

YEAR 9 HASS

Students are introduced to the concepts of [specialisation](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/specialisation) and [trade](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/trade) while continuing to further their understanding of the key concepts of [scarcity](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/scarcity), making choices, [interdependence](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/interdependence), and allocation and markets. They examine the connections between consumers, businesses and [government](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/government), both within Australia and with other countries, through the flow of [goods](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/goods), [services](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/services) and resources in a global [economy](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/economy). The roles and responsibilities of the participants in the changing Australian and global workplace are explored.

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| **Year 9 – Economics & Business Unit Outline – Term 2, Semester One 2024** | | | | | |
| **Australia and the Global Economy** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| *Australia's interdependence with other economies, such as trade and tourism, tradelinks with partners in the Asia region, and the goods and services traded (ACHEK038)* | | | | | |
| 3 | *This unit will begin with trade/tourism as it directly links to topics recently covered in Geography.* | **Finish Geography** | **Finish Geography** | **Learning Intention (LI):**   * Outline the purpose and importance of trade * Understand the terms Direction of Trade, composition of trade and apply these to an Australian Context.   **Success Criteria (SC):**   * Able to describe Australia’s Direction of Trade and composition of trade with examples. * Distinguish between imports and exports * Identify major trading partners in Australia * Understand difference between ‘trade deficit’ and ‘trade surplus’ | **Learning Intention (LI):**   * Outline the purpose and importance of trade * Understand the terms Direction of Trade, composition of trade and apply these to an Australian Context.   **Success Criteria (SC):**   * Able to describe Australia’s Direction of Trade and composition of trade with examples. * Distinguish between imports and exports * Identify major trading partners in Australia * Understand difference between ‘trade deficit’ and ‘trade surplus’   **Suggested Lesson Activities:**   * International Trade PPT * Mapping activity: ‘Australia’s top 10 two way trading partners’ * Jacaranda p. 243-246 * Pearson p. 44-47 |
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| *Australia's interdependence with other economies, such as trade and tourism, tradelinks 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)* | | | | | |
| 4 |  | **Learning Intention (LI):**   * Evaluate the impact of tourism on Australia’s economy.   **Success Criteria (SC):**   * Explain how exchange rates can impact tourism to Australia | **Learning Intention (LI):**   * Understand the impact of global events on the Australian economy   **Success Criteria (SC):**   * Provide examples of global events which have impacted our economy e.g. Chinese growth, GFC, Covid-19, Natural disasters | **Learning Intention (LI):**   * Recognize Australia’s relationship with the global economy and the role of Transnational Corporations – with a specific focus on Supply Chains.   **Success Criteria (SC):**   * Describe and provide examples of Transnational Corporations. * Define Supply Chains and list the different aspects of a supply chain, linking it to a real world example   **Suggested Resources:**   * Jacaranda p. 257-270 * Globalisation PPT and Task (Share Drive) * Pearson p. 52-55 * PowerPoint “Transnational Corporations”. | **Learning Intention (LI):**  Case study on an MNC    **Success Criteria (SC):**  **Suggested Resources:** |
| **Suggested Lesson Activities:**   * Pearson p. 48-51 * Pearson p. 57 Tourism to Australia activity: Prepare a digital presentation for the ‘destination Australia’ conference explaining the positive impact of tourism on Australia’s economy. | **Suggested Resources:**   * Jacaranda p. 251-256 * Pearson p. 54-55 |
| **Australia and the Global Economy** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
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| 5 |  | **Learning Intention (LI):**  **Success Criteria (SC):** | **Learning Intention (LI):**  **Success Criteria (SC):** | **Learning Intention (LI):**  **Success Criteria (SC):**  **Suggested Resources** |  |
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| **Australia and the Global Economy** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
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| **Consumers and Risk** | | | | | |  |  |  |  |  |  |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| *Why and how people manage financial risks and rewards in the current Australian and global financial landscape, such as the use of differing investment types (*[*ACHEK040*](http://www.scootle.edu.au/ec/search?accContentId=ACHEK040)*)* | | | | | |
| 7 |  |  |  |  | *Careers Lesson – Details to be confirmed with B. Rintoul* |
| **Australia and the Global Economy** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| *The ways consumers can protect themselves from risks, such as debt, scams and*[*identity*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/identity) *theft (*[*ACHEK040*](http://www.scootle.edu.au/ec/search?accContentId=ACHEK040)*)* | | | | | |
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