

## 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 9. 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. AC9HH9K01 indicates Knowledge and understanding strand.

Key to content description codes: History	
e.g. <b>AC9HH9K01</b>	Strands:
Australian Curriculum (AC)	• K — Knowledge and understanding
Version 9 (9)	• S — Skills
History (HH)	
Year 9 (9)	
Strand (K, S)	
Content description number (##)	

### Year 9 Australian Curriculum: History achievement standard

By the end of Year 9, students explain the historical significance of the period of the early modern world up to 1918. They explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to World War I or in an Asian context. They describe the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events.


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

Achievement standard aspect	Relevant content description/s	AC v9.0 code
<b>By the end of Year 9</b>	<b>Students learn:</b>	
Students explain the historical significance of the period of the early modern world up to 1918.	• the causes and effects of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries, and the different responses to colonisation and migration ( <b>Making and transforming the Australian nation 1750–1914</b> )	<a href="#">AC9HH9K01</a>
	• the key social, cultural, economic and political changes and their significance in the development of Australian society during the period ( <b>Making and transforming the Australian nation 1750–1914</b> )	<a href="#">AC9HH9K02</a>
	• significant events, ideas, people, groups and movements in the development of Australian society ( <b>Making and transforming the Australian nation 1750–1914</b> )	<a href="#">AC9HH9K04</a>
	• the key social, cultural, economic and political features of an Asian society during the 18th and early 19th Century ( <b>Asia and the world 1750–1914</b> )	<a href="#">AC9HH9K19</a>
	• significant events, ideas, people, groups and/or movements in the development of an Asian society ( <b>Asia and the world 1750–1914</b> )	<a href="#">AC9HH9K21</a>
They explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to World War I or in an Asian context.	• the key social, cultural, economic and political changes and their significance in the development of Australian society during the period ( <b>Making and transforming the Australian nation 1750–1914</b> )	<a href="#">AC9HH9K02</a>
	• the causes and effects of European contact and extension of settlement, including their impact on the First Nations Peoples of Australia ( <b>Making and transforming the Australian nation 1750–1914</b> )	<a href="#">AC9HH9K03</a>
	• the causes of World War I and the reasons why Australians enlisted to fight in the war ( <b>World War I 1914–1918</b> )	<a href="#">AC9HH9K08</a>
	• the social, economic, political, technological and/or environmental causes and effects of the Industrial Revolution on Europe in the late 18th and 19th century ( <b>The Industrial Revolution and the movement of peoples 1750–1900</b> )	<a href="#">AC9HH9K13</a>
	• the changing population movements and settlement patterns during the period 1750 to 1900 ( <b>The Industrial Revolution and the movement of peoples 1750–1900</b> )	<a href="#">AC9HH9K014</a>
	• the short-, medium- and long-term effects of population movements and changing settlement patterns during this period, such as global demographic changes, transport, new ideas, and political and social reforms ( <b>The Industrial Revolution and the movement of peoples 1750–1900</b> )	<a href="#">AC9HH9K15</a>
	• the key social, cultural, economic and political features of an Asian society during the 18th and early 19th Century ( <b>Asia and the world 1750–1914</b> )	<a href="#">AC9HH9K19</a>
	• the causes and effects of European contact, including colonisation, on an Asian society ( <b>Asia and the world 1750–1914</b> )	<a href="#">AC9HH9K20</a>
They describe the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period.	• continuities and changes and their effects on ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the 20th century in Australian society ( <b>Making and transforming the Australian nation 1750–1914</b> )	<a href="#">AC9HH9K05</a>
	• the development of Australian society in relation to other nations in the world by 1914, including the effects of ideas and movements of people ( <b>Making and transforming the Australian nation 1750–1914</b> )	<a href="#">AC9HH9K07</a>

Achievement standard aspect	Relevant content description/s	AC v9.0 code
	<ul style="list-style-type: none"> <li>the effects of World War I on Australian society, such as the role of women, political debates about conscription, relationships with the British Empire, and the experiences of returned soldiers (<b>World War I 1914–1918</b>)</li> </ul>	<a href="#">AC9HH9K11</a>
	<ul style="list-style-type: none"> <li>the ideas that emerged and influenced change in society, such as nationalism, capitalism, imperialism, socialism, egalitarianism and Chartism (<b>The Industrial Revolution and the movement of peoples 1750–1900</b>)</li> </ul>	<a href="#">AC9HH9K17</a>
	<ul style="list-style-type: none"> <li>continuities and changes and their effects on the ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the 20th century in an Asian society (<b>Asia and the world 1750–1914</b>)</li> </ul>	<a href="#">AC9HH9K22</a>
	<ul style="list-style-type: none"> <li>the development of an Asian society in relation to other nations in the world by 1914, including the effects of ideas such as nationalism and self-determination (<b>Asia and the world 1750–1914</b>)</li> </ul>	<a href="#">AC9HH9K24</a>
Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events.	<ul style="list-style-type: none"> <li>continuities and changes and their effects on ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the 20th century in Australian society (<b>Making and transforming the Australian nation 1750–1914</b>)</li> </ul>	<a href="#">AC9HH9K05</a>
	<ul style="list-style-type: none"> <li>different experiences and perspectives of colonisers, settlers and First Nations Australians and the impact of these experiences on changes to Australian society's ideas, beliefs and values (<b>Making and transforming the Australian nation 1750–1914</b>)</li> </ul>	<a href="#">AC9HH9K06</a>
	<ul style="list-style-type: none"> <li>the places of significance where Australians fought, their perspectives and experiences, including the Gallipoli campaign, the Western Front and the Middle East (<b>World War I 1914–1918</b>)</li> </ul>	<a href="#">AC9HH9K09</a>
	<ul style="list-style-type: none"> <li>significant events and turning points of the war and the nature of warfare, including the Western Front Battle of the Somme and the Armistice (<b>World War I 1914–1918</b>)</li> </ul>	<a href="#">AC9HH9K10</a>
	<ul style="list-style-type: none"> <li>the commemoration of World War I, including different historical interpretations and debates about the nature and significance of the Anzac legend and the war (<b>World War I 1914–1918</b>)</li> </ul>	<a href="#">AC9HH9K12</a>
	<ul style="list-style-type: none"> <li>the different perspectives and experiences of men, women and children during the Industrial Revolution, and their changing way of life (<b>The Industrial Revolution and the movement of peoples 1750–1900</b>)</li> </ul>	<a href="#">AC9HH9K16</a>
	<ul style="list-style-type: none"> <li>the role of a significant individual or group such as agricultural and factory workers, inventors and entrepreneurs, landowners, politicians and religious groups in promoting and enacting some of the ideas that emerged during the Industrial Revolution (<b>The Industrial Revolution and the movement of peoples 1750–1900</b>)</li> </ul>	<a href="#">AC9HH9K18</a>
	<ul style="list-style-type: none"> <li>continuities and changes and their effects on the ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the 20th century in an Asian society (<b>Asia and the world 1750–1914</b>)</li> </ul>	<a href="#">AC9HH9K22</a>
	<ul style="list-style-type: none"> <li>different experiences and perspectives of colonisers and Asian peoples from the time and the impact of changes to society, including events, ideas, beliefs and values (<b>Asia and the world 1750–1914</b>)</li> </ul>	<a href="#">AC9HH9K23</a>
Students develop and modify 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="#">AC9HH9S01</a>
They locate, select and compare primary and secondary sources, and use information in sources 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="#">AC9HH9S02</a>
They explain 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="#">AC9HH9S03</a>
Students compare sources to determine 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="#">AC9HH9S04</a>
They explain causes and effects, 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="#">AC9HH9S05</a>
Students compare perspectives of significant events and developments, and explain the 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="#">AC9HH9S06</a>
They analyse different and contested historical interpretations.	<ul style="list-style-type: none"> <li>the commemoration of World War I, including different historical interpretations and debates about the nature and significance of the Anzac legend and the war (<b>World War I 1914–1918</b>)</li> </ul>	<a href="#">AC9HH9K12</a>
	<ul style="list-style-type: none"> <li>to analyse different and contested historical interpretations</li> </ul>	<a href="#">AC9HH9S07</a>
Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that acknowledge 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="#">AC9HH9S08</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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