



Humanities

Description

There are four areas of learning covered within the Year 9 Humanities subject:

- Civics*
- Economics*
- Geography*
- History*

Details of each of these areas is below.



Civics

Description

The Year 9 Civics curriculum builds students' understanding of Australia's political system and how it enables change. They examine the ways in which government is influenced and how the political decision-making processes work. They also investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. They investigate the values and practices that enable a democratic society to be sustained.

Unit Topics

- *Government and Democracy*
- *Laws and Citizens*

Skill Development

Students develop their ability to evaluate Australia's political system and identify and analyse the influences on people's electoral choices. They practice comparing key features of government and key principles of Australia's system of justice. They are also given the opportunity to improve their evaluation skills and ability to develop and sustain an argument, taking into account multiple perspectives and ambiguities.

Possible Assessment Tasks

- *Source Analysis*
- *Research Report*
- *Annotated Visual Display*
- *Photo Essay*
- *Oral Presentation*
- *Written Test*
- *In-class Debate*

Career Options

This area provides an excellent foundation for careers in the law. Some of these include: barrister, solicitor, legal clerk, police force, teacher and youth worker.



Economics

Description

In Year 9 students consider how the Australian economy is performing and the importance of its interactions and relationships with the Asia region and the global economy in achieving growth and prosperity. Students explore the relationship between economic performance and living standards as well as the reasons why these differ across regions within and between economies. They also examine the way the work and business environment is changing in contemporary Australia and globally, and the implications this has for current and future generations.

Unit Topics

- Resource Allocation and Making Choices
- Consumer and Financial Literacy

Skill Development

Students develop their ability to investigate, identify and explain indicators of economic performance. They also practice examining the links between economic performance and living standards, identifying and justifying the variations that exist between economics. They explain and describe financial risk management and nature the Australian and global financial landscape as well.

Possible Assessment Tasks

- Source Analysis
- Research Report
- Annotated Visual Display
- Photo Essay
- Oral Presentation
- ESSI Money Simulation
- Written Test
- In-class Debate

Career Options

Teacher, Editor, Journalist, Research Assistant, Producer, Writer, Banker, Business Owner, Stockbroker, Politician, Human Resource Management, Lawyer, Journalist, Actuarial Analyst, Accountant, Data Analyst, Economist, Financial Risk Analyst, Statistician.



Geography

Description

The Year 9 Geography curriculum gives students the opportunity to investigate the role of the natural environment and its role in food and fibre production. Students examine the biomes of the world, their alteration and significance as well as 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.

Unit Topics

- *Geographical Skills and Concepts*
- *Biomes and Food Security*
- *Geographies of Interconnections*

Skill Development

Year 9 Geography gives students a chance to develop their ability to predict changes in the characteristics of places over time and identify implications of change for the future. It also enables them to identify, analyse, and explain significant spatial distributions and patterns and significant interconnections within and between places. They create and interpret visual data such as maps, graphs and photographs and research case study examples of geographic phenomena. They also conduct local scale field work and produce reports to present their findings.

Possible Assessment Tasks

- *Source Analysis*
- *Research Report*
- *Annotated Visual Display*
- *Photo Essay*
- *Geographical Inquiry*
- *Oral Presentation*
- *Written Test*
- *In-class Debate*

Career Options

These include environmental management and conservation, wildlife management and nature tourism; town and urban planning; climatology and physical sciences.



History

Description

In History, the Year 9 curriculum provides students the opportunity to study the making of the modern world from 1750 to 1918 and the modern world and Australia from 1918–present. It covers the period of industrialisation and rapid change in the ways people lived, worked and thought, the era of nationalism and imperialism, and the colonisation of Australia which was part of the expansion of European power. The period 1750 – 1918 culminated in World War I 1914-1918, the ‘war to end all wars’.

Unit Topics

- *Historical Skills & Concepts*
- *The Industrial Revolution (1750 - 1900)*
- *World War I (1914 - 1918)*

Skill Development

Students develop their ability to create and interpret timelines, understand and explain examples of cause and effect and analyse a range of sources. They are also presented with opportunities to refine their ability to examine patterns of continuity and change as well as evaluate the historical significance of people, places and events.

Possible Assessment Tasks

- *Source Analysis*
- *Research Report*
- *Annotated Visual Display*
- *Photo Essay*
- *Historical Inquiry*
- *Oral Presentation*
- *Written Test*
- *In-class Debate*

Career Options

Tour guide, Writer, Teacher, Journalist, Historian, Anthropologist, Librarian, Museum Curator, Research, Officer, Editor, Political Scientist