

Year Level Plan		Year 10		Social Sciences and Languages		Australian CURRICULUM	
History							
Term 1 or 3		Term 2 or 4		Term 2 or 4			
Unit 1		Unit 2		Unit 3			
<p>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:</p> <ul style="list-style-type: none"> use chronological sequencing to construct a timeline identifying key events in the European theatre of war, for example Germany's invasion of Poland in 1939, the Holocaust from 1942–45, and the Russians reaching Berlin in 1945 use historical terms and concepts such as "historical sources", "primary and secondary sources", "evidence", "chronology", "timeline", "perspective" and "historiography" identify, select, evaluate and enhance different kinds of questions about World War II to inquire about causes, events, outcomes and the broader impact of the conflict as an episode in world history, and the nature of Australia's involvement identify and locate relevant sources, using ICT and other methods, to consider the importance of historiography in evaluating evidence of Australia's World War II experiences and involvement in international events from 1945 to the present identify the origin, purpose and context of primary and secondary sources and evaluate their reliability and usefulness when examining the significant events, experiences and impact of World War II, including the Holocaust and the atomic bomb process and synthesise information from a range of sources to identify and explain the impact and 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 identify and analyse different perspectives and historical interpretations (including their own) of the experiences of Australian people and the Australian home front as a result of World War II develop texts, using evidence from a range of sources, that describe and discuss the causes, events, outcomes, impacts and experiences of World War II. 		<p>Unit 2: Popular Culture (1945-Present) Inquiry question: How and why has popular culture changed in post-war Australia and how has it affected society and the nation? In this unit, students will:</p> <ul style="list-style-type: none"> use chronological sequencing to demonstrate the relationship between cultural events in different geographical locations use historical terms and concepts such as cause and effect, significance, and contestability. identify, select, evaluate and enhance different kinds of questions about identify and locate relevant sources, using ICT and other methods, to identify the origin, purpose and context of primary and secondary sources and evaluate their reliability and usefulness when examining the process and synthesise information from a range of sources to identify and explain the impact and significance of identify and analyse different perspectives and historical interpretations (including their own) of develop texts, using evidence from a range of sources, that describe and discuss develop texts, particularly explanations and discussions which incorporate historical argument using historical terms and concepts, and evidence identified in referenced sources describe and discuss popular culture in Australia and the broader world context from 1945 to the present 		<p>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:</p> <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							
<p>Assessment Task 1 <i>Supervised assessment. Short responses 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.</p> <p>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.</p> <p>Students will:</p> <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. <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 2 <i>Research: Independent Source Investigation (written)</i> 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 undertake an investigation of the idea of continuity and change within Australian popular culture from 1945 to the present, and present their findings in an Independent Source Investigation, and</p> <ul style="list-style-type: none"> focus on either: music, film, television, sports, fashion or technology. use historical terms and concepts such as cause and effect, significance, and contestability. select detailed and relevant sources to identify and analyse different perspectives and historical interpretations of popular culture draw conclusions about the specific aspect and some of the long-term changes and/or continuities that have affected popular culture in Australia and the broader world context from 1945 to the present. <p>Students present their findings in an 800-1000 word Independent Source Investigation that includes at least four primary and secondary sources, a hypothesis, 4-5 sub-questions, a rationale, a critical summary of the sources and how they relate to the hypothesis, and a bibliography with a minimum of eight reliable sources in a record of research.</p>		<p>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.</p> <p>Students consider a range of sources about the post-1945 significance of one of the following for the civil rights of Aboriginal and Torres Strait Islander peoples:</p> <ul style="list-style-type: none"> 1962 right to vote federally 1967 referendum Land rights movement Mabo decision <i>Bringing Them Home</i> report (the Stolen Generations) Reconciliation movement 2008 <i>Apology to Australia's Indigenous Peoples</i>. <p>Students write a 600-700 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>			