

Australian Curriculum: History — Year 9

CURRICULUM	SEMESTER		
	Unit 1	Unit 2	Unit 3
Unit name	The Industrial Revolution	Making a Nation	World War I
Unit description	<p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain. The population movements and changing settlement patterns during this period. The experiences of men, women and children during the Industrial Revolution, and their changing way of life. The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication. 	<p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples. Experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans). Living and working conditions in Australia around the turn of the twentieth century (that is 1900). Key people, events and ideas in the development of Australian self-government and democracy, including, the role of founders, key features of constitutional development, the importance of British and Western influences in the formation of Australia's system of government and women's voting rights. Laws made by federal Parliament between 1901-1914 including the Harvester Judgement, pensions, and the Immigration Restriction Act 	<p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.

ASSESSMENT	SEMESTER			
	Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	
Range and balance of summative assessment conventions	Technique	Examination	Project	Examination
	Type of text	Extended response to stimulus	Written Research Task	Short response to stimulus
	Mode	Written	Multimodal	Written
	Conditions	<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 	<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 test over 2 lessons Minimal teacher assistance with interpretation of questions (not sources)
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 make judgements about their importance				
explain the motives and actions of people at a time				
explain the significance of these events and developments over the short and long term				
explain different interpretations of the past				
sequence events and developments within a chronological framework, with reference to periods of time and their duration				
when researching, develop different kinds of questions to frame a historical inquiry				
Interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions				
Examine sources to compare different points of view				
when evaluating these sources, they analyse origin and purpose and draw conclusions about their usefulness				
develop their own interpretations about the past				
develop texts, particularly explanations and discussions, incorporating historical interpretations				
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

