



























Achievement standard	<p>History - Year 9 Achievement Standard</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> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: History for Foundation–10</i>, https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/history-7-10/year-9</p>			
Term Overview	Term 1		Term 2	
	<p>History:</p> <p>1. Making and transforming an Australian Nation:</p> <ul style="list-style-type: none">- Effect of European colonisation on Aboriginal and Torres Strait Islander people- Gold rush and other migration factors- Federation and voting rights- The formation of a National Identity <p>2. Asia and the World (India)</p> <ul style="list-style-type: none">- Mughal Empire- Taj Mahal- The development of the British Raj- British East India Company		<p>History:</p> <p>3. World War I:</p> <ul style="list-style-type: none">- Students investigate key aspects of World War I and the Australian experience of the war- Source analysis	
Cross curriculum priorities				
General capabilities	      		     	
Key to general capabilities and cross-curriculum priorities	<div> Literacy</div> <div> Numeracy</div> <div> ICT capability</div> <div> Critical and creative thinking</div> <div> Ethical behaviour</div> <div> Personal and social capability</div> <div> Intercultural understanding</div> <div> Aboriginal and Torres Strait Islander histories and cultures</div> <div> Asia and Australia's engagement with Asia</div> <div> Sustainability</div>			
Assessment	Term 1		Term 2	
	Week	Assessment instrument	Week	Assessment instrument
	6	Source Analysis	3	Source Analysis
	9	Case Study Research task	6	Debate
Moderation	Term 1		Term 2	
	Teachers moderate samples of research task to ensure consistency of judgments.		Teachers moderate samples of source analysis task to ensure consistency of judgments.	