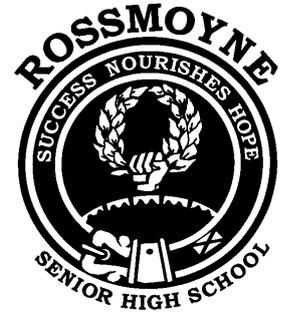
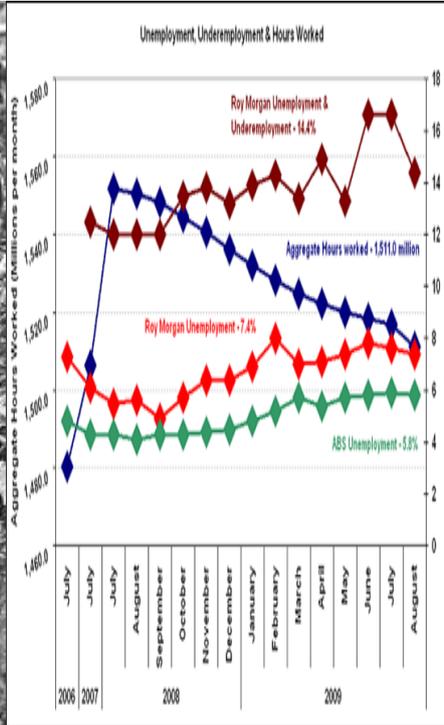


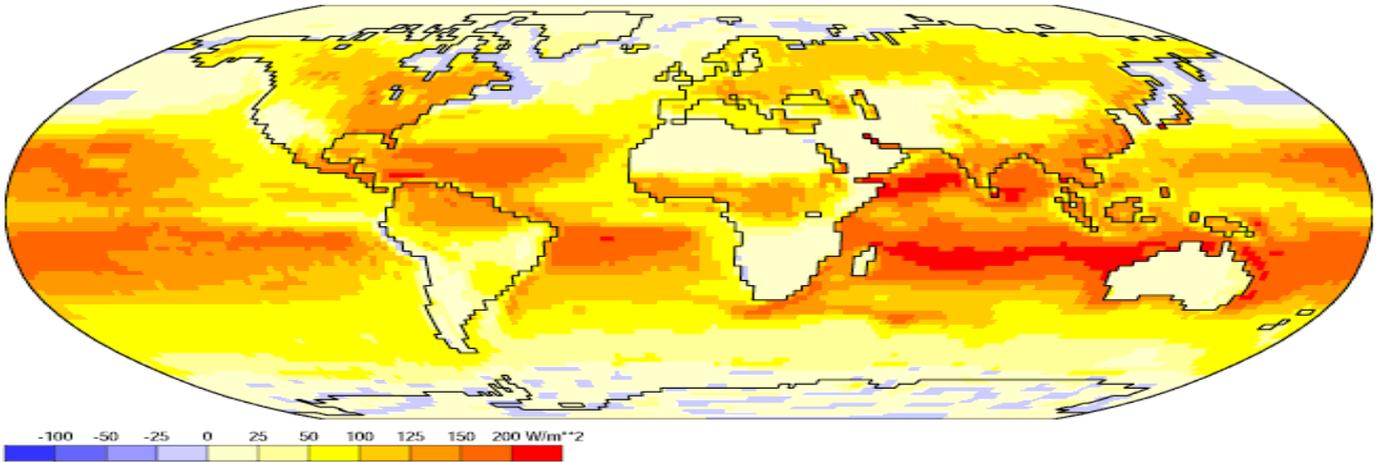
Humanities and Social Sciences



Latent Heat Flux



Jul



Data: NCEP/NCAR Reanalysis Project, 1959-1997 Climatologies

Year 10 Parent and Student Information Booklet 2018

Also available at <http://www.rossmoynne.wa.edu.au/programs/learning-areas/humanities-and-social-sciences/>

Student's Name _____

Teacher's Name _____

Developing *Active Citizens* for the Future

Acknowledgements Cover Page Images

Australian soldier on Kokoda Trail, New Guinea. Pic Commonwealth Department Information.
http://www.heraldsun.com.au/news/photos-e6frf7jo_1119837145?page=8&nk=47d203fd7a50a16f7e296cb42c6a0226
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Source of Original Modified Image_ [S:\AdminShared\Teaching Staff\SCHOOL DOCUMENTS\school promotion \(200\)\Photos\2016 Photos\HASS SYDNEY CANBERRA TOUR\Sydney Canberra 2016\R Parliament House](S:\AdminShared\Teaching Staff\SCHOOL DOCUMENTS\school promotion (200)\Photos\2016 Photos\HASS SYDNEY CANBERRA TOUR\Sydney Canberra 2016\R Parliament House)

Energy, Temperature and Heat. Latent Heat Flux Country. Source of Original Modified Image: Climate Lab Section of the Environmental Change Research Group, Department of Geography, University of Oregon accessed 17/12/2014
<http://www.physicalgeography.net.jpg> accessed 17/12/2014

Following our Sustainability Priority – the whole booklet is available on
<http://www.rossmoynewa.edu.au/programs/learning-areas/humanities-and-social-sciences/>

Dear Parent/Guardian and Student

The Humanities and Social Sciences Learning Area provides opportunities for students to acquire the knowledge, skills and values to become active citizens in a rapidly changing world. During the course of the Lower School Humanities and Social Sciences Program, students will develop an understanding of how and why individuals and groups live together and interact with their environment. This will involve developing a respect for our cultural heritage, a commitment to social justice, the democratic process and ecological sustainability.

Monitoring Progress

Students are encouraged to record their Humanities and Social Sciences results in the Student Record of Achievement on page 9 of this document. This provides parents with the opportunity to monitor their child's progress and contact the classroom teacher if there are any issues of concern that need addressing. Teachers will likewise contact parents when necessary.

Upper School Courses of Study

The knowledge, skills and values acquired during the Lower School Program will equip students to successfully complete studies in the following Upper School Courses of Study:

- History
- Politics & Law
- Accounting and Finance
- Psychology
- Geography
- Economics
- Certificate II Business

Please read the remainder of the booklet to familiarise yourself with the whole program being offered by the Humanities and Social Sciences Learning Area.

COURSE OUTLINE SCHEDULE FOR YEAR 10

Humanities and Social Sciences courses at Rossmoyne follow the mandated curriculum for the planning, assessment and reporting of student progress in Western Australia, as prescribed by the *Western Australian Curriculum and Assessment Outline*.

Research skills will be included in all courses and not be reported separately.

Year 10 - 2018	
Semester 1	Term 1
	<p>History</p> <ul style="list-style-type: none"> • The modern world and Australia • World War II (1939 – 1945) • Rights and Freedoms (1945 – present)
	Term 2
	<p>Civics & Citizenship</p> <ul style="list-style-type: none"> • Justice at home and overseas
Semester 2	Term 3
	<p>Economics & Business</p> <ul style="list-style-type: none"> • Economic performance and living standards
	Term 4
	<p>Geography</p> <ul style="list-style-type: none"> • Environmental change and management • Geographies of Human Wellbeing

Semester 1

Term 1 – History

The Modern World and Australia

- The inter-war years between World War I and World War II

World War II (1939 - 1945)

- The causes & course of WWII
- The experiences of Australians during World War II
- The impact of World War II, with a particular emphasis on the Australian home front
- An examination of significant events of World War II

Rights and Freedoms (1945 – the present)

- The origins and significance of the Universal Declaration of Human Rights
- The background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965
- The influence of the US civil rights movement on Australia
- The significance of the civil rights of Aboriginal and Torres Strait Islander Peoples
- Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, the role of one individual or group in the struggle

Term 2 - Civics & Citizenship

Justice at home and overseas

- The key features and values of Australia's system of government compared with one other system of government in the Asia region, such as China, Japan, India or Indonesia
- Australia's roles and responsibilities at a global level
- The role of the High Court, including interpreting the Constitution
- The international agreements Australia has ratified and examples of how they shape government policies and laws
- The threats to Australia's democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness
- The safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law

Semester 2

Term 3 – Economics and Business

Economic performance and living standards

- Indicators of economic performance and how
- Australia's economy is performing
- The links between economic performance and living standards, the variations that exist within and between economies and the possible causes
- The distribution of income and wealth in the economy and the ways in which governments can redistribute income
- The ways that governments manage the economy to improve economic performance and living standards and to minimise the effects of externalities
- Factors that influence major consumer and financial decisions and the short-term and long-term consequences of these decisions
- The ways businesses organise themselves to improve productivity
- Ways that businesses respond to improved economic conditions

Term 4 – Geography

Environmental change and management

- The human-induced environmental changes that challenge sustainability
- The environmental worldviews of people and their implications for environmental management
- A comparative study of change in one environmental area for Australia and one other country
- The causes and likely consequences of the environmental change being investigated
- The strategies to manage the environmental change being investigated
- The application of environmental, economic and social criteria in evaluating management responses to the change being investigated

Geographies of Human Wellbeing

- The different ways of measuring and mapping human wellbeing and development
- The reasons for spatial variations between countries in selected indicators of human wellbeing
- The issues affecting the development of places and their impact on human wellbeing
- The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries

HUMANITIES AND SOCIAL SCIENCES: YEAR 10 COURSE OUTLINE

SKILLS TO BE DEVELOPED DURING THE YEAR	
General	
Research and Questioning	<ul style="list-style-type: none"> • Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others • Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives • Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation • Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed with and without the use of digital and spatial technologies • Identify the origin, purpose and context of primary sources and/or secondary sources • Use appropriate ethical protocols, including specific formats for acknowledging other people's information and understand that these formats vary between organisations
Analysing	<ul style="list-style-type: none"> • Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources • Analyse information and/or data in different format • Account for different interpretations and points of view/perspectives in information and/or data • Analyse the 'big picture' • Apply subject-specific skills and concepts in familiar, new and hypothetical situations
Evaluating	<ul style="list-style-type: none"> • Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; to negotiate and resolve contentious issues; to propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena • Critically evaluate information and/or data and ideas from a range of sources to make generalisations and inferences; propose explanations for patterns, trends, relationships and anomalies; predict outcomes
Communicating and Reflecting	<ul style="list-style-type: none"> • Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate • Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments • Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts • Compare evidence to substantiate judgements • Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action • Reflect on why all findings are tentative

SKILLS TO BE DEVELOPED DURING THE YEAR

Subject specific

History	<ul style="list-style-type: none">• Timelines• Source analysis (message, perspective, compare and contrast, purpose and context)• Extended answer responses• Research
Civics & Citizenship	<ul style="list-style-type: none">• Diagram interpretation• Mind mapping• Short answer responses• Extended answer responses• Research
Economics & Business	<ul style="list-style-type: none">• Data interpretation• Short answer responses• Extended answer responses• Research
Geography	<ul style="list-style-type: none">• Application of the 7 key concepts of Geography• Data interpretation• Short answer responses• Topographical and Image mapping skills• Research

RESEARCH SKILLS

The main process/methodology of learning in Humanities and Social Sciences is through research. There are four stages involved in research tasks:

1. PLANNING RESEARCH

Students plan ways to organise and gather information:

- Identify factors to be considered
- Devise questions
- Identify possible sources of information
- Make simple predictions
- Negotiate how to use the information
- Formulate hypotheses

2. CONDUCTING RESEARCH

Students, conduct the investigation by determining where sources of information are located then organising and evaluating the information:

- Use a range of social science techniques to make observations
- Refer to more than one source and type of sources e.g. interviews, DVDs, internet
- Use a variety of techniques to record information e.g. tables
- Identify a range of perspectives
- Identify the most appropriate sources of information

3. PROCESSING & TRANSLATING INFORMATION

Students process and translate information to make findings/judgements:

- Select, categorise and compare information gathered
- Transform the information into structured forms of display
- Identify, select and combine information
- Connect similar ideas
- Make generalisations and draw conclusions
- Present a particular point of view

4. APPLYING & COMMUNICATING FINDINGS

Students evaluate data, apply and communicate findings according to purpose and audience:

- Present findings
- Present evidence for findings
- Communicate findings effectively
- Demonstrate consideration of facts, opinions and motives of a particular point of view

Students will have numerous opportunities to work on developing their proficiency in the above skills.

PLAGIARISM

Plagiarism is presenting work that is not your own. To avoid this situation, students need to ensure that they:

- Take **key points** from sources rather than 'cut and paste'
- Label notes with the references used
- Maintain a detailed **bibliography**
- Develop their **own findings** regarding the topic based on research

Students who plagiarise may have marks deducted or be asked to write the task again.

ASSESSMENT POLICY

ASSESSMENT TASKS

Throughout each semester, students will have the opportunity to demonstrate their understanding of the course knowledge and skills through different types of assessments such as:

- research tasks
- in-class essays or extended answer questions
- common assessment tasks
- class participation in discussions and other activities

Students are encouraged to record their results on the Student Record of Achievement below.

ASSESSMENT STRUCTURE AND WEIGHTING

SEMESTER 1	SEMESTER 2
History <ul style="list-style-type: none"> • Common Assessment Task • Other Formative Tasks 	Economics & Business <ul style="list-style-type: none"> • Exam • Other Formative Tasks
Civics & Citizenship <ul style="list-style-type: none"> • Exam • Other Formative Tasks 	Geography <ul style="list-style-type: none"> • Common Assessment Task • Other Formative Tasks

STUDENT RECORD OF ACHIEVEMENT

Semester 1		
Date	Assessment	Result

Semester 2		
Date	Assessment	Result

COMPLETING ASSESSMENT TASKS

All assessment tasks need to be completed. Failure to complete an assessment task will jeopardise your chances of being awarded a higher grade.

ABSENT FOR AN ASSESSMENT

If a student misses an in-class assessment OR a due date for handing in a piece of work as a result of being away on the day, a parent note will need to be presented to the teacher on the day they return to school. Alternatively, a telephone call (or email) can be made to the teacher.

If a satisfactory explanation for the absence is not provided, a mark of zero may be awarded for that section of the course.

Please refer to the Assessment Policy in the School Handbook or Rossmoyne Senior High School's website for more information.

<http://www.rossmoyne.wa.edu.au/about-us/policies/assessment-and-reporting-policy/>

HOMEWORK AND STUDY

Students will need to spend time working on their Humanities and Social Sciences learning out of school hours.

This may take one of the following forms:

- A set task to be completed by a certain date
- General review of material covered in class
- Revision for an in class assessment
- Conducting research
- Completing tasks which cannot be completed in class e.g. local area study

The amount of time students should be spending on their Humanities and Social Sciences learning should fit within the parameters set by the school for each year group for all subjects.

MONITORING AND REPORTING PROGRESS

Teachers will monitor student progress and report in the following ways:

- Marking of assessment tasks
- Parent Evening
- Semester 1 and 2 reports
- Letters of Commendation and Concern
- Telephone calls and/or e-mails

ACHIEVEMENT TARGETS

Students aiming to successfully proceed into History, Economics, Geography, Accounting & Finance, Psychology and Politics & Law courses should be achieving B grades or better.

COMPETITIONS AND ACTIVITIES

The Humanities and Social Sciences Learning Area has a strong focus in providing students with opportunities to participate in a wide range of competitions and activities. Some examples are:

Premier's Anzac Tour

Students prepare a five minute oral presentation on an ANZAC related topic to a panel of RSHS Humanities and Social Sciences teachers. One student from each age category continues to a district level and a possibility of being selected for a remarkable trip to a World War I or a World War II location with the other state winners.

This event is fully endorsed by the Anzac centenary committee, Department of Veterans Affairs, Federal Education Department, RSL and Legacy.

National History Challenge

The National History Challenge encourages inquiry-based learning, the use of primary and secondary sources and offers a variety of presentation styles that can cater to individual learning preferences. Students are the historians, they can investigate their community, explore their family's past, major events, new ideas or historical theories.

Australian Geography Competition

Students complete a multiple-choice test which can lead all the way to an interstate or international competition. All entrants will receive a certificate informing them of the level they have achieved.

Sir Charles Court Young Leaders Program Year 10

Students are nominated for a four day camp where leadership skills are sharpened and students participate in collaborative activities that enhance their learning.

ASX School Share-Market Game

Students participate in an online virtual share market game. Students develop a range of skills including decision making in an ever-changing environment.

Cultural Day Year 9

Students will be given the opportunity to experience the different arts and traditions of world cultures in a fun, educative and engaging way.

Other competitions and activities may also be offered to enhance student learning.

AWARDS

Each semester, student achievement in the Humanities and Social Sciences Learning Area will be acknowledged in the following ways:

- The most outstanding Humanities and Social Sciences students will receive **Outstanding Student Awards** in each year group.

End of Year Awards

The most outstanding student in Year 7, 8, 9 and 10 will receive one of the following Humanities and Social Sciences medals:

- Year 7 - C. Y. O'Connor Medal
- Year 8 - Yagan Medal
- Year 9 - Dorothy Tangney Medal
- Year 10 - John Curtin Medal

Humanities and Social Sciences Electives in Year 9 and 10

- Most Outstanding Award Certificate at end of the year

The Selection Process for Outstanding Student and Medal Awardees:

Teachers will invite students who have performed at the highest level in their Humanities and Social Sciences studies to submit a portfolio reflecting their progress throughout the year.

The portfolio should contain:

- A short summary of how they have performed in their Humanities and Social Sciences studies (Teacher writes this)
- ONE extended answer (essay)
- ONE investigation (research assignment)
- Evidence of Cornell note taking from their exercise book
- Documentation that reflects active citizenship in the school environment and beyond in accordance with the principles and values associated with the democratic process, social justice and ecological sustainability

MAXIMISING YOUR ACHIEVEMENT

Students can use the following guidelines to ensure they maximise their achievement.

ARRIVING TO CLASS ON TIME

It is your responsibility to be in class on time.

ABSENT FROM CLASS

If you know you are going to miss class ensure you inform your teacher at the earliest opportunity so the necessary arrangements can be made. If you have an unscheduled absence check with your classmates and teacher to ensure you catch up on all work missed.

BEING ORGANISED

Students need to use their diary to ensure they are fully aware of their Humanities and Social Sciences responsibilities. This will include **using their diary effectively, always having the appropriate equipment, completing homework, meeting deadlines and being involved in class activities.**

EQUIPMENT NEEDED

Students will need a file with their Humanities and Social Sciences section clearly labelled, pens, pencils, ruler, eraser, sheet protectors, plenty of paper, a USB and earphones. Students should have their exercise book for Cornell Note taking with them every day. The bringing of a laptop computer every day is highly recommended.

ORGANISING YOUR INFORMATION

All work needs to be correctly titled, dated and completed neatly. It is important to be able to keep sections of work together – particularly when working on a research assignment (ICP). All Humanities and Social Sciences work completed on computers should be kept in an Humanities and Social Sciences folder with sub-folders for separate topics such as Research Assignments, History, Politics etc.

COMPLETING TASKS IN CLASS

It is important for students to participate in all aspects of their Humanities and Social Sciences learning. This involves being able to discuss ideas, ask questions and complete a variety of tasks which will include researching, writing, using a variety of information sources such as texts, atlases and the internet.

WORKING IN THE LIBRARY AND ON COMPUTERS

Students need to ensure they gain maximum benefit from being in the library or using computers. This will involve identifying a clear task for you to complete, identifying the source of information you wish to use quickly and using appropriate note taking skills to record the information needed. Use Moodle to access information to upload your work, download tasks and for collaborative learning activities.

LOWER SCHOOL SUBJECT ELECTIVES

Year 10

- Accounting & Entrepreneurship
- Criminal Investigation
- Critical Thinking
- International Tourism
- Law and Commerce
- Psychology in Action

ACCOUNTING AND ENTREPRENEURSHIP (INTRODUCTORY) 10HSSAE

Introductory Accounting and Entrepreneurship is an elective unit offered to Year 10 students at Rossmoyne Senior High School. The duration of the course is two periods a week and runs for the full school year. It is a good introduction for Year 11 Accounting and Finance ATAR. The course provides students with an understanding of the basic accounting principles, accounting concepts, and accounting terminology. It also focuses on developing knowledge, skills, and understanding of how innovation and creativity can form a new and successful business. In addition students will learn general business skills such as communication, financial management, problem solving, sales and, team work. Students will be able apply their accounting and entrepreneurial knowledge through participation in the \$20 Boss Program in which students build, design and deliver a business with real money.

This subject is an introduction to ATAR Accounting & Finance in Year 11.

Semester 1		
Name of Assessment	Description	Weighting
Oral Presentation	Entrepreneurs oral presentation	10%
Business Plan	Group business plan report	20%
Topic Test	Multiple choice, short answer and extended answer test	15%
	Mark awarded to student participation and class work	5%
Semester 2		
Name of Assessment	Description	Weighting
\$20 Boss	Online modules	10%
\$20 Boss	Presentation	15%
QuickBooks	Journal entries and financial statements	20%
	Mark awarded to student participation and class work	5%

CRIMINAL INVESTIGATION 10HSSCI

Criminal Investigation is an elective unit offered to Year 10 students at Rossmoyne Senior High School. The duration of the course is two periods a week and runs for the full school year. The course is an interesting and engaging look at a variety of issues concerning the detection and investigation of crime. Criminal investigation provides an introduction to various Year 11 courses, specifically Modern History, Psychology and Politics and Law. Students will be required to investigate, analyse, conduct and interpret different facets of a criminal investigation through application of knowledge gained throughout the year. Students will gain comprehensive knowledge of forensic science, forensic psychology and criminal law, and then apply these to real and fictitious crimes. Through case studies, students will re-investigate infamous crimes including the assassination of J.F.K. and Jack the Ripper.

Criminal Investigation Assessment Guide: 2018

Semester 1			
Name of Assessment	Description and duration	Weighting Per Semester	Weighting Per Year
Mock Murder Investigation Scene: 1	1 lesson physical investigation of scene & 1 lesson report write up.	22.5%	11.25%

Mock Murder Investigation Scene: 2	1 lesson physical investigation of scene & 1 lesson report write up.	22.5%	11.25%
Mock Murder Investigation Scene: 3	1 lesson physical investigation of scene & 1 lesson report write up.	22.5%	11.25%
Mock Murder Investigation Scene: 4	1 lesson physical investigation of scene & 1 lesson report write up.	22.5%	11.25%
Participation and file	Mark awarded to student participation and class work.	10%	5%
Semester 2			
Name of Assessment	Description and duration	Weighting Per Semester	Weighting Per Year
Criminal Psychology Test	Short answer and multiple choice test: 1 lesson.	30%	15%
'Murder By The Book'	Mock Murder investigation report: 4 lessons	25%	12.5%
Jack The Ripper Source Analysis	Source Analysis on the Jack the Ripper case: 1 lesson.	30%	15%
Participation and file	Mark awarded to student participation and class work.	15%	7.5%

CRITICAL THINKING

10HSSCT

Critical Thinking is an elective unit offered to Year 10 students at Rossmoyne Senior High School. The duration of the course is one period per week across a single semester. During this study students will investigate what critical thinking is, examine how to problem solve and learn how to avoid fallacies of reasoning. You will use these new found skills of reasoning to solve problems, such as 'Would you kill the fat man?' Here you resolve a classic philosophical problem about saving lives. Hopefully your critical thinking skills will be good enough to help you escape from a locked room...

Critical Thinking provides a solid and enjoyable foundation to any future upper school courses, specifically in the Humanities, English and Sciences. Students will be required to investigate what makes a reasonable thought and how to support that reason effectively, later learning how to apply their understandings to practical scenarios. During this process students will develop both their verbal and written argument skills, with assessments being centred on these proficiencies. This course provides a basis for well-developed critical thinking, in preparation for implementing it now and in the future.

Name of Assessment	Description and duration	Weighting
Fallacy Test	In class test on fallacies of reasoning	25%
Film Analysis	Analysis of film relating to philosophical concepts	25%
Critical engagement & participation	Marks awarded to student philosophical engagement and class work.	20%
Escape Room	Students need to find the clues to 'escape' a locked room	10%
Critical engagement & participation	Marks awarded to student philosophical engagement and class work.	20%

INTERNATIONAL TOURISM

10HSSIT

This course provides students with the opportunity to develop their understanding of international tourism as a global business enterprise and personal knowledge regarding their own travel interests and aspirations. Students selecting this unit shall look at different tourist locations, activities, literature and people who travel the world, and be informed of the processes, customs and opportunities that exist outside of Australia. The duration of the course is one period a week and runs for the full school year. This elective looks at tourism in Western Australia, how to plan an overseas holiday, and the increasing popularity of voluntourism. Particularly if students are planning to travel after school, this elective aims to teach practical skills to make their future trip as smooth as possible.

Topic	Name of Assessment	Weighting
Term 1: Week 10 Tourism in Western Australia	Travel Blog on WA Tourism	25%
Term 2: Week 6 Planning an overseas trip	Travel Itinerary	25%
Term 3: Week 7 Voluntourism	Reflection on the positives and negatives of voluntourism	25%
Term 4: Week 7 Tourism in Perth City	Creating a walking tour for Perth City	25%

LAW AND COMMERCE

10HSSLC

Law & Commerce is an elective unit offered to Year 10 students at Rossmoyne Senior High School. The duration of the course is two periods a week and runs for the full school year. The course is an interesting and engaging way of learning law by doing law. As such students register to the Interschool Mock Trial program and participate in a series of Mock Trials across Semester 1.

A Mock Trial is a simulated court case in which teams contest a fictitious WA legal matter presented in the West Australian court system. The cases are presented by two teams - a prosecution/plaintiff team and a defence team - made up of students playing the roles of barristers, solicitors, witnesses and court officials.

The Inter-School Mock Trial Competition provides an enjoyable, dynamic way of introducing students to the law. In this extra-curricular activity, the students are coached outside of school hours by a practising barrister (lawyer), argue in a real courtroom and are heard by another legal professional. In so doing, students gain a valuable insight into the Australian legal system, develop their research skills and perfect their skills of persuasive argument within a team environment.

During Semester 2 students focus on understanding small business practices and the associated financial reports which relate to this. During this Semester students will both learn and practice how to fill out Income Statements and Balance Sheets, ultimately applying this knowledge to fictitious business cases.

The Law component of the course focuses on aspects of Law which are of particular interest to young people. Students will:

- Investigate topics like Law and Crime, Law and Family and Law and Young People.
- Learn how the law and our legal institutions regulate behaviour.
- Discover how people's rights are protected.
- Make use of the internet, using legal and parliamentary websites in their research of Parliamentary Acts, Media, Courts and Young People's Rights.
- Access media, politicians and legal experts during investigative research.
- Use all available technology when preparing information packages.
- Simulate courtroom procedure (mock trials) where possible.

This section of the course is a good foundation for ATAR Politics & Law in Year 11.

The Commerce component focuses on aspects of Accounting and Finance, particularly in relation to running a small business.

Students will:

- Investigate types of businesses
- Investigate the different types of business ownership.
- Learn about setting up a business
- Learn how to prepare financial reports and analyse business performance
- Investigate reasons for business failure
- Learn how to record cash transactions
- Prepare simple business cash budgets, and performance reports.

This section of the course is a good introduction for ATAR Accounting & Finance.

Semester 1		
Name of Assessment	Description and duration	Weighting & Composition
Mock Trials Round 1	Students compete in Supreme Court against another school. Competition is outside of school hours.	15%
Mock Trials Round 2	Students compete in Supreme Court against another school. Competition is outside of school hours.	15%
Mock Trials Round 3	Students compete in Supreme Court against another school. Competition is outside of school hours.	15%
Law Test	In-class test on legal concepts taught during Semester 1	20%

Semester 2		
Name of Assessment	Description and duration	Weighting
Financial Reports	In-class test on financial reports – Balance Sheet and Income Statement	15%
Case Studies	In-class test applying commerce skills to various case studies	20%

PSYCHOLOGY IN ACTION

10HSSPS

Psychology In Action is an elective unit offered to Year 10 students at Rossmoyne Senior High School. The duration of the course is two periods a week and runs for the full school year. Psychology in Action is the perfect introduction to the Year 11 & 12 ATAR Psychology course and will give students foundational knowledge in a variety of psychological disciplines. Throughout the year, students will investigate psychological theory concerning personality, intelligence, social psychology, mental health and positivity as well as learning the biological structures of the brain. By the end of the year, students will have a comprehensive knowledge of psychological theories and be able to apply them to everyday situations.

Psychology In Action: Assessment Guide 2018

Semester 1			
Name of Assessment	Description and duration	Weighting	
Happiness Advantage Journal	21 day personal reflection journal.	40%	20%
Personality and Biological Bases Test	Multiple choice/short answer & extended answer test.	45%	22.5%
Participation and file	Mark awarded to student participation and class work.	15%	7.5%

Semester 2			
Name of Assessment	Description and duration	Weighting Per Semester	Weighting Per Year
Mental Health Assessment Project	Creative piece & Factsheet: 5 Lessons	40%	20%
Social Psychology	Social Psychology Test	45%	22.5%
Participation and file	Mark awarded to student participation and class work.	15%	7.5%

UPPER SCHOOL COURSES

Successful completion of the Year 7 – 10 programs will provide an excellent platform for selecting the following upper school courses.

Economics

The Economics course provides the knowledge and develops the skills of reasoning, logical thinking and interpretation that are demanded by business and government. Topics are taught within the real world context of the retail market, stock market, labour market and international markets. Macroeconomics and the government's role in the economy are explored. Issues such as economic growth, inflation, unemployment, income distribution, business strategy, and international relations, global markets and economic policy are considered and financial literacy skills are developed.

Students learn the language of economics and the use of theories and models to explain and interpret economic events and issues.

Geography

Some of the areas studied in upper school include natural hazards, resources, urban planning and climate change. By exploring their impact and proposed solutions for sustainable development whilst meeting environmental, economic and community needs, students should develop knowledge, skills and understandings that enables them to live and work in a rapidly changing world.

History

The Modern History course fosters students' skills through analysing information and using evidence to develop a strong coherent argument. Students are encouraged to question and evaluate historical sources, representations, interpretations and versions of history. Historical studies help students to use critical thinking skills as they compare and contrast information, detect inconsistencies in details, recognise manipulation of evidence, note one-sided presentation of material and evaluate degrees of accuracy in sources.

Politics & Law

Democracy requires involvement. An essential part of life in the 21st century is an understanding of the framework of politics and law in this society so that students will be able to participate in the processes which will, in turn, empower them to make informed choices.

The knowledge, skills and values examined by the course allow students to become informed, active participants in the political and legal decisions that affect their lives and the future of their communities.

Psychology

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. Students will look at a range of psychological concepts including biological bases of psychology, personality theory, intelligence theory, social psychology, ethics, scientific investigation, developmental psychology and communication.

Accounting and Finance

Accounting provides students with an understanding of concepts and procedures needed to process the financial records of a small business. The course includes some computerised accounting. The knowledge and skills gained in this course are useful for careers in accounting, marketing, management and finance.

Certificate II/III in Business

The Business course covers a range of business subjects including word processing, spread sheets, designing organisational documents, mail procedures, preparing and processing accounts and processing and maintaining workplace information.

Students develop relevant technical skills, vocational and interpersonal competencies suitable to employment and further training in business as well as skills, knowledge and experiences that are transferable to other industry areas.

A GUIDE TO ANSWERING ESSAY QUESTIONS

Answering essay questions is a skill that can be acquired with a combination of practice and applied technique.

The technique of essay writing:

1. PLANNING THE ANSWER

- Planning is the key to success
- All good essays are well constructed, follow a sound 'line of argument' and answer the question clearly
- To plan successfully, you must have a clear understanding what the question is asking. Underline key words and know what these key words are asking you to do e.g. evaluate.

2. WRITING THE ESSAY ANSWER

Essays should have an **introduction**, a **body** of several paragraphs and a **conclusion**

INTRODUCTION:

- **State the central argument/theme/thesis that you are presenting**
- Outline the structure of your essay, what major points you are going to make?
- Identify the limits/parameters of your essay
- Where appropriate define any terms
- Relate the topic to the keywords of the question e.g. describe, compare.

BODY:

- **'Say it'**
- Use paragraphs
- Put one main point in each paragraph
- For each paragraph provide a topic sentence, explain the point, give evidence and examples to support your explanation, conclude the paragraph by connecting it to your thesis/question
- Try, if possible, to link each paragraph to the one before or to the question.

CONCLUSION:

- **'Say that you've said it'**
- Keep the conclusion crisp, strong and clear
- Make a direct reference to the question, re-iterate key words of the question if you can and show that you have answered the question.

The purpose of your conclusion is to draw all the major points of your answer into one or two strong, powerful statements.

3. CHECKLIST FOR ESSAYS

Ask yourself the following questions when editing your essay:

1. Does the essay answer the question?
2. Have I followed the instruction words i.e. discuss, analyse, compare?
3. Does the essay have an introduction that outlines the main points?
4. Does the essay present relevant information and details appropriate to the question?
5. Is there a logical sequencing of ideas and facts?
6. Is the essay coherent with correct use of grammar, spelling, sentence and paragraph structure?

INTERPRETING QUESTIONS

Account for	To give reasons for something.
Analyse	To separate or break up a whole into its parts so that you may study how each part relates to the whole question/event/topic, etc. It is important to make some comment about the main idea or concept of the question/event/topic.
Assess	To estimate the importance, quality, significance of something. Look carefully at the situation/aspect you are being asked to assess. In general, you should point to strengths and weaknesses and/or similarities and differences.
Compare	To look for similar and different qualities or characteristics of events/ ideas, etc.
Contrast	To stress dissimilarities/differences of qualities, events or problems.
Criticise	To judge the merit or truth of factors or views mentioned. Give the results of your analysis of these factors, discussing their limitations and good points.
Debate	To present an argument. To argue a particular point of view, using evidence to support the argument. You must present a proposition.
Define	To give short, clear and authoritative meanings. Do not give details but keep to the limits of the definition by staying on the point.
Describe	To narrate or write a detailed account of the particular event or factor.
Develop	Put forward your ideas in a logical and detailed manner.
Discuss	To critically examine and give reasons for and against. Present your views in detail using examples or illustrations. This may require the student to combine definition, description, explanation, drawing conclusions etc. The answer should be comprehensive and detailed.
Evaluate	To present a judgement of an issue by stressing both strengths/advantages and weaknesses/limitations. Conclude with your own opinion (<i>not using first person</i>) or evaluation supported by available evidence.
Examine	To carefully inspect the known facts about a particular situation/aspect and present the findings in a balanced way.
Explain	To make clear with detailed information. To provide reasons for -
Identify	To recognise or establish something e.g. reasons for a particular event/aspect or concept through an examination of the known facts.
Illustrate	To use example/s to explain a particular topic or proposition.
Interpret	To make sense of something, often a table of data or a graph.
Justify	Give an explanation why a particular course of action has been or should be followed. Justify means make a reasoned choice.
List	To write an itemised series of concise/accurate statements using prose (complete sentences). Do not use note-making format in Humanities and Social Sciences subjects.
Outline	Summarise by mentioning important points only. Provide a short discussion to demonstrate a good overall knowledge of the topic or concept.
Relate	(a) Show how events are related to one another or (b) to explain the link between cause and effect – understand a relationship.
State	To narrate or write main points in a brief, clear and logical sequence.
Suggest	Identify possible reasons why an event has occurred. The question might also be asking for a prediction – suggest what might happen if...?
Summarise	To give the main points or facts in a condensed/shortened form omitting details and illustrations. Do not use note-making format.
Trace	To describe in narrative form the progress, development or sequence of historical events from the point of origin.