

# Australian Curriculum: History — Year 9

| CURRICULUM              | SEMESTER   |   |  |
|-------------------------|--|---|--|
|                         | Unit 1   | Unit 2  | Unit 3   |
| <b>Unit name</b>        | <b>The Industrial Revolution</b>   | <b>Making a Nation</b>  | <b>World War I</b>   |
| <b>Unit description</b> | <p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> <li>The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain.</li> <li>The population movements and changing settlement patterns during this period.</li> <li>The experiences of men, women and children during the Industrial Revolution, and their changing way of life.</li> <li>The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication.</li> </ul> | <p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> <li>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).</li> <li>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.</li> <li>Laws made by federal Parliament between 1901-1914 including the Harvester Judgement, pensions, and the Immigration Restriction Act</li> </ul> | <p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> |

| ASSESSMENT  | SEMESTER                    |   |   |   |
|---|-----------------------------|---|---|---|
|   | Summative assessment task 1 | Summative assessment task 2   | Summative assessment task 3   |   |
| <b>Range and balance of summative assessment conventions</b>  | <b>Technique</b>            | Examination   | Project   | Examination   |
|   | <b>Type of text</b>         | Extended response to stimulus   | Written Research Task   | Short response to stimulus  |
|   | <b>Mode</b>                 | Written   | Multimodal  | Written   |
|   | <b>Conditions</b>           | <ul style="list-style-type: none"> <li>Supervised exam over 3 lessons</li> <li>Length 600 – 750 words</li> <li>Annotating of sources permitted</li> <li>Planning to be completed on provided sheets</li> <li>Sources must be referenced within essay</li> </ul> | <ul style="list-style-type: none"> <li>3 weeks notification</li> <li>In class &amp; home time required</li> <li>Length 800 – 1000 words</li> <li>All research, note-taking &amp; planning to be completed in research planner</li> <li>Teacher/student conferencing to monitor &amp; provide feedback</li> <li>Notes and/or essay may be typed or neatly hand-written</li> <li>Essay should refer to evidence from primary &amp; secondary sources</li> </ul> | <ul style="list-style-type: none"> <li>Supervised test over 2 lessons</li> <li>Minimal teacher assistance with interpretation of questions (not sources)</li> </ul> |
| <b>Aspects of the achievement standard</b>  |                             |   |   |   |
| 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

