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| Year 10 History curriculum and assessment plan  Example |

# Curriculum overview

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| Year level description | Cohort description |
| **The modern world and Australia**  The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing.  The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.  The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.  Key inquiry questions  A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions for Year 10 are:   * How did the nature of global conflict change during the twentieth century? * What were the consequences of World War II? How did these consequences shape the modern world? * How was Australian society affected by other significant global events and changes in this period? | This year level plan has not been developed with a specific cohort in mind. It is provided as an example of the intent of the Australian Curriculum: History, and reflective of QCAA advice and resources. |
| Course organisation |
| This year level plan is written with the consideration that all school scenarios for delivery of History are unique. It is written to:   * offer units of work that could be adapted to suit multiple contexts as required by the school, including allocated time and resources * consider different types of assessment that are suitable for the History * provide examples for schools to adapt to their own contexts.   **Senior pathways**  Senior History pathways are diverse. Consideration of these pathways is necessary when designing a course of work — opportunities to develop the knowledge and skills necessary to succeed in these pathways should be evident across a course of study.  Senior pathways include: Modern History and Ancient History |

# Unit overview

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| Term 1 | Term 2 | Term 3 | Term 4 |
| Unit 1 — The weight of war | Unit 2 — Rights and freedoms | Unit 3 — Movers and shakers in history | Unit 4 — Popular culture |
| Inquiry questions: To what extent did the experiences and consequences of World War II shape the modern world?  Students will investigate the causes and course of World War II to determine its broader impact as an episode in world history. Through analysis and evaluation of primary sources (e.g. cartoons, posters, speeches, government records) and secondary sources (e.g. scholarly articles), conclusions about the causes and effects of the conflict and its ongoing consequences will be formed. To achieve this, students will consider the impact of developments such as the Treaty of Versailles (1919) and the Japanese invasion of China (1937) on the outbreak of theatres of war in Europe and the Pacific in 1939. Other sources including political cartoons, propaganda posters, speeches and articles will then be used to examine significant events in the European theatre of war such as the Night of Long Knives (1934), the Battle of Normandy (1944) and the Holocaust (1941–1945) to assess the extent to which those events shaped both the conflict and its enduring impacts. In addition, students will analyse and evaluate similar sources on significant events in the Pacific theatre, e.g. the fall of Singapore (1942), Kokoda Trail campaign (1942) and the atomic bombings of Hiroshima and Nagasaki (1945). The particular focus will be on investigating the ways that Australians were affected by the war. Sources used will consider the impact on the home front and the ways Australians were encouraged to contribute to the war effort, alongside the developments that influenced Australia’s international relationships in the twentieth century. | Inquiry question: How have the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples been addressed in Australia from 1945 to the present?  Students will focus on the events and developments that contributed to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples being addressed from 1945 to the present. Through analysing primary and secondary sources, students will investigate the background to the struggle of Aboriginal peoples and Torres Strait Islander peoples for rights and freedoms, as well as the influence of the United States civil rights movement on Australia. The sources to be used will also allow students to identify key individuals, groups and events that contributed to change. Milestones associated with the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples being addressed in Australia include the right to vote federally (1962), the Freedom Ride in Australia (1965), 1967 Referendum, *Bringing Them Home Report* into the Stolen Generations (1997), Mabo decision (1992) and National Apology to the Stolen Generations (2018). | Inquiry question: How have movers and shakers in Australian history been perceived by historians and society?  Students will continue to develop their skills of historical inquiry through a process of investigation which includes posing questions, locating and analysing sources and using evidence from sources to develop an informed explanation of the past. The focus of the investigation will be on evaluating the way an individual in Australia’s history (1918 to present day) has been represented. In consultation with their teacher, students will be required to select a significant historical personality from Unit 1 or Unit 2 for their process of historical inquiry. When undertaking independent research on the selected personality, students will be required to analyse and evaluate primary and secondary sources, and use the evidence to assess the historical representation of the individual and develop their own interpretation of this person’s life and/or achievements. | Inquiry questions: How and why has popular culture changed in post-war Australia with the introduction of television and rock ‘n’ roll? How did popular culture influence the establishment of a post-war Australian national identity?  Students will begin by investigating the nature of popular culture at the end of World War II. They will then investigate developments and changes in popular culture since the end of World War II with the introduction of television and rock ’n’ roll; and consider its impact on beliefs and values in Australian society. Students will be required to develop a specific focus for the unit based on Australia’s contribution to international popular culture in rock ’n’ roll or film and television. They will analyse and evaluate primary and secondary sources that will form their understanding of the challenge of establishing a national identity and the Australian way of life in the post-World War II era. |

# Assessment overview

|  | Term 1 | | Term 2 | | Term 3 | | Term 4 | |
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|  | Unit 1 — The weight of war | Week | Unit 2 — Rights and freedoms | Week/s | Unit 3 — Movers and shakers in history | Week/s | Unit 4 — Popular culture | Week |
| Assessment | Technique: Examination  Students will construct short and extended responses to unseen questions under supervised conditions. Stimulus will also be provided prior to the examination as seen sources. Questions will focus on the analysis and evaluation of historical sources from the interwar period and World War II.  Format: Written  Conditions:   * 90 minutes, plus 10 minutes * 600–800 words   + short response: 50–100 words per item   + extended response: 300–400 words per item | 8 | Technique: Investigation  Students will construct a group presentation in the form of a vodcast that responds to an inquiry question addressing the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples from 1945 to the present.  Format: Multimodal  Conditions:   * Research: 2 weeks * Compiling presentation: 2 weeks in class * Presentation: 3–4 minutes speaking by each student (maximum 4 students per group) | 4–8 | Technique: Investigation  Students will construct an analytical essay in response to a research question on the life and/or achievements of a significant individual in Australian history from 1918 to the present.  Format: Written  Conditions:   * Research: 2 weeks * Constructing essay: 2 weeks in class * Essay: 600–800 words | 4–8 | Technique: Examination  Students will construct short and extended responses to unseen questions under supervised conditions. Stimulus will also be provided prior to the examination as seen sources. Questions will focus on the analysis and evaluation of historical sources relating to popular culture in post-war Australia.  Format: Written  Conditions:   * 90 minutes, plus 10 minutes. * 600–800 words   + short response 50–100 words per item   + extended response 300–400 words per item | 7 |
| Achievement standard | 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.  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 a 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 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. 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| Moderation | Calibration: Before grading all student responses, teachers will examine A and C sample responses selected by the HOD. Teachers will then apply their shared understanding of the task-specific standards for A and C sample responses to the grading of all subsequent student responses. | | Teachers will individually grade samples selected by the HOD, which are representative of the five-point scale described in the task-specific standards.  Conferencing: At a follow-up meeting time nominated by the HOD, teachers will compare their judgments, engaging in professional conversations to reach consensus on the level of achievement to be awarded for each sample. Conversations will be based on evidence in student responses, using the language of the task-specific standards. | | Individual teachers will grade all student responses using the task-specific standards.  Conferencing: A meeting of all teachers of the year level will then be convened to determine samples across the five-point scale for consideration at the Cluster Moderation meeting. At this time, teachers will share their selected samples and their judgments, focusing their conversations on evidence in student responses using the language of the task-specific standards. Five samples will then be selected to take to Cluster Moderation. | | Calibration: Before grading all student responses, teachers will examine A and C sample responses selected by the HOD. Teachers will then apply their shared understanding of the task-specific standards for A and C sample responses to the grading of all subsequent student responses. | |

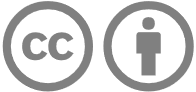
# Teaching and learning focus

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| Content descriptions | | | | | | | | | |
| Historical knowledge and understanding | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Historical skills | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| World War II (1939–45)  Overview of the causes and course of World War II | ✓ |  |  |  | Chronology, terms and concepts  Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places | ✓ | ✓ | ✓ | ✓ |
| Examination of significant events of World War II, including the Holocaust and use of the atomic bomb | ✓ |  |  |  | Use historical terms and concepts | ✓ | ✓ | ✓ | ✓ |
| Experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore) | ✓ |  | ✓ |  | Historical questions and research  Identify and select different kinds of questions about the past to inform historical inquiry |  | ✓ | ✓ |  |
| 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) | ✓ |  | ✓ |  | Evaluate and enhance these questions |  | ✓ | ✓ |  |
| 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 | ✓ |  | ✓ |  | Identify and locate relevant sources, using ICT and other methods |  | ✓ | ✓ |  |
| Rights and freedoms (1945–the present)  The origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration |  | ✓ |  |  | Analysis and use of sources  Identify the origin, purpose and context of primary and secondary sources | ✓ | ✓ | ✓ | ✓ |
| 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 |  | ✓ | ✓ |  | Process and synthesise information from a range of sources for use as evidence in an historical argument | ✓ | ✓ | ✓ | ✓ |
| The US civil rights movement and its influence on Australia |  | ✓ |  |  | Evaluate the reliability and usefulness of primary and secondary sources | ✓ | ✓ | ✓ | ✓ |
| 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 |  | ✓ | ✓ |  | Perspectives and interpretations  Identify and analyse the perspectives of people from the past | ✓ | ✓ | ✓ | ✓ |
| 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 |  | ✓ | ✓ |  | Identify and analyse different historical interpretations (including their own) | ✓ | ✓ | ✓ | ✓ |
| 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) |  | ✓ | ✓ |  | Explanation and communication  Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced | ✓ | ✓ | ✓ | ✓ |
| Popular culture (1945–present)  The nature of popular culture in Australia at the end of World War II, including music, film and sport |  |  |  | ✓ | Select and use a range of communication forms (oral, graphic, written) and digital technologies | ✓ | ✓ | ✓ | ✓ |
| Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock ’n’ roll |  |  |  | ✓ |  |  |  |  |  |
| Changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) |  |  |  | ✓ |  |  |  |  |  |
| Australia’s contribution to international popular culture (music, film, television, sport) |  |  |  | ✓ |  |  |  |  |  |
| Continuity and change in beliefs and values that have influenced the Australian way of life |  |  |  | ✓ |  |  |  |  |  |

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| General capabilities | Year 10 | | | |  | Cross-curriculum priorities | Year 10 | | | |
| Unit | 1 | 2 | 3 | 4 |  | Unit | 1 | 2 | 3 | 4 |
| Literacy | ✓ | ✓ | ✓ | ✓ |  | Aboriginal and Torres Strait Islander histories and cultures |  | ✓ | ✓ |  |
| Numeracy |  |  |  | ✓ |  | Asia and Australia’s engagement with Asia | ✓ |  | ✓ |  |
| Information and communication technology |  | ✓ | ✓ |  |  | Sustainability |  |  |  | ✓ |
| Critical and creative thinking | ✓ | ✓ | ✓ | ✓ |  |  | | | | |
| Personal and social capability |  | ✓ | ✓ |  |  |
| Intercultural understanding |  | ✓ | ✓ |  |  |
| Ethical understanding |  | ✓ | ✓ |  |  |

# Planning considerations

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| Prior to implementation the teaching team will consider questions such as:   * Where has prior and future learning across the year level/band been reflected in the plan? * Are there adequate opportunities for students to develop depth of conceptual understanding and sophistication of skills across the year level/band? * Does the plan ensure adequate opportunities for students to demonstrate the achievement standard/s by the end of the year level/band? * Are the timing and demands of the planned assessment appropriate in relation to assessment of other learning areas and subjects taught in this year? * Are there any Indigenous cultural and intellectual property (ICIP) rights to consider? For guidance, see <https://smartcopying.edu.au/guidelines/copyright-basics/indigenous-cultural-and-intellectual-property-rights>. * Do the assessment techniques and conditions offer a range and balance across the year/band? What strategies for authentication are included? * What moderation processes will be used? When will assessment and moderation occur? * Is the planned teaching, learning and assessment sequence appropriate for reporting purposes? * Do strategies for differentiation and reasonable adjustments complement the teaching, learning and assessment sequence? * How will planned strategies for differentiation and reasonable adjustments impact other year level/band plans? |
| Following implementation, the teaching team will consider questions such as:   * Was the teaching, learning and assessment effective? * Are there opportunities to improve the effectiveness of the teaching, learning and assessment? If so, what? * Were there any common student misconceptions that need, or needed, to be clarified? * How do student outcomes in this year of learning impact on the planning of subsequent year level/band plans? |

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