

# Year 9 History

## Curriculum and assessment plan

### Example

Level description	Context and cohort considerations
<p>The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in the First World War (1914–1918), the “war to end all wars”.</p> <p>An overview of the study of the making of the modern world requires students to develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1750 to 1918, such as European imperial expansion and the movement of peoples within and between countries, and the impact this had on the Australian continent. This includes being introduced to the significant economic, social and political ideas that developed and caused change in groups and in societies, and some of the significant individuals and groups who promoted these ideas.</p> <p>In Year 9, students are expected to study the sub-strand <b>Making and transforming the Australian nation (1750–1914)</b> and the sub-strand <b>First World War (1914–1918)</b>. The <b>Industrial Revolution and movement of peoples (1750–1900)</b> and the <b>Asia and the World (1750–1914)</b> sub-strands may be studied as options.</p> <p>Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> <li>• What are the significant events, ideas, individuals and groups that caused change from 1750 to 1918?</li> <li>• What were the causes, developments, significance and long-term effects of imperialism in this period?</li> <li>• What were the causes and significance of the First World War?</li> <li>• What were the perspectives of different people at the time?</li> <li>• What are the contested debates and reasons for different historical interpretations?</li> </ul>	<p>History is studied as a standalone subject in Semester 1 and has been written to a 50-hour time allocation. In Semester 2, students study Humanities and Social Sciences (HASS) subjects as electives.</p> <p>The required sub-strands of Making and transforming the Australian Nation (1750-1914) and First World War (1914-1918) are taught across 2 units in the semester.</p>

Unit 1 — Movers and shakers: the people who made modern Australia	Unit 2 — From bravery to biscuits: How do we remember our Anzacs?
<p>Timing: Term 1 Duration: 10 weeks</p> <p><b>Inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• Why is it important to understand our country’s past?</li> <li>• What events, people and groups during the 18<sup>th</sup>, 19<sup>th</sup> and early 20<sup>th</sup> centuries were significant in shaping our nation?</li> </ul> <p>Many significant events, developments and ideas have made Australia the nation it is today. The people who generated such ideas, and led and responded to these events and developments are the ‘movers and shakers’ of modern Australia.</p> <p>In this unit students explore key historical figures and groups that transformed Australia in the period from colonisation to Federation. Using various sources (e.g. maps of European imperial expansion, Captain James Cook’s ‘secret instructions’), students examine the nature of imperialism and its impact on colonised countries, particularly Australia. In structured small-group discussions that allow them to develop and practise their social and personal skills, students investigate profiles of the people coming to Australia (e.g. convicts, free settlers, Chinese goldminers, Afghan cameleers, South Sea Islander labourers) to consider a range of push and pull factors influencing the movement of people.</p> <p>Students build their critical and creative thinking skills through examining primary and secondary sources from the perspectives of First Nations Australians, such as Bennelong and Pemulwuy, to understand the frontier war period, the impacts of expanding European settlement and aspects of source analysis such as origin, purpose, usefulness and reliability. Using a range of 19<sup>th</sup> century paintings, poems, diary excerpts and economic and population data, students discuss historical interpretations of the way of life in the Australian colonies for people such as Truganini, Musquito, John and Elizabeth Macarthur and Edward (Ned) Kelly.</p> <p>The unit concludes with a case study focussing on the people, ideas and challenges that drove the Federation movement. Through analysis of historical evidence and whole-class discussion, students examine the contributions of people such as</p>	<p>Timing: Term 2 Duration: 10 weeks</p> <p><b>Inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• What were the short- and long-term causes of the First World War?</li> <li>• What was the nature of fighting in the First World War and how were Australians involved?</li> <li>• How and why should Australian involvement in the First World War be remembered and commemorated?</li> </ul> <p>Every year on 25 April, Australians pause to remember the Anzacs. The significance of their involvement in the First World War and their contribution to Australia’s burgeoning nationhood were felt at the time, and have reverberated through generations of Australians.</p> <p>In this unit students begin by examining media coverage of recent Anzac Day commemorations, from local events to global ceremonies (e.g. local newspaper articles, Gallipoli Dawn Service televised coverage) to explore the significance of Anzac Day and the First World War to Australians. Working in small groups to support the development of their personal and social skills, students design graphic representations of the long and short term causes of the First World War to display in the classroom.</p> <p>Students then use case studies from the Australian War Memorial resources to develop an understanding of the range of Australians who volunteered to join the Australian Imperial Forces, including First Nations Australians. Through an inquiry approach informed by digital literacy strategies, students explore the places Australians fought (e.g. Gallipoli, the Western Front and the Middle East) to compare perspectives and historical interpretations on the nature of fighting and the experiences of soldiers. Students learn about the effects of the First World War on Australian society through whole-class discussions about conscription and the role of women, with a focus on developing their ethical understanding.</p>

<b>Unit 1 — Movers and shakers: the people who made modern Australia</b>	<b>Unit 2 — From bravery to biscuits: How do we remember our Anzacs?</b>
Sir Henry Parkes, Sir Edmund Barton, Catherine Helen Spence and Vida Goldstein. Students reflect on these learning activities to support the preparation of their project about movers and shakers from Australian history.	To conclude the unit, students investigate the nature and significance of the Anzac legend. They share their historical arguments about aspects of Australian involvement in the First World War and collaboratively decide on aspect/s that should be recommended as a focus for next year's Anzac Day commemorations.


	Unit 1	Unit 2
	<b>Assessment 1 — Project</b>	<b>Assessment 2 — Investigation</b>
<b>Assessment</b>	<p><b>Description:</b> Students develop a virtual exhibit to be a part of a whole-class exhibition entitled 'Movers and shakers: the people who made modern Australia' that aims to demonstrate the historical significance of the people, ideas and events in Australia over the 18<sup>th</sup>, 19<sup>th</sup> and early 20<sup>th</sup> centuries.</p> <p>Students choose one significant person as the basis for their exhibit. They then select and interrogate two sources from the provided stimulus about their selected individual. The source interrogation requires students to:</p> <ul style="list-style-type: none"> <li>explain the origin, content, context and purpose of each source</li> <li>compare the usefulness, accuracy and reliability of the evidence in the sources.</li> </ul> <p>Students develop 3 exhibit labels — one for each source and another that explains how their selected 'mover and shaker' is historically significant and worth knowing about.</p> <p><b>Technique:</b> Project</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>sources provided</li> <li>600–800 words</li> </ul>	<p><b>Description:</b> Students conduct a historical inquiry into one aspect of Australia's involvement in the First World War. The student response is presented as a proposal (live or recorded) to their school principal or local council recommending why this aspect should be included in next year's Anzac Day commemorations.</p> <p>Students follow a historical inquiry process and use evidence from primary and secondary sources to develop a historical argument about an event, development, turning point or movement from the list provided. In their proposal students should:</p> <ul style="list-style-type: none"> <li>explain the causes and effects and explore continuities and changes connected to their selected event, development, turning point or movement</li> <li>compare perspectives in evidence</li> <li>analyse different and contested historical interpretations.</li> </ul> <p><b>Technique:</b> Investigation</p> <p><b>Mode:</b> Multimodal</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>class time provided</li> <li>3–4 minutes</li> </ul>
<b>Achievement standard</b>	<p>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 the First World War 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.</p> <p>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.</p>	<p>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 the First World War 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.</p> <p>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.</p>
<b>Moderation</b>	<p><b>Consensus:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>	<p><b>Consensus:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>

Content descriptions	Units		Content descriptions	Units	
	1	2		1	2
<b>Knowledge and understanding</b>			<b>Skills</b>		
<b>Making and transforming the Australian nation (1750–1914)</b> 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 AC9HH9K01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Questioning and researching</b> develop and modify a range of historical questions about the past to inform historical inquiry AC9HH9S01	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the key social, cultural, economic and political changes and their significance in the development of Australian society during the period AC9HH9K02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	locate, identify and compare primary and secondary sources to use in a historical inquiry AC9HH9S02	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the causes and effects of European contact and extension of settlement, including their impact on the First Nations Peoples of Australia AC9HH9K03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Using historical sources</b> identify the origin and content of sources, and explain the purpose and context of primary and secondary sources AC9HH9S03	<input checked="" type="checkbox"/>	<input type="checkbox"/>
significant events, ideas, people, groups and movements in the development of Australian society AC9HH9K04	<input checked="" type="checkbox"/>	<input type="checkbox"/>	explain the usefulness of primary and secondary sources, and the reliability of the information as evidence AC9HH9S04	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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 AC9HH9K05	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Historical perspectives and interpretations</b> analyse cause and effect, and evaluate patterns of continuity and change AC9HH9S05	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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 AC9HH9K06	<input checked="" type="checkbox"/>	<input type="checkbox"/>	compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values AC9HH9S06	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the development of Australian society in relation to other nations in the world by 1914, including the effects of ideas and movements of people AC9HH9K07	<input checked="" type="checkbox"/>	<input type="checkbox"/>	analyse different and contested historical interpretations AC9HH9S07	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>The First World War (1914–1918)</b> the causes of the First World War and the reasons why Australians enlisted to fight in the war AC9HH9K08	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Communicating</b> create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources AC9HH9S08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
the places of significance where Australians fought, their perspectives and experiences, including the Gallipoli campaign, the Western Front and the Middle East AC9HH9K09	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
significant events and turning points of the war and the nature of warfare, including the Western Front Battle of the Somme and the Armistice AC9HH9K10	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
the effects of the First World War on Australian society, such as the role of women, political debates about conscription, relationships with the British Empire, and the experiences of returned soldiers AC9HH9K11	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
the commemoration of the First World War, including different historical interpretations and debates about the nature and significance of the Anzac legend and the war AC9HH9K12	<input type="checkbox"/>	<input checked="" type="checkbox"/>			

Content descriptions	Units		Content descriptions	Units	
<b>The Industrial Revolution and the movement of peoples (1750–1900)</b> the social, economic, political, technological and/or environmental causes and effects of the Industrial Revolution on Europe in the late 18th and 19th century AC9HH9K13	<input type="checkbox"/>	<input type="checkbox"/>			
the changing population movements and settlement patterns during the period 1750 to 1900 AC9HH9K014	<input type="checkbox"/>	<input type="checkbox"/>			
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 AC9HH9K15	<input type="checkbox"/>	<input type="checkbox"/>			
the different perspectives and experiences of men, women and children during the Industrial Revolution, and their changing way of life AC9HH9K16	<input type="checkbox"/>	<input type="checkbox"/>			
the ideas that emerged and influenced change in society, such as nationalism, capitalism, imperialism, socialism, egalitarianism and Chartism AC9HH9K17	<input type="checkbox"/>	<input type="checkbox"/>			
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 AC9HH9K18	<input type="checkbox"/>	<input type="checkbox"/>			
<b>Asia and the world (1750–1914)</b> the key social, cultural, economic and political features of an Asian society during the 18th and early 19th Century AC9HH9K19	<input type="checkbox"/>	<input type="checkbox"/>			
the causes and effects of European contact, including colonisation, on an Asian society AC9HH9K20	<input type="checkbox"/>	<input type="checkbox"/>			
significant events, ideas, people, groups and/or movements in the development of an Asian society AC9HH9K21	<input type="checkbox"/>	<input type="checkbox"/>			
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 AC9HH9K22	<input type="checkbox"/>	<input type="checkbox"/>			
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 AC9HH9K23	<input type="checkbox"/>	<input type="checkbox"/>			
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 AC9HH9K24	<input type="checkbox"/>	<input type="checkbox"/>			

General capabilities	Units	
	1	2
Critical and creative thinking	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Intercultural understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units	
	1	2
Aboriginal and Torres Strait Islander histories and cultures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>

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