

HUMANITIES AND SOCIAL SCIENCES

CONSULTATION CURRICULUM

History – All elements 7–10

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TABLE OF CONTENTS

F–10 AUSTRALIAN CURRICULUM: HUMANITIES AND SOCIAL SCIENCES	1
ABOUT THE LEARNING AREA	1
Introduction	1
Rationale.....	1
Aims.....	2
Organisation of the learning area	2
Key connections.....	8
HISTORY YEARS 7–10.....	15
Rationale.....	15
Aims.....	15
Organisation of the learning area	16
CURRICULUM ELEMENTS	20
Year 7	20
Year 8	36
Year 9	52
Year 10	68

F–10 AUSTRALIAN CURRICULUM: HUMANITIES AND SOCIAL SCIENCES

ABOUT THE LEARNING AREA

Introduction

The Australian Curriculum: Humanities and Social Sciences (HASS) Foundation to Year 10 comprises five subjects:

- Humanities and Social Sciences from Foundation to Year 6: In these years, students are introduced to the disciplines of history and geography from Foundation, civics and citizenship in Year 3 and economics and business in Year 5.
- History in Years 7–10
- Geography in Years 7–10
- Economics and Business in Years 7–10
- Civics and Citizenship in Years 7–10.

The Australian Curriculum: Humanities and Social Sciences is written on the basis that all students will study Humanities and Social Sciences from Foundation to Year 6. In Years 7 to 10, students will study History. In Years 7 and 8, students will study Geography, Civics and Citizenship, and Economics and Business. In Years 9 and 10, student access to Geography, Civics and Citizenship, and Economics and Business will be determined by school authorities or individual schools.

Rationale

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed now and for the future.

Aims

The Australian Curriculum: Humanities and Social Sciences aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- key historical, geographical, civic and economic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging
- an understanding of the key disciplinary concepts applied to disciplinary and/or cross-disciplinary inquiries
- the capacity to use disciplinary methods and skills, including disciplinary-appropriate questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including critical and creative problem-solving, informed decision-making, responsible and active citizenship, informed economic and financial choices, and ethical reflection.

Organisation of the learning area

Content structure

The Australian Curriculum: Humanities and Social Sciences is presented in year levels for the knowledge and understanding strand and bands for the skills strand from Foundation to Year 10.

Year level descriptions

Year level descriptions provide an overview of the learning that students should experience at each year level. Each year level includes example inquiry questions that provide a framework for developing students' knowledge and understanding, and skills.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each year.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach, in each year. The content descriptions are organised into strands and sub-strands.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional material only; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

Strands and sub-strands

The Australian Curriculum: Humanities and Social Sciences is organised under two interrelated strands:

- Knowledge and understanding
- Skills.

Under each strand, curriculum content is further organised into sub-strands.

Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the Humanities and Social Sciences curriculum. They give clarity and direction about what content matters most in the learning area. In the curriculum development process, core concepts help identify the essential content students should learn to develop a deep and increasingly sophisticated understanding of Humanities and Social Sciences across the years of schooling. They ensure content is connected within and across the strands, building in sophistication across the year levels.

In Humanities and Social Sciences there are core concepts for each of the five subjects. In F–6 Humanities and Social Sciences the core concepts are broad to encompass the essential content across history, geography, civics and citizenship, and economics and business. The core concepts in F–6 develop into more discipline-specific core concepts in Years 7 to 10 within each of the subjects: history, geography, civics and citizenship, and economics and business.

The Humanities and Social Sciences F-10 core concepts are presented in Figure 1.

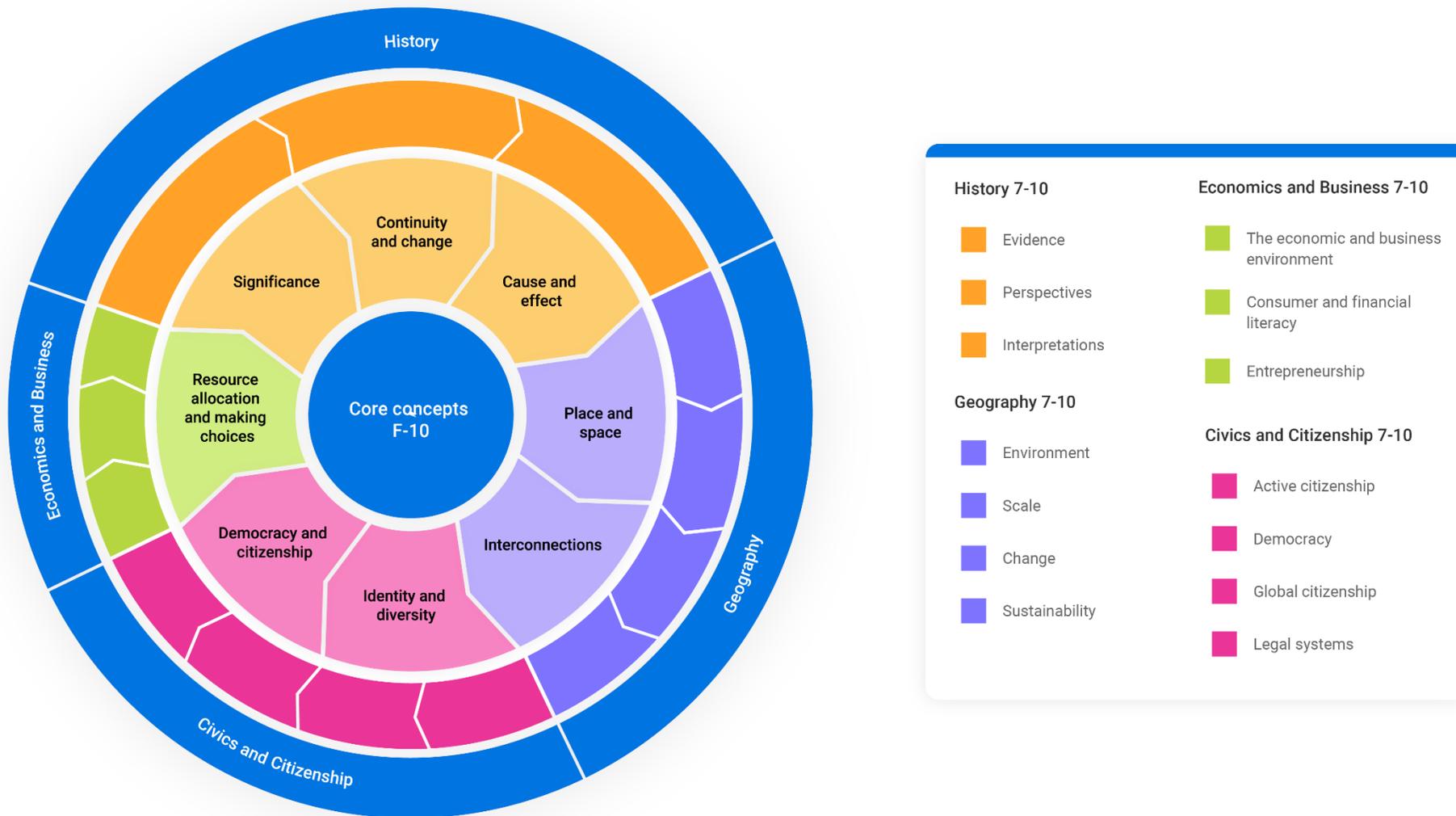


Figure 1: Humanities and Social Sciences F–10 core concepts

Read more

Humanities and Social Sciences F–6

The core concepts for Humanities and Social Sciences F–6 have been drawn from the four disciplines of Humanities and Social Sciences to inform the knowledge, understandings and skills that will be developed to support further learning in the four Years 7–10 subjects.

The core concepts are:

- **Significance** – The importance that is assigned to an issue, event, development, person, place, process, interaction or system over time and place.
- **Continuity and change** – Aspects of society, such as institutions, ideas, values and problems, that remain/ed the same and/or changed over certain periods of time (some point in the past and the present) or in the past (two points in the past).
- **Cause and effect** – The long- and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development.
- **Place and space** – The characteristics of places (spatial, social, economic, physical, environmental) and how these characteristics are organised spatially (location, distribution, pattern).
- **Interconnections** – The components of various systems such as social systems, resource systems and natural systems, and the connections within and between them, including how they impact on each other.
- **Identity and diversity** – The factors, including values and traditions, that shape personal and shared identity and the diversity of Australia as a multicultural and multi-faith society.
- **Democracy and citizenship** – The key democratic and legal institutions, processes, rights and roles that underpin Australian democracy, and the responsibilities and obligations of citizens in local, regional, national and global communities.
- **Resource allocation and making choices** – The process of using available or limited resources for competing alternative uses and the choices that individuals and society make to satisfy needs and wants.

History 7–10

The core concepts for History 7–10 have been developed to identify the essential content students should learn for a deep and increasingly sophisticated understanding of History.

- **Evidence** – The information obtained from primary and secondary sources that is valuable for a particular narrative and/or inquiry to support a hypothesis or to prove or disprove a conclusion.

- **Perspectives** – Historical perspectives are the point of view, beliefs, values and experiences from individuals and groups at the time.
- **Interpretations** – Contestable explanations of the past about a specific person, event or development, typically as a result of a disciplined inquiry made by historians.
- **Continuity and change** – Aspects of society, such as institutions, ideas, values and problems, that remain/ed the same and /or changed over certain periods of time (some point in the past and the present) or in the past (two points in the past).
- **Cause and effect** – The long- and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development.
- **Significance** – The importance that is assigned to an issue, event, development, person, place, process, interaction or system over time and place.

Geography 7–10

The core concepts for Geography 7–10 have been developed to identify the essential content students should learn for a deep and increasingly sophisticated understanding of Geography.

- **Place** – Areas of the earth’s surface examined at different spatial levels, shaped by environmental processes and human actions over time and given meaning by people.
- **Space** – The significance of location and distribution at different spatial levels, and the ways people organise and manage spaces.
- **Environment** – The natural, constructed and sustainably managed features of the environment and the important interrelationships between humans and the environment.
- **Scale** – The way that geographical phenomena and processes can be examined at different spatial levels.
- **Change** – The importance of understanding change in environmental and human processes and cause-and-effect relationships for sustainability.
- **Interconnection** – Interactions within and between systems such as social systems and natural systems, at different spatial levels.
- **Sustainability** – The capacity of the environment to continue to support our lives and other living creatures into the future, and the ways people contribute through individual and community actions to a sustainable and just future.

Civics and Citizenship 7–10

The core concepts for Civics and Citizenship 7–10 have been developed to identify the essential content students should learn for a deep and increasingly sophisticated understanding of Civics and Citizenship.

- **Active citizenship** – Citizens are entitled to certain privileges and responsibilities, therefore, being an active citizen requires engagement and informed participation in the civic and political activities of society at local, state, national, regional and global levels.
- **Democracy** – A system of government where power is vested in the people, who may exercise it directly or through elected representatives, and who may remove and replace their political leaders and government in free and fair regular elections.
- **Global citizenship** – Recognition that we live in an increasingly interdependent world, where citizens' identity transcends geography or political borders, and people have rights and responsibilities at a global level.
- **Legal systems** – The laws, processes for making those laws, and judicial systems that ensure laws are followed and enforced by members of countries or communities.
- **Identity and diversity** – A person's sense of who they are, and conception and expression of their individuality or association with a group culture or to a state or nation, a region or the world regardless of one's citizenship status, and acknowledgement of diversity within communities.

Economics and Business 7–10

The core concepts for Economics and Business 7–10 have been developed to identify the essential content students should for a deep and increasingly sophisticated understanding of Economics and Business.

- **Resource allocation and decision-making** – The process of using available, limited resources for competing alternative uses that satisfy society's increasing needs and wants. As every need and want cannot be satisfied with available resources, choices must be made about how resources are allocated most effectively, based on the actions of consumers, producers, workers, the financial sector, governments and other economies.
- **The economic and business environment** – The ways businesses operate at many levels, and the ways they respond to opportunities and changing circumstances and conditions. As businesses operate in markets, the decisions they make have social, economic and environmental consequences.
- **Consumer and financial literacy** – Making responsible and informed decisions about consumer and financial issues and managing money and assets, and how these decisions affect human wellbeing, sense of security and awareness of future options.
- **Entrepreneurship** – How individuals respond to risks and rewards within the economic and business environment, develop and improve activities, and create economic, social and cultural value within a range of contexts.

Key connections

General capabilities

In the Australian Curriculum, general capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities are developed through learning area content; they are not separate learning areas, subjects or isolated skills.

Opportunities to develop general capabilities in learning area content vary. All general capabilities are of relevance and application to Humanities and Social Sciences. These are Digital Literacy, Critical and Creative Thinking, Personal and Social Capability, Intercultural Understanding and Ethical Understanding.

Literacy and numeracy are fundamental to all learning. While literacy and numeracy development are core to the curriculum in English and Mathematics, literacy and numeracy skills are required and applied in all learning areas, including Humanities and Social Sciences.

General capabilities are identified in content descriptions when they are developed or applied through learning area content. They are also identified in content elaborations when they offer opportunities to add depth and richness to student learning.

Read more

Literacy

In the Australian Curriculum: Humanities and Social Sciences, students develop literacy capability as they learn how to build knowledge in relation to historical, geographical, civic and economic information, concepts and ideas. Students progressively learn to use a wide range of informational, persuasive and imaginative texts in multiple modes. These texts include stories, narrative recounts, reports, explanations, arguments, debates, timelines, maps, tables, graphs and images, often supported by references from primary and secondary sources. Students learn to make increasingly sophisticated language and text choices, understanding that language varies according to context, including the nature and stages of their inquiry. They learn to use language features and text structures to comprehend and compose cohesive texts about places, people, events, processes, systems and perspectives of the past, present and future. These include topic-specific vocabulary; appropriate tense verbs; and complex sentences that describe sequential, cause-and-effect and comparative relationships. They recognise how language and images can be used to make and manipulate meaning and evaluate texts for shades of meaning and opinion. Students also participate in debates and discussions and develop a considered point of view when communicating conclusions and preferred social and environmental futures to a range of audiences.

Numeracy

In the Australian Curriculum: Humanities and Social Sciences, students develop numeracy capability as they apply numeracy skills in relation to historical, geographical, civic and economic inquiries. Students count and measure data and information, construct and interpret tables and graphs, and calculate and interpret statistics in their investigations. Students learn to use scaled timelines, including those involving negative and positive numbers, as well as calendars and dates, to recall information on topics of historical significance and to illustrate the passing of time. They collect data through methods such as surveys and field tests, and construct and interpret maps, models, diagrams and remotely sensed and satellite images, working with numerical concepts of grids, scale, distance, area and projections.

Students learn to analyse numerical data to make meaning of the past; to test relationships in patterns and between variables, such as the effects of location and distance; and to draw conclusions. They make predictions and forecast outcomes based on civic, economic and business data, and environmental and historical information, and represent their findings in numerical and graphical form. Students use numeracy to understand the principles of financial management, and to make informed financial and business decisions. They appreciate the ways numeracy knowledge and skills are used in society and apply these to hypothetical and/or real-life experiences.

Digital Literacy

In the Australian Curriculum: Humanities and Social Sciences, students develop digital literacy when they locate, process, analyse, evaluate and communicate historical, geographic, civic and economic information using digital literacy. Students access and use digital literacy, including spatial technologies, as an investigative and creative tool. They seek a range of digital sources of information to resolve inquiry questions or challenges of historical, geographic, civic and economic relevance, being aware of intellectual property. They critically analyse evidence and trends and critique source reliability. Using digital literacy, students present and represent their learning, and collaborate, discuss and debate to co-construct their knowledge. They plan, organise, create, display and communicate data and information digitally using multimodal elements for a variety of reasons and audiences.

Students enhance their digital literacy by exploring the increasing use of technology and the effects of technologies on people, places and civic and economic activity over time and place. They learn about and have opportunities to use social media to collaborate, communicate and share information, and build consensus on issues of social, civic, economic and environmental significance, while using an awareness of personal security protocols and ethical responsibilities.

Critical and Creative Thinking

In the Australian Curriculum: Humanities and Social Sciences, students develop critical and creative thinking as they investigate historical, geographic, civic and economic concepts and ideas through inquiry-based learning. The effective development of critical and creative thinking in Humanities and Social Sciences enables students to develop enterprising behaviours and learn to apply concepts and skills to new contexts and endeavours. Students build their inquiry skills as they learn to develop and clarify investigative questions, and to assess reliability when selecting information from diverse sources. Analytical skills are developed when students use evidence to support an argument or position on a social, cultural or political issue, interpret and analyse economic data and/or information, and apply discipline-specific knowledge and understandings as they draw conclusions and propose solutions to complex problems.

Students develop creative thinking dispositions when they are encouraged to be curious and imaginative in investigations and fieldwork, to consider multiple perspectives about issues and events, and when thinking deeply about questions that do not have straightforward answers. They imagine alternative futures in response to social, environmental, civic and economic challenges that require problem-solving and innovative solutions, proposing appropriate and alternative courses of action and considering the effects on their own lives and the lives of others.

Personal and Social Capability

In Australian Curriculum: Humanities and Social Sciences students develop personal and social capability (self and social awareness) as they gain an understanding of people and places through historical, geographic, civic and economic inquiry. Through learning experiences that enhance reflective practice, students develop an appreciation of the insights and perspectives of others and an understanding of what informs their personal identity and sense of belonging, including concepts of place and their cultural and national heritage.

Learning through inquiry enables students to develop self-management skills by directing their own learning and providing opportunities to express and reflect on their opinions, beliefs, values and questions. Social management skills are developed as students collaborate with others to make informed decisions, show leadership and demonstrate advocacy skills to achieve desired outcomes and to contribute to their communities and society more broadly.

Ethical Understanding

In Australian Curriculum: Humanities and Social Sciences, students develop ethical understanding as they investigate the ways that diverse values and principles have influenced human activity. As students develop informed, ethical values and attitudes they are able to explore different perspectives, ambiguities and ethical considerations related to social and environmental issues. They discuss and apply ethical concepts such as equality, respect

and fairness, examine shared beliefs and values that support Australian democracy and citizenship, and become aware of their own roles, rights and responsibilities as participants in their social, economic and natural world.

Intercultural Understanding

In the Australian Curriculum: Humanities and Social Sciences, students develop intercultural understanding as they learn about the diversity of the world's places, peoples and their lives, cultural practices, values, beliefs and ways of knowing. They learn the importance of understanding their own and others' histories, recognising the significance of Aboriginal and Torres Strait Islander Peoples' histories and cultures, and the contribution of Australian migrants, and demonstrate respect for cultural diversity and the human rights of all people.

Students learn of Australia's economic and political relationship with other countries and the role of intercultural understanding for the present and future. As they investigate the interconnections between people and the significance that places hold, they learn how various cultural identities, including their own, are shaped. They reflect on their own intercultural experiences and explore how people interact across cultural boundaries, considering how factors such as group membership, traditions, customs and religious and cultural practices impact on civic life.

Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects regional, national and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. All three cross-curriculum priorities – Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia, and Sustainability – have relevance and meaning to the Humanities and Social Sciences curriculum.

Read more

Aboriginal and Torres Strait Islander Histories and Cultures

The Australian Curriculum: Humanities and Social Sciences is the primary learning area where students explore and deepen their knowledge of Aboriginal Peoples and Torres Strait Islander Peoples as the world's oldest continuous living cultures and Australia's First Nations Peoples.

This learning area provides students with the opportunities to understand the histories of Australia's First Peoples, which involves occupation of the Australian continent for more than 60,000 years, and the enduring impacts on Australia's First Nations cultures of colonisation and the doctrine of terra nullius on ownership of and access to Country/Place. Importantly, this learning area includes the significant contributions of Aboriginal and Torres Strait Islander Peoples' histories and cultures on a local, national and global scale.

Students appreciate and celebrate the diversity of Aboriginal and Torres Strait Islander cultures and how these cultures are based on special connections to Country/Place, and have unique belief systems and ways of being, knowing, thinking and doing linked to these physical and spiritual interconnections. The development of these understandings includes exploring contemporary issues that demonstrate the dynamic nature of Australia's First Nations cultures.

This learning area develops students' knowledge of citizenship that positions Aboriginal Peoples and Torres Strait Islander Peoples as the traditional owners of Country/Place and highlights how native title law recognises Australia's First Peoples' rights and interests. This includes the examination of the sophisticated Aboriginal and Torres Strait Islander social organisation systems, protocols, kinship structures, economies and enterprises.

To study Aboriginal and Torres Strait Islander Histories and Cultures students use primary and secondary sources, including oral histories and traditional, culturally appropriate sources, to see events through multiple perspectives, and to empathise and ethically consider the investigation, preservation and conservation of sites of significance to Aboriginal Peoples and Torres Strait Islander Peoples.

Asia and Australia's Engagement with Asia

In the Humanities and Social Sciences, students can investigate the diversity of cultures, values, beliefs, histories and environments that exists between and within the countries of the Asia region, and how this diversity influences the way people interact with each other, the places where they live, and the social, economic, political and cultural systems of the region as a whole. Students can investigate the reasons behind both internal migration in the Asia region and from Asia to Australia, and so develop understanding of the experiences of the people of Asian heritage who are now Australian citizens. Students can learn about the shared history and the environmental, social and economic interdependence of Australia and the Asia region. In a changing globalised world, the nature of interdependence between Asian regions and Australia continues to change. By exploring the way

transnational and intercultural collaboration supports the notion of shared and sustainable futures, students can reflect on how Australians can participate in the Asia region as active and informed citizens.

Sustainability

The Australian Curriculum: Humanities and Social Sciences helps students develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Students respond to the challenges of sustainability requiring an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate. The learning area provides content that supports the development of students' world views, particularly in relation to judgements about past social and economic systems, and access to and use of Earth's resources. It gives students opportunities to integrate their study of biophysical processes with investigations of the attitudinal, demographic, social, economic and political influences on human use and management of the environment. The curriculum prepares students to be informed consumers, to act in enterprising and innovative ways and to perceive business opportunities in changing local, regional and global economic environments. Students explore contemporary issues of sustainability and develop action plans and possible solutions to local, national and global issues that have social, economic and environmental perspectives.

Learning areas

The Australian Curriculum: Humanities and Social Sciences provides opportunities to integrate and connect content to other learning areas, in particular, English, Mathematics, Science and Languages.

Read more

English

Humanities and Social Sciences and English share a focus on analysing, interpreting and evaluating information and texts, considering the ways in which points of view shape texts. Both learning areas help students to develop written, visual, digital and multimodal texts by selecting text and language features for a range of purposes and audiences.

Mathematics

Humanities and Social Sciences and Mathematics share a focus on financial literacy; this includes understanding the principles of financial management to make informed financial and business decisions. Mathematics draws on aspects of the Humanities and Social Sciences curriculum to provide ethical considerations and rich contexts through which to teach and apply mathematics. Students learn to organise, interpret, analyse and present information in numerical and graphical form about historical and civic events and developments to make meaning of the past and present. They learn to use scaled timelines, including those involving negative and positive numbers, and calendars and dates to represent information on

topics of historical significance and to illustrate the passing of time. In constructing and interpreting maps, students work with numerical concepts associated with grids, scale, distance, area and projections.

Science

Humanities and Social Sciences and Science share a focus on understanding patterns of continuity and change in the world. Humanities and Social Sciences subjects draw on students' scientific understandings of Biological and Earth and Space science and provide an opportunity for students to explore socio-scientific issues through the lens of Science as a Human Endeavour. The two learning areas also share a focus on developing students' inquiry practices, with a shared focus on questioning and data collection and analysis to form evidence-based conclusions and arguments.

Languages

Humanities and Social Sciences and Languages share the learning contexts that developmentally shape students' world. In both learning areas students' learning begins with perspectives of their personal worlds, then extends beyond the personal to their local communities and then to national and global contexts and perspectives. In the process of understanding an expanding world view, both learning areas help students to learn to reflect on the relationship between cultures and identities.

HISTORY YEARS 7–10

Rationale

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

History, as a discipline, has its own methods and procedures that make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations and communicate effectively.

The Australian Curriculum: History 7–10 takes a world history approach within which the history of Australia is taught. It does this to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Australian First Nations Peoples, their identities and the continuing value of their cultures. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia and Pacific regions, and its global interrelationships. This knowledge and understanding are essential for informed and active participation in Australia's diverse society and in creating rewarding personal and collective futures.

Aims

The Australian Curriculum: History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, including evidence, perspectives, interpretations, continuity and change, cause and effect, and significance
- capacity to undertake historical inquiry, including skills for asking historical questions, sequencing chronology, analysis and use of sources and communicating a historical explanation about the past.

Organisation of the learning area

Content structure

The Australian Curriculum: History is presented in year levels for knowledge and understanding and bands for skills from Year 7 to Year 10.

Year level descriptions

Year level descriptions provide an overview of the learning that students should experience at each year level. Each year level includes example inquiry questions that can be used or adapted to focus the development of students' historical knowledge and understandings and historical skills.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each year.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach, in each year. In History, the knowledge and understanding content descriptions are presented in year levels and the skills are presented in bands. The content descriptions are organised into strands and sub-strands.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional material only; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a range of examples.

Strands and sub-strands

The Australian Curriculum: History is organised under two interrelated strands:

- Historical knowledge and understanding
- Historical skills.

Under each strand, curriculum content is further organised into sub-strands.

The two strands are interrelated and should be programmed and taught in an integrated way. The content descriptions of the two strands have been written so that at each year this integration is possible. The Historical knowledge and understanding strand provides the contexts through which Historical skills and the core concepts are developed in increasing complexity across Years 7 to 10.

Historical knowledge and understanding strand

This strand includes a range of scales from local to world history. It outlines a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

The content of this strand is organised in sub-strands as follows:

- The first sub-strand in each year level is an overview that identifies the important features of the historical period at the relevant year.
- Two or more subsequent sub-strands focus on a particular society, event, movement or development and are to be studied in-depth.

It is expected that in each year level students will be taught the content from the overview sub-strand and one of the topics in at least two other sub-strands including Deep time history of Australia in Year 7, World War I in Year 9, and World War II and Rights and freedoms in Year 10.

Historical skills strand

This strand promotes the following skills of historical thinking:

- **Asking historical questions** – Identifying, selecting and using a range of different kinds of questions about the past and/or to inform historical inquiry
- **Sequencing chronology** – Arranging events, ideas, people and developments in order of time to observe and explain patterns of continuity and change and cause and effect
- **Using historical sources as evidence** – Constructing arguments about the past by drawing on a variety of perspectives and interpretations
- **Identifying continuity and change** – Observing patterns of continuity and change in events, ideas, people and developments, identifying turning points that contribute to change and describing the varying pace, direction of change and the extent of continuity and change
- **Analysing causes and effects** – Identifying multiple long- and short-term intended and unintended causes and effects of events by sequencing events, ideas, people and developments and links between them

- **Evaluating historical significance** – Using questions and/or evaluative criteria to assign importance to an issue, event, development, person, place, process, interaction or system over time and place
- **Communicating** – Communicating a historical interpretation and argument about the past using knowledge, sources of evidence and historical concepts.

Within this strand there is an increasing emphasis on historical interpretation and the use of historical sources as evidence. Historical skills are described in two-year bands of schooling.

Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the Humanities and Social Sciences curriculum. They give clarity and direction about what content matters most in the learning area. In the curriculum development process, core concepts help identify the essential content students should learn in order to develop a deep and increasingly sophisticated understanding of Humanities and Social Sciences across the years of schooling. They ensure content is connected within and across the strands, building in sophistication across the year levels.

The core concepts for History are:

- **Evidence** – The information obtained from primary and secondary sources that is valuable for a particular narrative and/or inquiry to support a hypothesis or to prove or disprove a conclusion
- **Perspectives** – Historical perspectives are the point of view, beliefs, values and experiences from individuals and groups at the time
- **Interpretations** – Contestable explanations of the past about a specific person, event or development, typically as a result of a disciplined inquiry made by historians
- **Continuity and change** – Aspects of society, such as institutions, ideas, values and problems, that remain/ed the same and /or changed over certain periods of time (some point in the past and the present) or in the past (two points in the past)
- **Cause and effect** – The long- and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development
- **Significance** – The importance that is assigned to an issue, event, development, person, place, process, interaction or system over time and place.

See Figure 2.



Figure 2: Core concepts for History

Australian Curriculum: Humanities and Social Sciences (HASS): History – All elements 7–10
Consultation curriculum

CURRICULUM ELEMENTS

Year 7

Level description

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE) and a study of early First Nations Peoples of Australia. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Egypt, Greece, Rome, India and China.

In Year 7 it is expected that students will study at least two societies, with one of those being early First Nations Peoples of Australia.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' historical knowledge, understandings and skills.

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the features of societies of early First Nations Peoples of Australia?
- What emerged as the defining features and achievements of ancient societies?
- What have been the significant legacies of ancient civilisations?

Achievement standard

By the end of Year 7, students explain the historical significance of the Ancient past and the histories of Ancient First Nations Peoples of Australia. They sequence and identify the significant periods, events and societies. Students describe the causes and effects of events and developments over time. They observe and identify patterns of continuity and change over time. Students use criteria to evaluate historical significance.

Students develop questions about the past. They select, locate and compare a variety of archaeological and historical sources. Students identify the origin, content, context and purpose for use as evidence. They distinguish between fact and opinion in sources. Students describe different perspectives of people who lived at the time. They identify different historians' interpretations of the past and suggest reasons for different points of view. Students develop and communicate an historical explanation of the past using knowledge, relevant evidence and historical thinking concepts.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and understanding Overview of the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India and China) and early Australia	contested theories and historical interpretations about early human evolution and migration, such as the theory that people moved out of Africa and the causes of migration to other parts of the world, including Australia (AC9HH7K01)	identifying different theories regarding human evolution such as the Out of Africa Theory and the Modern Theory of Evolution (AC9HH7K01_E1) describing how environmental changes, such as climate change and desertification, triggered the movement of peoples from Africa (AC9HH7K01_E2) identifying how different approaches such as the use of excavation and stratigraphy, oral history and the use of data derived from radiocarbon dating, informs historical interpretations (AC9HH7K01_E3)
	different representations and understandings of time from archaeological, historical and culture perspectives, such as Pleistocene, Holocene and Anthropocene (AC9HH7K02)	identifying the role of terms utilised to describe different periods of time (for example, archaeological terms such as 'Paleolithic', 'Mesolithic', 'Neolithic', 'Stone Age', 'Bronze Age', 'Iron Age'; historical terms such as 'Byzantine period', 'Medieval period', 'Ottoman Empire', 'pre-historic'; and cultural terms such as those related to the impact of The Dreaming on concepts of time or different calendars based on seasons or agricultural practices, including the Gulumoerrgin (Larrakia) seasons calendar in the Northern Territory) (AC9HH7K02_E1)
	the different methods and sources of evidence used by historians and archaeologists to investigate early societies and the importance of archaeology and conserving the remains, material culture and heritage of the past (AC9HH7K03)	evaluating various methods for investigating the ancient past (for example, stratigraphy to date discoveries; DNA testing to identify past individuals from their remains, such as Egyptian mummies, and common diseases) (AC9HH7K03_E1) using a cross-sectional drawing of the earth's surface from an archaeological excavation to identify the evidence located at various layers (stratigraphy) and what it reveals about change over time (for example, a charcoal layer containing human remains and weapons may indicate the capture and destruction of an ancient settlement such as Troy) (AC9HH7K03_E2) examining the impact of how modern infrastructure works, such as the Aswan Dam, on sites of ancient significance (AC9HH7K03_E3) explaining the UNESCO-led rescue mission to save the temples of Abu Simbel (AC9HH7K03_E4)

Deep time history of Australia		examining the roles and responsibilities of governments and other bodies, such as UNESCO, in protecting key archaeological sites (AC9HH7K03_E5)
		evaluating the argument for the return of Elgin Marbles to Greece (AC9HH7K03_E6)
		proposing future approaches to protect sites of significance such as the city of Rome, Pompeii, Baalbek (Heliopolis), Theatre of Side and/or Roman Baths in Bath (AC9HH7K03_E7)
		justifying the significance of Mohenjo-dara (India) as a UNESCO World Heritage site (AC9HH7K03_E8)
		investigating world heritage criteria for the listing of significant sites using an example, such as the Great Wall of China or the Mausoleum of the First Qin Emperor (Qin Shi Huang) (AC9HH7K03_E9)
	the causes and effects, and responses of the timing, arrival, and routes taken by early First Nations Peoples of Australia into and throughout Australia (AC9HH7K04)	investigating how genomic testing and other archeological techniques are used to establish the timing of humans to the continent of Australia (AC9HH7K04_E1)
		examining information that identifies time chronologies of early human migrations to entry to Australia (AC9HH7K04_E2)
		investigating how genomic testing and other archeological techniques are used to hypothesise the routes taken such as Timor Island to the Kimberley Coast (AC9HH7K04_E3)
		investigating how genomic testing and other archeological techniques are used to understand migration and dispersal of early First Nations Peoples throughout the Australian continent (AC9HH7K04_E4)
		investigating how the ancestors of the early First Peoples of Australia are recognised as the first seafarers on record and how this is considered as one of the greatest achievements of early humans (AC9HH7K04_E5)
the development of innovative technologies by early First Nations Peoples of Australia, including the earliest known examples, and how they developed in different places and contributed to daily life (AC9HH7K05)	investigating the development and chronologies of significant world first technologies such as ground edge tools, hafted axes, and mill stones (AC9HH7K05_E1)	
	examining the technologically advanced societies of early First Nations Peoples of Australia and their highly sophisticated development of stone tools and stone knapping techniques (AC9HH7K05_E2)	
	identifying specific technology innovations and designs belonging to First Nations Australians language group/s (AC9HH7K05_E3)	

how the First Nations Peoples of Australia are the world's oldest continuing cultures and have responded to change over deep time (AC9HH7K06)	explaining the effects of climate change on movement and settlement patterns across Australia such as rising sea levels, Lake Mungo, land bridge to Tasmania (AC9HH7K06_E1)
	recognising First Nations Australians' cultures as ongoing and dynamic entities that continue to successfully respond and adapt to broad scale environmental shifts as they have done over millennia and continue today such as Sabai Island and Western Cape York (AC9HH7K06_E2)
	exploring how archaeologists gain insights into how early First Nations Australians responded to broad scale climactic shifts throughout the Pleistocene and Holocene through the investigation of important habitation sites such as technologies and diet (AC9HH7K06_E3)
	investigating the intensification debate of early First Peoples of Australia during the Holocene period (AC9HH7K06_E4)
	investigating theories of social organisation changes by early First Nations Australians as responses to environmental change such as increasing aridity (AC9HH7K06_E5)
early First Nations Peoples of Australia's innovative solutions such as sustainable land, water, and resource management (AC9HH7K07)	exploring land management practices developed by early First Nations Peoples of Australia such as fire stick farming (AC9HH7K07_E1)
	exploring sustainable harvesting practices of early First Nations Peoples of Australia such as tidal stone fish traps (AC9HH7K07_E2)
	exploring aquaculture industries developed by early First Nations Peoples of Australia such as eel industries of the Gunditjmara People and the mollusc industries of the Kombumerri People (AC9HH7K07_E3)
	investigating the food storage practices and food preservation techniques of early First Nations Peoples of Australia such as packaging, smoking, fermenting, and caching (AC9HH7K07_E4)
	exploring water management knowledge developed by early First Nations Peoples of Australia such as weirs, irrigation, and water evaporation reduction systems (AC9HH7K07_E5)
	investigating how early First Nations Peoples of Australia managed water in harsh environments such as islands and deserts (AC9HH7K07_E6)
the sophistication and significance of First Nations Australians complex societies and cultures,	exploring kinship systems of First Nations Australians and how these complex systems have changed over time such as in response to social and environmental shifts (AC9HH7K08_E1)
	recognising early First Nations Australian social organisation during the Pleistocene and Holocene periods (AC9HH7K08_E2)

changing social organisation and political and economic systems (AC9HH7K08)	investigating the First Peoples concept of lore and the myriad cultural aspects it encompasses (AC9HH7K08_E3)
	examining trade and land tenure systems and the social and political systems that governed early First Nations Peoples societies such as trade and barter (AC9HH7K08_E4)
	exploring the existence of defined land, sea, sky territories and how these were governed by early First Nations Australians including their tenure, delineation, and permissions such as reciprocal access rights (AC9HH7K08_E5)
	investigating the trade economies that traversed the nation such as ochre and medicine and international trade such as trepang (AC9HH7K08_E6)
the key cultural practices of early First Nations Peoples of Australia and how they contributed to societal development and their continuity and change over time (AC9HH7K09)	investigating the diversity of First Nations Australians ontologies and worldviews (AC9HH7K09_E1)
	recognising cultural practices and rituals of early First Nations Peoples of Australia such as the worlds earliest known example of cremation recorded at the world heritage listed Willandra Lakes region of New South Wales (AC9HH7K09_E2)
	understanding how First Nations Australians have sophisticated social organisation systems such as moieties, totems, and kinship groups (AC9HH7K09_E3)
	examining early First Peoples of Australia kinship systems and skin groups and how they underpin marriage laws and its development and significance during climactic change in areas such as Central Australia during increasing desertification (AC9HH7K09_E4)
	examining rites of passage as important cultural practices of First Nations Australians (AC9HH7K09_E5)
the organisation of deep time according to archaeological evidence found and the archaeology of early First Nations	exploring the antiquity and types of burial practices undertaken by various First Nations Peoples and how these cultural practices have been maintained or changed over time such as the tombstone openings of the Torres Strait Islands and log coffins used by the Yolngu Peoples of Arnhem Land (AC9HH7K09_E6)
	identifying cross-cultural views of time, especially First Nations Australians varying perspectives and points of views as it relates to Deep Time, when compared to contemporary European concepts of time (AC9HH7K10_E1)
	recognising Australian deep time history is positioned around the Pleistocene and Holocene archaeological periods and not European periods such as, stone age, iron age, and bronze age (AC9HH7K10_E2)

Peoples of Australia (AC9HH7K10)	describing how deep time in Australia is measured using geological periods such as Pleistocene, Holocene, and Anthropocene epochs (AC9HH7K10_E3)
	recognising important early First Nations Australians habitation sites (AC9HH7K10_E4)
	investigating dating methods used by Archaeologists (AC9HH7K10_E5)
	investigating the significance of dating First Nations Australian heritage sites across Australia to understanding deep time history (AC9HH7K10_E6)
	discussing how paleoenvironmental evidence shows how environments changed over time (AC9HH7K10_E7)
First Nations Australians cultural sensitivities as they relate to heritage sites of significance, including ancestral remains, material culture and artefacts, and how collaboration with First Nations Australians ensures cultural integrity and protocols are followed (AC9HH7K11)	understanding how the human remains of early First Nations Australians are the ancestors of contemporary First Nations Peoples of Australia today and as such any unauthorized disturbance is taken as a serious breach of cultural protocol (AC9HH7K11_E1)
	exploring how the famous ancestral remains found at Mungo Lake (Willandra Lakes region) illustrates the complex issues of ownership, cultural protocols, research, and repatriation (AC9HH7K11_E2)
	explaining why it is important to ensure there is consultation with multiple stakeholders when conserving culture and heritage sites, such as the collaboration between the traditional owners and researchers in archaeological exploration (AC9HH7K11_E3)
	investigating world heritage criteria for the listing of significant sites such as Budj Bim and Willandra Lakes regions and cultural landscapes (AC9HH7K11_E4)
	proposing future First Nations Australian sites of significance for heritage listing and protection (AC9HH7K11_E5)
the revised interpretations and views of Early First Nations Peoples of Australia (AC9HH7K12)	examining the role of Museums and galleries in curating, conserving, and showcasing First Nations Australians histories and cultures (AC9HH7K11_E6)
	exploring how fixed ideas about cultural evolution have been discredited with time such as hunter gatherer societies being primitive to agricultural societies (AC9HH7K12_E1)
	exploring how food production or procurement such as agriculture, aquaculture, nomadism, and hunter gatherer/forager societies are influenced by geography (AC9HH7K12_E2)

Ancient world 60 000 BCE–c. 650 AD		challenging notions of primitiveness and backwardness to the absence of key technologies seen in other cultures for example challenging the view that the lack of wheels, pottery, farming, and metallurgy are the defining features of primitive cultures (AC9HH7K12_E3)
		recognising how the oral traditions of early First Nations Australians developed, maintained, and communicated knowledges that sustained societies for over 60,000 years (AC9HH7K12_E4)
	the evidence for the emergence and establishment of ancient civilisations and early societies such as art, iconography, writing tools and pottery (AC9HH7K13)	corroborating historians' interpretations regarding the emergence of Mesopotamian society with archaeological sources (AC9HH7K13_E1)
		describing the difference between cuneiform and hieroglyphics and how historians have utilised these sources of evidence to understand the relevant ancient society (AC9HH7K13_E2)
	significant features of ancient civilisations and early societies, including farming, trade, social classes, religion and the rule of law (AC9HH7K14)	explaining how key features of ancient societies, such as farming, trade, social classes, religion and the rule of law, can be both a cause and effect of a civilisation's development (AC9HH7K14_E1)
	how the physical environment and geographical features influenced the development of the civilization (AC9HH7K15)	<p>Egypt explaining how the River Nile enabled the establishment of ancient Egyptian society in features such as farming (including the role of the inundation), transportation, defence (for example, the cataract fortifications) and in religion, such as Hapi, god of the inundation; Khnum, god of the Nile; and Satet, goddess of Nile floods and cataracts (AC9HH7K15_E1)</p> <p>Greece explaining the role of topography in providing barriers of defence for city-states, such as the surrounding seas, mountain ranges and river system (for example, Axios (Vardar), Strimonas (Struma) and Nestos) (AC9HH7K15_E2)</p>

Rome

explaining the role of the fertile soil of the Po and Tiber river regions in enabling trade through surplus production (AC9HH7K15_E3)

describing methods used by the Romans to manage resources (for example, water supply through aqueducts and plumbing systems) (AC9HH7K15_E4)

India and China

identifying how the environment and harmonious relationships with the natural world was reflected in belief systems such as Hinduism, Buddhism and Jainism (AC9HH7K15_E5)

examining the role of climate in enabling the establishment and expansion of agriculture around the Yellow River and how this supported the ancient society (AC9HH7K15_E6)

describing the impact of topographic features, such as the Himalayas, rivers and seas, on contact with other societies, including trade and warfare (AC9HH7K15_E7)

the features and the organisation of ancient societies, significant groups, their perspectives and their roles in influencing and changing society (AC9HH7K16)

Egypt

explaining the social structure of ancient Egypt, including slaves, farmers, craftsmen, merchants, scribes, soldiers, priests, Viziers, Nomarchs and Pharaoh (AC9HH7K16_E1)

outlining the rights and responsibilities of women in the areas of marriage, family life, work and education, and the depiction of women fulfilling these roles in artwork and funerary texts (AC9HH7K16_E2)

explaining how scribes viewed their role in the maintenance of society, using evidence such as funerary texts and literary works, such as the *Instruction of Amenemope* (AC9HH7K16_E3)

Greece

examining evidence of the social structure of Athenian or Spartan society (for example, the roles of citizens, women, slaves in Athenian society and the roles of Spartiates, Perioikoi and Helots in Spartan society) (AC9HH7K16_E4)

outlining the rights of citizens in ancient Athens (for example, the right to vote), their responsibilities (for example, military service, attending assembly meetings) and the invention of freedom (AC9HH7K16_E5)

Rome

describing the significance of slavery in the period of the Roman Empire (for example, the acquisition of slaves through warfare, the use of slaves as gladiators and agricultural labourers, and the rise of freedmen) (AC9HH7K16_E6)

analysing material culture and visual primary sources depicting the role of social structure (for example, the roles of patricians, plebeians, women and slaves) to understand the lived experience of republicanism in Rome (AC9HH7K16_E7)

India and China

explaining how society was organised and shaped through the social hierarchy, including the role of Brahmins (priests, teachers), Kshatriyas (kings, warriors), Vaishyas (merchants, artisans) and Shudras (labourers, peasants) (AC9HH7K16_E8)

describing the role of women in shaping ancient society, such as in areas of marriage, family life, work and education (AC9HH7K16_E9)

outlining the rights and responsibilities of the Shi class (AC9HH7K16_E10)

the key beliefs, values, places and practices of the ancient society, with a particular emphasis on their significance to the development of the society of at least one of the following areas: everyday life, warfare, or death and funerary customs (AC9HH7K17)

Egypt

investigating beliefs associated with death and funerary customs (for example, belief in an afterlife) and practices (for example, burial in tombs and techniques of mummification) (AC9HH7K17_E1)

describing how the prominence of gods and goddesses changed based on locality (AC9HH7K17_E2)

Greece

describing the role of the Delphic Oracle in informing decision-making regarding future warfare (AC9HH7K17_E3)

investigating significant beliefs and values associated with warfare (for example, heroic ideals as revealed in the Iliad) and military practices (for example, army organisation, the hoplite phalanx and naval warfare) (AC9HH7K17_E4)

Rome

investigating significant beliefs associated with daily life (for example, the evidence of household religion) and practices (for example, the use of public amenities such as baths, and the forms of entertainment in theatres and amphitheatres) (AC9HH7K17_E5)

India

developing criteria to evaluate the significant beliefs, values and practices of Indian society associated with, for example, the role of the family and religious ceremonies, such as rites of passage for boys and men, rites of passage for girls and women and marriage rites (AC9HH7K17_E6)

formulating questions to analyse how Vedism and later Brahmanism shaped death and funerary customs (AC9HH7K17_E7)

China

identifying how the idea of the Mandate of Heaven assisted people in understanding and justifying periods of warfare (AC9HH7K17_E8)

investigating the significant beliefs, values and practices of Chinese society associated with daily life (for example, irrigation and the practice of agriculture, the teachings of Confucius, the evidence of daily life from the Han tombs) (AC9HH7K17_E9)

significant events or turning points in the ancient society and its contribution to continuity and change (AC9HH7K18)

Egypt

utilising historians' interpretations to interrogate the impact of repeated poor Nile inundations as a cause of the First Intermediate Period (AC9HH7K18_E1)

Greece and Rome

sequencing key events, such as the creation of the Greek alphabet, the first Olympics, the Rise of the Tyrants, Draco's Code of Law, introduction of coinage and the introduction of democracy, to identify elements of continuity and change (AC9HH7K18_E2)

observing the patterns of change that resulted from periods of warfare, such as the Pyrrhic War, Punic Wars, Macedonian Wars and/or Great Roman Civil War (AC9HH7K18_E3)

developing questions to evaluate the extent to which an interaction such as contact with the Persians and/or trade with the Romans can be considered a catalyst for change (AC9HH7K18_E4)

India

describing the short- and long-term impact of the Warring States Period (481–221 BC), such as the weakening of the Zhou Dynasty, system of feudal states and multiple claims to the Mandate of Heaven (AC9HH7K18_E5)

the causes and effects of contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of

Egypt

analysing the cause and effects of the rise and expansion of the Egyptian Empire (AC9HH7K19_E1)

explaining the nature of contact with other societies (for example, trade with Cyprus, Crete and Greece) and conflict (for example, the Battle of Kadesh in the New Kingdom that concluded with Ramses II's peace treaty with the Hittites) (AC9HH7K19_E2)

other lands, the expansion of trade and peace treaties (AC9HH7K19)

Greece

explaining the nature of contact with other societies (for example, the commodities that formed the trade with Egypt, Greek colonisation of the Mediterranean) and conflict (for example, the Persian Wars and the Battle of Salamis, the empire of Alexander the Great and the reach of Greek culture) (AC9HH7K19_E3)

identifying the short-term triggers of a conflict, such as the Peloponnesian war (AC9HH7K19_E4)

Rome

explaining the causes of the fall of the Roman Republic and the rise of the Roman Empire (AC9HH7K19_E5)

describing the furthest extent of the Roman Empire and the influence of foreign cults on Roman religious beliefs and practices (for example, the Pantheon of Gods (Greece), Isis (Egypt) and Mithras (Persia)) (AC9HH7K19_E6)

comparing accounts of contacts between Rome and Asian societies in the ancient period (for example, the visit of Chinese and Indian envoys to Rome in the time of Augustus, as described by the Roman historian Florus) (AC9HH7K19_E7)

India

analysing the long-term causes of the rise of the Mauryan Empire and the spread of Mauryan philosophies and beliefs (AC9HH7K19_E8)

examining the extent of Indian contact with other societies such as the Persians under Cyrus, the Macedonians under Alexander; the extensive trade with the Romans and Chinese; the material remains of the Mauryan Empire such as the Pillars of Ashoka and the Barabar Caves; the spread of Hinduism and Buddhism (AC9HH7K19_E9)

China

explaining the rise of imperial China (for example, the use of chariot warfare and the adoption of mass infantry armies, the building of the first phase of the Great Wall of China, military strategies as codified in Sun Tzu's The Art of War) (AC9HH7K19_E10)

describing indirect contact and interactions between the Roman Empire and the Han Dynasty (AC9HH7K19_E11)

the role and achievements of a significant individual or

Egypt

evaluating the significance of Rameses II, including military victories, expansion of the Egyptian empire and architectural endeavours (AC9HH7K20_E1)

group in an ancient society (AC9HH7K20)	examining the historical context, early life and achievements of a significant historical figure from ancient Egypt, such as Hatshepsut and Akhenaten, and how they were perceived by their contemporaries (AC9HH7K20_E2)
	<p>Greece</p> formulating questions to establish the significance of key individuals such as, Homer (800–701 BC), Draco (seventh century BC), Socrates (470–399 BC), Aspasia (470–400 BC), Plato (428–348 BC), Aristotle (384–322 BC), Archimedes (287–212 BC), Hippocrates (460–370 BC), Alexander the Great (336–323 BC), and/or Pericles (AC9HH7K20_E3) (495–429 BC) (AC9HH7K20_E3)
	examining the historical context, early life and achievements of a significant historical figure, such as Leonidas or Pericles from ancient Greece, and how they were perceived by their contemporaries (AC9HH7K20_E4)
	<p>Rome</p> describing the importance of a key group such as patricians, plebians, women or slaves in the maintenance of the Roman empire (AC9HH7K20_E5)
	examining the historical context, early life and achievements of a significant historical figure such as Julius Caesar or Augustus, and how they were perceived by their contemporaries (AC9HH7K20_E6)
	<p>India</p> examining the historical context, early life and achievements of key individuals such as Chandragupta Maurya and/or Ashoka (AC9HH7K20_E7)
	<p>China</p> describing the social, political and cultural impact of Confucius on ancient Chinese society (AC9HH7K20_E8)
	examining the historical context, early life and achievements of a significant historical figure such as Confucius or Qin Shi Huang from China in this period, and how they were perceived by their contemporaries (AC9HH7K20_E9)
	interpretations and contested histories of the ancient society and/or an individual and their significant legacies (AC9HH7K21)
comparing past archaeological techniques used by a prominent archaeologist, such as Howard Carter, with modern approaches (AC9HH7K21_E2)	
<p>Greece</p> analysing the competing views on the Trojan War (1250 BC) as a factual event (AC9HH7K21_E3)	

investigating a site, such as the Acropolis, Agora of Athens, Delos, Delphi Archaeological Site and/or Olympia, and explaining how historians' understanding of the site have changed over time (AC9HH7K21_E4)

Rome

describing the various methods used to examine a site of significance, such as the Colosseum, Herculaneum, Pompeii and/or Roman Forum (AC9HH7K21_E5)

analysing the impact of Nero's reign on the city of Rome (AC9HH7K21_E6)

India

explaining how archaeologists identify the social, political and economic features of sites, such as the city of Lothal and/or Sanchi (AC9HH7K21_E7)

China

identifying how ancient festivals such as the Spring Festival (Lunar New Year) and Mid-Autumn Festival (Moon Festival) are still celebrated (AC9HH7K21_E8)

analysing historians' interpretations on the importance of Qin Shin Huang in unifying ancient China (AC9HH7K21_E9)

identifying how ancient religious beliefs and cultural practices are incorporated into modern Australian life (AC9HH7K21_E10)

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills Asking historical questions	identify a range of questions about the past and/or to inform a historical inquiry (AC9HH8S01)	<p>developing questions to investigate complex historical contexts and themes evident in societies (AC9HH8S01_E1)</p> <p>establishing the meaning of different instructional terms such as what, where, when, why and how (AC9HH8S01_E2)</p> <p>posing a key question such as 'How were the pyramids at Giza built?' and understanding that there may not be a definitive answer; identifying related questions to inform the inquiry including 'What evidence is there?' 'What theories have been developed?' (AC9HH8S01_E3)</p> <p>designing questions using historical concepts such as cause, effect, change, continuity, perspectives, interpretations and significance (AC9HH8S01_E4)</p>

Sequencing chronology	sequence significant events in chronological order to identify patterns, describe causes and effects and/or continuities and changes (AC9HH8S02)	placing events in order using timelines to identify causes and effects (AC9HH8S02_E1)
		identifying gaps in timelines or narratives and explaining possible reasons (AC9HH8S02_E2)
		using terms such as 'BC' (Before Christ), 'AD' (Anno Domini), 'BCE' (Before Common Era), 'CE' (Common Era), 'BP' (Before Present), 'prehistory' (before the period of textual recording) and 'history' (the period beginning with named individuals and textual recording) (AC9HH8S02_E3)
		organising a range of primary sources and/or perspectives in chronological order to support the development of a historical argument about effects or changes (AC9HH8S02_E4)
Using historical sources as evidence	identify and locate relevant primary and secondary sources used in a historical inquiry, including archaeological and written sources of evidence (AC9HH8S03)	identifying categories to sort primary and secondary sources, such as scrolls, coins, artwork, human remains, primary perspectives and/or historical interpretations (AC9HH8S03_E1)
		analysing multiple sources of evidence to corroborate understanding of the role of a group such as nobility, priests, scribes, women, farmers and/or soldiers (including mercenaries from Nubia in ancient Egyptian society) (AC9HH8S03_E2)
		listing a range of sources (both archaeological and written) required in a historical investigation into the Warring States era China (AC9HH8S03_E3)
		differentiating between primary sources (those from the time of the event/person/site being investigated) and secondary sources (those that represent later interpretations) (AC9HH8S03_E4)
Using historical sources as evidence	identify the origin, content, context and purpose of primary and secondary sources (AC9HH8S04)	differentiating between primary sources (those from the time of the event/person/site being investigated) and secondary sources (those that represent later interpretations) and explaining the impact of this difference on the validity of the source (AC9HH8S04_E1)
		responding to questions such as 'Who wrote/produced this?' 'When?' 'Why?' 'What does it show about the past?' about photographs, artefacts, stories, buildings and other sources to explain the past (AC9HH8S04_E2)
		identifying and explaining the origin, content features and purpose of different sources, in understanding the impact and legacy of a key individual such as Leonidas (King of Sparta), Pericles and/or Alexander the Great (AC9HH8S04_E3)
		identifying key details of the Great Fire of Rome (64 AD) using sources of information such as Tacitus and Suetonius (AC9HH8S04_E4)

Analysing causes and effects		discussing the difficulties in identifying the origin and purpose of some sources (for example, the Kimberley Bradshaw paintings) (AC9HH8S04_E5)
	corroborate primary and secondary sources and ask questions about their accuracy and usefulness to draw conclusions and use as evidence (AC9HH8S05)	identifying information within a source that can be used as evidence to support an interpretation (AC9HH8S05_E1)
		recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society (AC9HH8S05_E2)
		distinguishing between a fact (for example, 'Some gladiators wore helmets') and an opinion (for example, 'All gladiators were brave') (AC9HH8S05_E3)
		evaluating various methods for investigating the ancient past (for example, stratigraphy to date discoveries; DNA testing to identify past individuals from their remains (such as Egyptian mummies) and common diseases) (AC9HH8S05_E4)
		explaining the challenges of translation and intercultural understanding when interrogating sources of evidence such as the inscriptions of Asoka and other edicts carved in stone and contained in religious literature, such as the Vedas and epics of the Ramayana and Mahabharata (AC9HH8S05_E5)
	describe different perspectives (points of view, attitudes and values) and interpretations of the past to use as evidence (AC9HH8S06)	identifying that while evidence may be limited for a particular group of people (for example, women, slaves, peoples living in newly conquered areas, ethnic groups), such evidence can provide useful insights into the power structures of a society (AC9HH8S06_E1)
		identifying the possible meaning of images and symbols in primary sources, such as funerary texts or religious manuscripts (AC9HH8S06_E2)
		identifying the perspective in a historical source, such as the saying of Confucius, 'Women and underlings are especially difficult to handle', and discussing the values and attitudes of the society that produced it (AC9HH8S06_E3)
	explain the causes and effects of significant events that caused change and/or a decline over the period (AC9HH8S07)	explaining the difference between long-term causes and short-term triggers (AC9HH8S07_E1)
	using a range of evidence to explain short-term triggers and/or turning points of the decline of a civilisation or empire such as failing economy, political upheaval and/or foreign invasion or conflict (AC9HH8S07_E2)	

Identifying continuity and change	identify and explain patterns of continuity and change to the way of life in the Ancient and/or Middle Ages (AC9HH8S08)	distinguishing between the term 'change' and the term 'continuity' (AC9HH8S08_E1)
		using historical sources to list the changes to early societies (AC9HH8S08_E2)
		organising changes of everyday life into conditional factors (for example, social, political, economic and/or cultural) and/or rank them according to the significance of the change (AC9HH8S08_E3)
		using a timeline to observe and identify patterns of changes or continuities in a society (AC9HH8S08_E4)
Evaluating historical significance	use criteria to evaluate historical significance (AC9HH8S09)	asking questions on how to assess what makes an event or individual historically significant, such as 'What makes this individual, development or achievement significant?', 'Who decides historical significance?' (AC9HH8S09_E1)
		evaluate the role and achievement of a significant individual, event, site, development and/or cultural achievements (AC9HH8S10)
	using questions to explore historical significance of an event such as 'How significant was it to people who lived at that time?', 'How many people were affected?', 'To what extent were people's lives changed?', 'How long-lasting were the consequences?', 'How can the consequences still be felt today?' and 'What is its legacy?' (AC9HH8S10_E1)	
	outlining the significance of a past event or key individual, providing reasons for that events or persons' significance with relevant sources of evidence (AC9HH8S10_E2)	
ranking individuals, their achievements and events in order of significance and justifying choices (AC9HH8S10_E3)		
Communicating	use a range of communication forms to develop an explanation of the Ancient and/or Middle Ages using evidence from a range of primary and secondary sources (AC9HH8S11)	describing the social structure of the society, using evidence from sources such as artwork and written accounts (AC9HH8S11_E1)
		developing a historical argument that responds to the set parameters of a task utilising a range of historical concepts, vocabulary and evidence in their response (AC9HH8S11_E2)
		selecting and organising evidence around a historical concept such as causation (AC9HH8S11_E3)
		outlining the significance of a past event, providing reasons for the event and referring to relevant evidence (AC9HH8S11_E4)
		deciding which communication form is most appropriate (AC9HH8S11_E5)

Year 8

Level description

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period (c.650–1750 AD (CE)). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

In Year 8 it is expected that students will study at least one topic from within the Western and Islamic world sub-strand, and at least one topic from The Asia-Pacific world sub-strand or Expanding contacts sub-strand in depth.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' historical knowledge, understandings and skills.

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- What were the perspectives of people from the time?
- Which significant people, groups and ideas from this period have influenced the world today?
- How and why have historians interpreted this period differently?

Achievement standard

By the end of Year 8, students analyse the historical significance of the Middle Ages and/or early global exploration. They sequence and describe the major periods, events, societies and developments. They explain the causes and effects of events and developments. Students identify and explain patterns of continuity and the extent of change in the daily life of societies. They select and apply criteria to evaluate historical significance.

Students develop different types of questions about the past. They select, organise and describe a variety of historical sources. Students identify their origin and content of sources and explain their context and purpose for use as evidence. They distinguish between fact, perspective, opinion and interpretation. Students describe different perspectives of the past and identify the motives and actions of people at the time. They explain different historians' interpretations of the past and describe reasons for different points of view. Students develop and communicate a historical explanation of the past using knowledge, relevant evidence and historical thinking concepts.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and understanding Overview of the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca)	the significant events from the ancient world to the modern world including the transformation of the Roman world and the spread of Christianity and Islam (AC9HH8K01)	evaluating the significance of key events that have shaped modern day life, such as religious holidays and political systems (for example, the expansion of the Ottoman Empire, the Magna Carta and the Westminster system) (AC9HH8K01_E1)
	the features of the medieval world such as feudalism, trade routes, voyages of discovery, contact and conflict and their significance in causing change (AC9HH8K02)	describing the interrelationship between commerce and key features of the medieval world, such as feudalism, territorial expansion and conflict with other peoples (AC9HH8K02_E1)
	the emergence of ideas about the world such as the Renaissance, the Scientific Revolution and the Enlightenment, and the place of significant individuals and people in it that caused change (AC9HH8K03)	analysing the role of empirical thought in causing the Scientific Revolution (AC9HH8K03_E1) analysing the ideas that caused the Renaissance such as humanism, Christian and Islamic ideology, and ancient Greek and Roman philosophies and texts (AC9HH8K03_E2) describing the importance of key thinkers such as Galileo Galilei, Johannes Kepler, Francis Bacon, Thomas Hobbes, Rene Descartes, Francois-Marie Arouet, Voltaire, John Locke, Isaac Newton and/or Immanuel Kant (AC9HH8K03_E3)

The Western and Islamic World, the Asia-Pacific World, and Expanding Contacts

the significant social, cultural, economic, environmental and/or political continuities and changes in the way of life and the roles and relationships of different groups in the society (AC9HH8K04)

Vikings

describing the way of life of the Vikings (for example, living in a cold and harsh environment; the importance of farming and raids; the significance of honour in Viking warrior society) (AC9HH8K04_E1)

explaining how the environment of Viking lands in Scandinavia influenced society (AC9HH8K04_E2)

Medieval Europe

describing the structure of feudal society (for example, the role and responsibilities of the king, nobles, church, knights and peasants) (AC9HH8K04_E3)

explaining continuity and change in society in one of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (AC9HH8K04_E4)

Ottoman Empire

describing the way of life of people in the Ottoman Empire (for example, the role of the coffee house and bazaar or marketplace, the power and responsibility of the Sultan to ensure that justice was served within society) (AC9HH8K04_E5)

using a selection of primary sources to track changes in the way of life in the Ottoman Empire across time or across locations (AC9HH8K04_E6)

Renaissance Italy

identifying the similarities and differences of daily life between the *popolo minuto* and *popolo grasso* (AC9HH8K04_E7)

describing the way of life of people in Renaissance Italy (for example, the role of men in tending the fields or merchant shops, the influence of government in particular city-states, for example Naples – a monarchy, Florence – a republic) (AC9HH8K04_E8)

Asia-Pacific - Angkor/Khmer Empire and Japan under the Shoguns

describing the way of life in the Khmer Empire through stone carvings and the writings of the Chinese Ambassador Zhou Daguan (for example, in relation to fishing, trading in markets, temple construction) (AC9HH8K04_E9)

describing the way of life in feudal Japan under the shoguns (for example, 'bushido' – the chivalric code of conduct of the samurai that emphasised frugality, loyalty, mastery of martial arts, and honour) (AC9HH8K04_E10)

analysing how the relationship between the different social classes, such as the emperor, shogun, daimyo, samurai and workers, promoted social and cultural continuity (AC9HH8K04_E11)

Polynesia

describing the way of life in one Polynesian society, including the social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (AC9HH8K04_E12)

investigating the way of life of Easter Island (Rapa Nui) society (for example, fishing by the men; links between the household and the extended clan through the exchange of goods, wives, and labour; the use of stone tools) (AC9HH8K04_E13)

Mongol Empire

describing the nomadic nature of Mongol life and how it enabled the rise of Temujin (Genghis Khan), who united all Mongol tribes in 1206 AD (CE) (AC9HH8K04_E14)

describing the way of life in Mongolia and its incorporation into Chinese life (for example, agriculture – domestication of animals such as horses, camels and cattle; food – dried meat and yoghurt; housing – yurts) (AC9HH8K04_E15)

Black Death

explaining reactions to the Black Death (for example, the emergence of flagellants – those who would whip themselves to be free of sin – and the persecution of Jewish people) (AC9HH8K04_E16)

South America

describing pre-Columbian life in the Americas, including the social organisation of the Aztecs (for example, nobility slaves), their beliefs (for example, worship of a number of gods and the need to make human sacrifices to appease these gods), life in the capital city Tenochtitlan (AC9HH8K04_E17)

the causes and effects of a significant development, event, turning point or challenge that contributed to continuity and change in the society (AC9HH8K05)

Vikings

outlining the key role of gods such as Odin, Thor, Frey and Freyja in Viking religion and the impact of the adoption of Christianity during the Viking period (AC9HH8K05_E1)

explaining the significance of the construction of longboats and their role in exploration, including innovations in keel and sail design (AC9HH8K05_E2)

identifying and analysing evidence of Viking trade between Russia (Kiev) and the east (through Constantinople) (AC9HH8K05_E3)

describing Viking craft with particular emphasis on the production of weapons and armour (for example, swords, battle axes and helmets) and the effectiveness of these in battle (AC9HH8K05_E4)

explaining the triggers of declining Viking power such as the Battle of Stamford Bridge, treaty of Saint-Clair-sur-Epte, new colonies, changing climate and/or the spread of Christianity (AC9HH8K05_E5)

Medieval Europe

evaluating the significance of the effects of the Avignon Papacy (1309–1376) (AC9HH8K05_E6)

recognising that the medieval manuscripts of monastic scribes contributed to the survival of many ancient Greek and Roman literary texts (AC9HH8K05_E7)

examining the nature of illuminated manuscripts and how they were the product of a complex and frequently costly process that reflected the power of the Church (AC9HH8K05_E8)

describing the features of castles and churches of the period (for example, Warwick Castle in England and Notre Dame Cathedral in Paris) as examples of the Church's power in terms of its control of wealth and labour (AC9HH8K05_E9)

describing the impact of the Magna Carta on different social groups such as the nobility, religious orders, merchants, workers/craftsmen, peasants and women (AC9HH8K05_E10)

Ottoman Empire

explaining the role of warfare in expanding Ottoman territory, such as the sieges of Bursa (1317–1326 CE) and Nicaea (1328–1331 CE) (AC9HH8K05_E11)

describing Ottoman art and architecture (for example, the Selimiye Mosque in the city of Edirne in Turkey, and Islamic geometric design) (AC9HH8K05_E12)

outlining inventions and developments in the Islamic world (for example, the astrolabe, public hospitals and libraries and their subsequent adoption in the Western world) (AC9HH8K05_E13)

explaining the impact of the Crusades in challenging the Ottoman Empire and their responses to the challenge (AC9HH8K05_E14)

analysing a range of primary sources to understand the impact of the Battle of Vienna (1683) on Ottoman supremacy (AC9HH8K05_E15)

Renaissance

describing the significance of double-entry bookkeeping, as seen in the *Messari* accounts of the Republic of Genoa in 1340 CE, in accelerating the production of wealth and patronage (AC9HH8K05_E16)

investigating learning in the Renaissance period (for example, humanism and the influence of ancient Greece and Rome) and analysing the symbolic representation of this learning in architecture, artworks and inventions from individuals such as Brunelleschi, Copernicus, Donatello, da Vinci, Michelangelo and Titian (AC9HH8K05_E17)

explaining why the *catasto* of 1427 was introduced in Florence following the end of war with the Duchy of Milan (AC9HH8K05_E18)

identifying a range of primary sources such as artwork, music, literature, architecture, correspondence and diaries, that demonstrate the spread of the Renaissance across Europe (AC9HH8K05_E19)

Asia-Pacific - Angkor/Khmer Empire

exploring theories about the decline of the Khmer civilisation (for example, the development of an unstable climate such as drought and monsoons; the rise of Theravada Buddhism; the breakdown of Angkor's water management system) (AC9HH8K05_E20)

explaining how being revered as the 'god-king' or 'deva-raja' enabled the Khmer kings to rule over the empire with absolute authority, thereby enhancing their ability to mobilise manpower to defend the empire as well as to invade neighbours (AC9HH8K05_E21)

explaining the significance of the archaeological site of Angkor Wat as a demonstration of the empire's power (AC9HH8K05_E22)

explaining how archaeologists and paleo-environmentalists have established the prevalence of droughts in the 14th–15th centuries and the impact of these droughts on the empire (AC9HH8K05_E23)

Asia-Pacific - Japan under the Shoguns

explaining reasons for Japan's closure to foreigners under the Tokugawa Shogunate and the impact of US Commodore Perry's visit in 1853 (AC9HH8K05_E24)

explaining the continuity of Shogunate power in areas such as trade, resource use and social classes (AC9HH8K05_E25)

outlining the reasons for attempts by the Tokugawa Shogunate to curb deforestation, such as imposing heavy regulations on farmers, managing the harvesting of trees, and using new, lighter and more efficient construction techniques (AC9HH8K05_E26)

explaining the role of the daimyo in contributing to the end of the Ashikaga shogunate (AC9HH8K05_E27)

Polynesia

outlining different theories about the expansion (for example, west–east and east–west movements of settling peoples, and/or the expansion as accidental versus intentional) (AC9HH8K05_E28)

investigating the construction of the moai (giant statues) on Easter Island (Rapa Nui), the techniques used to make and transport them, and theories about their meaning (for example, representations of dead ancestors or chiefs) (AC9HH8K05_E29)

explaining the significance of Rahui as a way of prohibiting the collection of resources to ensure their sustainability as a response to the decline and extinction of animals such as the moa (AC9HH8K05_E30)

explaining how environmental challenges were overcome on different islands to make settlement possible (for example, the practice of aquaculture in Nauru and/or agricultural practices in Hawai'i) (AC9HH8K05_E31)

Mongol Empire

explaining the role of the Mongols in forging connections between Europe and Asia through conquest, settlement and trade (for example, the use of paper money and coinage; the growing number of European merchants travelling to China) (AC9HH8K05_E32)

outlining Genghis Khan's use of decimal organisation in his army and his policies for governing his empire, including codifying laws, banning the killing of animals in the breeding season, supporting religious freedom and expanding trade (AC9HH8K05_E33)

analysing the effects of Mongol expansion including life in China before, during and after the Mongol conquest (AC9HH8K05_E34)

Black Death

analysing the impact of the Black Death on the Mongol empire in categories such as social, political, economic and cultural (AC9HH8K05_E35)

explaining the changing relations between Islam and the West, including the Crusades and trade (AC9HH8K05_E36)

investigating the effects of the Black Death in a city such as Alexandria, Tripoli, Cathage, Damascus and/or Rome (for example, labour shortages, peasant uprisings, the weakening of feudal structures, increased social mobility, and challenges to leading religious ideas and power) (AC9HH8K05_E37)

describing the chronology of the spread of disease from Central Asia to Crimea and then throughout the Mediterranean (AC9HH8K05_E38)

interpreting the effect of the Black Death on local, regional and global population growth through the use of graphs (AC9HH8K05_E39)

using studies of church records from the period to identify the effect of the Black Death on human populations, considering the reliability of these statistics and explaining the impact of the population change in areas such as farming, commerce, culture and religion (AC9HH8K05_E40)

comparing the impact of the Black Death on societies such as those in England and Egypt (AC9HH8K05_E41)

South America

explaining the arrival of Spanish conquistadores in Mexico and Peru from 1510 AD/CE (Balboa) to 1531 (Pizarro), and their reasons (for example, seeking wealth, claiming land for their king, converting the local populations to Christianity, sense of adventure) (AC9HH8K05_E42)

analysing the significance of Alexander VI's papal decrees of 1493 in legalising Spanish territorial expansion and claims in the Americas (AC9HH8K05_E43)

outlining the effects of Spanish conquest on the Americas, such as spread of disease, introduction of crops to Europe (for example, maize, beans, tobacco, chocolate and potatoes), the Encomienda system and mining (AC9HH8K05_E44)

explaining the longer-term effects of conquest and colonisation on the indigenous populations of the Americas, such as the unequal distribution of land and wealth, slavery, political inequality, and supremacy of Spanish culture and language over conquered territories (AC9HH8K05_E45)

the experiences and perspectives of rulers and of subject peoples and the interaction between power and/or authority in the society (AC9HH8K06)

Vikings

explaining the attacks on monasteries (for example, Lindisfarne (793 AD/CE) and Iona (795 AD/CE)) and reviewing the written accounts by monks that contributed to the Vikings' reputation for pillage and violence (AC9HH8K06_E1)

explaining the survival of a heroic Iron Age society in Early Medieval Ireland, as described in the vernacular epics, and its transformation by the spread of Christianity, the influence of the Vikings and the Anglo-Norman conquest (AC9HH8K06_E2)

investigating the remains of Viking settlements such as Dublin (Ireland) and Jorvik (York) (AC9HH8K06_E3)

Medieval Europe

explaining the reasons for different punishments for different groups of people such as trial by combat as a privilege granted to the nobility, ducking stools as a punishment for women and the use of punishment as a deterrent (AC9HH8K06_E4)

identifying continuity in the violent nature of crime and punishment as a form of social control (AC9HH8K06_E5)

Ottoman Empire

outlining the millet system that regarded non-Muslim people as subjects but as not being subject to Muslim law (AC9HH8K06_E6)

explaining the tolerance of the Ottomans towards Christians and Jews (AC9HH8K06_E7)

Renaissance

analysing primary sources to understand the interactions between the rulers of Florence, Venice, Naples and/or the Vatican (Rome) (AC9HH8K06_E8)

explaining the differing levels of political involvement in city-states such as the guilds in Florence and *Libro d'Oro* in Venice (AC9HH8K06_E9)

Asia-Pacific - Angkor/Khmer Empire

analysing the perspectives of Angkor through stone carvings and the writings of Chinese Ambassador Zhou Daguan (for example, in relation to fishing, trading in markets and temple construction) (AC9HH8K06_E10)

Asia-Pacific - Japan under the Shoguns

discussing the role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and explaining the impact of this change on the daily life of different classes (AC9HH8K06_E11)

examining artefacts such as Lapita pottery from Vanuatu, tapa cloth and/or ship building techniques to provide insight into those societies (AC9HH8K06_E12)

describing the responsibilities and privileges of being a chief in a society such as those in New Zealand, Hawaii, Tonga and/or the Society Islands (AC9HH8K06_E13)

Mongol Empire

describing the way of life in Mongolia and its incorporation into Chinese life, such as in agriculture (for example, domestication of animals such as horses, camels and cattle), food (for example, dried meat and yogurt) and housing (for example, yurts) (AC9HH8K06_E14)

explaining the role of the Mongols in forging connections between Europe and Asia through conquest, settlement and trade, such as the use of paper money and coinage and the increase in European merchants travelling to China (AC9HH8K06_E15)

Black Death

describing the impact on daily life using primary sources, such as Matteo Villani's dairy, Boccaccio's *Decameron*, Fordun's *Chronicle of the Scottish Nation*, Ibn Khaldun's recollection of the impact of the plague (AC9HH8K06_E16)

analysing how rulers responded to demands from the lower classes to improve their working conditions and lives following the plague, using sources such as King Edward III law *Statute of Labourers* (AC9HH8K06_E17)

South America

describing encounters between Hernán Cortés and the Aztecs, as well as the siege of Tenochtitlan (AC9HH8K06_E18)

investigating the impact of conquest on the indigenous populations of the Americas (for example, the introduction of new diseases, horses and gunpowder) and the wider world (for example, the introduction of crops such as maize, beans, potatoes, tobacco and chocolate from the Americas to Europe and increased wealth in Europe) (AC9HH8K06_E19)

the role and achievements of a significant individual and/or group (AC9HH8K07)

Vikings

outlining Erik the Red's development of Viking settlements in Eastern and Western Greenland in 985 AD/CE (AC9HH8K07_E1)

comparing the artefacts discovered at L'Anse aux Meadows in Newfoundland (Canada) with Viking artefacts as possible evidence that the Vikings had discovered North America 500 years before Christopher Columbus (AC9HH8K07_E2)

Medieval Europe

explaining the influence and dominance of the Catholic church on society using visual sources such as the illustration of Hell in the Hortus Deliciarum manuscript by Herrad of Landsberg (AC9HH8K07_E3)

evaluating the significance of Charlemagne with specific reference to his legacy as the 'Father of Europe' (*Pater Europae*) (AC9HH8K07_E4)

Ottoman Empire

comparing historians' interpretations of the achievements of individuals such as Selim I in establishing the empire and capturing Jerusalem, or Suleiman the Magnificent in expanding the empire to Belgrade in Europe (AC9HH8K07_E5)

Renaissance

explaining the influence of the Medici family in Florence as bankers and merchants, and their patronage of the arts (AC9HH8K07_E6)

explaining the influences and contributions of individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli (AC9HH8K07_E7)

Asia-Pacific- Angkor / Khmer Empire

describing the rule of Jayavaman VII and his influence in expanding the empire, expelling the Chams, and scale of the construction program in Angkor (AC9HH8K07_E8)

Asia-Pacific- Japan under the Shoguns

explaining the legacy of Tokugawa Ieyasu as founder of the Edo shogunate (AC9HH8K07_E9)

Polynesia

describing the achievements of one Polynesian group of people such as Maori, Samoan, Tahitian (Maohi), Tongans and/or Rapa Nui (AC9HH8K07_E10)

Mongol Empire

identifying the similarities in leadership style and successes of Genghis Khan and Kublai Khan (AC9HH8K07_E11)

South America

explaining the significance of key chronological events in the lives of individuals such as Columbus, Balboa, Cortes, Montezuma II and/or Pizarro (AC9HH8K07_E12)

interpretations and contested histories about the society, event and/or individual and/or group (AC9HH8K08)

Vikings

analysing the extent to which historians' interpretations are corroborated with the oral histories contained in Icelandic sagas, such as about Erik the Red founding Greenland (AC9HH8K08_E1)

Medieval Europe

explaining how historians have disproved medieval myths such as King Arthur or Pope Joan (AC9HH8K08_E2)

Ottoman Empire

describing the contrasting perspectives on the Fall of Constantinople (1453), including prophecies and legends, and how these shaped historians' interpretations of the experience of people living at the time (AC9HH8K08_E3)

Renaissance

analysing the importance of key women in Renaissance society, such as Caterina Sforza (1463–1509), Isabella d'Este (1474–1539), Lucrezia Borgia (1480–1519) and Catherine de Medici (1519–1589), using a range of artwork, written sources and historians' interpretations to justify claims (AC9HH8K08_E4)

Asia-Pacific- Angkor / Khmer Empire

discussing theories about the causes and/or contributing factors to the decline the Khmer Empire (for example, Tai invasions; economic decline as a result of Jayavarman VII's building program; population growth and attempts to control trade routes; religious revolution through the rise of Theravada Buddhism; internal political tension; environmental challenges such as soil sterilisation; over-intensified land use; the development of an unstable climate such as drought and monsoons; and the breakdown of Angkor's water management system) (AC9HH8K08_E5)

Asia-Pacific- Japan under the Shogun

evaluating the significance of the range of reasons for Japan's closure to foreigners under the Tokugawa Shogunate and the impact of US Commodore Perry's visit in 1853 (AC9HH8K08_E6)

Polynesia

explaining the challenges posed by lack of written sources in understanding the history of Polynesia, such as changes in interpretations of Lapita culture being present in Vanuatu (AC9HH8K08_E7)

Mongol Empire

discussing the validity of various death tolls linked to Mongol expansion, such as 1,000,000 people in Nishapur and/or 60 million people in China, and utilising primary and historians' interpretations (AC9HH8K08_E8)

Black Death

analysing why the Black Death has been misconceived as impacting Europe predominantly, with reference to differing historians' interpretations (AC9HH8K08_E9)

Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills	Asking historical questions	identify a range of questions about the past and/or to inform a historical inquiry (AC9HH8S01)	South America analysing the extent to which historians' interpretations differ that the Spanish conquest can be attributed to the pursuit of 'Gold, God and Glory' (AC9HH8K08_E10)
			refining set inquiry questions when faced with unexpected or challenging developments posed by the historical investigation (AC9HH8S01_E5)
			posing a key question such as 'Why did Easter Island (Rapa Nui) society decline?' and identifying related questions to inform the inquiry (for example, 'What evidence is there?' 'What theories have been developed?') (AC9HH8S01_E6)
	Sequencing chronology	sequence significant events in chronological order to identify patterns, describe causes and effects and/or continuities and changes (AC9HH8S02)	posing questions about historical significance such as 'How many people were affected?' and 'How long did it last?' (AC9HH8S01_E7)
			placing historical events in sequence in order to identify broader patterns of cause and/or effect and change and/or continuity across society and explaining their observations with reference to key events, individuals, themes and sources of evidence (AC9HH8S02_E5)
	Using historical sources as evidence	identify and locate relevant primary and secondary sources used in a historical inquiry, including archaeological and written sources of evidence (AC9HH8S03)	analysing continuities by highlighting the lack of deviation, the similarities of important aspects, and the widespread nature of similarities in the era, period or society despite an event, idea, person, group or movement achieving short-term significance (AC9HH8S02_E6)
			asking questions about what sources have been identified and possible gaps in types of sources (AC9HH8S03_E5)
			organising sources into categories such as primary and secondary sources and/or written, visual, material culture, artefacts, perspectives, interpretations (AC9HH8S03_E6)
			retrieving relevant information from multiple sources, such as Trove, state libraries and Google Scholar, and using advanced search functions to refine the search (AC9HH8S03_E7)
	identify the origin, content, context and purpose of	responding to questions such as 'Who wrote/produced this?' 'When?' 'Why?' 'What does it show about the past?' about photographs, artefacts, stories, buildings and other sources to explain the past (AC9HH8S04_E6)	

primary and secondary sources (AC9HH8S04)	explaining how clues within a source can be used to identify where it was made or who it was made by (for example, the place where it was found, the materials used, the condition of the object, decorative features) (AC9HH8S04_E7)
corroborate primary and secondary sources and ask questions about their accuracy and usefulness to draw conclusions and use as evidence (AC9HH8S05)	discussing the difficulty of identifying the origin and purpose of some sources and how this can impact on the source's usefulness (AC9HH8S05_E6)
	distinguishing between fact (for example, 'The Moai were constructed on Easter Island (Rapa Nui)') and opinion or interpretation (for example, 'The Moai on Easter Island (Rapa Nui) are representations of gods') (AC9HH8S05_E7)
	developing questions such as 'Where does it come from?', 'What information is provided?', 'Is the information factual or an opinion?', 'What other sources may be needed to support/challenge this source?' to examine the validity of sources (AC9HH8S05_E8)
describe different perspectives (points of view, attitudes and values) and interpretations of the past to use as evidence (AC9HH8S06)	using strategies to detect whether a statement is fact or opinion, including word choices that may indicate an opinion is being offered (for example, the use of conditionals 'might', 'could', and other words such as 'believe', 'think', 'suggests' (AC9HH8S05_E9)
	describing the values and attitudes revealed by a source (for example, an individual account) and using additional sources to show how they are broadly representative or contrast the values and attitudes of the society (AC9HH8S06_E4)
	identifying the perspective in a source and discussing the values and attitudes of the society that produced it (for example, explaining why historians have different interpretations such as access to source material, personal views and other contextual factors influencing the time in which the historian was working) (AC9HH8S06_E5)
	identifying differing historians' interpretations on the short-term triggers and longer-term causes of a significant event (AC9HH8S06_E6)

Analysing causes and effects	explain the causes and effects of significant events that caused change and/or a decline over the period (AC9HH8S07)	differentiating between intended and unintended effects (AC9HH8S07_E3)
		analysing the multiplicity of causes and effects that may have a varying influence and rank according to their significance and justifying ranking (AC9HH8S07_E4)
		organising causes or effects of a significant event into social, economic, political, technological and environmental effects (AC9HH8S07_E5)
Identifying continuity and change	identify and explain patterns of continuity and change to the way of life in the Ancient and/or Middle Ages (AC9HH8S08)	explaining the importance of a specific social group, such as the religious class, nobility, peasants and/or women, in maintaining social cohesion in the society (AC9HH8S08_E5)
		identifying continuities in the society over time, such as the influence of ideas or the treatment of women (AC9HH8S08_E6)
		describing and explaining change such as the quality of change, the types of change, the speed of change and the impact of change (AC9HH8S08_E7)
Evaluating historical significance	use criteria to evaluate historical significance (AC9HH8S09)	utilising set criteria such as importance, profundity, quantity, durability and relevance to understand the significance of a historical event (AC9HH8S09_E2)
		identifying the durability of social, economic or cultural practices of an Ancient and/or Middle Ages context, in modern day life (AC9HH8S09_E3)
	evaluate the role and achievement of a significant individual, event, site, development and/or cultural achievement (AC9HH8S10)	ranking events and their effects in order of their significance and explaining reasons for the ranking (AC9HH8S10_E4)
		using evidence from sources to support evaluation of historical significance (AC9HH8S10_E5)
		asking questions to evaluate historical significance such as 'What makes this individual, development or achievement significant?', 'Who decides historical significance?', 'How do you decide?', 'How significant was it to people who lived at that time?', 'How many people were affected?', 'To what extent were people's lives changed?', 'How long-lasting were the consequences?', 'How can the consequences still be felt today?' and 'What is its legacy?' (AC9HH8S10_E6)

Communicating	use a range of communication forms to develop an explanation of the Ancient and/or Middle Ages using evidence from a range of primary and secondary sources (AC9HH8S11)	communicating historical arguments in a range of contexts, both in a verbal and non-verbal manner, such as essay, oral presentation, debate, interactive digital or non-digital display, and/or forum (AC9HH8S11_E6)
		presenting findings using appropriately selected technologies (AC9HH8S11_E7)
		utilising the different meanings of particular terms and concepts when viewed in their historical context (AC9HH8S11_E8)

Year 9

Level description

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power, which had significant effects on indigenous peoples, especially First Nations Peoples of Australia. The period culminated in World War I (1914–1918), the ‘war to end all wars’.

In Year 9 it is expected that the World War I (1914–1918) sub-strand and at least one of the other sub-strands, The Industrial Revolution (1750–1914), Movement of peoples (1750–1901) or Australia and Asia, be studied in depth.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students’ historical knowledge, understandings and skills.

- What are the significant events, ideas and individuals that caused change from 1750 to 1918?
- What were the causes, developments, significance and long-term effects and impacts of imperialism in this period?
- What were the causes and significance of World War I?
- What were the perspectives of people at the time?
- What are the contested debates and reasons for different historical interpretations?

Achievement standard

By the end of Year 9, students evaluate the historical significance of the events, ideas, figures and groups in the making of the modern world. They sequence and explain the events, ideas, individuals and groups that contributed to making change in the modern world between 1759 and 1918. Students analyse the causes and effects of events and developments. They analyse patterns of continuity and change and evaluate the extent to which change occurred. Students develop criteria to evaluate historical significance.

Students develop and refine different kinds of questions about the past. They describe the origin and content of sources and explain the purpose and context of sources. Students compare sources to determine their usefulness and reliability for use as evidence. Students compare and explain different perspectives of the past and determine how people’s perspectives are influenced by their contexts and experiences. They analyse different historians’ interpretations of the past and justify reasons for different opinions, points of view and/or contested debates. Students develop their own interpretations about the past. They construct and communicate a historical argument by using knowledge, relevant evidence and the application of historical thinking concepts.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and understanding Overview of the making of the modern world	the significance of the Industrial Revolution and how it affected living and working conditions, including within Australia (AC9HH9K01)	investigating the significance of the Industrial Revolution by comparing daily life before and after the Industrial Revolution using sources such as newspapers, paintings, travellers' journals, photographs (AC9HH9K01_E1)
	the causes and effects of European imperial expansion and the movement of peoples in the period (colonisers, slaves, convicts, settlers and First Nations of the world such as the First Nations Australians), their responses and their different perspectives (AC9HH9K02)	identifying and describing the causes of the movement of peoples in the modern world, such as push factors (the Agricultural Revolution, the Industrial Revolution, the Irish Potato Famine, discrimination and persecution, forced migration such as slavery and convict settlements) and pull factors (promise of a better life, employment opportunities, space, personal freedom) (AC9HH9K02_E1) identifying and describing the effects of the movements of peoples on colonised peoples, such as dispossession, disease, and destruction of traditional society and culture (AC9HH9K02_E2) analysing data on the movement of peoples in the time period, such as the number of slaves transported and the nations/places involved, such as Portugal, Britain, France, Spain, North America or the number of people forced to migrate from Ireland due to the potato famine, and the nations/places they emigrated to, such as the United States, Canada and Australia (AC9HH9K02_E3) analysing impact of invasion, colonisation and dispossession of lands by Europeans on the First Nations Peoples of Australia such as frontier warfare, genocide, removal from land, relocation to 'protectorates', reserves and missions (AC9HH9K02_E4)
	the emergence of significant economic, social and political ideas in the period and their influence on changing society,	outlining the features that reflect the emergence of a belief in social and political equality, including the right to vote, the 8-hour Day movement and universal education in Australia (AC9HH9K03_E1) discussing how significant events such as the American and French revolutions contributed to the spread of ideas of equality (AC9HH9K03_E2) investigating how the idea of nationalism led to the push for Federation in Australia (AC9HH9K03_E3)

	including nationalism (AC9HH9K03)	
	the diverse and competing interpretations about significant events, ideas, individuals and people, groups and movements in making the modern world and why history can be contestable (AC9HH9K04)	<p>discussing whose ideas and voices from the past are studied in history and whose are left out, such as the First Nations peoples of Australia and the Americas; enslaved people, including African slaves in the Americas and Caribbean; women; or children; when studying imperialism and colonialism (AC9HH9K04_E1)</p> <p>comparing two different historical interpretations of the same event (AC9HH9K04_E2)</p>
The Industrial Revolution (1750–1914)	the causes of the Industrial Revolution, such as technological innovations and other conditions that influenced the industrialisation of Britain (AC9HH9K05)	<p>explaining how changes in technology, such as steam-driven spinning mills, railways and steam ships, led to the development of factories and industrialised cities (AC9HH9K05_E1)</p> <p>identifying the spread of innovations such as steam power, iron and steel production, transport and chemicals in Europe, USA and Japan (AC9HH9K05_E2)</p> <p>identifying factors that led to the Industrial Revolution such as the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system and expanding empire (AC9HH9K05_E3)</p>
	the different perspectives and experiences of men, women and children during the Industrial Revolution, and their changing way of life (AC9HH9K06)	<p>comparing and contrasting the impact of steam, gas and electricity on people’s way of life during the Industrial Revolution (for example, differences in living conditions for rich and poor, improvements in living standards, changes in working conditions for agricultural workers) (AC9HH9K06_E1)</p> <p>investigating the changes in working conditions, such as longer working hours for low pay and the use of children as a cheap source of labour (AC9HH9K06_E2)</p> <p>outlining the growth of trade unions as a response to the impacts of the Industrial Revolution (AC9HH9K06_E3)</p>

	the ideas that emerged and influenced change in society, such as capitalism, socialism, egalitarianism and Chartism (AC9HH9K07)	explaining why an idea emerged and the basis of that idea, such as Chartism (the movement in support of the People’s Charter of 1838 in Britain), and identifying changes that arose from that idea, such as universal male suffrage and the secret ballot (AC9HH9K07_E1)
	the role of a significant individual or group in the promotion of one these ideas, for example from agricultural and factory workers, inventors and entrepreneurs, landowners, politicians and religious groups (AC9HH9K08)	explaining responses to particular ideas (for example, how religious groups responded to ideas in Charles Darwin’s 1859 book <i>On the Origin of Species</i> or how workers responded to the idea of capitalism or socialism) (AC9HH9K08_E1)
		investigating the role played by an individual or group in promoting a key idea (for example, the role of Adam Smith and entrepreneurs in promoting capitalism) (AC9HH9K08_E2)
Movement of peoples (1750–1901)	the significant events that caused the movement of peoples throughout the world, such as the transatlantic slave trade, the Irish Famine, convict transportation and the Industrial Revolution (AC9HH9K09)	identifying and describing the various push factors for the movement of peoples in the transatlantic slave trade, the Irish Famine and convict transportation, such as the Agricultural Revolution, the Industrial Revolution, discrimination and persecution, forced migration (AC9HH9K09_E1)
		describing causes for the growth of cities as men, women and children moved to the cities to find employment (for example, the enclosures, improvements in farm machinery, the development of the factory system, development of the steam engine) (AC9HH9K09_E2)

<p>the short, medium and long-term effects of population movements and changing settlement patterns during this period in Australia and the world, such as global demographic changes, transport, new ideas and political and social reforms (AC9HH9K10)</p>	<p>describing the growth of cities as men, women and children moved to the cities to find employment (AC9HH9K10_E1)</p>
	<p>evaluating the effects of the movement of peoples on the First Nations Peoples of Australia and other indigenous and immigrant populations, such as displacement, disease, and destruction of cultures (AC9HH9K10_E2)</p>
<p>the different perspectives and experiences of slaves, convicts and free settlers upon departure, their journey abroad, their reactions on arrival and their changing way of life, including the Australian experience and their effects on First Nations Peoples of Australia (AC9HH9K11)</p>	<p>investigating sources that record the reactions of new arrivals to other countries in this period, including responses to the natural environment and climate (AC9HH9K11_E1)</p>
	<p>investigating the experiences of a specific group of arrivals to Australia (for example convicts in Sydney, Hobart, Brisbane; or free settlers in Melbourne, Adelaide, Perth or Darwin (AC9HH9K11_E2)</p>
	<p>exploring journal articles, letters and other documents of slaves, convicts, and free settlers to ascertain their thoughts, feelings, experiences and hopes for the future in a new land (AC9HH9K11_E3)</p>
	<p>investigating the colonisation of Australia, such as the destruction of cultural lifestyles, frontier wars, and genocide, and how the impacts of colonisation are viewed as invasion from the perspective of many First Nations Australians (AC9HH9K11_E4)</p>

	<p>the ideas that emerged and influenced change in society, such as nationalism, imperialism, Darwinism, capitalism and egalitarianism (AC9HH9K12)</p>	<p>explaining why an idea emerged and the basis of that idea, such as Chartism (the movement in support of the People’s Charter of 1838 in Britain), and identifying changes that arose from that idea, such as universal male suffrage and the secret ballot (AC9HH9K12_E1)</p>
	<p>the impacts of a significant individual or group in the promotion of one these ideas for example, from explorers, politicians, agricultural and industrial workers, colonialists, and landowners, religious groups, and First Nations Peoples of Australia (AC9HH9K13)</p>	<p>describing how a significant individual or group helped spread ideas to the wider society, such as how Chartists promoted their ideas of voting reform and direct representation among the working class in Britain and Australia (for example, Chartist William Cuffay in Tasmania or British Chartists on the goldfields in Victoria and New South Wales) (AC9HH9K13_E1)</p>

Australia 1750 – 1918) and Asia (1750 – 1918)	the key social, cultural, economic, and political features and their significance in the development in one society during the period (AC9HH9K14)	<p>Asia and the world investigating the significant aspects of an Asian society at the beginning of this period (for example, identifying the territorial extent of Qing China, the role and influence of the Emperor, and the nature of literature, art and architecture; the territorial extent of the Mughal Empire in India, the role and influence of the Mughal emperor, the art and architecture of Mughal India, such as the Taj Mahal; the influence of the Tokugawa Shogunate on Japan’s political, economic and social development) (AC9HH9K14_E1)</p>
		<p>Australia: Making and transforming a nation (1750 – 1918) examining the different contexts of the colonies of Australia and explaining their influences (for example, analysing and evaluating the effects of physical isolation on the development of the Swan River Colony (WA); the deliberate exclusion of convicts in the colonisation of South Australia; the discovery of gold on the development of Victoria; and the expansion across the Blue Mountains in NSW (AC9HH9K14_E2)</p>
	the causes and effects of European contact and extension of settlement on the First Nations Peoples of Australia or Asian peoples (AC9HH9K15)	<p>Asia and the world identifying aspects of the Asian society under investigation that remained the same or changed during this period, especially as a result of contact with European powers (for example, describing the reasons for and the effects of the British opium trade with China; the development of the British Raj and identifying British influences on Indian society; the short- and long-term effects of Dutch trade and colonisation on Indonesian society from the 17th century onwards) (AC9HH9K15_E1)</p>
		<p>Australia: Making and transforming a nation (1750 – 1918) examining the effects of colonisation, such as frontier conflict, and the massacres of First Nations Australians; the spread of European diseases and the destruction of cultural lifestyles (AC9HH9K15_E2)</p> <p>explaining the effects of sheep and cattle farming on the Australian landscape, such as loss of native plants, compacting of soil, and water run-off (AC9HH9K15_E3)</p> <p>investigating the forcible removal of children from First Nations Australia families in the late nineteenth century/early twentieth century (leading to the Stolen Generations), such as the motivations for the removal of children, the practices and laws that were in place, and experiences of separation (AC9HH9K15_E4)</p>
significant events, ideas, people, groups and movements in the	<p>Asia and the world explaining the position of the Asian society in relation to other nations in the world around the turn of the twentieth century, including the influence of significant ideas such as nationalism (AC9HH9K16_E1)</p>	

development of the society (AC9HH9K16)

investigating significant individuals and groups such as Empress Dowager Cixi, the Self-Strengthening Movement and the Society of Righteous Harmony in China; Emperor Mutsuhito, Commodore Matthew Perry and the Satsuma Rebellion in Japan; the British East India Company, the Sepoy Rebellion, the Indian National Congress, Gopal Krishna Gokhale, Dadabhai Naoroji, Bal Gangadhar Tilak and Mohandas K. Gandhi in India; Diponegoro, the Java War, Budi Utomo (Boedi Oetomo), Sarekat Islam, Sukarno, Mohammad Hatta, Sutan Sjahrir in Indonesia (AC9HH9K16_E2)

Australia: Making and transforming a nation (1750 – 1918)

discussing the rise of nationalist sentiment in Australia in the mid- to late nineteenth century (AC9HH9K16_E3)

explaining the factors that contributed to Federation and the development of democracy in Australia, such as defence concerns, economic concerns and the 1890s depression, the 'White Australia ideal', nationalist ideals and egalitarianism (AC9HH9K16_E4)

outlining the key steps to Federation, such as the Australasian Federation Conference (1890), the first Federal Constitutional Convention (1891), the second Federal Constitutional Convention (1897–1898), the first referendum on the Federal Constitution (1898), the second referendum on the Federal Constitution (1899), the Commonwealth of Australia Constitution Act (1900), Federation Day (1 January 1901) (AC9HH9K16_E5)

examining the influences on the development of the Australian constitution, such as the British Westminster system and federalism (AC9HH9K16_E6)

analysing the significance of the advance of women's voting rights to the development of Australian democracy, including the Commonwealth Franchise Act 1902 (AC9HH9K16_E7)

investigating key people and groups involved in the Federation movement and the development of an Australian identity, such as Sir Henry Parkes, Sir Samuel Griffith, William Guthrie Spence, John Feltham Archibald, Catherine Helen Spence, Alfred Deakin, Tom Roberts, Frederick McCubbin, Arthur Streeton, Joseph Furphy, Barbara Baynton, Banjo Paterson, Henry Lawson, 'Federation leagues', the Australian Natives Association, The Bulletin (AC9HH9K16_E8)

investigating significant First Nations Australians and groups involved in the recognition and maintenance of cultural lore and survival of traditions and language during the process of change. (AC9HH9K16_E9)

<p>patterns of continuity and change and their effects on influencing movements of people, ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the twentieth century (AC9HH9K17)</p>	<p>Asia and the world describing how increasing foreign influence and imperialism was challenging and changing Asian societies (for example, the development of steam-powered factories, especially military machinery, in China and Japan; the introduction of British government and law in India; the Cultivation System vs the Ethical System in Indonesia) (AC9HH9K17_E1)</p>
	<p>Australia: Making and transforming a nation (1750 – 1918) using sources such as photographs, paintings, diaries, and newspapers to examine the living and working conditions in Australia around 1900 and making comparisons between different settings such as rural versus urban (AC9HH9K17_E2)</p>
	<p>identifying the main features of housing, sanitation, transport, education and industry that influenced living and working conditions in Australia around 1900 and comparing them with early colonisation around 1800 (AC9HH9K17_E3)</p>
	<p>explaining how laws made by the federal parliament, such as those resulting from the Harvester Judgement or the introduction of pensions, affected working conditions and standards of living (AC9HH9K17_E4)</p>
<p>different experiences and perspectives of colonisers, settlers and First Nations Australians from the time and the impact of changes to society including events, ideas, beliefs and values (AC9HH9K18)</p>	<p>Asia and the world comparing and contrasting different perspectives about the effect of European colonisation on Asian countries (for example, the views of people in various mainland provinces of China vs Hong Kong; the view of samurai on Meiji modernisation; views of British Raj families vs members of the independence movement in India; views of the Dutch colonials vs native Indonesians in Indonesia) (AC9HH9K18_E1)</p>
	<p>Australia: Making and transforming a nation (1750 – 1918) investigating the experiences of a specific group of arrivals to Australia, such as convicts in Sydney, Hobart or Brisbane or free settlers in Melbourne, Adelaide, Perth or Darwin (AC9HH9K18_E2)</p>
	<p>describing the impact of this group on the First Nations Peoples of the region (AC9HH9K18_E3)</p>
	<p>examining the experiences of non-Europeans in Australia prior to the 1900s, such as Japanese pearlers in Darwin, Chinese on the goldfields in Victoria and New South Wales, South Sea Islanders on sugar plantations in Queensland, Afghan cameleers in central Australia (AC9HH9K18_E4)</p>

	different historical interpretations and debates about the colonial and settler societies, such as contested terms, including 'colonisation', 'settlement' and 'invasion' (AC9HH9K19)	<p>Asia and the world comparing the similarities and differences in historians' views about the significance of Western colonial influences on Asian countries, such as Americans in Japan, the British in India, or the Dutch in Indonesia (AC9HH9K19_E1)</p>
		<p>Australia: Making and transforming a nation (1750 – 1918) comparing the similarities and differences in historians' views about colonial society, such as the emergence of a distinct Australian identity, the influence of the White Australia debate on the push for Federation, the idea of Australia as a 'working man's paradise' (AC9HH9K19_E2)</p>
		<p>discussing terms in relation to Australian history such as invasion, colonisation, settlement and why these continue to be contested within society today (AC9HH9K19_E3)</p>
		<p>exploring the perspectives and interpretations by First Nations Australians and their experiences relating to invasion, colonisation, and settlement (AC9HH9K19_E4)</p>
	development of the society in relation to other nations in the world by 1914, including the effects of ideas and movements of people (AC9HH9K20)	<p>Asia and the world investigating the confrontation between an Asian country and Western powers, such as the Sino-French war, the Russo-Japanese war, the increasing demand for Indian or Indonesian independence and self-government (AC9HH9K20_E1)</p>
		<p>Australia: Making and transforming a nation (1750 – 1918) investigating how the major social legislation of the new Federal Government affected living and working conditions in Australia (for example, the Harvester Judgment, Immigration Restriction Act, invalid and old-age pensions, the maternity allowance scheme and Defence Acts) (AC9HH9K20_E2)</p>
World War I (1914–1918)	the causes of World War I and the reasons why men enlisted to fight in the war (AC9HH9K21)	<p>Identifying and describing the long-term causes of World War I, such as militarism, the alliance system among European countries in the late 19th and early 20th centuries, imperialism and nationalism (AC9HH9K21_E1)</p>
		<p>identifying and describing the short-term triggers of World War I, such as the assassination of Archduke Franz Ferdinand of Austria-Hungary, 'July Crisis' between Austria-Hungary and Serbia, and the invasion of Belgium by Germany (AC9HH9K21_E2)</p>
		<p>explaining the perspectives towards war at the turn of the 20th century, such as notions of war as noble and heroic or as an adventure (AC9HH9K21_E3)</p>

	<p>listing the reasons why Australian men enlisted in the Australian Imperial Force (for example, challenges living on the land and a need for a regular pay, adventure, to do their duty for the British Empire, impact of persuasive posters, pamphlets and leaflets, peer and community pressure) (AC9HH9K21_E4)</p> <p>examining the stories of First Nations Australian men who listed in the Australian Imperial Force (AC9HH9K21_E5)</p>
<p>the places of significance where Australians fought, their perspectives and experiences, including the Gallipoli campaign (AC9HH9K22)</p>	<p>identifying the places where Australians fought, such as Gallipoli, Fromelles, the Somme, Pozières, Passchendaele, Bullecourt, Villers-Bretonneux, Sinai Peninsula, Gaza, Beersheba (AC9HH9K22_E1)</p> <p>using sources to investigate the difficulties of trench warfare, the use of tanks, aeroplanes and chemical weapons (gas) (AC9HH9K22_E2)</p> <p>comparing and contrasting the different experiences of war, such as foot soldiers at the Western Front vs the Light Horse in Palestine (AC9HH9K22_E3)</p> <p>exploring the experiences of First Nations Peoples of Australia during the war (AC9HH9K22_E4)</p>
<p>significant events and turning points of the war and the nature of warfare, including the Western Front Battle of the Somme and the Armistice (AC9HH9K23)</p>	<p>investigating one major battle, such as Gallipoli, Fromelles, the Somme, Pozières, Passchendaele, Bullecourt, Villers-Bretonneux or Beersheba, and examining locations, techniques and warfare (AC9HH9K23_E1)</p> <p>using sources such as diaries, letters, and newspapers to examine the perspectives of those who fought on both sides (AC9HH9K23_E2)</p> <p>evaluating the significance of the Armistice of November 1918 in ending the war (AC9HH9K23_E3)</p>
<p>the effects of World War I, with a particular emphasis on continuities and changes in Australia society including the role of women, political</p>	<p>investigating examples of the war's effects on society, such as the changes to women's roles during the war compared to continuities before and after the war (AC9HH9K24_E1)</p> <p>investigating the first and second referenda on conscription, including the division within the Labor Party over this issue and identifying the groups who opposed conscription, such as trade unionists and Irish Catholics, and the grounds for their objections (AC9HH9K24_E2)</p> <p>examining the continuities and changes in Australia's relationship with the British Empire, such as changing sentiments about Britain as the mother country (AC9HH9K24_E3)</p>

		debates about conscription, relationships with the British Empire, the experiences of returned soldiers and the status of First Nations Australian veterans (AC9HH9K24)	explaining the effects of war on returned soldiers, especially First Nations Australian soldiers, such as shell shock, employment opportunities, social and racial discrimination, service recognition, land allocation (soldier settlement scheme) and wage inequality (AC9HH9K24_E4)
		the commemoration of World War I, including different historical interpretations and contested debates about the nature and significance of the Anzac legend and the war (AC9HH9K25)	investigating the ideals associated with the Anzac tradition and how and why World War I is commemorated within Australian society (AC9HH9K25_E1)
			discussing different the similarities and differences in historians' views of the Anzac legend over time (AC9HH9K25_E2)
			debating the difference between commemoration and celebration of war (AC9HH9K25_E3)
			evaluating the fairness of post-war treaties on Axis powers, such as the Treaty of Versailles on Germany (AC9HH9K25_E4)
Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>	
Skills	Asking historical questions	develop different kinds of questions about the past (AC9HH10S01)	developing questions about aspects of the past that require historical argument (AC9HH10S01_E1)
			identifying, planning and investigating specific historical question or issues (AC9HH10S01_E2)
			developing a set of questions that support student's analysis of sources (AC9HH10S01_E3)

	evaluate and refine these questions (AC9HH10S02)	refining questions using historical concepts such as cause, effect, change and continuity (AC9HH10S02_E1)
Sequencing chronology	sequence significant events in chronological order to inform analysis of cause and effect (AC9HH10S03)	<p>creating a timeline that identifies the significant events or individuals across a particular time period and observing and discussing patterns of causation and change, and/or identifying parts of the world that were involved in, or affected by, those events (AC9HH10S03_E1)</p> <p>organising a range of primary sources and/or perspectives in chronological order to support the development of a historical argument about effects or changes (AC9HH10S03_E2)</p>
	evaluate the broad patterns of continuity and change over the period to demonstrate the relationship between events, ideas, people, groups, movements and developments (AC9HH10S04)	<p>judging whether a political, social, economic, cultural, technological or environmental change were significant by determining the substance, permanence and widespread nature of the change in the era, period or society being studied (AC9HH10S04_E1)</p> <p>analysing continuities by highlighting the lack of deviation, the similarities of important aspects and the widespread nature of similarities in the era, period or society despite an event, idea, person, group or movement achieving short-term significance (AC9HH10S04_E2)</p>
Using historical sources as evidence	locate and identify relevant primary and secondary sources of evidence such as archaeological, written and audio-visual sources (AC9HH10S05)	<p>locating historical sources from archives, museums and online collections (AC9HH10S05_E1)</p> <p>recognising the role of ICT in providing access to sources, such as the ability to access resources that historians use (for example Ebsco Host, Google Scholar, and various online archives such as Trove) (AC9HH10S05_E2)</p> <p>selecting data from online records, such as immigration records, to analyse changes over time (AC9HH10S05_E3)</p>
	describe the origin and content, and explain the	establishing the context of the sources, such as when and where it was produced and whether it was at the same time as the event being studied or after the event (AC9HH10S06_E1)

purpose and context, of primary and secondary sources (AC9HH10S06)	identifying literal and symbolic features of sources and explaining their purpose and inferences (AC9HH10S06_E2)
	explaining the events, ideas, individuals represented in a visual source (AC9HH10S06_E3)
	using the student's own historical knowledge to interpret sources (AC9HH10S06_E4)
	analysing the intent of the author and purpose of the source (AC9HH10S06_E5)
analyse and corroborate primary and secondary sources for use as evidence (AC9HH10S07)	corroborating a range of historical sources identifying similarities, differences and inconsistencies (AC9HH10S07_E1)
	determining whether or not the information in one historical source can be verified by information in another historical source (AC9HH10S07_E2)
	combining historical data from a range of sources to identify and explain the causes of an event (AC9HH10S07_E3)
evaluate the usefulness and reliability of sources for use as evidence in a historical argument (AC9HH10S08)	understanding that the reliability and usefulness of a source depends on the questions asked of it, such as an account having a particular historical perspective and therefore being of use in revealing past prevailing attitudes (AC9HH10S08_E1)
	making judgments about whether a source is extremely, very, somewhat, rarely or not very useful (AC9HH10S08_E2)
	determining the extent to which the accuracy or purpose of a source affects its usefulness (AC9HH10S08_E3)
	providing evidence to support historical arguments about utility and reliability (AC9HH10S08_E4)
compare different perspectives of people in the past and evaluate how these perspectives	identifying in a range of perspectives the absent or hidden voices and suggesting reasons for this (AC9HH10S09_E1)
	comparing and contrasting the range of perspectives at the time surrounding a historical event, such as women, men, children, ethnic groups, indigenous peoples and minority groups (AC9HH10S09_E2)

	are influenced by significant events, ideas, location, beliefs and values (AC9HH10S09)	discussing if the perspective of one individual in the time period is representative of a majority or minority view at that time (AC9HH10S09_E3)
	evaluate different historical interpretations (including their own) and contested debates (AC9HH10S10)	recognising that historical interpretations may be provisional (AC9HH10S10_E1) discussing multiple ways historians view the significance of the event under investigation, such as through political or social lenses (AC9HH10S10_E2) discussing reasons why historians may have different interpretations of the past (AC9HH10S10_E3) exploring contested debates in history such as colonisation and the Anzac legend, the Brisbane Line, reds under the bed and McCarthyism (AC9HH10S10_E4)
Analysing causes and effects	analyse the short and long causes and the intended and unintended effects of significant events and development (AC9HH10S11)	using chronologies to observe and identify long-term causes, short-term triggers, turning points and short- and long-term effects of a particular event (AC9HH10S11_E1) differentiating between intended and unintended effects (AC9HH10S11_E2) using sources of evidence (perspectives and interpretations) to identify causes and effects of an event (AC9HH10S11_E3)
Identifying continuity and change	identify and explain patterns of continuity and change in the development of the modern world and Australia (AC9HH10S12)	using chronologies to observe and identify patterns where changes or continuities have occurred during a particular era (AC9HH10S12_E1) describing and explaining change, including the quality of change, the types of change and the impact of change (AC9HH10S12_E2)

Evaluating historical significance	develop, refine and use criteria to evaluate historical significance (AC9HH10S13)	determining whether an event, idea, individual, group, movement or site was recognised as important at the time (AC9HH10S13_E1)
		determining whether an event, idea, individual, group, movement or site had a significant impact in scope or depth at the time (AC9HH10S13_E2)
		determining whether an event, idea, individual, group, movement or site had a lasting impact on history (AC9HH10S13_E3)
		determining whether an event, idea, individual, group, movement or site provides an ability to understand a wider historical context or a larger historical issue (AC9HH10S13_E4)
Evaluating historical significance	evaluate the historical significance of an event, idea, individual, group, movement or site (AC9HH10S14)	ranking causes of an event in order of significance and constructing an argument using evidence and criteria (AC9HH10S14_E1)
		identifying the contributions of individuals to an event and evaluating whose contributions were the most significant (AC9HH10S14_E2)
Communicating	use a range of communication forms to develop a historical argument about the past using evidence from a range of primary and secondary sources (AC9HH10S15)	constructing a historical argument using selected evidence from sources to support an interpretation of the past (AC9HH10S15_E1)
		developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available (AC9HH10S15_E2)
		selecting the most appropriate way to communicate a historical argument (AC9HH10S15_E3)
		using different communication methods to represent historical evidence (AC9HH10S15_E4)

Year 10

Level description

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Peoples of Australia.

In Year 10 it is expected that at least the sub-strand of World War II (1939–1945) and Rights and freedoms (1945–the present) be studied in depth.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' historical knowledge, understandings and skills.

- How did the nature of global conflict change during the 20th century?
- What were the causes and consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?
- What were the perspectives of people at the time? How did these change?
- What are the contested debates and reasons for different historical interpretations?

Achievement standard

By the end of Year 10, students evaluate the historical significance of events, ideas, figures and groups in the modern world and Australia in its global content. They sequence and analyse the events, ideas, historical figures, individuals and groups that contributed to causing change between 1918 and the present day. Students analyse significant causes and effects of events and developments. They evaluate patterns of continuity and change and the most significant changes brought to society. Students develop, refine and apply criteria to judge historical significance.

Students develop, evaluate and refine different types of questions about the past. They analyse and compare sources and evaluate their usefulness and reliability as evidence to support their historical arguments. Students compare perspectives and evaluate how they are influenced by events, ideas, location, beliefs and values. They evaluate different historians' interpretations of the past, recognise the evidence used to support these interpretations and investigate at least one contested historical debate. Students develop and justify their own interpretations about the past. Students communicate a historical argument by using knowledge, evidence and the application of historical thinking concepts.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and understanding</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Overview of the Modern World and Australia</p>	<p>significant events and ideas during the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (AC9HH10K01)</p>	<p>identifying the main features of the Treaty of Versailles, such as territorial concessions required by Germany and the imposition of war reparations (AC9HH10K01_E1)</p> <p>outlining key features of the inter-war years, such as mass production in the 1920s, the ‘flapper generation’ and the Jazz Age, the Crash of 1929, and the consequences of the Great Depression (AC9HH10K01_E2)</p> <p>describing the experiences of Australians during the depression, including unemployment and ‘on the susso’ (AC9HH10K01_E3)</p>
	<p>continuities and changes in the post-World War II world and continuing efforts to achieve lasting peace and security in the world, including Australia’s involvement in UN peacekeeping (AC9HH10K02)</p>	<p>creating a chronological account of the significant events and eras post-World War II, such as the Cold War, the Berlin Blockade, the Korean War, the Cuban Missile Crisis, the Vietnam War, the fall of the Berlin Wall, the breakup of the Soviet Union (AC9HH10K02_E1)</p> <p>explaining the structure and purpose of the United Nations (AC9HH10K02_E2)</p> <p>researching significant places where Australia has been involved in UN peacekeeping, such as Cyprus, Iraq, Cambodia, Somalia, Rwanda, Papua New Guinea, Timor-Leste (AC9HH10K02_E3)</p>
	<p>the contribution to significant change by major movements for rights and freedom in the world and the achievement of independence by former colonies (AC9HH10K03)</p>	<p>outlining the significant movements for rights and freedom in the world, such as the US Civil Rights movement, First Nations Peoples of Australia rights movements, South Africa’s anti-apartheid movement, women’s movements, LGBTQI+ movements (AC9HH10K03_E1)</p> <p>identifying significant colonial independence movements in the 20th century, such as India, Pakistan, Indonesia, Vietnam, Sudan, Ghana, Algeria, Kenya, Zimbabwe (AC9HH10K03_E2)</p>

World War II (1939–1945)	the causes and effects of the Cold War and Australia’s involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, the Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War (AC9HH10K04)	outlining the causes of the Cold War, such as the competing ideologies of communism and democracy, the shift in military power post-World War II to the US and the USSR, and the development of spheres of influence, such as the Warsaw Pact, NATO, SEATO (AC9HH10K04_E1)
		describing Australia’s reasons for involvement in Korea, Vietnam, the Gulf Wars and Afghanistan, such as alliances, regional concerns and economic concerns (AC9HH10K04_E2)
		discussing the rising economic and political influence of countries such as China and India since the end of the Cold War (AC9HH10K04_E3)
	developments in technology, public health, longevity and standard of living during the 20 th century, and concern for the environment and sustainability and their contribution to changing perspectives over time (AC9HH10K05)	tracing key developments in technology since 1945 that have changed the world in the following areas: the household, such as television, appliances, central heating and cooling; travel and trade, such as shipping and passenger jets; communications, such as the microchip, satellites and digital systems (AC9HH10K05_E1)
		discussing the growth in the world’s population during the 20 th century, including life expectancy changes in different parts of the world, and the depletion of natural resources (AC9HH10K05_E2)
		outlining how the rise of the environmental movement around the world has changed people’s perspectives on things such as developments in renewable energy technology and sustainability measures such as recycling (AC9HH10K05_E3)
	the causes and course of World War II (AC9HH10K06)	analysing the causes of World War II, such as the effects of the Treaty of Versailles on Germany, the structural weaknesses of the League of Nations, the rise of Hitler and the Nazi Party in Germany, Japan’s imperial ambitions (AC9HH10K06_E1)
		creating a chronological account of significant events in the European theatre of war, such as Germany’s invasion of Poland in 1939, the Blitzkrieg, the Battle of Britain, Operation Overlord (the invasion of Normandy), the Battle of the Bulge, the Soviets’ capture of Berlin (AC9HH10K06_E2)

	creating a chronological account of significant events in the Asia-Pacific theatre of war, such as the Japanese invasion of Manchuria, the Japanese occupation of China, the Japanese attack on Pearl Harbor in 1941, the fall of Singapore in 1942, the American victory at the Battle of Midway in 1942, the Battle for Kokoda, the Battle of the Coral Sea, the Battle of Iwo Jima (AC9HH10K06_E3)
the places of significance where Australians fought and their perspectives and experiences during World War II, such as the Fall of Singapore, Prisoners of War (POWs), the Battle of Britain and Kokoda (AC9HH10K07)	identifying significant places where Australians fought, such as North Africa (including Tobruk), Darwin, New Guinea (including Kokoda), Malaya, Singapore (AC9HH10K07_E1)
	analysing the significance of Kokoda as the battle that halted the Japanese advance on Port Moresby and why it helped foster the Anzac legend (AC9HH10K07_E2)
	comparing the experiences of various Prisoners of War (POWs), such as treatment of Australian POWs under German vs Japanese control (AC9HH10K07_E3)
	examining the perspectives of particular groups of POWs, such as those in camps in Ambon or Rabaul, those used as forced labour on the Thai–Burma Railway, army nurses captured at Singapore (AC9HH10K07_E4)
the significant events and turning points of World War II, including the Holocaust and use of the atomic bomb (AC9HH10K08)	explaining why particular events were significant turning points in the European theatre of war, such as Germany's invasion of Poland in 1939, the Blitzkrieg, the Battle of Britain, Operation Overlord (the invasion of Normandy), the Battle of the Bulge, the Soviets' capture of Berlin (AC9HH10K08_E1)
	explaining why particular events were significant turning points in the Asia-Pacific theatre of war, such as the Japanese occupation of China, the Japanese attack on Pearl Harbor in 1941, the fall of Singapore in 1942, the American victory at the Battle of Midway in 1942, the Battle for Kokoda, the Battle of Iwo Jima (AC9HH10K08_E2)
	examining the reasons for the Holocaust, including anti-Semitism and Nazi race theory (AC9HH10K08_E3)
	investigating the scale and significance of the Holocaust using primary and secondary sources such as survivor testimonies (AC9HH10K08_E4)
	discussing the short- and long-term impacts of the Holocaust on the Jewish community post-World War II, such as coming to terms with the scale of loss, migration to Israel, Australia and the United States, the creation of Yad Vashem and other Holocaust centres, museums and memorials (AC9HH10K08_E5)
	outlining the race to build the atomic bomb by Germany, Japan, the US and analysing why the atomic bombs were dropped on Hiroshima and Nagasaki (AC9HH10K08_E6)

	analysing the effects of the atomic bombs on Hiroshima and Nagasaki, including short- and long-term effects on human health, and short- and long-term environmental effects on the cities and surrounding areas (AC9HH10K08_E7)
the effects of World War II, with a particular emphasis on the continuities and changes on the Australian home front, including the changing roles of women and First Nations Australians, 'enemy aliens', as well as the use of wartime government controls such as conscription, 'manpower controls', rationing and censorship (AC9HH10K09)	discussing the introduction of conscription into Australia through the Citizen Military Forces as a change from the policies of World War I (AC9HH10K09_E1)
	investigating the effects of World War II on the changing roles of women in Australia during the war (for example, women in the military (WAAAF, AWAS, WRANS), the Women's Land Army, factory work) contrasted with the continuities of their roles before and after the war (AC9HH10K09_E2)
	investigating the impact of World War II at a local and national level, such as the bombing of Darwin, the Japanese submarine attack on Sydney and the sinking of ships off the Australian coast, the 'Battle of Brisbane', the Cowra breakout and the Brisbane Line (AC9HH10K09_E3)
	describing the effects of changes to individual rights and freedoms because of the National Security Act, such as censorship of the media, detention of Japanese, German and Italian residents, banning groups opposed to the war on either political or religious grounds and controls over the workforce (manpower controls) (AC9HH10K09_E4)
	explaining the effects of rationing on daily life, such as recycling, repairing worn items like clothing, growing one's own food (AC9HH10K09_E5)
	identifying the barriers that affected First Nations Australians from enlisting in WWII, such as the lack of trust in their loyalty by the Australian Government, renouncing their Aboriginal or Torres Strait Islander status and the notion that there would be disharmony amongst First Nations and non-First Nations Australian men. (AC9HH10K09_E6)
	examining the reasons for changing views by the Australian Government to include First Nations Australians in the defence forces such as the critical shortage of manpower, and specialised work requiring First Nations Australians to undertake e.g., the Nackeroos and the Northern Territory Special Reconnaissance Unit. (AC9HH10K09_E7)
	examining the changing roles of First Nations Australian men and women during World War II working as civilians for the army, such as increasing employment opportunities as domestics working in hospitals, ammunition stacking, timber cutting and cement works, maintaining gardens, slaughtering cattle, and assembling and clearing gearboxes. (AC9HH10K09_E8)
the significance of World War II to Australia's	evaluating the significance of World War II to Australia's changing relationship with Britain and the US, particularly the shift in importance from the one to the other, such as the creation of the ANZUS alliance (AC9HH10K10_E1)

Rights and freedoms (1945–the present)	international relationships in the 20 th century, with particular reference to the United Nations, Britain, the USA and Asia (AC9HH10K10)	evaluating the short- and long-term effects of World War II on the emergence of Australia’s deeper engagement with Asia, such as the development of SEATO, the South Pacific Forum, APEC, the ASEAN Regional Forum, various trade alliances (AC9HH10K10_E2)
		describing the involvement of Australia in the founding of the United Nations, such as HV Evatt’s role in drafting the charter of the United Nations (AC9HH10K10_E3)
	the commemoration of World War II, including different historical interpretations and contested debates (AC9HH10K11)	analysing the contested debate over the Battle for Australia 1942 and its commemoration since 2008 (AC9HH10K11_E1)
		discussing the commemoration of Kokoda, such as the debate around hiking the Kokoda trail as a form of commemoration (AC9HH10K11_E2)
	the origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration (AC9HH10K12)	outlining the causes of the development of the Universal Declaration of Human Rights, such as the atrocities of the Holocaust, the immense scale of destruction and displacement because of World War II (AC9HH10K12_E1)
	the background and causes, such as discriminatory legislation and policies, to the struggle of First Nations Peoples of Australia for rights and freedoms	<p>outlining the political and societal impacts that contributed to the struggle of First Nations Australians and their response to rights and freedoms, such as legal status at the Commonwealth and various state levels, segregation and treatment on missions, the policy of assimilation adopted in 1937 by the Aboriginal Welfare Conference of Commonwealth and State Authorities (AC9HH10K13_E1)</p> <p>explaining the significance of the 1938 Day of Mourning in the struggle of First Nations Australians for rights and freedoms, including the significance of 26 January 1938 (150 years since the First Fleet) and national Indigenous rights meeting. (AC9HH10K13_E2)</p>

	<p>before 1965, including the 1938 Day of Mourning and the Stolen Generations (AC9HH10K13)</p>	<p>exploring accounts of the past experiences of First Nations Australians who were members of the Stolen Generations and how these experiences influenced the civil rights movement in Australia from the 1960s through to the present day (AC9HH10K13_E3)</p>
	<p>the effects of the US civil rights movement and its influence on Australia in changing perspectives, beliefs and opinions (AC9HH10K14)</p>	<p>outlining the Freedom Rides in the US, how they inspired civil rights campaigners in Australia and how they became a turning point in the First Nations Australian's struggle for rights and freedoms (AC9HH10K14_E1)</p>
	<p>the contributions of First Nations Australian pioneering advocacy groups and significant individuals in the struggle and the extent they brought change to Australian society (AC9HH10K15)</p>	<p>investigating the lives of significant First Nations Australians and their contributions to rights and freedoms, such as William Cooper, Jack Patten, Sir Douglas Nicholls, Lady Gladys Nicholls, Vincent Lingiari, Charles Perkins, Shirley Smith, Gladys Elphick, Essie Coffee, Joyce Clague, Roberta (Bobbi) Sykes, Gary Foley, Michael Anderson, Eddie Koiki Mabo, Lowitja O'Donoghue (AC9HH10K15_E1)</p> <p>investigating First Nations Australian groups that contributed to changing Australian society such as the Australian Aborigines League (Victoria), the Aborigines Progressive Association (New South Wales), and Student Action for Aborigines. (AC9HH10K15_E2)</p>
	<p>the significant events in the movement for the civil rights of First Nations Peoples of Australia and the extent they contributed to change, including 1962 right to vote federally, Freedom Rides, 1967</p>	<p>creating a chronological account of the significant events in the movement for the civil rights of First Nations Peoples of Australia, including the right to vote federally in 1962, Freedom Rides, 1967 Referendum, the Tent Embassy, the Mabo decision, the Redfern Speech, the <i>Bringing Them Home</i> report, the first Sorry Day, the Apology to the Stolen Generations, the Uluru Declaration (AC9HH10K16_E1)</p> <p>explaining how significant events contributed to change, such as legal changes, especially land rights, as a result of the Wave Hill Walk-Off, the Mabo decision, the Wik decision, the Tent Embassy; political changes as a result of the right to vote federally in 1962, the 1967 Referendum; social changes as a result of the Freedom Rides, the Redfern Speech; changes to advance Reconciliation as a result of the Redfern Speech, the <i>Bringing Them Home</i> report, the Apology to the Stolen Generations (AC9HH10K16_E2)</p>

	<p>Referendum, Tent Embassy, Reconciliation; Mabo decision, <i>Bringing Them Home</i> report (the Stolen Generations), the Apology (AC9HH10K16)</p>	<p>discussing how Reconciliation is not a single significant event or change, but an ongoing process of truth-telling and healing between First Nations Peoples of Australia and other Australians (AC9HH10K16_E3)</p>
	<p>methods used by civil rights activists to challenge inequalities and discriminatory governmental practices against First Nations Peoples of Australia (AC9HH10K17)</p>	<p>investigating the role of Charles Perkins in the Freedom Ride of 1965 and the efficacy of television in bringing the struggle for rights and freedoms to national attention (AC9HH10K17_E1)</p> <p>investigating the role of Vincent Lingiari in leading the 1966 Wave Hill Walk-Off and the significance of this event's contribution to the land rights movement for First Nations Peoples of Australia (AC9HH10K17_E2)</p> <p>investigating the Mabo case and the significance of this event's contribution to the land rights movement for First Nations Peoples of Australia (AC9HH10K17_E3)</p>
	<p>the continuity and change in the continuing efforts to secure civil rights and freedoms in Australia, especially for First Nations Australians and First nations peoples of the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (AC9HH10K18)</p>	<p>identifying areas, such as education, health and employment, that are the focus for continued civil rights action for First Nations Peoples of Australia, and discuss why there continues to be a need for such action (AC9HH10K18_E1)</p> <p>investigating the legacy of children's experiences in 'care' (their placement in orphanages, Children's Homes, foster care and other forms of out-of-home care), and the significance of this in relation to the United Nations Convention on the Rights of the Child (1990) (AC9HH10K18_E2)</p> <p>explaining the ideas in the Declaration on the Rights of Indigenous Peoples (2007) and discussing how it influences calls for change in the engagement with First Nations peoples in places such as Australia, Canada and the United States (AC9HH10K18_E3)</p> <p>examining Australia's responsibilities as a signatory to the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) and how this continues the legacy of First Nations Australians rights and freedoms (AC9HH10K18_E4)</p>

The globalising world	the effects of significant post-World War II world events, ideas and developments on one major global influence that influenced change in Australian society (AC9HH10K19)	examining how the Cold War affected popular culture in Australia, including music, film and sport (AC9HH10K19_E1)
		investigating the nature of the waves of migration (for example, from Europe in the 1950s–1960s; from different parts of Asia in the 1970s, 1980s, 1990s and 2000s; from the Middle East in the 1980s–1990s; from India in the 1990s–2000s; or from Africa in the 2000s), the numbers of migrants from those countries since World War II and the reasons for those migrations, such as the effects of war, economic downturns or social upheaval (AC9HH10K19_E2)
		discussing the effects of nuclear proliferation and M.A.D in raising concerns about the environment (AC9HH10K19_E3)
		explaining reasons why the United Kingdom conducted 12 major nuclear weapons tests in Australia between 1952 and 1957 at the Montebello Islands, Emu Field and Maralinga and why opposition to the testing grew in the 1950s (AC9HH10K19_E4)
	causes and effects of the significant events and developments of the major global influences on Australia (AC9HH10K20)	analysing the causes and conditions for cultural development and the effects on Australian society such as the post-World War II baby boom and the resulting effect of the development of youth culture in the 1960s (AC9HH10K20_E1)
		investigating America’s cultural influences, such as arrival of television for the Melbourne Olympics (1956) and Bill Haley’s Australian tour (1957) (AC9HH10K20_E2)
		comparing and contrasting views on the values and beliefs of rock ‘n’ roll, film and television across time, age and gender, such as issues of conservatism and rebellion, the challenge to established ideas and national identity (AC9HH10K20_E3)
		analysing the causes and conditions that led to increased migration to Australia and changing public opinion and government policy, such as the publication of the mass murder of the Holocaust or the plight of refugees in war-ravaged Europe (AC9HH10K20_E4)
		explaining the reasons for changes in government policy, such as the introduction of the Displaced Persons Scheme in the aftermath of World War II and the impact of the Vietnam War and Indochinese refugees (AC9HH10K20_E5)

		<p>analysing the causes and conditions that led to the environment movement and its effects on changing public opinion and improving the environment, such as rapid population increase, urbanisation, increases in industrial production and trade (AC9HH10K20_E6)</p>
		<p>outlining the key events and campaigns that contributed to popular awareness of environmental issues, such as the publication of the 'Big Blue Marble' photo taken from Apollo 8 (1968), the establishment of Greenpeace to protest against nuclear testing in Alaska (1971), the protests against the Franklin Dam (1982) and the full campaign to prevent the damming of the Gordon River, the sinking of Greenpeace's <i>Rainbow Warrior</i> (1985), the Chernobyl nuclear plant meltdown (1986), the <i>Exxon Valdez</i> oil tanker spill (1989), and the Jabiluka mine controversy (1998) (AC9HH10K20_E7)</p>
		<p>investigating the impact of early texts that warned about environmental change, for example, <i>Silent Spring</i> by Rachel Carson (1962), <i>Don't It Make You Want To Go Home</i> by Joe South (1970), Mother Earth News magazine in 1970, Mercy Mercy Me (The Ecology) lyrics by Marvin Gaye (1971) (AC9HH10K20_E8)</p>
	<p>changing social, political, economic, cultural, environmental and technological conditions of a major global influence in Australia (AC9HH10K21)</p>	<p>identifying American and Asian influences on Australian popular culture since World War II, such as through mainstream and Hollywood and Bollywood films and the animation film industry in China and Japan (AC9HH10K21_E1)</p>
		<p>investigating the changing contribution of the Australian rock 'n' roll, film and television industries to Australian culture and identity through the development and export of music, film and television, such as the Seekers and Kylie Minogue from Melbourne, the Easybeats and INXS from Sydney, the Bee Gees, The Saints and the Go-Betweens from Brisbane and 'Crocodile Dundee' (1986) (AC9HH10K21_E2)</p>
		<p>describing significant examples of continuity and change in beliefs and values, such as democratic ideals, religious beliefs, egalitarianism (AC9HH10K21_E3)</p>
		<p>describing the main features of a government policy that affected migration to Australia, such as the government's 'populate or perish' policy and the elimination of the White Australia Policy (AC9HH10K21_E4)</p>
		<p>describing the impact of the Vietnam War on Vietnam and how the communist victory in Vietnam (1975) resulted in the arrival of refugees into Australia (AC9HH10K21_E5)</p>
		<p>investigating policies of multiculturalism since the 1970s and the concepts of cultural heritage and assimilation (AC9HH10K21_E6)</p>

	<p>analysing post-World War II population growth and the development of Australia’s culturally diverse society using different types of graphs (AC9HH10K21_E7)</p> <p>recognising the historic impact of the pictures of Earth taken during the Apollo 8 mission and how they influenced people’s view of the world (AC9HH10K21_E8)</p> <p>explaining the significance of ideas about the environment, such as Gaia theory, the limits of growth, sustainability and rights of nature (AC9HH10K21_E9)</p> <p>investigating a range of environmental effects such as the flooding of Lake Pedder in Tasmania, deforestation in Indonesia, the decline of the Aral Sea, the <i>Exxon Valdez</i> oil spill, the whaling industry (AC9HH10K21_E10)</p> <p>explaining events such as the struggle over American, British and French nuclear weapon testing in the Pacific from 1946 to 1996 or the sinking of the <i>Rainbow Warrior</i> in 1985 (AC9HH10K21_E11)</p> <p>evaluating the effectiveness of international protocols and treaties such as Kyoto (1997), the United Nations Framework Convention on Climate Change (since 1992) and the Washington Declaration (2007) (AC9HH10K21_E12)</p>
<p>continuities and changes in perspectives, responses, beliefs and values that have influenced the Australian way of life (AC9HH10K22)</p>	<p>comparing and contrasting generational perspectives on rock ‘n’ roll (AC9HH10K22_E1)</p> <p>using historical sources to track changing perspectives over time (AC9HH10K22_E2)</p> <p>interviewing a selection of relatives about their experiences in their teens in the 50s, 60s, 70s and 80s, tracking the changing perspectives and suggesting reasons for these changes (AC9HH10K22_E3)</p> <p>describing significant examples of continuity and change in beliefs and values, such as democratic ideals, religious beliefs or egalitarianism (AC9HH10K22_E4)</p> <p>using sources to analyse the changing attitudes in the 60s, 70s and 80s to the arrival of migrants (AC9HH10K22_E5)</p> <p>analysing the arguments for and against the White Australia Policy between 1964 and 1973 (AC9HH10K22_E6)</p> <p>discussing the contribution of migration to Australia’s changing identity as a nation (for example, the influence of different cultural and religious groups with the arrival of different waves of migrants, such as those from Europe in the 1950s–1960s; from different parts of Asia in the 1970s, 1980s, 1990s and 2000s; from the Middle East in the 1980s–1990s; from India in the 1990s–2000s; or from Africa in the 2000s) (AC9HH10K22_E7)</p>

		<p>explaining the responses of governments and organisations to environmental threats, such as New Zealand's anti-nuclear policy, the United States' Comprehensive Environmental Response, Compensation and Liability Act 1980 (CERCLA), Australia's Great Barrier Reef Outlook Report (2009) (AC9HH10K22_E8)</p>
		<p>using perspectives to explain why environmental movements and the Australian Greens party gained increasing public voice (AC9HH10K22_E9)</p>
	<p>the contribution of the global influence to Australia's changing identity as a nation and to its international relationships (AC9HH10K23)</p>	<p>discussing the changing nature of the music, film and television industries in Australia during the post-war period, including the influence of overseas developments such as rock 'n' roll, disco, punk, grunge and other music genres; Hollywood, Bollywood and the animation film industry in China and Japan on Australian film; and the development of satellite broadcast on television (AC9HH10K23_E1)</p>
		<p>investigating Australia's contribution to international popular culture in music, film, television and sport (AC9HH10K23_E2)</p>
		<p>discussing the contribution of migration to Australia's international relationships, such as a shift in focus from relationships with the UK and Europe to greater engagement with the Asia-Pacific region (AC9HH10K23_E3)</p>
		<p>evaluating the level of change to Australian identity from the start to the end of the period 1945–present brought about by migration (AC9HH10K23_E4)</p>
		<p>evaluating the Australian government's response to environmental threats including deforestation and climate change (AC9HH10K23_E5)</p>
		<p>discussing what influence the rise of the Australian Greens party has had on shaping Australian government policies on environmental threats, including deforestation and climate change (AC9HH10K23_E6)</p>
		<p>investigating how international organisations, such as Conservation International, Greenpeace, the Environmental Defense Fund, The Nature Conservancy, Ocean Conservancy, the World Resources Institute and the World Wildlife Fund, advocate to change government policies around environmental threats, including deforestation and climate change (AC9HH10K23_E7)</p>
		<p>discussing the impact of the United Nations on responding to environmental threats, including climate change, such as the United Nations Framework Convention on Climate Change (1992), the Kyoto Protocol (1997), the Copenhagen Accord (2009), the Paris Agreement (2016) (AC9HH10K23_E8)</p>

		different historical interpretations and contested debates during the second half of the 20 th century (AC9HH10K24)	<p>discussing the concept of popular culture and how it influenced First Nations Australians to become provocative, such as the development of cultural performing arts, for example, the Bangarra Dance Theatre in advancing First Nations Australians' cultures, beliefs, and stories and issues through dance and music (AC9HH10K24_E1)</p> <p>discussing the debate over multiculturalism that arose in the 1980s (AC9HH10K24_E2)</p> <p>discussing the debate over the government policy of mandatory detention of asylum seekers, including its development over time from the Keating government to the present day (AC9HH10K24_E3)</p> <p>discussing the global debate over the use of nuclear energy from 1960s–present and its change over time, including the effects of nuclear disasters such as Three Mile Island (1979), Chernobyl (1986) and Fukushima Daiichi (2011) on the debate (AC9HH10K24_E4)</p> <p>analysing the change in debate about climate change over time from the 1960s–present (AC9HH10K24_E5)</p>
Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>	
Skills Asking historical questions	develop different kinds of questions about the past (AC9HH10S01)	<p>identifying, planning and investigating specific historical question or issues (AC9HH10S01_E4)</p> <p>developing questions about aspects of the past that require historical argument (AC9HH10S01_E5)</p>	
	evaluate and refine these questions (AC9HH10S02)	<p>changing a key question or related questions in an inquiry depending on the suitability of the sources available (AC9HH10S02_E2)</p> <p>determining whether a key question or related questions are too broad or narrow given the requirements of the investigation (AC9HH10S02_E3)</p>	

Sequencing chronology	sequence significant events in chronological order to inform analysis of cause and effect (AC9HH10S03)	using interactive timelines to explore the various manifestations or effects of an event in different geographical locations (AC9HH10S03_E3)
		organising a range of primary sources in chronological order to support the development of a historical argument about significant causes (AC9HH10S03_E4)
		placing in sequence the main ideas, actions and individuals of an event and drawing links between them (for example, the Freedom Rides campaigns in the United States and Australia and explaining the links between the two campaigns) (AC9HH10S03_E5)
	evaluate the broad patterns of continuity and change over the period to demonstrate the relationship between events, ideas, people, groups, movements and developments (AC9HH10S04)	explaining the links between the continuities over the period of time, such as the experiences and treatment of First Nations Peoples of Australia, women and migrants (AC9HH10S04_E3)
		evaluating the extent to which changes in the era, period or society showed progress or decline (AC9HH10S04_E4)
Using historical sources as evidence	locate and identify relevant primary and secondary sources of evidence such as archaeological, written and audio-visual sources (AC9HH10S05)	selecting relevant and useful historical sources from data bases such as Trove and state libraries (AC9HH10S05_E4)
		identifying information in a primary or secondary source that matches the historical questions being asked (AC9HH10S05_E5)
		reviewing multiple primary or secondary sources before selecting the one/s that are most pertinent to the historical research being conducted (AC9HH10S05_E6)
		locating sources for recording oral histories (for example, Vietnam War veterans, recent migrants) (AC9HH10S05_E7)
	describe the origin and content, and explain the purpose and context, of	explaining the historical context of a source and identifying any gaps or inaccuracies in the source (AC9HH10S06_E6)
	using the student's own historical knowledge to interpret primary written sources (AC9HH10S06_E7)	

primary and secondary sources (AC9HH10S06)	analysing the intent of the author and purpose of the source (AC9HH10S06_E8)
	describing stylistic elements of sources to inform meaning of sources, such as artistic or architectural style (AC9HH10S06_E9)
	using features of the source and historical knowledge to determine the purpose of the source (AC9HH10S06_E10)
analyse and corroborate primary and secondary sources for use as evidence (AC9HH10S07)	developing a set of questions that support student's analysis of sources (AC9HH10S07_E4)
	combining historical data from a range of sources to explain the significant changes in society (AC9HH10S07_E5)
	determining whether or not the information in one historical source can be verified by information in another historical source (AC9HH10S07_E6)
	corroborating a range of historical sources identifying similarities, differences and inconsistencies (AC9HH10S07_E7)
evaluate the usefulness and reliability of sources for use as evidence in a historical argument (AC9HH10S08)	identifying absent perspectives for sources and the extent that this may affect usefulness (AC9HH10S08_E5)
	identifying the bias of the author and the intent of a source and the extent that this may affect reliability (AC9HH10S08_E6)
	determining the usefulness of sources by corroborating with other sources of information (AC9HH10S08_E7)
	understanding that the reliability and usefulness of a source depends on the questions asked of it, such as an account having a particular historical perspective and therefore of use in revealing past prevailing attitudes (AC9HH10S08_E8)
	providing evidence to support historical arguments about utility and reliability (AC9HH10S08_E9)
compare different perspectives of people in the past and evaluate	using a range of sources to identify different perspectives and constructing an argument about the experiences of people at the time (AC9HH10S09_E4)
	explaining why some perspectives in the past may not have been recorded (AC9HH10S09_E5)

		how these perspectives are influenced by significant events, ideas, location, beliefs and values (AC9HH10S09)	<p>analysing the views of men and women at different times regarding gender equality in Australia and explaining how these views might reflect changing values and attitudes (AC9HH10S09_E6)</p> <p>highlighting the changes in perspectives, if any, about a historical event after it occurred, including women, men, children, ethnic groups, indigenous peoples and minority groups (AC9HH10S09_E7)</p>
		evaluate different historical interpretations (including their own) and contested debates (AC9HH10S10)	<p>exploring contested debates in history such as the Brisbane Line, reds under the bed and McCarthyism (AC9HH10S10_E5)</p> <p>comparing interpretations and evaluating differences (AC9HH10S10_E6)</p> <p>analysing the way historians have changed the way they interpret the event under investigation over time, such as a change in view with the discovery of more sources (AC9HH10S10_E7)</p>
Analysing causes and effects	analyse the short and long causes and the intended and unintended effects of significant events and development (AC9HH10S11)	<p>analysing the multiplicity of causes and effects that may have a varying of influence and rank according to their significance and justifying ranking (AC9HH10S11_E4)</p> <p>constructing an explanation using sources of evidence to support the analysis of a significant individual, event and/or cultural achievement (AC9HH10S11_E5)</p>	
Identifying continuity and change	identify and explain patterns of continuity and change in the development of the modern world and Australia (AC9HH10S12)	<p>using sources of evidence (perspectives and interpretations) to identify continuity and changes (AC9HH10S12_E3)</p> <p>organising changes of everyday life into conditional factors and/or ranking them according to the significance of the change (AC9HH10S12_E4)</p>	
Evaluating historical significance	develop, refine and use criteria to evaluate historical significance (AC9HH10S13)	<p>identifying a significant event, person or idea and evaluating its significance using the criteria of importance, profundity, quantity, durability and relevance (AC9HH10S13_E5)</p> <p>developing new or refined criteria to evaluate historical significance (AC9HH10S13_E6)</p>	

	<p>evaluate the historical significance of an event, idea, individual, group, movement or site (AC9HH10S14)</p>	<p>explaining the extent changes to society were significant using evidence (AC9HH10S14_E3)</p>
Communicating	<p>use a range of communication forms to develop a historical argument about the past using evidence from a range of primary and secondary sources (AC9HH10S15)</p>	<p>developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available (AC9HH10S15_E5)</p>
		<p>using the most appropriate form of communication to present a historical argument based on the requirements of the argument, such as essay, oral presentation, debate, interactive digital or non-digital display, online conference or forum (AC9HH10S15_E6)</p>