

**Teacher(s):** Merton, Bock, Gelling, Clifford, Clarke

### Unit Description:

The **Australian Curriculum Achievement Standards in Geography, Economics and Business** are organised as **Understanding and Skills**, emphasising the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge. They describe a broad sequence of expected learning that children will undertake across the semester.

### Geography:

There are two units of study in the Year 8 curriculum for Geography: 'Landforms and Landscapes' and 'Changing Nations'.

'Landforms and Landscapes' focuses on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and hazards associated with landscapes. Students explore the distribution of Australia's distinctive landscapes and significant landforms. They also consider the ways that the sustainability of significant landscapes and the impacts of hazards are managed.

- 'Changing Nations' focuses on the changing human geography of countries with the process of urbanisation, the reasons for the high level of urban concentration in Australia, and the influences of internal and international migration. Students can examine the distribution of population in Australia compared to other countries and shifts in population distribution over time. They also focus on the ways that sustainability of Australia's urban areas is managed.

### Economics and Business:

Students investigate a range of factors that influence decision-making by individuals and business. These include the allocation of resources to produce goods and services in the operation of markets, and the different ways that businesses may adapt to opportunities in markets or respond to the changing nature of work.

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### Achievement Standards of the Australian Curriculum:

#### Geography

1. V9.HG.8.07 - Explains responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors.
2. V9.HG.8.10 - Interprets and analyses data and information to explain patterns and trends and infer relationships.
3. V9.HG.8.13 - Uses geographical knowledge, methods, concepts, terms and reference findings from sources to create descriptions, explanations and responses

#### Economics and Business

4. V9. HEAB.8.02 - Explains ways that businesses adapt to opportunities in markets and respond to the work environment
5. V9. HEAB.8.07 - Interprets information and data to identify economic and business issues and trends, and describes economic cause-and-effect relationships

| Portfolio Assessment Tasks for this subject will include: | Week / Date Due | Achievement Standards |
|-----------------------------------------------------------|-----------------|-----------------------|
| 1. Source Analysis Task (In-class Exam)                   | <b>Week 5</b>   | <b>1, 2</b>           |
| 2. Research Task / Booklet                                | <b>Week 10</b>  | <b>3, 4, 5</b>        |
| 3. Oral Presentation                                      | <b>Week 16</b>  | <b>5, 2</b>           |
| 4. Formative assessment tasks and classwork               | <b>Ongoing</b>  | <b>All</b>            |

**Materials and Equipment Required:** Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device. Students may also be required to provide the following additional materials and equipment: *ruler, lead pencil, coloured pencils or textas, highlighters.*

**Absences from Class:** Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

**Use of IT in Class:** A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring a personal device (not a smartphone) to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

**Homework:** Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Students will also be expected to complete preparation for research tasks at home. Other examples of homework may include; catch-up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

Students who do not complete homework tasks will be expected to complete it in their own time at school.

**Late Work:** Extensions may be negotiated with individual teachers before the due date.

**Plagiarism:** Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. The use of Generative AI to produce your work or edit it so that it no longer reflects your work, is a form of plagiarism. If this happens, work may not be graded, and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. If a teacher suspects a student may have plagiarised their work they may choose to assess the student in an alternative way, such as verbally or under test conditions. Parents may be contacted as part of this process.

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**A-E Reporting Grade Descriptors** These are the grades and grade descriptors for reporting at the end of each Semester.

|          |                                                                                                                                                                |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b> | Demonstrating <b>excellent</b> achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)   |
| <b>B</b> | Demonstrating a <b>high</b> achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings) |
| <b>C</b> | Demonstrating <b>satisfactory</b> achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)                          |
| <b>D</b> | Demonstrating <b>partial</b> achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)                       |
| <b>E</b> | Demonstrating <b>limited</b> achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)                         |

**S** **Status** is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the principal.

#### **Grade Descriptors and the "C" grade.**

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

#### **Appeals**

*A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.*

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#### **Executive Teacher**

Natalie Gastineau

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