

Australian Curriculum: History — Year 10

CURRICULUM	SEMESTER	
	Unit 1	Unit 2
Unit name	World War II	Human Rights and Freedoms
Unit description	Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.	Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

ASSESSMENT	SEMESTER			
	Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	
Range and balance of summative assessment conventions	Technique	Examination	Investigation	Examination
	Type of text	Short Response to Stimulus	Written Research Essay	Extended Response to Stimulus
	Mode	Written	Written	Written
	Conditions	<ul style="list-style-type: none"> Supervised test over 2 lessons Parts A & B 45 minutes Part C 60 minutes Minimal teacher assistance with interpretation of questions (not sources) 	<ul style="list-style-type: none"> 3 weeks notification In class & home time required Length 800 – 1000 words All research, note-taking & planning to be completed in research planner Teacher/student conferencing to monitor & provide feedback Notes and/or essay may be typed or neatly hand written Essay should refer to evidence from primary & secondary sources 	<ul style="list-style-type: none"> Supervised exam over 3 lessons Length 600 – 750 words Annotating of sources permitted Planning to be completed on provided sheets Sources must be referenced within essay
Aspects of the achievement standard				
refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time				
analyse the causes and effects of events and developments and explain their relative importance				
explain the context for people's actions in the past				
explain the significance of events and developments from a range of perspectives				
explain different interpretations of the past and recognise the evidence used to support these interpretations				
sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time				
when researching, develop, evaluate and modify questions to frame a historical inquiry				
process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions				
analyse sources to identify motivations, values and attitudes				
when evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context				
develop and justify their own interpretations about the past				
develop texts, particularly explanations and discussions, incorporating historical argument				
in developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources				

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard