

## Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Year 10. A similar resource is available for other year levels.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand it is organised by, e.g. AC9HH10K01 indicates Knowledge and understanding strand.

Key to content description codes: History	
e.g. <b>AC9HH10K01</b> Australian Curriculum (AC) Version 9 (9) History (HH) Year 10 (10) Strand (K, S) Content description number (##)	Strands: <ul style="list-style-type: none"> <li>• K — Knowledge and understanding</li> <li>• S — Skills</li> </ul>

### Year 10 Australian Curriculum: History achievement standard

By the end of Year 10, students explain the historical significance of the period between 1918 and the early 21st century. They explain the causes and effects of events, developments, turning points or movements in 20th century Australia and internationally, leading up to and through World War II, and the post-war world. They describe social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on Australian and global history.

Students develop and modify a range of questions about the past to inform historical inquiry. They locate, select and compare a range of primary and secondary sources and synthesise the information in sources to use as evidence in historical inquiry. They analyse the origin, content, context and purpose of primary and secondary sources. Students evaluate the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to analyse cause and effect, and patterns of continuity and change, connected to a period, event or movement. They evaluate perspectives of significant events and developments, and explain the important factors that influence these perspectives. They compare and evaluate different and contested historical interpretations. Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
<b>By the end of Year 10</b>	<b>Students learn:</b>	
Students explain the historical significance of the period between 1918 and the early 21st century.	• the significant events and turning points of World War II, including the Holocaust and use of the atomic bomb ( <b>World War II</b> )	AC9HH10K03
	• the effects of significant post–World War II world events, ideas and developments on Australian society ( <b>Building modern Australia</b> )	AC9HH10K07
	• the significant events and methods in the movement for the civil rights of First Nations Australians and the extent to which they contributed to change ( <b>Building modern Australia</b> )	AC9HH10K11
	• the significant events, individuals and groups in the women’s movement in Australia, and how they have changed the role and status of women ( <b>Building modern Australia</b> )	AC9HH10K12
	• the continuing efforts to create change in the civil rights and freedoms in Australia, for First Nations Australians, migrants and women ( <b>Building modern Australia</b> )	AC9HH10K13
	• changing historical perspectives over time in relation to the developments in technology, public health, longevity, standard of living in the 20th century, and concern for the environment and sustainability ( <b>The globalising world</b> )	AC9HH10K14
	• the origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration ( <b>The globalising world</b> )	AC9HH10K15
They explain the causes and effects of events, developments, turning points or movements in 20th century Australia and internationally, leading up to and through World War II, and the post-war world.	• the causes, outbreak and course of World War II and the significance of Australian involvement ( <b>World War II</b> )	AC9HH10K01
	• the places where Australians fought, and their perspectives and experiences during World War II, such as the fall of Singapore, prisoners of war (POWs), the Battle of Britain and Kokoda ( <b>World War II</b> )	AC9HH10K02
	• the significant events and turning points of World War II, including the Holocaust and use of the atomic bomb ( <b>World War II</b> )	AC9HH10K03
	• the causes of changes in perspectives, responses, beliefs and values on migration that have influenced Australian society since 1945 ( <b>Building modern Australia</b> )	AC9HH10K08
	• the causes of First Nations Australians’ campaigns for rights and freedoms before 1965, such as discriminatory legislation and policies, the 1938 Day of Mourning and the Stolen Generations ( <b>Building modern Australia</b> )	AC9HH10K09
	• the significant events, individuals and groups in the women’s movement in Australia, and how they have changed the role and status of women ( <b>Building modern Australia</b> )	AC9HH10K12
	• causes and effects of the significant events and developments of the major global influences on Australia in the post-World War II period ( <b>The globalising world</b> )	AC9HH10K16
They describe social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period.	• the effects of World War II, with a particular emphasis on the continuities and changes on the Australian home front, such as the changing roles of women and First Nations Australians, and the use of wartime government controls ( <b>World War II</b> )	AC9HH10K04
	• the significance of World War II to Australia’s immediate post-war economic, political and social development, and Australia’s international relationships in the 20th century ( <b>World War II</b> )	AC9HH10K05
	• changing social, political, economic, cultural, environmental and technological conditions, and the causes of a major global influence in Australia ( <b>The globalising world</b> )	AC9HH10K17

Achievement standard aspect	Relevant content description/s	AC v9.0 code
	<ul style="list-style-type: none"> <li>continuities and changes in perspectives, responses, beliefs and values that have influenced the Australian way of life (<b>The globalising world</b>)</li> </ul>	<a href="#">AC9HH10K18</a>
Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on Australian and global history.	<ul style="list-style-type: none"> <li>the significance of World War II to Australia's immediate post-war economic, political and social development, and Australia's international relationships in the 20th century (<b>World War II</b>)</li> </ul>	<a href="#">AC9HH10K05</a>
	<ul style="list-style-type: none"> <li>the commemoration of World War II, including different historical interpretations and debates (<b>World War II</b>)</li> </ul>	<a href="#">AC9HH10K06</a>
	<ul style="list-style-type: none"> <li>the contributions of significant individuals and groups in the campaign for the recognition of the rights of First Nations Australians and the extent to which they brought change to Australian society (<b>Building modern Australia</b>)</li> </ul>	<a href="#">AC9HH10K10</a>
	<ul style="list-style-type: none"> <li>the significant events and methods in the movement for the civil rights of First Nations Australians and the extent to which they contributed to change (<b>Building modern Australia</b>)</li> </ul>	<a href="#">AC9HH10K11</a>
	<ul style="list-style-type: none"> <li>the continuing efforts to create change in the civil rights and freedoms in Australia, for First Nations Australians, migrants and women (<b>Building modern Australia</b>)</li> </ul>	<a href="#">AC9HH10K13</a>
	<ul style="list-style-type: none"> <li>the origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (<b>The globalising world</b>)</li> </ul>	<a href="#">AC9HH10K15</a>
	<ul style="list-style-type: none"> <li>the effects of global influences on Australia's changing identity as a nation and its international relationships (<b>The globalising world</b>)</li> </ul>	<a href="#">AC9HH10K19</a>
	<ul style="list-style-type: none"> <li>different historical interpretations and debates during the second half of the 20th century (<b>The globalising world</b>)</li> </ul>	<a href="#">AC9HH10K20</a>
Students develop and modify a range of questions about the past to inform historical inquiry.	<ul style="list-style-type: none"> <li>to develop and modify a range of historical questions about the past to inform historical inquiry</li> </ul>	<a href="#">AC9HH10S01</a>
They locate, select and compare a range of primary and secondary sources and synthesise the information in sources to use as evidence in historical inquiry.	<ul style="list-style-type: none"> <li>to locate, identify and compare primary and secondary sources to use in historical inquiry</li> </ul>	<a href="#">AC9HH10S02</a>
They analyse the origin, content, context and purpose of primary and secondary sources.	<ul style="list-style-type: none"> <li>to identify the origin and content of sources, and explain the purpose and context of primary and secondary sources</li> </ul>	<a href="#">AC9HH10S03</a>
Students evaluate the accuracy, usefulness and reliability of sources as evidence.	<ul style="list-style-type: none"> <li>to explain the usefulness of primary and secondary sources, and the reliability of the information as evidence</li> </ul>	<a href="#">AC9HH10S04</a>
They sequence events and developments to analyse cause and effect, and patterns of continuity and change, connected to a period, event or movement.	<ul style="list-style-type: none"> <li>to analyse cause and effect, and evaluate patterns of continuity and change</li> </ul>	<a href="#">AC9HH10S05</a>
They evaluate perspectives of significant events and developments, and explain the important factors that influence these perspectives.	<ul style="list-style-type: none"> <li>to compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values</li> </ul>	<a href="#">AC9HH10S06</a>
They compare and evaluate different and contested historical interpretations.	<ul style="list-style-type: none"> <li>the commemoration of World War II, including different historical interpretations and debates (<b>World War II</b>)</li> </ul>	<a href="#">AC9HH10K06</a>
	<ul style="list-style-type: none"> <li>different historical interpretations and debates during the second half of the 20th century (<b>The globalising world</b>)</li> </ul>	<a href="#">AC9HH10K20</a>
	<ul style="list-style-type: none"> <li>to analyse different and contested historical interpretations</li> </ul>	<a href="#">AC9HH10S07</a>
Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources.	<ul style="list-style-type: none"> <li>to create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources.</li> </ul>	<a href="#">AC9HH10S08</a>

## More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au). Alternatively, email the K–10 Curriculum and Assessment branch at [australiancurriculum@qcaa.qld.edu.au](mailto:australiancurriculum@qcaa.qld.edu.au).



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