

Identify curriculum	Achievement standard	<p><b>History - Year 10 Achievement Standard</b></p> <p>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.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: History for Foundation-10</i>, &lt;<a href="http://www.australiancurriculum.edu.au/History/Curriculum/F-10">www.australiancurriculum.edu.au/History/Curriculum/F-10</a>&gt;.</p>							
		<p><b>Geography - Year 10 Achievement Standard</b></p> <p>By the end of Year 10, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion. Students use initial research to develop and modify geographically significant questions to frame an inquiry. They critically evaluate a range of primary and secondary sources to select and collect relevant, reliable and unbiased geographical information and data. Students record and represent multi-variable data in of the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales, and predict outcomes. They analyse and synthesise data and other information to draw reasoned conclusions, taking into account alternative perspectives. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations in a range of selected and appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations. They explain the predicted outcomes and consequences of their proposal.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: Geography for Foundation-10</i>, &lt;<a href="http://www.australiancurriculum.edu.au/Geography/Curriculum/F-10">www.australiancurriculum.edu.au/Geography/Curriculum/F-10</a>&gt;.</p>							
Teaching and learning	Term overview	<p><b>Term 1</b></p> <p>1. Overview of the modern world:</p> <ul style="list-style-type: none"> <li>- The interwar years</li> <li>- The Cold War</li> </ul> <p>2. World War II (1939 - 45):</p> <ul style="list-style-type: none"> <li>- Study of the causes, events, outcome and broader impact of the conflict</li> <li>- Australia's role in the war</li> </ul>	<p><b>Term 2</b></p> <p>2. World War II (1939 - 45): (Continued)</p> <p>3. Environmental change &amp; management:</p> <ul style="list-style-type: none"> <li>- Investigation of environmental geography through an in-depth study of a specific environment</li> </ul>	<p><b>Term 3</b></p> <p>4. Rights and freedoms (1945 - present):</p> <ul style="list-style-type: none"> <li>- The struggle for the rights of Aboriginal and Torres Strait Islander peoples</li> <li>- The US civil rights movement and its influence on Australia</li> </ul> <p>5. Geographies of human wellbeing:</p> <ul style="list-style-type: none"> <li>- Investigation of global, national and local differences in human wellbeing between places</li> </ul>	<p><b>Term 4</b></p> <p>6. Popular culture (1945 - present):</p> <ul style="list-style-type: none"> <li>- The nature of pop culture in Australia including music, film, television and sport since WWII</li> <li>- Australia's contribution to international pop culture</li> </ul>				
	Cross curriculum priorities								
	General capabilities	      	      	      	   				
	Key to general capabilities and cross-curriculum priorities	<p> Literacy    Numeracy    ICT capability    Critical and creative thinking    Ethical behaviour    Personal and social capability    Intercultural understanding</p> <p> Aboriginal and Torres Strait Islander histories and cultures    Asia and Australia's engagement with Asia    Sustainability</p>							
Develop assessment	Assessment	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>	
		<b>Week</b>	<b>Assessment instrument</b>	<b>Week</b>	<b>Assessment instrument</b>	<b>Week</b>	<b>Assessment instrument</b>	<b>Week</b>	<b>Assessment instrument</b>
		3	Versailles PEC	3	World War II Essay	5	Rights and freedoms essay	6	Oral presentation
Ongoing all year	Continuous collection of evidence of learning	9	Wetlands Report	9	Country Comparison				
Make judgments and use feedback	Moderation	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>	
		Teachers moderate samples of PEC paragraphs to ensure consistency of judgments.		Teachers moderate samples of essay to ensure consistency of judgments.		Teachers moderate samples of essays to ensure consistency of judgments.		Teachers review oral presentations to ensure consistency of judgments.	