

**CAMPBELL HIGH SCHOOL**  
**COURSE OUTLINE**  
**Semester 2 2017**



**Year 8 Australian Curriculum Geography  
& Business and Economics**

**Teacher: Nick Carey-Ide**  
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**Course Description**

In the Geography strand students will study 'Landforms and Landscapes', students focus on processes that shape individual landforms and the values and meanings placed on landforms and landscapes by diverse cultures. In 'Changing Nations' students will draw on the concepts of population distribution, urbanisation, economic and social change. There will be a focus on Australia, the USA and China.

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. This curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered

**Achievement Standard (from <http://www.australiancurriculum.edu.au/>)**

**Geography**

By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns. They compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors. Students identify geographically significant questions from observations to frame an inquiry. They locate relevant information from a range of primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions. They analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal.

**Business and Economics**

By the end of Year 8, students explain how markets operate and recognise why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. Students describe influences on the way people work and factors that may affect work in the future.

When researching, students develop questions and gather relevant data and information from different sources to investigate an economic or business issue. They interpret data to identify trends and relationships. They propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems. Students develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts. They identify the effects of an economic or business decision and the potential consequences of alternative actions.

Debbie Dwyer  
SLC:



Nick Carey-Ide  
Classroom Teacher:



Parent/Carer \_\_\_\_\_

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**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.

**Learning Outcomes**

**Geography**

- Demonstrates an understanding of the geographical issue of landforms and landscapes
- Demonstrates an understanding of the geographical issues of urbanisation and migration
- Develops geographically significant questions and plans an inquiry
- Collects, selects and records relevant geographical data from a range of sources
- Represents data in a range of forms, including appropriate maps
- Analyses data to propose explanations for geographical trends and patterns, and to draw conclusions
- Reflects on their learning to propose responses to a contemporary geographical challenge

**Business and Economics**

- Recognise how markets operate in Australia and the role governments make.
- Demonstrate an understanding that consumers and businesses have both rights and responsibilities with in the economic market.
- Demonstrate an understanding that different businesses respond differently to opportunities in the economic market.

**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

**Assessment Items**

**Due Date**

Report	Week 6
Source Analysis Common Task	Week 10
Essay	Week 15
Class participation	Ongoing