

Year 10 History

UNIT OUTLINE

Timetable Period: Lines 2 & 4

Classroom Teacher: Joanne Hann

Executive Teacher: Danielle Banks

Course Title	Year 10 History	Unit Name	The Modern World and Australia
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Specific Unit Goals:

By the end of Year 10 students demonstrate an ability to:

- refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time.
- analyse the causes and effects of events and developments and explain their relative importance.
- explain the context for people's actions in the past.
- explain the [significance](#) of events and developments from a range of perspectives.
- explain different interpretations of the past and recognise the [evidence](#) used to support these interpretations.
- sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time.
- develop, evaluate and modify questions to frame an [historical inquiry](#).
- process, analyse and synthesise information from a range of primary and [secondary sources](#) and use it as [evidence](#) to answer inquiry questions.
- 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.
- develop and justify their own interpretations about the past.
- 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.

Content Summary:

[Overview](#) content for the [Modern](#) World and Australia includes the following:

1. the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression
2. continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping
3. the major movements for rights and freedom in the world and the achievement of independence by former colonies
4. the nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War
5. developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and [sustainability](#)

World War II (1939-45)

- An [overview](#) of the causes and course of World War II
- An examination of significant events of World War II, including the Holocaust and use of the atomic bomb
- The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore)
- 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)
- 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](#)

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
- 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
- The US civil rights movement and its influence on Australia
- 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
- 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
- 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)

Migration experiences (1945 – present)

- The waves of post-World War II migration to Australia, including the influence of significant world events
- The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish'
- The impact of at least ONE world event or development and its [significance](#) for Australia, such as the Vietnam War and Indochinese refugees
- The contribution of migration to Australia's changing identity as a nation and to its international relationships

Assessment:

TASK	DUE DATE	WEIGHTING
Annotated Bibliography	Week 5	20%
Historical Inquiry Task	Week 8	30%
Research Essay	Week 13	30%
Document Study Exam	Exam Week	20%

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

Students will be assessed on the extent to which they can:

- sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time.
- explain patterns of change and continuity over time
- explain the [significance](#) of events and developments from a range of perspectives.

- explain different interpretations of the past and recognise the [evidence](#) used to support these interpretations.
- analyse the causes and effects of events and developments and explain their relative importance
- process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions.
- 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.
- develop and justify their own interpretations about the past.
- develop texts, particularly explanations and discussions, incorporating historical argument

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A - E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors** that describe generic standards of student achievement across all courses:

A indicates that a student has demonstrated **excellent achievement** of what is expected.

B indicates that a student has demonstrated **high achievement** of what is expected.

C indicates that a student has demonstrated **satisfactory achievement** of what is expected.

D indicates that a student has demonstrated **partial achievement** of what is expected.

E indicates that a student has demonstrated **limited achievement** of what is expected.

ATTENDANCE AND PARTICIPATION

Students are expected to submit all assessment items and attend all classes, participate in a positive manner and seek support whenever it is required. Excursions, simulations and presentations by visitors (including lunchtime) may form part of classwork. It is your responsibility to catch up on missed work when absent from class.

LATE SUBMISSION OF WORK

Students are encouraged to submit work on time, as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

CHEATING AND DISHONEST PRACTICE

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Any departure from such standards will be viewed very seriously." Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

Executive Teacher:

Class Teacher: