# HUMANITIES & SOCIAL SCIENCES

## AUST. CURRICULUM : GENERAL CAPABILITIES
- Literacy
- Numeracy
- Information & Communication Technology Competence
- Critical & Creative Thinking
- Ethical Behaviour
- Personal & Social Competence
- Intercultural Understanding

## AUST. CURRICULUM : CROSS-CURRICULAR PRIORITIES
- Aboriginal & Torres Strait Islander Histories & Cultures
- Sustainability
- Asia & Australia’s Engagement with Asia

## YEAR 9 SEMESTER TWO

### GEOGRAPHY CONCEPTS
- Place
- Space
- Environment
- Interconnection
- Sustainability
- Scale
- Change

### ECONOMICS & BUSINESS:
- Resources
- Business
- Finance
- Work
- Consumption
- Enterprise

### GEOGRAPHY

#### ‘Biomes & Food Security’ & ‘Geography of Interconnections’

**Biomes and Food Security** focuses on investigating the role of the biotic environment and its role in food production. This unit examines the biomes of the world, their alteration and significance as a source of food and the environmental challenges and constraints on expanding food production in the future.

**Geographies of Interconnections** focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

### WK CONTENT

<table>
<thead>
<tr>
<th><strong>CONTENT: BIOMES AND FOOD SECURITY</strong></th>
<th><strong>ASSESSMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TERM 3</strong></td>
<td><strong>BIOMES</strong></td>
</tr>
<tr>
<td>1/3</td>
<td>introduction/reiteration of Climate:</td>
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<tr>
<td></td>
<td>difference between weather and climate</td>
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<tr>
<td></td>
<td>factors affecting climate</td>
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<tr>
<td></td>
<td>importance of the atmosphere to our survival e.g. heat budget and greenhouse effect (simple explanation needed)</td>
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<tr>
<td>1/3</td>
<td>illustrate the relationship between the lithosphere, hydrosphere and atmosphere</td>
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<tr>
<td>1/3</td>
<td>define biome:</td>
</tr>
<tr>
<td>1/3</td>
<td>- map major Australian and world biomes</td>
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<tr>
<td>1/3</td>
<td>- map major Australian and world climates</td>
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<tr>
<td>1/3</td>
<td>biomes are determined by the climate (atmosphere) and landforms (soils)</td>
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<tr>
<td>1/3</td>
<td>describe the characteristics of major world - forests, woodlands, grasslands, deserts, mountains &amp; tundra</td>
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<tr>
<td>1/3</td>
<td>discuss the relationship between landforms and soil fertility (river deltas)</td>
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<tr>
<td></td>
<td><strong>WORLD BIOMES &amp; GLOBAL POPULATION DISTRIBUTION</strong></td>
</tr>
<tr>
<td>4/6</td>
<td>overview of the emergence of civilization and growth of cities</td>
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<tr>
<td>4/6</td>
<td>identify biomes suitable for agriculture</td>
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<tr>
<td>4/6</td>
<td>explore the use of plants for non-food purposes</td>
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<tr>
<td>4/6</td>
<td>describe the different types of farming landscapes and the impact on the natural landscape</td>
</tr>
<tr>
<td>7</td>
<td><strong>WORLD LANDUSE – FARMING TYPES</strong></td>
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<tr>
<td>7</td>
<td>explain the difference types of farming:</td>
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<tr>
<td>7</td>
<td>- map the spatial location of several selected foods</td>
</tr>
<tr>
<td>7</td>
<td>- compare their location to climatic conditions. What trends can be identified?</td>
</tr>
<tr>
<td>8/9</td>
<td><strong>Global food production is unevenly distributed.</strong></td>
</tr>
<tr>
<td>8/9</td>
<td>Factors affecting the global production of food</td>
</tr>
<tr>
<td>8/9</td>
<td>- Social Factors, Economic Factors, Technological factors and Political factors</td>
</tr>
<tr>
<td>10</td>
<td><strong>SOUTH-EAST ASIA</strong></td>
</tr>
<tr>
<td>10</td>
<td>geography of Asia</td>
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<tr>
<td>10</td>
<td>relationships between physical features, climate, soils and population distribution</td>
</tr>
<tr>
<td>10</td>
<td>landuse</td>
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</tbody>
</table>

### ASSESSMENT

- **In-Class Essay:** Spatial Association Based on focus questions.
- **Skills assessment:** Population Distribution
- **Cognitive Test**
**RICE PRODUCTION – Case Study / Research**

- Evaluate the role of rice in the economies, societies and cultures of South-East Asia, and in the spatial distribution of population in the region
- Describe the different rice growing systems in South-East Asia, and the ways in which they have changed environments
- Investigate how rice production has been increased in South-East Asia, and evaluating the environmental sustainability of the methods used

**IMPACT OF AGRICULTURE ON THE ENVIRONMENT**

- discuss the diversity of threats to future food production
- define ‘climate change’.
- discuss and evaluate the projected effects of climate change on agricultural production in Australia and the
- compare the possible environmental impacts of agricultural expansion and agricultural intensification as alternative ways of achieving an increase in food production

**CHANGING AGRICULTURE**

- investigate the changing nature of Australian agriculture
- evaluate the ways that agricultural innovations have reduced some of the environmental limitations of food production
- predict the effects of future population growth in Australia of food exports

**AGRICULTURAL SUSTAINABILITY**

- define sustainability
- evaluate the success of methods to partially reverse any adverse environmental impacts of agriculture
- research ways of restoring nutrient cycles and suggesting the most effective method
- explore the Indigenous agricultural and food security practices within original ecosystems

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**WEEK CONTENT:** GEOGRAPHIES OF INTERCONNECTIONS

**ASSESSMENT**

**Local Area Analysis**

- Students brainstorm all the places they go in the local area.
- Describe their favourite place and give reasons for their choices.
- Determine the type of person who would value a particular place
- Explain the merits of each location in terms of the people who value the place.

**Case Study of Peoples Use and Connectedness to Place : Tourism**

- reasons for the increase in tourism globally and in Australia
- analysis of flow diagrams, statistics, mapping etc
- impacts of tourism
  - environmental – destruction of the very thing tourists go to see.
  - cultural – loss of cultural identity of host communities
  - economic- who benefits?

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**WEEK CONTENT:** Standards of Living

**ASSESSMENTS**

**Ways of measuring standard of living within an economy and between economies**

- Standard of living
- Measuring standard of living
- Comparing the standard of living in Australia with an Asian country

**Reasons why standards of living vary within an economy**

- Factors that can affect the standard of living of individuals
- Influences on an economy’s standard of living

**Ways of managing consumer and financial risks to individuals and the community**

- Financial risks such as scams, identity theft
- Ways that consumers can secure their personal financial information

**The ways businesses seek to be competitive in the market**

- Innovative ways businesses seek to be competitive
- Social and ethically responsible behaviours by business

**The effect of changes in the work environment on individuals and the community**

- Changing nature of work
- Effects of unions, employer groups and government, on the work environment
- Impact of an ageing population on the work environment

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**Semester 2 - ASSESSMENT OUTLINE : GEOGRAPHY & ECONOMICS**

<table>
<thead>
<tr>
<th>Type</th>
<th>Focus</th>
<th>Weight</th>
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<th>Focus</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Skills 25%</td>
<td>Population Distribution Interpretation</td>
<td>20%</td>
<td>Extended 20%</td>
<td>Biomes – Spatial Association</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Organization</td>
<td>5%</td>
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<tr>
<td>Cognitive 35%</td>
<td>Term 1 Test</td>
<td>10%</td>
<td>Research 20%</td>
<td>Rice Growing In Asia</td>
<td>20%</td>
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<tr>
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<td>Final Test: Geography &amp; Economics</td>
<td>25%</td>
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<td>TOTAL</td>
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<td>100%</td>
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