



Year 9 – 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 9, 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 the Westminster system, democracy, democratic values, justice and participation. They examine the role of key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed. Students investigate how Australia's court system works in support of a democratic and just society.

Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. They examine the connections between consumers, businesses and government, both within Australia and with other countries, through the flow of goods, services and resources in a global economy. The roles and responsibilities of the participants in the changing Australian and global workplace are explored.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students apply this understanding to a wide range of places and environments 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 making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period, and the significance of World War I.

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>Geography</u>	<u>Civics & Citizenship</u>	<u>History</u>	<u>Economics</u>
<ul style="list-style-type: none"> • Biodiversity • Biome • Climate • Weather • Food security • Agriculture • Sustainability • Interconnections 	<ul style="list-style-type: none"> • Burden of proof • Civil Law • Criminal Law • Justice • Precedents • Innocence • Fair Trial 	<ul style="list-style-type: none"> • Treaty of Versailles • Enlist • Propaganda • Commemoration • Significance • Innovation • Middle Class • Industrialisation 	<ul style="list-style-type: none"> • Consumer • Producer • Tariff • Quota • Subsidy • Efficiency • Interdependence • Globalisation

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

Geography

- The ways that humans in the production of food and fibre have altered some biomes (e.g. through vegetation clearance, drainage, terracing, irrigation) ([ACHGK061](#))
- The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change for Australia and the world ([ACHGK063](#))
- The effects of anticipated future population growth on global food production and security; the capacity for Australia and the world to achieve food security; the implications for agriculture, agricultural innovation and environmental sustainability ([ACHGK064](#))

Civics and Citizenship

- How social media is used to influence people's understanding of issues ([ACHCK076](#))
- The key features of Australia's court system and the role of a particular court (e.g. a supreme court, a magistrates' court, the Family Court of Australia) and the types of cases different courts hear ([ACHCK077](#))
- The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal ([ACHCK078](#))
- The factors that can undermine the application of the principles of justice (e.g. bribery, coercion of witnesses, trial by media, court delays) ([ACHCK078](#))

History

Depth study 1: Investigating the Industrial Revolution (1750–1914)

- The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (e.g. the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia ([ACDSEH017](#))
- The experiences of men, women and children during the Industrial Revolution, and their changing way of life ([ACDSEH081](#))
- The short-term and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication ([ACDSEH082](#))

Depth study 2: Investigating World War I (1914–1918)

- The causes of World War I and the reasons that men enlisted to fight in the war ([ACDSEH021](#))
- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign ([ACDSEH095](#))
- The impact of World War I, with a particular emphasis on Australia, such as the use of propaganda to influence the civilian population, the changing role of women and the conscription debate ([ACDSEH096](#))

Economics and Business

- The role of the key participants in the Australian economy, such as consumers, producers, workers and the government ([ACHEK038](#))
- Australia's interdependence with other economies, such as trade and tourism, trade links with partners in the Asia region, and the goods and services traded ([ACHEK038](#))
- Why and how participants in the global economy are dependent on each other, including the activities of transnational corporations in the supply chains and the impact of global events on the Australian economy ([ACHEK039](#))



COURSE OUTLINE 2022

HUMANITIES YEAR 9

Semester 1

Week	Topics/Syllabus	Assessment	Resources
Term 1 - GEOGRAPHY			
1-3	<u>Introduction to Geography</u> <ul style="list-style-type: none"> • Course expectations • Assessments • Continents, oceans, countries • Difference between weather and climate – LAPDOG • Biomes <ul style="list-style-type: none"> ○ What are they? ○ Examples of biomes around the world and Australia 		Oxford 9
4-5	<ul style="list-style-type: none"> • Food production in Australia <ul style="list-style-type: none"> ○ Wheatbelt, Barossa Valley, Murray Darling • How humans alter biomes <ul style="list-style-type: none"> ○ Investigate Murray Darling, Logging in the Amazon and Overfishing ○ Palm Oil and mining industry ○ David Attenborough – A life on our Planet documentary 	Biomes in trouble research task (5%)	
6-10	<ul style="list-style-type: none"> • Global challenges to food production <ul style="list-style-type: none"> ○ Food security • Solutions to food challenges <ul style="list-style-type: none"> ○ GM foods, the green revolution ○ Changing diet ○ Millennium Development Goals 	Food Security Solution Inquiry (10%) Unit Test (10%)	
Term 2 – CIVICS & CITIZENSHIP			
1	<u>Introduction to Civics</u> <ul style="list-style-type: none"> • Course expectations • Assessments • Recap the concepts of; types of laws, reasons we have them, how they are made 	Whole term participation (5%)	Oxford 9
2-4	<ul style="list-style-type: none"> • Civil vs criminal cases • The court system <ul style="list-style-type: none"> ○ Magistrates, District, Supreme, High Court ○ Roles of each court and the crimes they hear ○ How do courts apply and interpret the law? ○ Setting a precedent • Australia's legal system <ul style="list-style-type: none"> ○ Principles of the legal system (fair trial, legal representation, innocent until proven guilty, appeal, unbiased jury) <p style="text-align: center;">Who might be disadvantaged by our legal system?</p>	Unit Test (10%)	
5-10	<ul style="list-style-type: none"> • What is justice? • What is a fair trial? • Examples of undermining justice; <ul style="list-style-type: none"> ○ Corruption, trial by media, court delays, corruption, social media • Examples of miscarriage of justice in Perth/Australia <ul style="list-style-type: none"> ○ Mickelbergs, Lloyd Rayney, Andrew Mallard ○ Death sentence debate? Can you ever be sure that someone is guilty? 	Inquiry - Miscarriage of Justice Inquiry (10%)	
END OF SEMESTER 1			

Semester 2

Week	Topics/Syllabus	Assessment	Resources
Term 3 – HISTORY			
1	<p>Depth study 1: Investigating the Industrial Revolution (1750–1914)</p> <ul style="list-style-type: none"> • Course expectations and overview • Assessments • Primary and secondary sources recap • Key features of the modern world timeline <p>Constructing a timeline of events</p>		Oxford 9
2-5	<ul style="list-style-type: none"> • The origins and causes of the industrial revolution • Key inventions throughout the revolution (agriculture, machinery, transport) • Working and living conditions • Short and long term impacts 	Short Test Industrial Revolution (10%)	
6-10	<p>Depth study 2: Investigating World War I (1914–1918)</p> <ul style="list-style-type: none"> • What the world looked like before the war • The outbreak of war (M.A.I.N causes) • Where WWI was fought (Eastern and Western Front) • Trench Warfare • When and why did Australia join the war? • The end of the war <ul style="list-style-type: none"> ○ Treaty of Versailles ○ Casualties ○ Short and long-term impacts 	News Article about Assassination of Archduke Franz Ferdinand (5%) Inquiry about WWI (10%)	
Term 4 – ECONOMICS & BUSINESS			
1-2	<p><u>Introduction to Economics</u></p> <ul style="list-style-type: none"> • Course expectations • Assessments • Recap the concepts of; scarcity, opportunity cost, the economic questions, needs and wants, the economic problem <p>Economic Systems of Socialism and Capitalism</p>	Whole term participation (5%)	Oxford 9
2-6	<ul style="list-style-type: none"> • The 5 sector circular flow model to include – international sector, leakages and injections • What is trade? • Who are Australia’s major trading partners? • Protection on trade – tariffs and subsidies • Globalisation <ul style="list-style-type: none"> ○ Transnational corporations such as McDonalds, Nike, Samsung, Coca-Cola • Tourism – positive and negative impacts on an economy 	Inquiry – create an infographic about tourism/trade (10%)	
7- 10	<ul style="list-style-type: none"> • Competitive advantage in a market <ul style="list-style-type: none"> ○ Global trends, new products, advertising ○ Innovation throughout Covid-19 • Saving vs spending <ul style="list-style-type: none"> ○ Good and bad debt ○ Investing money (stock market, realestate, superannuation) • Looking at various scams 	Unit Test (10%)	
END OF SEMESTER 2			



ASSESSMENT OUTLINE 2021

HUMANITIES YEAR 9

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
Research Task	Task 1: Biomes in trouble research activity	5%	Term 1, Week 4/5
Unit Test	Task 2: Geography Unit Test	10%	Term 1, Week 6
Inquiry	Task 3: Solutions to food insecurity	10%	Term 1, Week 6-8
Formative	Task 4: Class participation throughout the term	5%	Term 2, All term
Unit Test	Task 5: Civics and Citizenship Unit Test	10%	Term 2, Week 4
Inquiry	Task 6: Investigation into the miscarriage of justice – Lindy Chamberlain case	10%	Term 2, Week 5/6

Semester 2

Assessment Type	Task Description	KWDHS Weighting	Due Date
Unit Test	Task 7: Short Unit test covering the Industrial Revolution content	10%	Term 3, Week 5
Research Task	Task 8: News article about the assassination of Archduke Franz Ferdinand	5%	Term 3, Week 6
Inquiry	Task 9: Museum Display about WWI	10%	Term 3, Week 9-10
Formative	Task 10: Class participation throughout the term	5%	Term 4, All Term
Inquiry	Task 11: Create an infographic about tourism/trade	10%	Term 4, Week 4-5
Unit Test	Task 12: Economics and Business Unit Test	10%	Term 4, Week 6

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: _____