



WAGIN DISTRICT HIGH SCHOOL SEMESTER 1, 2024 OUTLINE

Year 10 Humanities and Social Sciences

COURSE OUTLINE

This semester, our year 10's will be studying will be focussing on *Economics and Business and Geography*.

In Economics, students are introduced to the concept of *Economic Performance and Living Standards* while continuing to further their understanding of the concepts of making choices, interdependence, specialisation, and allocation and markets through examining contemporary issues and delving into the reasons for variations in the performance of economies. They explore the nature of externalities and investigate the role of governments in managing economic performance to improve living standards. They inquire into the ways businesses can manage their workforces to improve productivity.

Key questions include:

- How is the performance of an economy measured?
- Why do variations in economic performance in different economies exist?
- What strategies do governments use to manage economic performance?

In Geography, the unit *on Environmental change and management* investigates 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.

Key questions include:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do worldviews influence decisions on how to manage environmental and social change?

COURSE OUTCOMES

Students describe how the places in which people live influence their wellbeing and opportunities. They describe the interconnections between people and natural environments, and compare how the characteristics of places and natural environments can be influenced, changed and managed by people over time. Students predict the consequences of the changes, and describe the alternate views on strategies to sustainably manage a geographical challenge.

Students use economic indicators to analyse the economic performance of the Australian economy. They describe how government policy is used to manage the economy and improve economic performance and living standards, including the redistribution of income and wealth. Students describe how businesses respond to changing economic conditions, and explain how the different sectors in the economy are interdependent.

TASKS & ASSESSMENT

Students will generally undertake 2 units of work each term. During this time they will be expected to complete all required class work and homework, and this will then be assessed in an end of unit test. Students may also be asked to complete quizzes, assignments and/or investigations to help develop their understanding of the concepts covered. *While the key content will be taught at school, it is essential that students revise at home on a regular basis to help practice new skills and solidify their understanding.* All work samples, both formal and informal, will then be used to determine the grade of each student.

TIME LINE

	WEEK	KEY CONCEPTS	ASSESSMENTS
Term 3	1 – 10	<p>Revision of the Key participants in Australia's economy:</p> <p>Circular flow of income, Factors of Production (land, labour, capital, enterprise), Financial and Government Sectors</p> <p>Revise the 6 key concepts of Economics and Business: Scarcity, making choices, specialisation and trade, interdependence, allocation and markets, economic performance and living standards.</p> <p>Australia's trade relationships with other countries. Learn the meaning of the term 'open economy'.</p> <ul style="list-style-type: none"> • Distinguish between exports and imports • Who are Australia's most important trading partners? • What is the importance of China to Australia's economy? <p>Australia and tourism</p> <ul style="list-style-type: none"> • International trade and global events <p>Global Connections</p> <ul style="list-style-type: none"> • Competitive advantage <p>Consumer risk</p> <ul style="list-style-type: none"> • Banking • Technology and Personal Finance <p>Managing Debt</p> <ul style="list-style-type: none"> • Managing Financial Risks <p>Scams and Identity Theft</p>	<p>Research Task – Australia's trading partners</p> <p>End of Unit Test</p> <p>Practical skills task – interpreting data</p> <p>Practical Skills task – pie graphs</p>

Term 4	1 – 6	<p><i>The Economics and Business Toolkit</i></p> <ul style="list-style-type: none"> ▪ <i>Revise 6 key concepts- Scarcity, Allocation and Markets, Specialisation and Trade, Making Choices, Economic Performance and Living Standards, Interdependence.</i> ▪ <i>Skills: Construct population pyramids and an infographic.</i> <p><i>Measuring Australia's economic performance</i></p> <ul style="list-style-type: none"> ▪ <i>Measuring growth in the Australian economy- GDP</i> ▪ <i>Measuring price changes in the Australian economy- inflation</i> ▪ <i>Measuring participation in the Australian Economy- unemployment</i> ▪ <i>Productivity</i> ▪ <i>Australia's economic scorecard</i> 	<p>Skill Drill- Infographic Construction: Well being and Economic Performance and Living Standards.</p> <p>Research Task</p>
	7 – 10	<p><i>Living Standards</i></p> <ul style="list-style-type: none"> ▪ Why do living standards vary around the world? ▪ How do we measure living standards? ▪ Factors that affect a country's living standards. ▪ Examining poverty in Australia ▪ Policies to improve living standards ▪ Governments manage living standards. ▪ Climate change and living standards. 	<p>End-of-unit test</p> <p>Skill Drill- Constructing population pyramids</p>

Timeline and assessment items may be subject to change.