ Completes set tasks
- ❖ Meets work deadlines

Materials Required

Students require a 96 page exercise book and a fully equipped pencil case (pens, pencils, scissors, ruler and glue stick). A USB thumb drive for storing ICT-based learning activities is highly recommended.

Typical Homework

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.

Assessment

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.



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Assessment Items

Millennium Development Goals Group Presentation	Week 3
Geographical Source Analysis Test	Week 9
Environmental Management Research Paper	Week 14
Classwork and Participation	Ongoing

Year 10 Achievement Standard

Geography

There are two units of study in the Year 10 curriculum for Geography: *Environmental change and management* and *Geographies of human wellbeing*.

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.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.