

....*Educating Global Citizens*

Craigslea
State High School


**Social Sciences
and Languages**

History

Year 10



An Independent Public School

Year Level Plan		Year 10		Social Sciences and Languages			
History							
Term 1 or 3		Term 2 or 4					
Unit 1		Unit 2					
Unit 1: World War 11 (1939-1945) Inquiry question: What were the causes, course and effects of World War II and how did it impact on Australia? In this unit, students will: <ul style="list-style-type: none"> Explore the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression. Use evidence to explore the course of events during World War II. Use a range of primary and secondary sources to explore the Australian experience during World War II, including home front experiences, international relationships, the fall of Singapore, POWs, involvement of indigenous Australians and the significance of the Kokoda campaign. Use sources to explore significant events such as the Battle for Australia, the Holocaust and the use of atomic bombs on Japan during World War II. Review the legacy of World War II with a particular focus on Australia's significant role in United Nations' peacekeeping 		Unit 3: Rights and Freedoms (1945-Present) Inquiry question: What was the origin and significance of human rights, as well as the background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms in Australia, since 1945? In this unit, students will: <ul style="list-style-type: none"> use chronological sequencing to demonstrate the relationship between events in different geographical locations use terms and concepts such as "liberation", "human rights" and "contestability" identify, select, evaluate and enhance different kinds of questions about the struggles for human rights in Australia and the broader world context, including the US civil rights movement and Australia's involvement in the development in the Universal Declaration of Human Rights identify and locate sources, using ICT and other methods, to explore the background to the struggles for rights and freedoms in the world context and in Australia, in particular civil rights events for Aboriginal and Torres Strait Islander peoples, such as the right to vote federally, reconciliation, the Mabo decision, the <i>Bringing them home</i> report, and the <i>Apology to Australia's Indigenous Peoples</i> identify the origin, purpose and context of primary and secondary sources and evaluate their reliability and usefulness when examining the background to the struggles for rights and freedoms in the world context and in Australia, in particular for Aboriginal and Torres Strait Islander peoples identify and analyse perspectives and historical interpretations of how human rights have developed from 1945 to the present, and the continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world investigate methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples develop texts, using a range of communication forms, to discuss evidence from a range of sources and describe and discuss rights and freedoms in Australia and the broader world context from 1945 to the present. 					
Assessment Tasks							
Assessment Task 1 <i>Supervised assessment. Responses to historical sources (oral)</i> The purpose of this assessment is to make judgments about students' responses that are produced independently, under supervision and in a set time frame. Students use knowledge and understanding of patterns in wartime experiences during World War II to demonstrate the causes, events, outcomes and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. They: <ul style="list-style-type: none"> analyse and interpret sources about the Kokoda military campaign select and use information from these sources as evidence to support conclusions about the Japanese retreat/withdrawal during the Kokoda campaign. Student responses demonstrate analysing and evaluating of historical sources, both seen and unseen, drawing conclusions, and developing and justifying their own interpretations about the past in a 65 minute + 5 minutes perusal fully supervised online test, under exam conditions.		Assessment Task 2 <i>Research: Written Assignment</i> The purpose of this assessment is to make judgments about students' abilities to research, collect, analyse and draw conclusions about historical sources. Students undertake an investigation of Australian wartime experiences through an in-depth study of World War II. They will conduct a historical research inquiry of the causes, events, outcomes and broader impact of the conflict as an episode in world history, and the impact it had on Australia involvement, and present their findings in a written research assignment based on one of the following Key Inquiry Questions: <ul style="list-style-type: none"> <i>The policy of appeasement</i> was a contributing factor to the start of World War II. Comment on the cause and effect of an event or development and explain its significance from a range of perspectives and different interpretations. There was a <i>Battle for Australia</i> in 1942. Comment on the causes and effects of events or developments and explain their significance from a range of perspectives different interpretations. <i>The dropping of the atomic bomb on Japanese cities in 1945 was justifiable.</i> Comment on the causes and effects of events or developments and explain their significance from a range of perspectives and different interpretations. The <i>Final Solution to the Jewish Question</i> was the euphemism used by Nazi Germany's leaders to refer to plans to exterminate all Jews in Europe. Comment on the cause and effect of an event or development and explain its significance from a range of perspectives and different interpretations. Students present their findings in a 700-800 word referenced essay based on one of three Key Inquiry Questions and comment on the causes and effects of World War II events and developments and explain their significance from a range of perspectives that includes a hypothesis and sub-questions, an introduction - four to five referenced paragraphs – a conclusion, and a Reference List.		Assessment Task 3 <i>Supervised Assessment: Extended response to historical sources (written)</i> The purpose of this assessment is to make judgments about students' responses that are produced independently, under supervision and in a set time frame. Students consider a range of sources about the post-1945 significance of the High Court Mabo for the civil rights of Aboriginal and Torres Strait Islander peoples: Students write a 700-800 word extended response to seen historical sources during three supervised 60 minutes exam sessions that puts forward a point of view supported by the interpretation, analysis and evaluation of evidence.			
Achievement Standard - Elements Assessed							
By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.		By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.		By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.			
By the end of Year 10, students sequence events and developments within a chronological framework and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students 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. They develop and justify their own interpretations about the past. Students 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.		By the end of Year 10, students sequence events and developments within a chronological framework and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students 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. They develop and justify their own interpretations about the past. Students 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.		By the end of Year 10, students sequence events and developments within a chronological framework and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students 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. They develop and justify their own interpretations about the past. Students 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.			

Historical Knowledge and Understanding	Units		
	1a	1b	2
Historical Knowledge			
World War II			
The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression	✓		
An overview of the causes and course of World War II (ACDSEH024)	✓	✓	
An examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107)	✓	✓	
The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore) (ACDSEH108)	✓	✓	
The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109)	✓	✓	
The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110)	✓	✓	
Rights and Freedoms			
Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104)			✓
The US civil rights movement and its influence on Australia (ACDSEH105)			✓
The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106)			✓
Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle (ACDSEH134)			✓
The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (ACDSEH143)			✓

Historical Knowledge and Understanding	Units		
	1a	1b	2
Historical Understanding			
The Key Concepts of Historical Understanding are:			
Evidence			
Information obtained from historical sources used to construct an explanation or narrative, to support a hypothesis, or prove or disprove a conclusion.	✓	✓	✓
Continuity and Change			
Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations.		✓	✓
Cause and Effect			
The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time.	✓	✓	✓
Perspectives			
A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values.	✓	✓	✓
Empathy			
An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions.	✓		✓
Significance			
The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered.	✓	✓	✓
Contestability			
Debate about particular interpretations of the past as a result of the nature of available evidence and/or different perspectives.		✓	✓

Historical Skills	Units		
	1a	1b	2
Historical Skills			
Chronology, Terms and Concepts			
Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182)	✓		✓
Use historical terms and concepts (ACHHS183)	✓	✓	✓
Historical Questions and Research			
Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184)		✓	
Evaluate and enhance these questions (ACHHS185)		✓	
Identify and locate relevant sources, using ICT and other methods (ACHHS186)		✓	
Analysis and Use of Sources			
Identify the origin, purpose and context of primary and secondary sources (ACHHS187)	✓	✓	✓
Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188)	✓	✓	
Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189)	✓	✓	✓
Perspectives and Interpretations			
Identify and analyse the perspectives of people from the past (ACHHS190)	✓	✓	✓
Identify and analyse different historical interpretations (including their own) (ACHHS191)	✓	✓	✓
Explanation and Communication			
Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS192)	✓	✓	✓
Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)		✓	✓