

Year Level Plan		Year 9		Social Sciences and Languages	
History					
Term 1 or 3		Terms 1-2 or 3-4		Term 2 or 4	
Unit 1		Unit 2		Unit 3	
<p>Unit 1: The Industrial Revolution</p> <p>Inquiry question: <i>Did the Industrial Revolution make the world a better place?</i></p> <p>In this depth study, students build on and develop their understandings of historical inquiry in the context of the making of the modern world. They investigate how life changed between the late seventeenth century and the beginning of the twentieth century through study of the Industrial Revolution, including the causes and effects of the development, and by making links to the Australian experience during this time of rapid industrialisation.</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> use historical terms and concepts such as "historical sources", "evidence", "industrialisation", "colonisation" and "empire" identify and select questions about the Industrial Revolution, technological innovations and the other causes and conditions that led to rapid industrialisation; evaluate and enhance these questions; and locate relevant sources, using ICT and other methods to inform the historical inquiry identify the origin, purpose and context of primary and secondary sources when examining the nature and significance of the Industrial Revolution, and evaluate the reliability and usefulness of these sources identify and analyse perspectives and experiences of men, women and children during the Industrial Revolution develop texts, using a range of communication forms, to discuss evidence from sources in relation to how life changed leading up to, and during, the Industrial Revolution. 		<p>Unit 2: Making a Nation</p> <p>Inquiry question: <i>What were the key events, developments and ideas that contributed to the making of Australia?</i></p> <p>In this depth study, students investigate the history of Australia in the period 1750–1918, including the expansion of settlement, the experiences of non-Europeans, living and working conditions, key events and ideas in the development of Australian self-government and democracy, and legislation 1901–1914. In their survey of Australian history, students focus on a particular idea, concept or sequence of events to investigate and develop a historical argument.</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> use chronological sequencing to demonstrate the extension of settlement in Australia and the development of key events that led to self-government use historical terms and concepts to highlight their contestability, for example "settlement", "invasion", "colonisation", and "rights" identify and select questions about the history of Australia as a nation in the period 1750–1918, evaluate and enhance these questions and locate relevant sources, using ICT and other methods to inform the historical inquiry identify the origin, purpose and context of primary and secondary sources when examining the settlement of Australia and the development of Australia's self-government and democracy, and evaluate the reliability and usefulness of these sources identify and analyse perspectives of people in the extension of settlement in Australia, including Aboriginal and Torres Strait Islander peoples and European and non-European peoples identify and analyse different historical interpretations of key events and ideas in the development of Australia develop texts, using a range of communication forms, to discuss evidence from sources in relation to settlement in Australia and the development of key events that led to self-government. 		<p>Unit 3: World War 1</p> <p>Inquiry question: <i>What was the significance of World War 1?</i></p> <p>In this depth study, students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of this war in world and Australian history.</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> use chronological sequencing to demonstrate relationships between places, events and developments in relation to World War I use historical terms and concepts such as "nationalism", "imperialism", "propaganda", "conscription" and "commemoration" identify and select questions about World War I and the Australian experience of the war, evaluate and enhance these questions and locate relevant sources, using ICT and other methods to inform the historical inquiry process and synthesise information from a range of sources for use as evidence in a historical argument about the nature and significance of World War I in world and Australian history identify and analyse different historical interpretations about the causes and impact of World War I, such as reasons for enlisting, propaganda, changing roles of women, and conscription, with particular reference to Australia develop texts, particularly discussions, using a range of communication forms to investigate evidence from sources in relation to places where Australian fought and the nature of warfare and commemorations of World War I. 	
Assessment Tasks					
<p>Assessment Task 1</p> <p><i>Research: Independent Source Investigation</i></p> <p>The purpose of this assessment is to make judgments about students' abilities to research, collect, analyse and draw conclusions about historical sources.</p> <p>Students investigate a development during the Industrial Revolution between 1750-1910 and present their findings in an Independent Source Investigation, and</p> <ul style="list-style-type: none"> select a significant social, technological or economic development associated with the Industrial Revolution research the extent to which it was significant and select detailed and relevant sources to support the development draw conclusions about the connections between the specific development and some of the long-term changes and/or continuities that arose from the Industrial Revolution. <p>Students present their findings in a 600-800 word Independent Source Investigation that includes at least three primary and secondary sources, 3-5 sub-questions, a rationale, a critical summary of the sources and how they relate to the inquiry question, and a bibliography with a minimum of six reliable sources in a record of research.</p>		<p>Assessment Task 2</p> <p><i>Supervised assessment: Responses to Historical Sources (Written)</i></p> <p>The purpose of this assessment is to make judgments about students' responses that are produced independently, under supervision and in a set time frame.</p> <p>Students consider a range of sources about the impact of self-government and democracy on Australia, specifically:</p> <ul style="list-style-type: none"> the effects of contact between European settlers and Aboriginal and Torres Strait Islander peoples the living and working conditions in different parts of Australia events and ideas in the development of Australian self-government and democracy, including Federation and the legislation of early Commonwealth governments. <p>Student responses will require the interpretation, analysis and evaluation of historical sources, both seen and unseen, in a 60 minute fully supervised stimulus short response exam</p>		<p>Assessment Task 3</p> <p><i>Supervised Assessment: Extended Response to Historical Sources</i></p> <p>The purpose of this assessment is to make judgments about students' responses that are produced independently, under supervision and in a set time frame.</p> <p>Students consider a range of sources about the:</p> <ul style="list-style-type: none"> causes of World War 1 places where Australians fought impact of World War 1 on Australian society <p>Students write a 600-800 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.</p>	