

Minor syllabus refinements 2010: Aboriginal and Intercultural Studies, Ancient History, Economics, Geography, Modern History, Politics and Law and Religion and Life

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In response to teacher feedback, the Curriculum Council has made minor syllabus refinements for teaching in 2010. The updated syllabus documents are now on the Council website and indicated with an 'updated' logo. The documents have a watermark and footer to clearly identify them as the syllabus for 2010.

Aboriginal and Intercultural Studies

At each stage, the units have had some minor content dot points either clarified or subsumed within other points to provide specificity of scope and depth for teacher planning and assessment.

Ancient History

The unit content for stages 2 and 3 has been clarified:

- units 2A, 2B, 3A, 3B – The (unit focus) **must** include
- units 2A, 2B, 3A and 3B – 'leaders/leadership' specifically referred to in content dot points
- unit 2A – dates and descriptors of the learning contexts for Greece and Rome given greater specificity
- unit 2B, 3A and 3B – dates and descriptors of the learning contexts for Ancient Egypt, Greece and Rome given greater specificity.

Economics

Minor changes have been made to the syllabus in terms of reduction, sequencing and clarification of content.

Reduction of content

- On page 10, the 'quadruple bottom line' concept has been removed
- On page 13, 'Business firms and markets' as a content area has been removed.

Sequencing of content

- On page 13, the sixth dot-point under 'Business firms and markets' has been placed in 'Market efficiency and equity' and seventh and ninth dot-points under 'Business firms and markets' have been placed in 'Market failure and government policies'.

Clarification of content

- On page 13, the last dot point under 'Economic reasoning and interpretation' has been reworded and more examples have been specified for greater clarity.
- On page 15, examples of leading, coincident and lagging indicators, which need to be studied, have been added.
- On page 16, the last dot point under 'Economic reasoning and interpretation' has been reworded and more examples have been specified for greater clarity.
- On page 17, the ninth dot point under 'Global markets' now reads, 'outline the economic effects of globalisation' and the examples have been removed.

- On page 17, the third dot point under 'Free trade and protection' now specifies that **both** the demand and supply analysis and opportunity cost models need to be studied.
- On page 18, the last dot point under 'Economic reasoning and interpretation' has been reworded and more examples have been specified for greater clarity.
- On page 19, four dot points have been added to specify the depth to which the aggregate demand/aggregate supply model needs to be taught and in the first dot point under 'Economic policy objectives', some of the examples, such as 'external balance, international competitiveness' have been removed and replaced with 'and more equitable income distribution'.
- On page 20, the fourth dot point under 'Economic reasoning and interpretation' has been reworded and more examples have been specified for greater clarity.

Geography

Minor changes have been made in terms of sequencing and reduction of content and clarification of terminology, content and contexts.

Clarification of contexts

- On page 11, 'ecosystem' has been replaced with 'selected context/s'.

Reduction of content

- On pages 16, 19, 22, and 25: 'construct' under Thematic mapping skills has been removed. It is now only required to 'identify and interpret location quotient maps and proportional circle maps'.
- On page 18, in 'Human influence on sustainability', the requirement is to look at **only ONE** of the selected resource activities in Australia and the LDC.

Sequencing of content

- On page 11, first dot point under 'Values and viewpoints in people's use of places' has been moved to 'Care of places'.

Clarification of terminology

- On pages 5 and 6, 'Geographical inquiry skills' has been clarified.

Clarification of content

- On pages 7 and 15, description and rationale of unit 2A.
- On pages 11 and 12, additional information has been provided in 'Values and viewpoints in people's use of places' and 'Care of places'.
- On page 15, examples of storms have been provided and sub-headings added to unit content (Hazard geography, Tectonic systems and Atmospheric systems).
- On page 16, 'field observations' has been included as an example of 'use of information' rather than as a separate dot point.
- On page 18 'resource extraction' has been added to 'resource utilisation'.
- On page 21, the second dot point in 'Location and Special Distribution' now reads 'describe and account for the external morphology of Perth'. The third dot point 'Spatial interaction' now reads 'assess the planning strategies and policies in addressing current urban problems within Perth and the megacity'. The third dot point in 'Care of Places' now reads 'evaluate the extent to which the planning practices implemented in Perth and the megacity reflect the principles of sustainability'.

Modern History

Minor changes have been made to the Modern History syllabus to increase the specificity of content:

- On pages 4, 14, 18, specificity has been added to the forces to be studied in Australian History and examples added to the social/cultural forces to be studied in Australian History.
- Additional people who shaped the past have been added to unit 1A.
- Additional learning context (USA – Opening up of the West) has been included in unit 2A.
- Units 2A, 2B and 3B specifically refer to 'leaders/leadership' in the content dot points.
- In unit 3A, the content dot point 'tensions and rivalries leading to division' has been deleted. The words 'manipulated and/or abused' have also been deleted from content dot point.
- In unit 3B, greater specificity has been provided in the dates and descriptor for 'Chinese Revolution' and greater specificity for the end date for 'Russian Revolution'.

Politics and Law

Minor formatting changes have been made on pages 13, 15 and 19. On page 17, 'Australian Constitution' has been changed to 'Commonwealth Constitution (Australia)'.

Religion and Life

Exam sections have been restructured to fit response analysis and response exposition assessment types, rather than content organisers.