

2026 Year 9 Unit Outline

HASS - Geography, Economics

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

Unit Description:

Geography: The Year 9 Geography unit, *Biomes and food security*, focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future.

Economics and Business: The Year 9 Economics and Business curriculum gives students the opportunity to investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. They examine the implications of interdependence of participants in the global economy for decision-making.

Achievement Standards of the Australian Curriculum:

1. V9.HG.9.04 - Analyses the interconnections between people and places and environments
2. V9.HG.9.08 - Collects, represents and compares relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats
3. V9.HG.9.09 - Interprets and analyses data and information to explain patterns and trends and infer relationships
4. V9.HG.9.12 - Uses geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that acknowledge research findings
5. V9.HEAB.9.02 - Explains the interdependence of participants in the global market and the effect on economic decision-making
6. V9.HEAB.9.08 - Interprets and analyses information and data to explain economic trends and cause-and-effect relationships, and identifies consumer and financial impacts

Portfolio Assessment Tasks for this subject will include:	Week / Date Due	Achievement Standards
1. Source Analysis Task	Week 5	1,2,4
2. Research Report	Week 10	1,2,3,4
3. Oral presentation	Week 16	4,5,6
4. Formative assessment tasks and classwork	Ongoing	All

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: All students will be given multiple opportunities to demonstrate a proficiency level of 3 or above across all Essential Learnings during class time. Students may use time at home to complete additional enrichment and extension activities that demonstrate a proficiency above level 3, or to catch up on missed or unfinished classwork.

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.

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

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

Executive Teacher

Natalie Gastinaeu
