



Year 10 – Humanities and Social Sciences

This course is developed using the WA Curriculum as a guide. The order of the content and the time in which they are covered are only a guide. Circumstances may result in changes during the year. Kambalda West District High School reserves the right to alter the order the objectives are taught and time over which they are taught.

In Year 10 Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire in to the values and practices that enable a resilient democracy to be sustained.

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, events and/or case studies 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.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental resources and the geography of human wellbeing at the full range of scales, from local to global and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

Vocabulary & Grammar

Below is a list of words and phrases that students should know: the meaning of; and be able to spell; by the end of term:

<u>Civics & Citizenship</u>	<u>Geography</u>	<u>Economics & Business</u>	<u>History</u>
<ul style="list-style-type: none"> • Democracy • Citizenship • Human Rights • Human Wellbeing • Justice • Inequality • Redistribution • Corruption • Lawlessness 	<ul style="list-style-type: none"> • Biodiversity • Renewable resources • Non-renewable resources • Sustainability • Equity • Human Development Index • Wellbeing 	<ul style="list-style-type: none"> • Living standards • Gross Domestic Product • Inflation • Unemployment rate • Economic Performance • Efficiency • Quantitative • Qualitative 	<ul style="list-style-type: none"> • Nationalism • Imperialism • Holocaust • Treaty • Conscription • Censorship • Significance • Civil Rights Movements • Activism

There is an expectation that students will make every effort to correctly use capitals, full stops, commas, semi colons, apostrophes, question marks and exclamation marks.

Topics

History

- The causes and course of World War II ([ACDSEH024](#))
- The experiences of Australians during World War II, such as prisoners of war (POWs), the Battle of Britain, Kokoda and the fall of Singapore ([ACDSEH108](#))
- An examination of significant events of World War II, including the Holocaust and use of the atomic bomb ([ACDSEH107](#))
- The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration ([ACDSEH023](#))
- The background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations ([ACDSEH104](#))

Civics & Citizenship

- The US civil rights movement and its influence on Australia ([ACDSEH105](#))
- Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of one individual or group in the struggle ([ACDSEH134](#))
- The significance of one of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 referendum; reconciliation; Mabo decision; *Bringing Them Home Report (the Stolen Generations)*; the Apology ([ACDSEH106](#))
- Australia's roles and responsibilities at a global level (e.g. provision of foreign aid, peacekeeping, participation in international organisations, such as the United Nations) ([ACHCK091](#))

Geography

- The human-induced environmental changes that challenge sustainability (e.g. water and atmospheric pollution, degradation of land, inland and coastal aquatic environments) ([ACHGK070](#))
- The environmental worldviews of people and their implications for environmental management ([ACHGK071](#)) and the strategies to manage the environmental change being investigated ([ACHGK074](#))
- The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places ([ACHGK076](#))
- The reasons for spatial variations between countries in selected indicators of human wellbeing ([ACHGK077](#))

Economics & Business

- Indicators of economic performance (e.g. economic growth rates, unemployment trends, inflation rates, human development index, quality of life index, sustainability indexes) and how Australia's economy is performing ([ACHEK050](#))
- The distribution of income and wealth in the economy and the ways in which governments can redistribute income (e.g. through taxation, social welfare payments) ([ACHEK051](#))
- The ways that governments manage the economy to improve economic performance and living standards (e.g. productivity policy, training and workforce development policy, migration), and to minimise the effects of externalities (e.g. regulation) ([ACHEK052](#))



COURSE OUTLINE 2021

HUMANITIES YEAR 10

Semester 1

Week	Topics/Syllabus	Assessment	Resources
Term 1 - History			
1-3	<u>DEPTH STUDY 1: INVESTIGATING WORLD WAR II (1939–1945)</u> <ul style="list-style-type: none"> • Course expectations • Assessments • Recap WW1 • Key features of the modern world from 1918 to present day timeline • Investigate the major events that happened (Treaty of Versailles, Roaring 20s and The Great Depression) <ul style="list-style-type: none"> ○ WWII - Start of war and causes, where was it fought ○ Axis vs Allies – who was who? 	Storyboard on the key causes of WWII (5%)	Oxford 10
4-6	<ul style="list-style-type: none"> • How the war looked in Europe, the desert, The Pacific • Australia’s involvement in the war <ul style="list-style-type: none"> ○ Bombing of Darwin and Attack on Sydney Harbour ○ Impact of war on Australia – international relations, social and emotional context 		
6-10	<ul style="list-style-type: none"> • The Holocaust <ul style="list-style-type: none"> ○ Who and why?/the Boy in the Striped Pyjamas • Atomic Bomb <ul style="list-style-type: none"> ○ Where and why? Consequences ○ The race to build the bomb • The end of the war <ul style="list-style-type: none"> ○ Costs of war (casualties, financial) ○ Establishment of the UN and Universal Declaration of Human Rights 	Unit Test (10%) Inquiry – creating an podcast (10%)	
Term 2 – Civics and Citizenship			
1-2	<u>Introduction to Civics</u> <ul style="list-style-type: none"> • Course expectations and assessments • Review the end of WWII – the surrender of Germany and the Creation of the UN • Civil and Human Rights – what is the difference and why are they important? 	Work booklets in class (5%)	Oxford 10
2-5	<u>US Civil Rights Movement</u> <ul style="list-style-type: none"> • Origin of the movement (abolition of slavery) • Events in the 1950’2-1960s (including; Emmett Till, Little Rock Nine, Rosa Parks bus boycotts, rise and influence of the KKK) • Significant individuals of the time – Martin Luther King Jnr and Malcom X 		
6-9	<u>Australian Civil Rights Movement</u> <ul style="list-style-type: none"> • Treatment of Aboriginal People’s prior to the (1960s) – European Arrival, Massacres, White Australia Policy, Stolen Generation • Civil rights movements 1960s onwards (including; The Wave Hill Walk off, Freedom Rides, Rudd’s Apology, Keating’s Speech, Change the date debate, changing the constitution with the Native Title Act) • Significant Individuals of the time – Eddie Mabo and Charles Perkins 	Unit Test (10%) Inquiry – Timeline of Australian civil rights (10%)	
10	<u>Modern Day Civil Rights movements</u> <ul style="list-style-type: none"> • #metoo #blacklivesmatters #bringbackourgirls • Slavery/human trafficking • Wage gap 		
END OF SEMESTER 1			

Semester 2

Week	Topics/Syllabus	Assessment	Resources
Term 3 - GEOGRAPHY			
1-5	<p><u>DEPTH STUDY 1: GEOGRAPHIES OF HUMAN WELLBEING</u></p> <ul style="list-style-type: none"> • Course expectations • Assessments • Human Wellbeing <ul style="list-style-type: none"> ○ What is it? How do we measure it? ○ Millennium Development Goals ○ Causes of inequality between countries (historic, economic, political, environmental) ○ Impact on wellbeing from population growth, technology, conflict ○ Issues relating to wellbeing (poverty, lack of sanitation, health services and adequate housing) • The role of Aid organisations <ul style="list-style-type: none"> ○ Examples; UNICEF, AusAID, Oxfam • Millennium development goals and their effectiveness 	Gap Minder Source Analysis (5%)	Oxford 10
6-8	<p><u>Depth Study 2: ENVIRONMENTAL CHANGE AND MANAGEMENT</u></p> <ul style="list-style-type: none"> • Human impact on the world <ul style="list-style-type: none"> ○ Sustainability challenges within a city ○ Ecological footprint ○ Human induced changes due to urbanisation and population growth (climate change, water pollution, loss of biodiversity, degradation of land) • Who should be in charge of maintaining the environment? • Climate Change focus <ul style="list-style-type: none"> ○ What is it? ○ Causes • Management solutions to challenges facing cities 	Inquiry – design a sustainable city (10%)	
9-10	<ul style="list-style-type: none"> • Coastal environment case study <ul style="list-style-type: none"> ○ How does Australia manage its coastal environments? ○ Coastal management strategies compared to Bay of Fundy Canada Examples; Project Eden Shark Bay, Lake Monger, Indigenous management or Coorong 	Unit Test (10%)	
Term 4 – ECONOMICS AND BUSINESS			
1-2	<p><u>Introduction to Economics</u></p> <ul style="list-style-type: none"> • Course expectations and assessments • Recap year 9 economics; circular flow model, trade, globalisation and transnational corporations • Indicators of economic performance (GDP, Inflation, Unemployment) 	Whole term participation (5%)	Oxford 10
2-3	<p><u>Standard of living</u></p> <ul style="list-style-type: none"> • Factors that affects stanfard of living and how standard of living can be measured • Compare NZ, India and China’s standard of living • Australia’s standard of living comparing rural,remote and urban living 		
4-6	<p><u>How government manages/improves the economy</u></p> <ul style="list-style-type: none"> • Business Cycle, Monetary Policy – RBA manipulation of interest rates to stabilise the economy • Fiscal Policy – manipulation of taxes and spending to stabilise the economy • Economic policies to improve standard of living during the global financial crisi and Covid-19 	Trade Infographic (10%)	
7-10	<p><u>Consumer Decisions</u></p> <ul style="list-style-type: none"> • Factors that influence consumer decisions to purchase items • What is productivity and how businesses improve it 	Unit Test (10%)	
END OF SEMESTER 2			



ASSESSMENT OUTLINE 2021

HUMANITIES YEAR 10

A number of assessments will be used throughout the term to identify the students understanding in the course and be used to determine a grade. Student achievement will be reported using the following descriptors.

Semester 1

Assessment Type	Task Description	KWDHS Weighting	Due Date
Task	Task 1: Create a storyboard on the key causes of WWII	5%	<i>Term 1, Week 2</i>
Unit Test	Task 2: History Unit Test	10%	<i>Term 1, Week 6</i>
Inquiry	Task 3: Create a podcast about two events of WWII	10%	<i>Term 1, Week 8-10</i>
Task	Task 4: Work booklet completed in class	5%	<i>Term 2, Week 1-3</i>
Inquiry	Task 5: Timeline of Australia's civil rights	10%	<i>Term 2, Week 4-5</i>
Unit Test	Task 6: Civics and Citizenship Unit Test	10%	<i>Term 2, Week 6</i>

Semester 2

Assessment Type	Task Description	KWDHS Weighting	Due Date
Task	Task 7: Gap Minder source analysis	5%	<i>Term 3, Week 2</i>
Inquiry	Task 8: Inquiry to design a sustainable city	10%	<i>Term 3, Week 6-8</i>
Unit Test	Task 9: Geography Unit Test	10%	<i>Term 3, Week 10</i>
Inquiry	Task 10: Trade Infographic	10%	<i>Term 4, Week 5-6</i>
Unit Test	Task 11: Economics and Business Unit Test	10%	<i>Term 4, Week 7</i>
Formative	Task 12: Class participation throughout the term	5%	<i>Term 4, Week 1-10</i>

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

Grade	Description	The student demonstrates achievement that:
A	Excellent	has greatly exceeded the expected standard. Achievement is well beyond what is expected at this year level.
B	Good	exceeds the expected standard.
C	Satisfactory	at the expected standard.
D	Limited	is below the expected standard.
E	Very Low	is below the minimum acceptable for this year level.

Student Signature: _____

Parent/Guardian Signature: _____