



History Years 7–10

Syllabus

June 2003

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1 Introduction

1.1 The K–10 Curriculum

This syllabus has been developed within the parameters set by the Board of Studies NSW in its *K–10 Curriculum Framework*. This framework ensures that K–10 syllabuses and curriculum requirements are designed to provide educational opportunities that:

- engage and challenge all students to maximise their individual talents and capabilities for lifelong learning
- enable all students to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives
- prepare all students for effective and responsible participation in their society, taking account of moral, ethical and spiritual considerations
- encourage and enable all students to enjoy learning, and to be self-motivated, reflective, competent learners who will be able to take part in further study, work or training
- promote a fair and just society that values diversity
- promote continuity and coherence of learning, and facilitate the transition between primary and secondary schooling.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students to succeed in and beyond their schooling. These broad learning outcomes indicate that students will:

- understand, develop and communicate ideas and information
- access, analyse, evaluate and use information from a variety of sources
- work collaboratively with others to achieve individual and collective goals
- possess the knowledge and skills necessary to maintain a safe and healthy lifestyle
- understand and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world
- understand and appreciate social, cultural, geographical and historical contexts, and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- understand and apply a variety of analytical and creative techniques to solve problems
- understand, interpret and apply concepts related to numerical and spatial patterns, structures and relationships
- be productive, creative and confident in the use of technology and understand the impact of technology on society
- understand the work environment and be equipped with the knowledge, understanding and skills to evaluate potential career options and pathways
- develop a system of personal values based on their understanding of moral, ethical and spiritual matters.

The ways in which learning in the *History Years 7–10 Syllabus* contributes to the curriculum and to the student’s achievement of the broad learning outcomes are outlined in the syllabus rationale.

In accordance with the *K–10 Curriculum Framework*, the *History Years 7–10 Syllabus* takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It enunciates clear standards of what students are expected to know and be able to do in Years 7–10. It provides structures and processes by which teachers

can provide continuity of study for all students, particularly to ensure successful transition through Years 5 to 8 and from Year 10 to Year 11.

The syllabus also assists students to maximise their achievement in History through the acquisition of additional knowledge, understanding, skills, values and attitudes. It contains advice to assist teachers to program learning for those students who have gone beyond achieving the outcomes through their study of the essential content.

1.2 Students with Special Education Needs

In the K–6 curriculum, students with special education needs are provided for in the following ways:

- through the inclusion of outcomes and content in syllabuses which provide for the full range of students
- through the development of additional advice and programming support for teachers to assist students to access the outcomes of the syllabus
- through the development of specific support documents for students with special education needs
- through teachers and parents planning together to ensure that syllabus outcomes and content reflect the learning needs and priorities of students.

Students with special education needs build on their achievements in K–6 as they progress through their secondary study and undertake courses to meet the requirements for the School Certificate.

It is necessary to continue focusing on the needs, interests and abilities of each student when planning a program for secondary schooling. The program will comprise the most appropriate combination of courses, outcomes and content available.

Life Skills

For most students with special education needs, the outcomes and content in sections 6, 7 and 8 of this syllabus will be appropriate but for a small percentage of these students, particularly those with an intellectual disability, it may be determined that these outcomes and content are not appropriate. For these students the Life Skills outcomes and content in section 9 and the Life Skills assessment advice below can provide the basis for developing a relevant and meaningful program.

Access to Life Skills outcomes and content in Years 7–10

A decision to allow a student to access the History Years 7–10 Life Skills outcomes and content should include parents/carers and be based on careful consideration of the student's competencies and learning needs.

The decision should establish that the outcomes and content in sections 6, 7 and 8 of the *History Years 7–10 Syllabus* are not appropriate to meet the needs of the student. Consideration should be given to whether modifications to programs and to teaching, including adjustments to learning activities and assessment, would enable the student to access the syllabus outcomes and content.

As part of the decision to allow a student to access the History Years 7–10 Life Skills outcomes and content, it is important to identify relevant settings, strategies and resource requirements that will assist the student in the learning process. Clear time frames and strategies for monitoring progress, relevant to the age of the student, need to be identified and collaborative plans should be made for future needs.

It is not necessary to seek permission of the Office of the Board of Studies for students to undertake the History Years 7–10 Life Skills outcomes and content, nor is it necessary to submit planning documentation.

Life Skills assessment

Each student undertaking a History Years 7–10 Life Skills course will have specified outcomes and content to be studied. The syllabus content listed for each outcome forms the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the outcomes and to generalise their knowledge, understanding and skills across a range of situations or environments including the school and the wider community.

Students may demonstrate achievement in relation to History Years 7–10 Life Skills outcomes independently or with support. The type of support will vary according to the particular needs of the student and the requirements of the activity. Examples of support may include:

- the provision of extra time
- physical and/or verbal assistance from others
- the provision of technological aids.

2 Rationale

‘How can we live together if we don’t appreciate our own and others’ histories?’

(Holocaust survivor Hadasa Rosenbaum, as quoted in Taylor, T, *The Future of the Past*, Faculty of Education, Monash University, Melbourne, 2000).

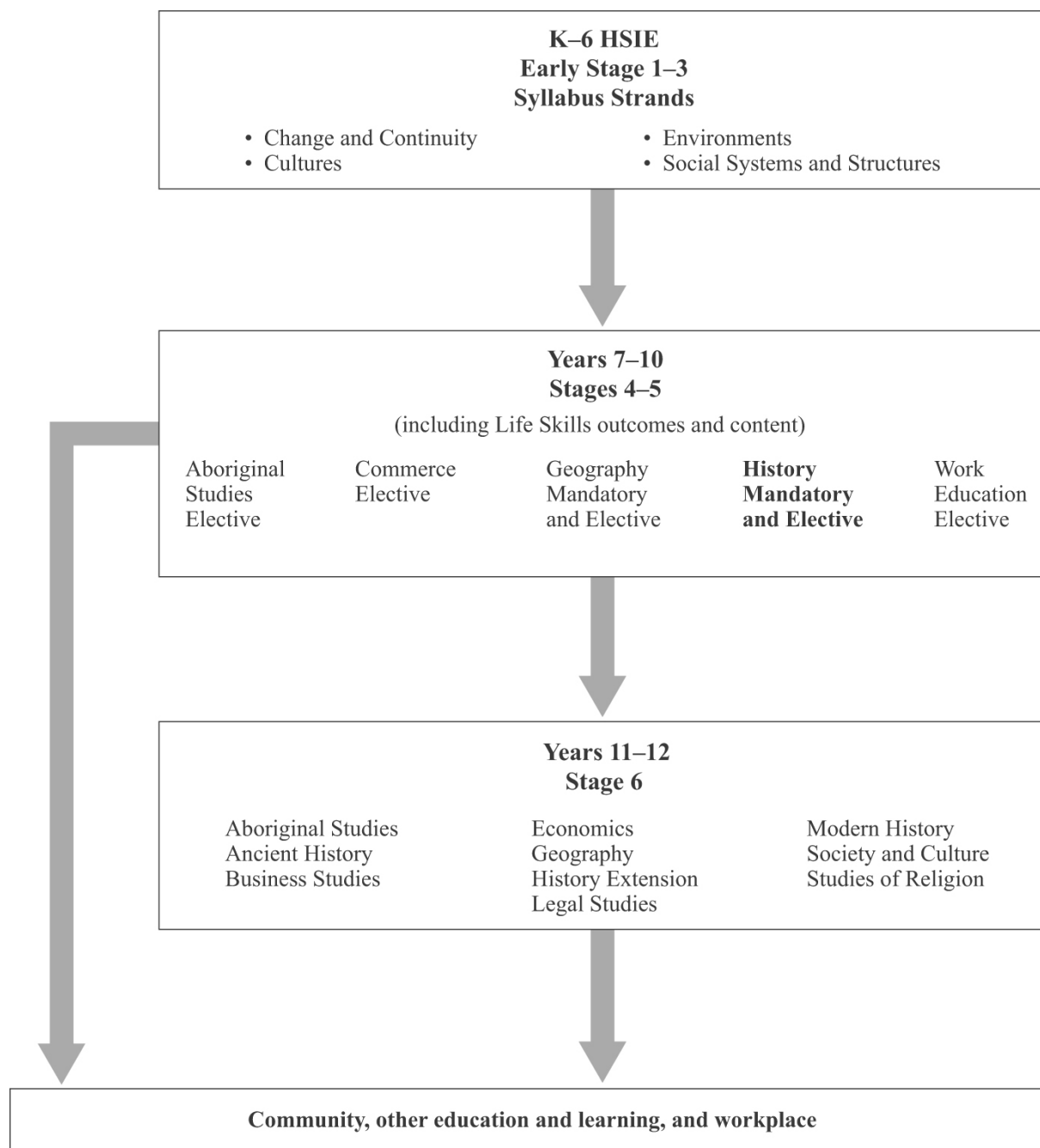
History is a disciplined process of inquiry into the past that allows students to locate themselves in the broad continuum of human experience. It enables students to appreciate and enjoy the human endeavours and achievements of the past, both for their own intrinsic interest and for their legacy to later generations. History provides opportunities for students to explore human actions in a range of historical contexts and encourages them to develop understanding of motivation, causation, consequence and empathy.

The study of history provides the intellectual skills to enable students to critically analyse and interpret sources of evidence in order to construct reasoned explanations, hypotheses about the past and a rational and informed argument. History also enables students to understand, deconstruct and evaluate differing interpretations of the past. The cognitive skills of analysis, evaluation and synthesis underpin the study of history and equip students with the ability to understand and evaluate the political, cultural and social events and issues that have shaped the world around them.

The study of history provides opportunities for students to engage in activities and experiences that meet the broad learning outcomes specified in the *K–10 Curriculum Framework*. Historical research and communication processes include Information Communication Technologies (ICT) such as evaluating internet and web-based sources and using technologies for historical research. The study of history strengthens understandings of civics and citizenship. Students gain an understanding of the historical experiences of different cultural groups within society and of how various groups have struggled for citizens’ rights. History encourages students to critically analyse the structures and processes of government and their impact on people in different historical contexts.

The study of history in both mandatory and elective courses equips students with the knowledge and skills essential for their future roles as active, informed citizens and advocates for a fair and just society. Historical skills in critical thinking and independent inquiry-based learning enable and encourage students to become engaged in lifelong learning.

3 The Place of the History Years 7–10 Syllabus in the HSIE K–12 Curriculum



4 Aim

The aim of the *History Years 7–10 Syllabus* is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and to enable them to participate as active, informed and responsible citizens.

5 Objectives – Mandatory Courses

Stage 4 Objectives

Students will develop:

- a knowledge and understanding of the nature of history, past societies and periods and their legacy
- a knowledge and understanding of Aboriginal and indigenous peoples of the world and the nature of contact history
- the skills to undertake the process of historical inquiry
- the skills to communicate their understanding of history.

Stage 5 Objectives

Students will develop:

- a knowledge and understanding of significant developments in Australia's social, political and cultural history
- a knowledge and understanding of Australia's international relationships
- a knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia
- the skills to undertake the process of historical inquiry
- the skills to communicate their understanding of history.

Values and attitudes

Students will value and appreciate:

- history as a study of human experience
- the opportunity to develop a lifelong interest and enthusiasm for history
- the nature of history as reflecting differing perspectives and viewpoints
- the opportunity to contribute to a just society through informed citizenship
- the contribution of past and present peoples to our shared heritage.

6 Outcomes – Mandatory Courses

Stage 4 Mandatory Course

Objectives	Outcomes
Students will develop:	A student:
a knowledge and understanding of the nature of history, past societies and periods and their legacy	4.1 describes and explains the nature of history, the main features of past societies and periods and their legacy
a knowledge and understanding of Aboriginal and indigenous peoples of the world and the nature of contact history	4.2 describes significant features of Aboriginal and indigenous cultures, prior to colonisation 4.3 explains the ways indigenous and non-indigenous peoples of the world have responded to contact with each other
the skills to undertake the process of historical inquiry	4.4 identifies major periods of historical time and sequences people and events within specific periods of time 4.5 identifies the meaning, purpose and context of historical sources 4.6 draws conclusions about the usefulness of sources as evidence in an inquiry 4.7 identifies different contexts, perspectives and interpretations of the past 4.8 locates, selects and organises relevant information from a number of sources, including ICT, to conduct basic historical research
the skills to communicate their understanding of history	4.9 uses historical terms and concepts in appropriate contexts 4.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past

Stage 5 Mandatory Course

Objectives	Outcomes
Students will develop:	A student:
a knowledge and understanding of significant developments in Australia’s social, political and cultural history	5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life
a knowledge and understanding of Australia’s international relationships	5.2 assesses the impact of international events and relationships on Australia’s history
a knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia	5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia
the skills to undertake the process of historical inquiry	5.4 sequences major historical events to show an understanding of continuity, change and causation 5.5 identifies, comprehends and evaluates historical sources 5.6 uses sources appropriately in an historical inquiry 5.7 explains different contexts, perspectives and interpretations of the past 5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
the skills to communicate their understanding of history	5.9 uses historical terms and concepts in appropriate contexts 5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences

Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the above outcomes are not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see section 9.

7 Content – Mandatory Courses

7.1 Organisation of Content

History Mandatory Stage 4

Students undertake 100 hours of History Mandatory in Stage 4.

History Mandatory Stage 4 has been designed to provide students with an understanding of world history from ancient times to the modern world and the basic skills required for the effective study of History.

The content is divided into 4 topics with internal options:

- Topic 1: Investigating History
- Topic 2: Societies and Civilisations of the Past
- Topic 3: Aboriginal and Indigenous Peoples, Colonisation and Contact History
- Topic 4: (Optional Study) Shaping the Modern World.

Inquiry questions are provided to define the scope of inquiry for each area of study.

All students must complete a site study in Stage 4. A virtual site study can be used if appropriate (see p 15).

History Mandatory Stage 5

Students undertake 100 hours of History Mandatory in Stage 5.

History Mandatory Stage 5 has been designed to provide students with an understanding of Australian history and civics and citizenship. Students will also develop the skills required for the effective study of History.

The content is divided into topics. Most topics have internal choice to allow for studies in more depth. Inquiry questions are provided to define the scope of inquiry for each area of study.

- Topic 1: Australia to 1914
- Topic 2: Australia and World War I
- Topic 3: Australia between the Wars
- Topic 4: Australia and World War II
- Topic 5: Australia in the Vietnam War Era
- Topic 6: Changing Rights and Freedoms
- Topic 7: People Power and Politics in the Post-war Period
- Topic 8: Australia's social and cultural history in the Post-war Period

All students must complete a site study in Stage 5. A virtual site study can be used if appropriate.

Site Studies Mandatory Courses

A site study should be integrated within each of Stages 4 and 5 as a means through which students acquire knowledge, skills, values and attitudes from experience in the field or by analysing a virtual site using ICT. Site studies enable students to understand their historical environment and participate actively in historical inquiry. They can offer a means of interpreting the past and/or recognising how human occupation and use of the site has changed over time, and lead to an understanding of the context in which changes have occurred. They also provide an enjoyable means to understand and actively engage in the past and help fashion a lifelong interest in history.

What is a site study?

A site study is an inquiry-based examination of an historically or culturally significant location. Site studies may include an investigation of the school and its surroundings or a visit to an archaeological site, a museum, an Aboriginal site (with permission), a specific building, a monument, a local area, an open-air museum or a virtual site available on CD or the internet.

Information Communication Technologies have presented teachers with opportunities to explore virtual historical and heritage site studies with their students. Virtual sites are especially valuable in teaching students how to evaluate a website or CD for usefulness and reliability as an historical source. They also offer an opportunity to teach some of the skills of investigating an historical site while still remaining within the classroom.

Teachers must identify the outcomes and objectives relevant to the site study. The following suggestions of sites could be considered:

- heritage buildings
- factories or industrial sites
- memorials
- statues
- Aboriginal sites
- Museums
- National Parks and Historic Sites
- monuments
- the school and its grounds
- cemeteries
- churches and places of worship
- bridges
- railways and tramways
- public buildings
- private homes of heritage value
- archaeological sites
- Parliament House
- Australian War Memorial
- streets and streetscapes
- suburbs, towns and villages
- natural environments
- shops and business districts
- farms and properties
- virtual sites.

Historical Skills

Through the study of History Years 7–10 students will develop skills in:

Comprehension

- read and understand historical texts
- use historical terms and concepts in appropriate contexts
- sequence events within specific periods of time
- explain continuity and change over time

Analysis and use of sources

- identify different types and varieties of sources
- identify the content, origin, purpose and context of historical sources, including ICT sources
- use and evaluate historical sources for the purposes of historical inquiry
- draw conclusions about the usefulness of sources for a specific historical inquiry
- distinguish between fact and opinion

Perspectives and interpretations

- identify perspectives of different individuals and groups
- recognise that historians may interpret events differently

Empathetic understanding

- interpret history within the context of the actions, values, attitudes and motives of people from the past

Research

- plan historical research to suit the purpose of an investigation
- locate, select and organise information from a variety of sources

Communication

- select the appropriate form of communication for specific purposes
- communicate effectively using oral, written, computer-based and other forms appropriate to an historical investigation
- use knowledge, understandings and relevant evidence to create appropriate historical texts.

Cross-curriculum content

Cross-curriculum content assists students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework*. It is incorporated in the content of the *History Years 7–10 Syllabus* in the following ways:

Information and Communication Technologies (ICT)

History is uniquely placed for students to discover, evaluate and apply ICT, such as a relevant CD-ROM and the internet, to their investigations of the past. These are legitimate sources of history, and, as such, need to be evaluated for their reliability and usefulness in the same way as the more ‘traditional’ primary and secondary sources and texts have been. In addition, a site study may be investigated using the internet or relevant CD-ROM.

ICT skills have been suggested for each topic in Stages 4 and 5. Teachers must ensure that the following ICT skills are addressed by the end of each stage.

In Stage 4 Mandatory, students will:

- demonstrate their skills in evaluating the usefulness of a website as an historical source
- build on already developed generic research skills of accessing, collecting, retrieving and interpreting electronic information to the stage where they can use an image bank (such as Clip Art or Web Images) as a source for historical research
- demonstrate their ability to design and create a desktop-published document to communicate their understanding of history
- practise ethical behaviour when using email or the internet.

In Stage 5 History Mandatory and Elective, students will:

- continue to develop their skills in critically analysing a website and a range of historical texts, including consideration of layout and design features
- continue to develop skills in the collection and interpretation of electronic information for the purpose of historical inquiry
- demonstrate their ability to create a formatted, multiple-paged document and to produce documents for particular audiences
- practise ethical behaviour when using email or the internet
- demonstrate their ability to select suitable hardware/software for a particular purpose.

Work, Employment and Enterprise

Work, Employment and Enterprise content focuses on the living and working conditions of Australians over time and the contribution of work-related organisations to Australian society.

In Stage 5 Mandatory, students have opportunities to develop knowledge and understandings of:

- the way people lived and worked in Australia 1900–1914
- the growth of unionism and establishment of the ACTU during the 1920s
- living and working conditions in Australia during World War II
- the role of Unions in a participatory democracy, eg Green Bans.

Aboriginal and Indigenous

In Stage 4, students have the opportunity to develop knowledge and understanding of:

- Aboriginal and indigenous cultures
- the impact of European colonisation on Australian Aboriginal and worldwide indigenous cultures
- the responses to contact with colonising peoples
- the impact of colonisation and government policies on Aboriginal peoples.

In Stage 5 History, students investigate the struggle for rights and freedoms of Aboriginal peoples in the 20th century. Students have opportunities to develop knowledge and understanding of:

- the concept of terra nullius, land rights and Native Title
- key government policies and legislation and their impact on Aboriginal peoples
- the role of Aboriginal peoples in effecting social and legal change
- changes in Aboriginal and non-Aboriginal relations over time
- a range of experiences and achievements of Aboriginal peoples.

Civics and Citizenship

Civics and Citizenship content is a key focus of the *History Years 7–10 Syllabus*.

Students in Stage 4 have the opportunities to develop knowledge and understanding of:

- effects of historical events on the culture of peoples and their rights and responsibilities
- impact of exploration and colonisation on Aboriginal and indigenous peoples
- importance of preservation and conservation of heritage
- different experiences of being a citizen and forms of government in civilisations of the past.

In Stage 5 History, students have opportunities to develop knowledge and understanding of:

- Federation in 1901
- key features of the Constitution
- examples of constitutional change since Federation
- how the Australian political system works in practice
- the changing rights and freedoms of various groups
- events and issues of political significance and their impact on the changing nature of civic institutions and civil society
- what it means to be an active and informed citizen.

In elective history, students develop knowledge and understanding of:

- events and people in the context of their own time
- how people from the past were influenced by different values, attitudes and motives
- thematic studies of crime and punishment, slaves, and women in history.

Difference and Diversity

History is well placed to develop students' knowledge and understanding about difference and diversity amongst peoples of the past and within Australian society. Students learn to identify and empathise with the varying perspectives of individuals and groups throughout history and attempt to understand the actions, values, attitudes and motives of people from the past.

In Stage 4, students have opportunities to develop knowledge and understanding of:

- the impact of difference on marginalised groups, including the impact of colonisation
- similarities and differences between cultures of the past.

In Stage 5, students have opportunities to develop knowledge and understanding of:

- the impact of difference on marginalised groups and their struggle for rights and freedom
- ways in which diversity contributes to a sense of community and national identity.

In elective history, students develop knowledge and understanding of:

- how people of the past were influenced by different values, attitudes and motives
- thematic studies of religious beliefs and rituals through the ages.

Gender

Gender content focuses on the differing experiences of men and women, both in past societies and in 20th century Australia.

In Stage 4, students have opportunities to develop knowledge and understanding of:

- the roles and contributions of men and women in the past.

In Stage 5, students have opportunities to develop knowledge and understanding of:

- legislation and social movements to counter gender discrimination
- the rights and freedoms of women in 20th century Australia.

In elective history, students develop knowledge and understanding of:

- the thematic study of women in history.

Key Competencies

Key competencies are embedded in the *History Years 7–10 Syllabus* both mandatory and elective, to enhance student learning. History provides a firm context within which to develop general competencies considered essential for the acquisition of those effective, higher-order thinking skills which are necessary for further education, work and everyday life. The key competencies reflect core processes of historical inquiry and are explicit in the objectives and outcomes of the syllabus:

- **collecting, analysing and organising information** through developing research skills, using a range of methods including ICT, analysing sources of information and organising information appropriate to the inquiry task
- **communicating ideas and information** through selecting appropriate forms of communication for specific purposes, using oral, written, computer-based and other forms appropriate for an historical investigation
- **planning and organising activities** through students working as individuals or members of groups to conduct historical investigations
- **solving problems** through the exploration of issues and investigation of historical problems based on evaluation of sources
- **using technology** through applying technological processes to locate historical information and evaluate the information obtained from such sources. Students will also develop expertise in using technological processes to communicate effectively about the past for different audiences.

Literacy

History is ideally suited to develop students' literacy skills including the comprehension of texts, use of specific historical language, analysis and use of sources and historical texts, research and communication.

In Stage 4 Mandatory and Elective, skills to be learnt and developed include:

- using historical language, terms and concepts
- organising, recording and presenting material in different formats
- evaluating sources and historical perspectives
- constructing a variety of texts for different purposes, including use of ICT-based texts.

In Stage 5 Mandatory and Elective skills to be learnt and developed include:

- reading and comprehending historical texts
- evaluating a range of sources and texts for the purposes of historical inquiry
- using historical knowledge and understanding and relevant evidence to create appropriate historical texts, including ICT, for different audiences
- demonstrating an understanding of purpose for a variety of audiences.

Multicultural

Multicultural content will develop students' knowledge and understanding of the experiences of various migrant groups and the contribution they have made to Australia's development. Students may examine government policies and social attitudes within the context of changing patterns of migration in 20th century Australia.

In Stage 4, students have opportunities to develop knowledge and understanding of:

- diversity in the cultures, beliefs and values of different societies in the past.

In Stage 5, students have opportunities to develop knowledge and understanding of:

- the impact of multiculturalism on Australian society
- the experiences of various migrant groups in Australia
- the impact of international events on Australia's history and Australia's contribution to world affairs.

In Elective history, students develop knowledge and understanding of:

- how people in the past were influenced by different values, attitudes and motives
- thematic studies of religious beliefs and rituals through the ages, world myths and legends, and music, through history.

Numeracy

Numeracy content within the study of history in both Mandatory and Elective syllabuses involves the construction and interpretation of time lines, graphs and other statistical data.

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7.2 Content for Stage 4

Topic 1 Investigating History

This topic introduces the nature of History and the methods used by historians to investigate the past. Students will focus on the use of primary and secondary sources to gather evidence to answer questions about the past and to understand historical and heritage issues. Students should begin to comprehend and express themselves in the particular language of History.

Inquiry questions

- What is History?
- How do historians investigate the past?
- Why is conserving our heritage important?

The topic ‘Investigating History’ may be integrated into all topics or studied as a discrete topic. The knowledge, understanding and skills developed in this topic are be integrated into all subsequent topics.

Outcomes

Throughout this topic students work towards all outcomes, with particular focus on those listed below.

A student:

- 4.4 identifies major periods of historical time and sequences people and events within specific periods of time
- 4.5 identifies the meaning, purpose and context of historical sources
- 4.6 draws conclusions about the usefulness of sources as evidence in an inquiry
- 4.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past.

Working Historically

Historical skills to be integrated into this topic:

- sequence events within the specific period of time
- use historical terms and concepts in appropriate contexts
- identify primary and secondary sources
- distinguish between fact and opinion
- examine the actions, motives, values and attitudes of people from the past
- draw conclusions about the usefulness of sources for an historian
- identify perspectives of different individuals and groups.

ICT skills appropriate for this topic may include:

- draw conclusions about the usefulness of sources for an historian, including a website.

Suggested Site Studies include:

- a museum visit
- a heritage site
- a local history site
- a virtual history site
- an archaeological site.

<p>Students learn about:</p> <ul style="list-style-type: none">• the terminology and concepts of historical time, including year, decade, generation, century, age, BC/AD, BCE/CE• the process of historical inquiry:<ul style="list-style-type: none">– fact and opinion– the usefulness of sources as evidence including a website– differing perspectives– cause and effect– history as the study of people• heritage issues	<p>Students learn to:</p> <ul style="list-style-type: none">• interpret and construct time lines• define the terms that describe historical periods of time• sequence societies and events within specific periods of time• ask historical questions• distinguish between fact and opinion• draw some conclusions about the usefulness of sources including a website• examine differing historical perspectives and interpretations• explain cause and effect• identify significant people of the past• examine the motives for people’s actions in the past• explain the consequences of people’s actions• describe some aspects of family/community heritage• appreciate the value of preserving and conserving our heritage
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Topic 2 Societies and Civilisations of the Past

This topic provides opportunities for breadth and depth in the study of History in Stage 4. Students can investigate ancient, medieval and early modern societies from both European and non-European perspectives, while acquiring basic skills of historical inquiry and communication.

Inquiry questions

- What can we learn about societies and civilisations of the past?
- What have been the legacies of past societies and civilisations?

Outcomes

Throughout this topic, students work towards all outcomes, with particular focus on those listed below.

A student:

- 4.1 describes and explains the nature of history, the main features of past societies and periods and their legacy
- 4.5 identifies the meaning, purpose and context of historical sources
- 4.8 locates, selects and organises relevant information from a number of sources, including ICT, to conduct basic historical research
- 4.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past.

Working Historically

Historical skills to be integrated into this topic:

- sequence events within specific periods of time
- use historical terms and concepts in appropriate contexts
- identify different types of sources relevant to the study
- draw conclusions about the usefulness of sources for an historical inquiry
- locate, select and organise information from a range of sources.

ICT skills appropriate for this topic may include:

- locate, select and organise information from a range of sources, including a website
- use an image bank to gather relevant images for an historical inquiry
- communicate effectively about the past through a desktop published document.

Suggested Site Studies include:

- a museum visit
- an archaeological site
- a virtual site or an archaeological/museum site.

Students learn about:		Students learn to:
<i>At least ONE society from Group A and ONE society from Group B. At least ONE of the societies studied must be non-European.</i>		
<ul style="list-style-type: none"> • Group A Ancient Societies <ul style="list-style-type: none"> – Egypt – Greece – Rome – Near East – Britain – Celtic Europe – an Asian country – the Pacific – the Americas • Group B Medieval and Early Modern Societies <ul style="list-style-type: none"> – Vikings – Medieval Europe – the Islamic World – an Asian country – the Pacific – the Americas – Africa – Revolutionary Europe in the 18th and 19th centuries 	<ul style="list-style-type: none"> • the origins of the society or period • daily life of men and women in the society or period • civics and citizenship in the society or period • rights and freedoms • beliefs and values of the people of the society or period • impact of significant people and/or events • contacts with other peoples • the legacy of the ancient, medieval and early modern world 	<ul style="list-style-type: none"> • identify the origins of the society or historical period • describe how both men and women lived in the society or period • describe the way in which the people of the society or period were governed • describe the rights and freedoms of different groups in the society or period • explain the beliefs and values of the society • explain the impact made by significant people and/or events on the society or period • outline the contacts that the society had with other peoples • assess the legacy of the society or period for our world cultural heritage

Topic 3 Aboriginal and Indigenous Peoples, Colonisation and Contact History

This topic builds upon prior learning of Aboriginal and non-Aboriginal contact history in Stages 1–3. The nature of colonisation and its impact on Aboriginal peoples outside the Sydney region will lead to further study in Stage 5. Students will also develop an understanding of the impact of colonisation upon another indigenous people.

Inquiry questions

- What can we learn about Aboriginal and indigenous peoples?
- What has been the nature and impact of colonisation on Aboriginal, indigenous and non-indigenous peoples?

Outcomes

Throughout this topic, students work towards all outcomes, with particular focus on those listed below.

A student:

- 4.2 describes significant features of Aboriginal and indigenous cultures, prior to colonisation
- 4.3 explains the ways indigenous and non-indigenous peoples of the world have responded to contact with each other
- 4.7 identifies different contexts, perspectives and interpretations of the past
- 4.9 uses historical terms and concepts in appropriate contexts
- 4.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past.

Working Historically

Historical skills to be integrated into this topic:

- use historical terms and concepts in appropriate contexts
- identify origin, purpose and context of historical sources
- distinguish between fact and opinion
- plan historical research to suit the purpose of an investigation
- locate, select and organise information from a variety of sources.

ICT skills appropriate for this topic may include:

- identify origin, purpose and context of historical sources, including ICT sources
- practise ethical behaviour when using the internet during an historical inquiry
- choose appropriate software relevant for historical research.

Suggested Site Studies include:

- wildlife site
- a virtual tour of an Aboriginal site (with permission)
- national parks and/or an indigenous site
- a museum visit.

Students learn about:		Students learn to:
<i>Students must study Section A and at least one country or region from Section B. The order in which this topic is completed is optional.</i>		
<p>Section A Australia 1788–1900: the nature and impact of colonisation and contact</p>	<ul style="list-style-type: none"> • pre-contact Aboriginal culture • Aboriginal and non-Aboriginal perspectives of the relationship to land and country • British contact with Aboriginal peoples to 1820 • differing experiences of contact between Aboriginal and non-Aboriginal peoples from 1820 to 1900. These could include: <ul style="list-style-type: none"> – impact of disease – land disputes – dispossession – massacres and frontier wars – Aboriginal responses to dispossession • increasing government control of the lives of Aboriginal peoples • the consequences of colonisation 	<ul style="list-style-type: none"> • recall the main features of Aboriginal culture prior to British colonisation • compare the Aboriginal and non-Aboriginal relationship to land and country • recall the nature of early British contact with Aboriginal peoples to 1820 • describe some of the differing aspects of contact between Aboriginal and non-Aboriginal peoples from 1820 to 1900 • explain how Aboriginal peoples outside the Sydney regions responded to the invasion of their lands • outline the developments in governments’ policies towards Aboriginal peoples • explain the results of colonisation for Aboriginal and non-Aboriginal peoples to 1900

<p>Students learn about:</p> <p>Section B</p> <ul style="list-style-type: none"> – North America – the Pacific Region – Central America – China – South America – South-East Asia – Africa – South Asia 	<ul style="list-style-type: none"> • the nature of colonisation • the features of a pre-colonial indigenous culture • the nature of contact between the indigenous and non-indigenous peoples • the responses of indigenous and non-indigenous peoples to colonisation • the consequences of colonisation • the experiences of colonisation 	<p>Students learn to:</p> <ul style="list-style-type: none"> • define the concept of colonisation • explain how and why colonisation occurred • describe the main features of the indigenous culture prior to colonisation • describe the key aspects of contact between the indigenous and non-indigenous peoples • explain how indigenous and non-indigenous peoples responded to colonisation • explain the results of colonisation for indigenous and non-indigenous peoples • compare the Aboriginal experiences of colonisation with those of the indigenous culture studied in Group B
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Topic 4 **Optional Study: The Shaping of the Modern World**

This topic provides an opportunity for students to investigate a topic of special interest and/or relevance in modern world history. Students should be encouraged to develop their skills of historical inquiry by examining the motives and consequences of people’s actions in the past and exploring different interpretations of past events.

Inquiry question

- How has a significant person, group or event helped to shape the modern world?

Outcomes

Throughout this topic, students work towards all outcomes, with particular focus on those listed below.

A student:

- 4.1 describes and explains the nature of history, the main features of past societies and periods and their legacy
- 4.5 identifies the meaning, purpose and context of historical sources
- 4.7 identifies different contexts, perspectives and interpretations of the past
- 4.8 locates, selects and organises relevant information from a number of sources, including ICT, to conduct basic historical research.

Working Historically

Historical skills to be integrated into this topic:

- sequence events within the chosen study
- identify different perspectives and interpretations of the past
- interpret history within the context of the actions, values, attitudes and motives of people from the past
- locate, select and organise information from a range of sources.

ICT skills appropriate for this topic may include:

- locate, select and organise information, including computer-based sources
- communicate effectively in an historical inquiry using appropriate ICT.

Suggested Site Studies include:

- a museum visit
- a relevant virtual site.

Students learn about:

- the historical context of the person, group or event
- the significance of the person, group or event
- the impact of the person, group or event on the modern world

Students learn to:

- describe the main features of the time in which the person, group or event was significant
- explain why the person, group or event was significant within the context of the period studied
- explain the impact of the person, group or event in shaping the modern world

7.3 Content for Stage 5

Topic 1 Australia to 1914

This topic provides a foundation for students' study of Australia in the twentieth century. It offers an overview of the nature of pre-World War I society. This study will focus on the lives of Australian people, the background to Federation, the political rights of different groups and the impact of the *Immigration Restriction Act*.

Inquiry questions

- What was life like in Australia at the turn of the century?
- How and why did Federation occur?
- What were the voting rights of various groups in Australia at Federation?
- How and why was the *Immigration Restriction Act* of 1901 introduced?

Outcomes

Throughout this topic, students work towards all outcomes, with particular focus on those listed below.

A student:

- 5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life
- 5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia
- 5.5 identifies, comprehends and evaluates historical sources
- 5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
- 5.9 uses historical terms and concepts in appropriate contexts.

Working Historically

Historical skills to be integrated into this topic:

- identify different types of sources
- comprehend and use historical sources
- use historical language, terms and concepts appropriately to engage in historical inquiry
- locate, select and organise historical information from a variety of sources
- select the appropriate form of communication for specific purposes.

ICT skills appropriate for this topic may include:

- comprehend and use historical sources, including a website
- locate, select and organise historical information from a variety of sources, including ICT.

Suggested Site Studies include:

- a museum study
- virtual site study
- heritage buildings
- local site study.

<p>Students learn about:</p> <ul style="list-style-type: none">• how people lived in Australia around the turn of the century• working conditions in Australia around the turn of the century• the reasons for Federation• the Australian Constitution• voting rights of different groups in Australia at Federation• the composition of Australia’s population at Federation• the origins and implementation of the <i>Immigration Restriction Act 1901</i>• social legislation 1901–1914, including<ul style="list-style-type: none">– Harvester Judgement: basic wage– invalid and old-age pension schemes– maternity allowance scheme	<p>Students learn to:</p> <ul style="list-style-type: none">• use primary sources to describe features of lifestyle of a variety of social groups• identify the working conditions of men, women and children• explain the arguments for and against Federation• describe the main features of the Australian Constitution• identify the voting rights of Aboriginal peoples, women and other groups at Federation• identify the ethnic composition of Australia at Federation• outline the reasons for the introduction of the <i>Immigration Restriction Act 1901</i>• explain how the <i>Immigration Restriction Act 1901</i> was used to restrict immigration• outline the major social legislation of the new Federal Government that affected living and working conditions in Australia
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Topic 2 Australia and World War I

Australia's involvement in World War I has been regarded by many as a defining event in our history. Students will examine the experiences of soldiers at Gallipoli and develop an understanding of the Anzac tradition through an analysis of the Anzac legend. Students have the opportunity to consider how the tensions of war created social and political divisions within Australia.

Inquiry questions

- Why did Australia become involved in World War I?
- What were the experiences of Australians in the Gallipoli campaign?
- How and why was the Anzac legend created?
- What was the impact of World War I on the Australian home front 1914–18?

Outcomes

Throughout this topic, students work towards all outcomes, with particular focus on those listed below.

A student:

- 5.2 assesses the impact of international events and relationships on Australia's history
- 5.4 sequences major historical events to show an understanding of continuity, change and causation
- 5.5 identifies, comprehends and evaluates historical sources
- 5.6 uses sources appropriately in an historical inquiry
- 5.7 explains different contexts, perspectives and interpretations of the past
- 5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences.

Working Historically

Historical skills to be integrated into this topic:

- sequence events within the time period
- identify perspectives of different individuals and groups
- interpret history within the context of the actions, values, attitudes and motives of people from the past
- identify, comprehend and use historical sources as part of an historical inquiry
- select and use appropriate text forms to communicate effectively about the past.

ICT skills appropriate for this topic may include:

- identify, comprehend and use historical sources, including a database/website, as part of a historical inquiry.

Suggested Site Studies include:

- a local or national war memorial site
- Gallipoli as a virtual site.

<p>Students learn about:</p> <ul style="list-style-type: none">• Australia as a member of the British Empire and Australia’s regional context• Australia’s involvement in World War I • the Gallipoli campaign • the creation of the Anzac Legend • the conscription issue in WWI • the experiences of ONE of the following during World War I in Australia:<ul style="list-style-type: none">– persons of German descent– women– indigenous peoples• Australia’s commemoration of World War I	<p>Students learn to:</p> <ul style="list-style-type: none">• describe Australia’s relationship with Britain in 1914• explain the reasons for Australia’s involvement in World War I• identify the places where Australians fought in World War I• describe the experiences of Australians in the Gallipoli campaign using a variety of sources, including a database or website• explain how and why the Anzac Legend was created• explain how and why the conscription debate divided Australian society• describe the experiences of a particular group during World War I in Australia • outline the ways that Australia has commemorated World War I over time
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Topic 3 **Australia between the Wars**

This topic offers students CHOICE in their study of specific aspects of Australia’s social, cultural and political development between the wars, including the experiences of individuals and groups and defining moments in Australia’s inter-war history.

Topics may be chosen from only the 1920s or the 1930s or may be a combination of both decades.

Inquiry questions

- What were the differing experiences of various groups during the interwar period?
- What was the contribution and significance of at least ONE Australian, ONE important event and ONE political development during the interwar period?

Outcomes

Throughout this topic, students work towards all outcomes, with particular focus on those listed below.

A student:

- 5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life
- 5.4 sequences major historical events to show an understanding of continuity, change and causation
- 5.5 identifies, comprehends and evaluates historical sources
- 5.6 uses sources appropriately in an historical inquiry
- 5.7 explains different contexts, perspectives and interpretations of the past
- 5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry.

Working Historically

Historical skills to be integrated into this topic:

- sequence events within the time period
- identify, comprehend and evaluate a range of sources
- identify perspectives of different individuals or groups
- plan historical research to suit the purpose of an inquiry
- select appropriate forms of communication for specific purposes.

ICT skills appropriate for this topic may include:

- identify, comprehend and evaluate a range of sources, including ICT.

Suggested Site Studies include:

- a local site from the inter-war period
- a streetscape from the period.

Students learn about:		Students learn to:
<i>At least ONE study to be chosen from EACH of Sections A, B, C and D in EITHER the 1920s AND/OR the 1930s</i>		
1920s Section A: Group <ul style="list-style-type: none"> the varying experiences of at least ONE of the following: <ul style="list-style-type: none"> returned soldiers women workers 	1930s <ul style="list-style-type: none"> the varying experiences of at least ONE of the following: <ul style="list-style-type: none"> the unemployed the wealthy stolen children 	<ul style="list-style-type: none"> describe the experiences of the chosen group/s
Section B: Individual <ul style="list-style-type: none"> the contribution and significance of at least ONE significant individual from the 1920s eg: <ul style="list-style-type: none"> Rev John Flynn Dame Nellie Melba Sir Charles Kingsford Smith 	<ul style="list-style-type: none"> the contribution and significance of at least ONE significant individual from the 1930s eg: <ul style="list-style-type: none"> Sir Donald Bradman Margaret Preston Nancy Walton Roy Rene Sir Isaac Isaacs 	<ul style="list-style-type: none"> outline the achievements of the chosen individual explain the contribution and significance of the chosen individual to Australian history
Section C: Event <ul style="list-style-type: none"> the significance of at least ONE important event eg: <ul style="list-style-type: none"> construction of Canberra the Conniston massacre introduction of ‘talkies’ 	<ul style="list-style-type: none"> the significance of at least ONE important event eg: <ul style="list-style-type: none"> the death of Phar Lap opening of Sydney Harbour Bridge the Aboriginal Day of Mourning 	<ul style="list-style-type: none"> outline the main features and/or developments of the chosen event explain the significance of the event to Australian history
Section D: Political Development <ul style="list-style-type: none"> the significance of ONE of the following for Australia’s political development: <ul style="list-style-type: none"> compulsory and preferential voting founding of the Country Party growth of unionism and establishment of ACTU 	<ul style="list-style-type: none"> the significance of ONE of the following for Australia’s political development: <ul style="list-style-type: none"> dismissal of Jack Lang the responses of governments to the Great Depression 	<ul style="list-style-type: none"> outline the main developments and/or features of the chosen study assess the significance of the chosen study to Australia’s political development

Topic 4 Australia and World War II

The Second World War had a major impact on the generation who fought and lived through it. Australia's relationship with Britain and the United States was fundamentally altered. In this topic, students will explore the experiences of Australians on both the war front and the home front. Internal choice offers opportunities to study issues and events of particular interest or local significance in more depth.

Inquiry questions

- Why was Australia involved in World War II?
- What were some of the experiences of Australians as a result of their involvement in the war?
- What was the impact of the war on the Australian home front?
- How did Australia's relationship with Britain and the USA change during World War II?

Outcomes

Throughout this topic, students work towards all outcomes, with particular focus on those listed below.

A student:

- 5.2 assesses the impact of international events and relationships on Australia's history
- 5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia
- 5.4 sequences major historical events to show an understanding of continuity, change and causation
- 5.5 identifies, comprehends and evaluates historical sources
- 5.7 explains different contexts, perspectives and interpretations of the past.

Working Historically

Historical skills to be integrated into this topic:

- sequence major events within the relevant period of time
- explain different perspectives of individuals and groups
- recognise that historians may interpret events differently
- use and evaluate historical sources for an historical inquiry.

ICT skills appropriate for this topic may include:

- create a formatted, multi-paged document as part of an historical inquiry.

Suggested Site Studies include:

- a local or national war memorial
- a local site
- a virtual site of a theatre of war/event in World War II
- a museum study.

Topic 5 **Australia in the Vietnam War Era**

This era was one of enormous social change and may be seen as a watershed in Australia's post-war history. Students will examine the reasons for Australia's involvement in the Vietnam War and the social, political and cultural changes that resulted from it.

Inquiry questions

- How did the Australian government respond to the threat of communism after WWII?
- Why did Australia become involved in the Vietnam War?
- How did various groups respond to Australia's involvement in the Vietnam War?
- What was the impact of the war on Australia and/or neighbouring countries?

Outcomes

Throughout this topic, students work towards all outcomes, with particular focus on those listed below.

A student:

- 5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life
- 5.2 assesses the impact of international events and relationships on Australia's history
- 5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia
- 5.4 sequences major historical events to show an understanding of continuity, change and causation
- 5.5 identifies, comprehends and evaluates historical sources
- 5.7 explains different contexts, perspectives and interpretations of the past.

Working Historically

Historical skills to be integrated into this topic:

- sequence key events in Australia's military response to the threats of communism in Asia after WWII
- draw conclusions about the usefulness of sources for a specific historical inquiry
- identify perspectives of different groups
- interpret history within the context of the actions, values, attitudes and motives of people from the past
- recognise that historians may interpret events differently.

ICT skills appropriate for this topic may include:

- select suitable software to present a research task using ICT.

Suggested Site Studies include:

- a local or national war memorial
- a virtual site relevant to the period.

Students learn about:	Students learn to:
<ul style="list-style-type: none">• Australia’s response to the threat of communism in Asia after WWII including:<ul style="list-style-type: none">– Korean War– ANZUS Treaty– SEATO Alliance• the response to the threat of communism within Australia including:<ul style="list-style-type: none">– referendum to ban the Communist Party– the Petrov Affair• Australia’s involvement in the Vietnam War• differing views of Australia’s involvement in the Vietnam War eg:<ul style="list-style-type: none">– supporters of the war– conscientious objectors– the moratorium movement• the impact of the war on ONE of the following:<ul style="list-style-type: none">– Vietnam veterans and families– Indo-Chinese refugees– Australian culture– Australia’s relations with Asia	<ul style="list-style-type: none">• sequence the key events in Australia’s response to the threat of communism in Asia after WWII• explain the purpose of the treaties Australia contracted during this period• outline the key developments in Australia’s response to communism within Australia• explain the reasons for Australia’s involvement in the Vietnam War• explain the reasons why different groups within Australia supported or opposed Australia’s involvement in the Vietnam War• select appropriate sources that reflect different perspectives about Australia’s involvement in the Vietnam War• assess the impact of the war on the chosen study

Topic 6 Changing Rights and Freedoms

Through their study of this topic, students will have the opportunity to gain an understanding of the experiences of different cultural and social groups in Australia during the 20th century and their struggle for recognition and civic rights.

Inquiry question

- How have the rights and freedoms of Aboriginal peoples and other groups in Australia changed during the post-war period?

Outcomes

Throughout this topic, students work towards all outcomes, with particular focus on those listed below.

A student:

- 5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life
- 5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia
- 5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
- 5.9 uses historical terms and concepts in appropriate contexts
- 5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences.

Working Historically

Historical skills to be integrated into this topic:

- use historical terms and concepts appropriately
- explain continuity and change over time in the chosen topic
- interpret history within the context of the actions, values, attitudes and motives of individuals or groups
- identify and explain perspectives of different individuals and groups
- sequence key events / developments in each study.

ICT skills appropriate for this study may include:

- locate, select and organise historical information from relevant websites for the purpose of an historical investigation
- select appropriate computer-based applications, eg Publisher, PowerPoint, to communicate the results of an historical inquiry.

Suggested Site Studies include:

- a museum study
- an Aboriginal site (with permission)
- a local site of significance.

Students learn about:			Students learn to:
<i>When studying each part, ie Change over Time, Group and Events/Issues, Section A is compulsory, plus EITHER Section B OR Section C</i>			
Section A: Aboriginal Peoples	Section B: Migrants	Section C: Women	
<p>Change over Time</p> <ul style="list-style-type: none"> changing government policies towards Aboriginal peoples over time, including: <ul style="list-style-type: none"> – protection – assimilation – integration – self-determination 	<ul style="list-style-type: none"> the changing patterns of migration 1945–2000 	<ul style="list-style-type: none"> the achievements of the women’s movement in the post-WWII period 	<ul style="list-style-type: none"> account for continuity and/or change over time in the relevant study
<p>Group</p> <ul style="list-style-type: none"> the varying experiences of: <ul style="list-style-type: none"> – the stolen generations 	<ul style="list-style-type: none"> the experiences of ONE of the following: <ul style="list-style-type: none"> – a migrant group in post-WWII period – ‘enemy’ aliens in WWI or WWII 	<ul style="list-style-type: none"> the experiences of ONE of the following: <ul style="list-style-type: none"> – women during the Great Depression – women’s liberationists in post-WWII period 	<ul style="list-style-type: none"> examine the experiences of the chosen group/s using a range of sources
<p>Events/Issues</p> <ul style="list-style-type: none"> the role of the following in the struggle of Aboriginal peoples for rights and freedoms: <ul style="list-style-type: none"> – 1967 Referendum – Land Rights and Native Title 	<ul style="list-style-type: none"> the role of ONE of the following in the history of post-WWII migration: <ul style="list-style-type: none"> – Snowy Mountains Scheme – 1970s boat people – multiculturalism 	<ul style="list-style-type: none"> the role of ONE of the following in the changing rights and freedoms of Australian women: <ul style="list-style-type: none"> – women’s suffrage – women in parliament – equal pay for women 	<ul style="list-style-type: none"> outline the important developments in a key event/issue relating to the chosen study explain the significance of the event/issue for the changing rights and freedoms of the chosen study

Topic 7 **People Power and Politics in the Post-war Period**

This topic is designed to facilitate students' knowledge and understanding of some key political issues and developments of the post-WWII period, both within Australia and in Australia's international relationships. An important focus of this unit is the role played by both individuals and groups in the democratic process. Students are encouraged to explore the different perspectives of those engaged in political action and to critically evaluate both the processes and the outcomes of such action.

Inquiry questions

- What role has Australia played in international affairs in the post-war period?
- What have been some important political developments in post-war Australian history?
- How have significant individuals and groups exercised their democratic rights in the post-war period?

Outcomes

Throughout this topic, students work towards all outcomes, with particular focus on those listed below.

A student:

- 5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life
- 5.2 assesses the impact of international events and relationships on Australia's history
- 5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia
- 5.7 explains different contexts, perspectives and interpretations of the past
- 5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
- 5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences.

Working Historically

Historical skills to be integrated into this topic:

- outline key developments in Australia's role within the United Nations
- interpret history within the context of the actions, values, attitudes and motives of people from the past
- locate, select and organise information from a variety of sources
- distinguish between fact and opinion.

ICT skills appropriate for this topic may include:

- use knowledge, understandings and relevant evidence to create an appropriate historical text, using ICT.

Suggested Site Studies include:

- NSW Parliament House, Sydney
- Old Parliament House, Canberra
- a local site of significance.

<p>Students learn about:</p>	<p>Students learn to:</p>																
<p><i>Section A is mandatory.</i> <i>Section B: a choice of ONE event/issue <u>and</u> related individual</i> <i>Section C: ONE Prime Minister and Policy</i></p>																	
<p>Section A: Australia as a Global Citizen</p> <ul style="list-style-type: none"> • Australia’s role in the following: <ul style="list-style-type: none"> – United Nations, including UNESCO, and UN conventions – regional agreements, including Colombo Plan, APEC <p>Section B: People Power</p> <table border="0"> <tr> <td>Events / Issues</td> <td>Individuals</td> </tr> <tr> <td>– Freedom Rides</td> <td>– Charles Perkins</td> </tr> <tr> <td>– Women’s Liberation</td> <td>– Germaine Greer</td> </tr> <tr> <td>– Green bans</td> <td>– Jack Munday</td> </tr> <tr> <td>– Whitlam dismissal</td> <td>– Sir John Kerr</td> </tr> <tr> <td>– Green politics</td> <td>– Bob Brown</td> </tr> <tr> <td>– Republicanism</td> <td>– Paul Keating</td> </tr> <tr> <td>– One Nation</td> <td>– Pauline Hanson</td> </tr> </table> <p>Section C: Prime Ministers and Policies</p> <ul style="list-style-type: none"> – one Prime Minister in the post-war period 	Events / Issues	Individuals	– Freedom Rides	– Charles Perkins	– Women’s Liberation	– Germaine Greer	– Green bans	– Jack Munday	– Whitlam dismissal	– Sir John Kerr	– Green politics	– Bob Brown	– Republicanism	– Paul Keating	– One Nation	– Pauline Hanson	<ul style="list-style-type: none"> • outline key developments in Australia’s role within the UN in the post-war period • assess an achievement of Australia in its role within the UN • explain the purpose of Australia’s regional agreements • examine the role of the significant individual in the chosen study • assess the significance of the chosen study for Australia in the post-war period • outline and explain a major policy or issue of the term of office of the chosen Prime Minister • assess the contribution of the chosen Prime Minister to Australia’s post-war development
Events / Issues	Individuals																
– Freedom Rides	– Charles Perkins																
– Women’s Liberation	– Germaine Greer																
– Green bans	– Jack Munday																
– Whitlam dismissal	– Sir John Kerr																
– Green politics	– Bob Brown																
– Republicanism	– Paul Keating																
– One Nation	– Pauline Hanson																

Topic 8: Australia’s Social and Cultural History in the Post-War Period

This topic offers students an opportunity to learn about some major social and cultural trends of the post-war period, within a specific decade, and to appreciate the role they have played in shaping the present.

In your choice of decade you may wish to integrate other post-war topics.

Inquiry question

- What have been the major social and cultural features of a post-war decade?

Outcomes

Throughout this topic, students will continue to work towards all outcomes, with particular focus on those listed below.

A student:

- 5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life
- 5.2 assesses the impact of international events and relationships on Australia’s history
- 5.4 sequences major historical events to show an understanding of continuity, change and causation
- 5.5 identifies, comprehends and evaluates historical sources
- 5.6 uses sources appropriately in an historical inquiry
- 5.7 explains different contexts, perspectives and interpretations of the past.

Working Historically

Historical skills to be integrated into this topic:

- identify different types and varieties of sources
- use and evaluate historical sources for the purpose of an historical inquiry
- plan historical research to suit the purpose of an historical inquiry
- locate, select and organise information from a variety of sources.

ICT skills appropriate for this topic may include:

- locate, select and organise information from a variety of sources, including internet / websites
- present research as a formatted, multi-paged document
- demonstrate knowledge of ethics regarding use of technology to communicate information.

Suggested Site Studies include:

- a museum study
- a virtual site relevant to the period
- a local site of significance.

Students learn about:	Students learn to:
<p><i>Post-war Australia</i></p> <ul style="list-style-type: none"> • The impact of changing technology on everyday life in post-war Australia: <ul style="list-style-type: none"> – housing – home appliances – entertainment – transport – communications <p><i>Decade Study</i></p> <ul style="list-style-type: none"> • The social and cultural features of ONE post-war decade including: <ul style="list-style-type: none"> – fashion – music – entertainment – sport – British or American influences on popular culture 	<ul style="list-style-type: none"> • outline the impact of the main technological changes over time on everyday life in post-war Australia, based on a selection of sources • describe the main social and cultural features of the chosen decade • outline the main influences of Britain or the USA on Australian popular culture of the chosen decade • assess the impact of the chosen decade in shaping Australian identity

Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the above content is not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see section 9.

8 History Elective

8.1 Objectives

Knowledge, understanding and skills

Students will develop:

- a knowledge and understanding of history and historical inquiry
- a knowledge and understanding of past societies and historical periods
- skills to undertake the processes of historical inquiry
- skills to communicate their understanding of history.

Values and attitudes

Students will value and appreciate:

- history as a study of human experience
- the opportunity to develop a life-long interest and enthusiasm for history
- the nature of history as reflecting differing perspectives and viewpoints
- the opportunity to contribute to a just society through informed citizenship
- the contribution of a past and present peoples to our shared heritage.

8.2 Outcomes

Objectives	Stage 4 Outcomes	Stage 5 Outcomes
Students will develop:	A student:	A student:
a knowledge and understanding of history and historical inquiry	<p>E4.1 explains the nature of history, heritage, archeology and the methods of historical inquiry</p> <p>E4.2 recognises the ways in which historical meanings can be constructed through a range of media</p>	<p>E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry</p> <p>E5.2 examines the ways in which historical meanings can be constructed through a range of media</p>
a knowledge and understanding of past societies and historical periods	<p>E4.3 sequences people and events or heritage features, within specific periods of time</p> <p>E4.4 describes some of the main features of past societies or periods, including groups and personalities</p> <p>E4.5 describes the key features of cultural groups, sites and/or family in our shared heritage</p>	<p>E5.3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation</p> <p>E5.4 explains the importance of key features of past societies or periods, including groups and personalities</p> <p>E5.5 evaluates the contribution of cultural groups, sites, and/or family to our shared heritage</p>

Objectives	Stage 4 Outcomes	Stage 5 Outcomes
Students will develop:	A student:	A student:
skills to undertake the processes of historical inquiry	<p>E4.6 identifies the meaning, purpose and context of historical sources and examines the usefulness of sources as evidence in an inquiry</p> <p>E4.7 identifies different contexts, perspectives and interpretations of the past</p> <p>E4.8 locates, selects and organises relevant information from a number of sources, including ICT, to undertake historical inquiry</p>	<p>E5.6 identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry</p> <p>E5.7 explains different contexts, perspectives and interpretations of the past</p> <p>E5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry</p>
skills to communicate their understanding of history	<p>E4.9 uses historical terms and concepts in appropriate contexts</p> <p>E4.10 selects and uses appropriate oral, written and other forms to communicate effectively about the past</p>	<p>E5.9 uses historical terms and concepts in appropriate contexts</p> <p>E5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences</p>

8.3 Organisation of Content

History Elective Stages 4 and 5

Students may undertake either 100 or 200 hours of study in History Elective in Stage 4 and/or Stage 5. Courses are structured in the following ways:

- 100 hours: ONE topic from each of Topics 1, 2 and 3 must be studied
- 200 hours: ONE topic from each of Topics 1, 2 and 3 and at least TWO other choices from any Topic.

Topics may be integrated in teaching and learning programs.

- Topic 1: Constructing History
- Topic 2: Ancient, Medieval and Early Modern Societies
- Topic 3: Thematic Studies

8.4 Content for Stages 4 and 5

Topic 1 Constructing History

- Biography
- Family History
- Film as History
- Historical Fiction
- Heritage and Conservation
- History and the Media
- Local History
- Museum and/or Archives Studies
- Oral History
- Historical Reconstructions
- A history website/CD-ROM

This unit focuses on the development of students' understanding of the nature of history and the ways in which different perspectives/interpretations of the past are reflected in a variety of historical constructions. Teachers may examine a topic in depth or explore a range of topics to broaden students' understanding of the many ways that historical meaning can be made.

This topic may be taught as a discrete topic or be integrated into Topics 2 and 3.

Inquiry question

- How does the study contribute to our understanding of the nature of history and the ways in which historical meanings can be constructed?

Outcomes

Throughout this topic, students develop all outcomes, with particular focus on those listed below.

A student:

- E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- E5.2 examines the ways in which historical meanings can be constructed through a range of media
- E5.6 identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry
- E5.7 explains different contexts, perspectives and interpretations of the past
- E5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry.

Working Historically

Historical skills to be integrated into this topic:

- identify different types and varieties of sources
- identify the content, origin, purpose and context of historical sources, including relevant web-site
- locate, select and organise information from a variety of sources.

ICT skills appropriate for this topic may include:

- locate, select and organise information from a variety of sources including ICT
- communicate effectively using oral, written, computer-based or other forms appropriate to an historical investigation.

<p>Students learn about:</p> <ul style="list-style-type: none">• the nature of history, heritage and archaeology• the range of historical sources available for historical inquiry• the methodology of historians and archaeologists• features of change and continuity• varying constructions of historical meaning• the collection, display and reconstruction of the past• the ethical issues of ownership of the past• preservation and conservation of the past	<p>Students learn to:</p> <ul style="list-style-type: none">• explain the features of history, heritage and archaeology• identify and assess the range of sources used in investigating history, heritage or archaeology, including websites• examines the varying methods of historical and archaeological investigations• explain the significance of features of change and continuity• examine the varying constructions of historical meaning and create a document of relevant design/layout to illustrate one example• identify and examine the variety of means of collection, display and reconstruction of the past, including the use of pictorial sources• identify and assess issues arising from ownership of the past• analyse the significance of preservation and conservation issues
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Topic 2 Ancient, Medieval and Early Modern Societies

- Archaeology of the Ancient World
- Literature of the Ancient World
- Medieval and Early Modern Europe
- The Ottoman Empire
- An Asian Study
- The Americas
- The Pacific
- Africa
- A 19th century study
- A 20th century study

Group 2 offers an opportunity to study in depth the major features of an ancient, medieval or early modern society. Integral to this study should be the development of students' understanding of the nature of history and historical inquiry. Of particular relevance is the study of historical causation and factors contributing to continuity and change.

Inquiry questions

- How does the study of an ancient, medieval or early modern society contribute to our understanding of the past?
- What can be learned from this study about continuity, change and causation in history?

Outcomes

Throughout this topic, students develop all outcomes, with particular focus on those listed below.

A student:

- E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- E5.3 sequences major historical events or heritage features to show an understanding of continuity, change and causation
- E5.4 explains the importance of key features of past societies or periods, including groups and personalities
- E5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
- E5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences.

Working Historically

Historical skills to be integrated into this topic:

- use historical terms and concepts in appropriate contexts
- identify different types of sources for the chosen study
- sequence major events within specific periods of time
- explain continuity and change over time
- locate, select and organise historical information from a variety of sources
- interpret history within the context of the values, attitudes and motives of people from the past.

ICT skills appropriate for this topic may include:

- ethical behaviour in the use of technology to communicate information.

<p>Students learn about:</p> <ul style="list-style-type: none">• the nature of historical inquiry• past societies and historical periods• events and people in the context of their own time• significant historical issues in historical context	<p>Students learn to:</p> <ul style="list-style-type: none">• identify the relevant sources for the chosen society• use historical sources appropriately in an historical inquiry• describe key features of past societies and historical periods• sequence major events to show an understanding of continuity, change and causation• explain how people of the past were influenced by different values, attitudes and motives• outline significant historical issues in the chosen society
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Topic 3 Thematic Studies

- Children in History
- Heroes and Villains
- Religious Beliefs and Rituals through the Ages
- Sport and Recreation in History
- War and Peace
- World Myths and Legends
- Crime and Punishment
- Music through History
- Slavery
- Terrorism
- Women in History
- School-developed study

This unit offers the opportunity to enjoy the study of history for its intrinsic interest. Students should begin to work more independently and to apply the historical skills so far acquired. Students' application of their understanding of the nature of history and the methods of historical inquiry should underpin teaching and learning in this topic.

Inquiry question

- How can a knowledge and understanding of the nature of history and the methods of historical inquiry be applied to the study of a thematic issue?

Outcomes

Throughout this topic, students develop all outcomes, with particular focus on those listed below.

A student:

- E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- E5.5 evaluates the contribution of cultural groups, sites, and/or family to our shared heritage
- E5.6 identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry
- E5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
- E5.9 uses historical terms and concepts in appropriate contexts
- E5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences.

Working Historically:

Historical skills to be integrated into this topic:

- explain change and continuity over time
- use and evaluate historical sources for the purposes of historical inquiry
- locate, select, organise and communicate historical information from a number of sources
- use knowledge, understanding and relevant evidence to create appropriate historical texts.

ICT skills appropriate for this topic may include:

- locate, select, organise and communicate historical information from a number of sources, including ICT.

<p>Students learn about:</p> <ul style="list-style-type: none">• the nature of historical inquiry• historical change and continuity• historical themes and concepts• events and people in the context of their time	<p>Students learn to:</p> <ul style="list-style-type: none">• apply an understanding of the methods of historical inquiry• evaluate usefulness of sources as evidence for an historical inquiry• locate, select, organise and communicate historical information from a number of sources to address historical problems and issues• outline and explain change and continuity within a specific historic context• sequence major events or cultural practices to show an understanding of continuity and change• identify historical themes and concepts in appropriate historical contexts• demonstrate an understanding of how people from the past were influenced by different values, attitudes and motives
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9 Life Skills Outcomes and Content

The Board of Studies recognises that a small percentage of students with special education needs may best fulfill the mandatory curriculum requirements for History by undertaking Life Skills outcomes and content. (Requirements for access to Life Skills outcomes and content are detailed in section 1.2.)

Life Skills outcomes will be selected on the basis that they meet the particular needs, goals and priorities of each student. Students are not required to complete all outcomes. Outcomes may be demonstrated independently or with support.

In order to provide a relevant and meaningful program of study that reflects the needs, interests and abilities of each student, schools may integrate History Life Skills outcomes and content across a variety of school and community contexts.

The course of study for those students who fulfil the mandatory requirements for HSIE through the study of Life Skills outcomes and content for both History and Geography:

- must include History and Geography outcomes and content that relate to Australia
- may be drawn from the Life Skills outcomes and content in the courses offered across the key learning area
- will be undertaken in each of Years 7–10
- will reflect the learning needs and priorities of students.

9.1 Outcomes

Objectives	Outcomes
Students will develop:	A student:
a knowledge and understanding of the nature of history, past societies and periods and their legacy	LS.1 explores the concepts of time and chronology LS.2 explores personal connections to history LS.3 participates in site studies to explore people, events and issues in Australian history
a knowledge and understanding of Australian Aboriginal and indigenous peoples of the world and the nature of contact history	LS.4 investigates how people lived in various societies over time LS.5 explores significant developments in world social and cultural history
a knowledge and understanding of significant developments in Australia’s social, political and cultural history	LS.6 explores significant developments in Australian social and cultural history
a knowledge and understanding of Australia’s international relationships	LS.7 investigates the importance of significant people, events and issues in world history LS.8 investigates the importance of significant people, events and issues in Australian history

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Objectives	Outcomes
Students will develop:	A student:
a knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups	LS.9 recognises the contribution of Aboriginal peoples and other cultures to Australian society
the skills to undertake the process of historical inquiry	LS.10 recognises different perspectives about events and issues LS.11 uses a variety of strategies to locate and select information
the skills to communicate their understanding of history	LS.12 uses a variety of strategies to organise and communicate information

9.2 Content

The content forms the basis for learning opportunities. Content will be selected on the basis that it meets the needs, goals and priorities of each student. Students are not required to complete all of the content to demonstrate achievement of an outcome.

The examples provided are suggestions only.

Topic 1 Introducing History

Outcomes

A student:

- LS.1 explores the concepts of time and chronology
- LS.2 explores personal connections to history
- LS.3 participates in site studies to explore people, events and issues in Australian history
- LS.4 investigates how people lived in various societies over time
- LS.8 investigates the importance of significant people, events and issues in Australian history
- LS.10 recognises different perspectives about events and issues
- LS.11 uses a variety of strategies to locate and select information
- LS.12 uses a variety of strategies to organise and communicate information.

Students learn about:	Students learn to:
<ul style="list-style-type: none"> • the concept of time and chronology • their personal connection to history 	<ul style="list-style-type: none"> • explore the language of time eg past, present, future • explore the concept of old and new eg compare old and new objects such as irons, records, furniture, photos, toys, baby clothes where obvious changes can be seen • use the everyday language of time eg yesterday, a long time ago, in the Dreaming • recognise how time is measured eg minute, hours, days, months, years, decades, centuries, millennium, BC and AD • gather materials that relate to students' individual pasts eg baby clothes, baby toys, photos, newspaper clippings, certificates, trophies, tell/listen to stories, view old videos • participate in the recording of their personal history eg date of birth, place of birth, significant events and ceremonies such as starting preschool, primary school, high school • explore the lives of people in their recent past eg through visits, photos, written accounts, stories

Topic 2 Societies and Civilisations of the Past

Outcomes

A student:

- LS.1 explores the concepts of time and chronology
- LS.4 investigates how people lived in various societies over time
- LS.5 explores significant developments in world social and cultural history
- LS.7 investigates the importance of significant people, events and issues in world history
- LS.10 recognises different perspectives about events and issues
- LS.11 uses a variety of strategies to locate and select information
- LS.12 uses a variety of strategies to organise and communicate information

Students learn about:	Students learn to:
<p><i>Students should study one or more societies in this topic area</i></p> <ul style="list-style-type: none"> • Ancient Societies <ul style="list-style-type: none"> – Egypt – Greece – Romans – Near East – Britain – Celtic Europe – North-East Asia – South-East Asia – South Asia – The Pacific – The Americas • Medieval and Modern Societies <ul style="list-style-type: none"> – Medieval Europe – The Islamic World – North-East Asia – South-East Asia – South Asia – The Pacific – The Americas – Africa – Revolutionary Europe 	<ul style="list-style-type: none"> • explore the features of a particular society or time eg housing, food, clothing, recreation, celebrations, education, work • investigate everyday life in a particular society or time • investigate significant people and/or events within the context of the society studied eg Cleopatra, Alexander the Great, Leonardo da Vinci, the Black Death, the destruction of Pompeii • explore one or more of the myths and legends which are associated with societies and civilisations of the past eg Poseidon, the destruction of Troy, King Arthur • explore the legacy of a society or time for our world cultural heritage, eg art, artefacts, music, architecture, dance, drama, science, medicine

Topic 3 Contact between Aboriginal, Indigenous and Non-Indigenous Peoples

Outcomes

A student:

- LS.1 explores the concepts of time and chronology
- LS.3 participates in site studies to explore people, events and issues in Australian history
- LS.4 investigates how people lived in various societies over time
- LS.6 explores significant developments in Australian social and cultural history
- LS.8 investigates the importance of significant people, events and issues in Australian history
- LS.9 recognises the contribution of Aboriginal peoples and other cultures to Australian society
- LS.10 recognises different perspectives about events and issues
- LS.11 uses a variety of strategies to locate and select information
- LS.12 uses a variety of strategies to organise and communicate information.

Students learn about:	Students learn to:
<i>Students must study Section A and may study one or more from Section B</i>	
<p>Section A</p> <ul style="list-style-type: none"> • the impact of colonisation on Aboriginal peoples in Australia 	<ul style="list-style-type: none"> • identify important features of Aboriginal culture prior to colonisation eg roles and responsibilities, technology, connection with the land, kinship, traditional stories, music, dance, art works • explore the response of Aboriginal peoples to colonisation • explore the impact of contact between Aboriginal and non-Aboriginal peoples on the health, welfare, education and life opportunities for Aboriginal children • explore Aboriginal history and culture through site studies and interaction with local Aboriginal communities (see Board of Studies, <i>Working with Aboriginal Communities: A Guide to Community Consultation and Protocols</i>)
<p>Section B</p> <ul style="list-style-type: none"> • the impact of colonisation on indigenous people in one or more of the following: <ul style="list-style-type: none"> – North America – Central America – South America – Africa – the Pacific region – China – South-East Asia – South Asia 	<ul style="list-style-type: none"> • investigate important features of an indigenous culture prior to colonisation eg roles and responsibilities, technology, connection with the land, kinship, stories, music, dance, art works • explore the response of indigenous peoples to colonisation • explore the impact of contact between indigenous and non-indigenous peoples

Topic 4 Significant People, Issues and Events from 1900 to 1945

Outcomes

A student:

- LS.3 participates in site studies to explore people, events and issues in Australian history
- LS.6 explores significant developments in Australian social and cultural history
- LS.7 investigates the importance of significant people, events and issues in world history
- LS.8 investigates the importance of significant people, events and issues in Australian history
- LS.9 recognises the contribution of Aboriginal peoples and other cultures to Australian society
- LS.10 recognises different perspectives about events and issues
- LS.11 uses a variety of strategies to locate and select information
- LS.12 uses a variety of strategies to organise and communicate information.

<p>Students learn about:</p> <ul style="list-style-type: none"> • living conditions in Australia in the early part of the 20th century • the way Australia became a nation • voting rights of different groups of Australians at the beginning of the 20th century • Australia’s involvement in World War I 	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify features of Australia in 1900 eg clothing, leisure, transport, food, education, recreation, technology • investigate the lives of young people in Australia in the early part of the 20th century • compare the lives of young Australians in the early part of the 20th century with the lives of young people today • explore the reasons for Federation eg currency, defence, transport, trade • identify people who had no voting rights in 1900 eg some Aboriginal peoples, some women • explore how voting rights were achieved for all Australians eg suffragette movement • locate on a map the places where Australian forces fought in World War I eg France, Middle East, Turkey • investigate the conditions and experiences of soldiers, sailors, nurses and airmen eg trenches, hospitals, on ships and troop carriers, the value of ‘mateship’ • recognise the uniforms, weaponry, and transport used by Australian troops in World War I eg infantry uniform, slouch hat, bayonets and rifles, aircraft, tanks, horses, donkeys
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<p>Students learn about:</p> <ul style="list-style-type: none"> • the Anzacs • issues that affected Australians at home during World War I • experiences of Australians during the Great Depression • experiences of Aboriginal people • Australia’s involvement in World War II • issues that affected Australians at home during World War II 	<p>Students learn to:</p> <ul style="list-style-type: none"> • locate Gallipoli on a map • investigate the conditions and experiences of the soldiers at Gallipoli, eg the landing, in the trenches, food and water shortages, mateship, relations with Turkish soldiers, evacuation • explore conditions at home eg pay and conditions for workers, shortages, communication and information • investigate the changing roles of women eg at work, in the home, in volunteer work, politically • investigate conditions for families in rural and urban communities during the Great Depression eg living, working, education, social life, health • explore living and working conditions for Aboriginal people eg in cities, on their own land, in designated areas determined by others • investigate the reasons for and the impact of the removal of Aboriginal children from their families • locate on a map the places where Australian forces fought during World War II eg Europe, the Middle East, the Pacific • investigate the conditions and experiences of soldiers, sailors, nurses and aircrews • recognise the uniforms, weaponry, and transport used by Australian troops in World War II • investigate the living and working conditions at home eg rations, clothing styles • investigate the changing role of women and work eg farms, transport, factories, service • explore the impact of attacks on the Australian mainland during World War II eg bombing of Darwin, submarine attacks in Sydney
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<p>Students learn about:</p> <ul style="list-style-type: none">• the contribution of significant people • the impact of inventions on the lives of ordinary people	<p>Students learn to:</p> <ul style="list-style-type: none">• explore the contribution of one or more significant Australians during this period eg Sir Henry Parkes – Federation; Sir Edmund Barton – first Prime Minister of Australia; Sir Charles Kingsford Smith – aviation; Rose Scott – women’s movement; Simpson at Gallipoli; Sir Howard Florey – penicillin; John Curtin – Prime Minister; John Flynn – Royal Flying Doctor Service; Albert Namatjira – Art; Sir Don Bradman – cricket; Edith Cowan – first female parliamentarian • investigate some of the inventions of the first half of the 20th century and how they have impacted on the lives of ordinary people in Australia eg television, colour photography, penicillin, frozen food, robots, jet engines, aerosol spray cans, digital computers, microwave ovens, mobile phones
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Topic 5 Significant People, Issues and Events from 1946 to 2000

Outcomes

A student:

- LS.3 participates in site studies to explore people, events and issues in Australian history
- LS.6 explores significant developments in Australian social and cultural history
- LS.7 investigates the importance of significant people, events and issues in world history
- LS.8 investigates the importance of significant people, events and issues in Australian history
- LS.10 recognises different perspectives about events and issues
- LS.11 uses a variety of strategies to locate and select information
- LS.12 uses a variety of strategies to organise and communicate information.

<p>Students learn about:</p> <ul style="list-style-type: none"> • living conditions in contemporary Australia • the migrant experience • contribution of people from other cultures to Australian life • changing rights and freedoms • Australia’s relationship with other countries 	<p>Students learn to:</p> <ul style="list-style-type: none"> • investigate features of contemporary Australian life eg clothing, leisure, transport, food, education, recreation • investigate and locate where Australian post-war migrants came from eg Europe, Asia, Pacific, Mediterranean • explore the reasons for migration eg escape from oppressive regimes, seeking new opportunities • explore the conditions and experiences of post-war migrants eg hostels, opportunities for work, language barriers, isolation, racism • investigate the contribution of people from other cultures eg to politics, to the community, to the arts, to sport • investigate the processes that led to greater rights and freedoms for Aboriginal peoples in the post-war period eg the 1967 referendum, the recognition of land rights and Native Title • identify and explore the changing rights and freedoms for women between the 1950s and the 1990s • recognise and explore Australia’s changing relationship with other countries since World War II eg Britain, other Commonwealth countries, the USA, South-East Asia
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<p>Students learn about:</p> <ul style="list-style-type: none"> • Australia as a democracy • what it means to be a citizen • the importance of civics and citizenship • the significance of Anzac Day • the contribution of significant people and/or groups 	<p>Students learn to:</p> <ul style="list-style-type: none"> • recognise the essential features of a democracy • explore the key roles and responsibilities for citizens in a democracy • participate in democratic processes at school and/or in the community eg elect a class or school captain, participate in a community group to clean up the environment • explore what it means to be a citizen of Australia • investigate ways in which people participate as citizens in Australian society eg respect for the law, contribution to electoral and democratic processes, behaving in ways which make society fairer or more equitable for all • investigate the ways in which the nature of Anzac Day has changed over time • describe the ways in which Anzac Day is celebrated in Australia today • participate in Anzac Day remembrance activities at school and/or in the community • explore the contribution of one or more significant Australians during this period eg Charles Perkins, Germaine Greer, Mum Shirl, Eddie Mabo, Fred Hollows, Dr Victor Chang, Ian Kiernan, Dick Smith • explore the contribution of one or more significant people or groups in the areas of the arts, sport or community welfare eg Cathy Freeman, Ian Thorpe, Alan Border, John Farnham, Mel Gibson, Amnesty International, Greenpeace
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10 Continuum of Learning in History K–10

Stage outcomes and stage statements illustrate the continuum of learning in the *History Years 7–10 Syllabus*.

10.1 Stage Outcomes

Early Stage 1 to Stage 3 Outcomes

	Early Stage 1	Stage 1	Stage 2	Stage 3
Change and Continuity				
<i>Significant Events and People</i>	CCES1 Describes events or retells stories that demonstrate their own heritage and the heritage of others	CCS1.1 Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities	CCS2.1 Describes events and actions related to the British colonisation of Australia and assesses changes and consequences	CCS3.1 Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage
<i>Time and Change</i>	(Outcome CCES1 also applies here)	CCS1.2 Identifies changes and continuities in their own life and in the local community	CCS2.2 Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments	CCS3.2 Explains the development of the principles of Australian democracy
Cultures				
<i>Identities</i>	CUES1 Communicates some common characteristics that all people share, as well as some of the differences	CUS1.3 Identifies customs, practices, symbols, languages and traditions of their family and other families	CUS2.3 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities	CUS3.3 Describes different cultural influences and their contribution to Australian identities
<i>Cultural Diversity</i>	(Outcome CUES1 also applies here)	CUS1.4 Describes the cultural, linguistic and religious	CUS2.4 Describes different viewpoints ways	CUS3.4 Examines how cultures change through

	Early Stage 1	Stage 1	Stage 2	Stage 3
		practices of their family, their community and other communities	of living, languages and belief systems in a variety of communities	interactions with other cultures and the environment
Environments				
<i>Patterns of Place and Location</i>	ENES1 Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments	ENS1.5 Compares and contrasts natural and built features in their local area and the ways in which people interact with these features	ENS2.5 Describes places in the local area and other parts of Australia and explains their significance	ENS3.5 Demonstrates an understanding of the interconnection between Australia and global environments and how individuals and groups can act in an ecologically responsible manner
<i>Relationships with Places</i>	(Outcome ENES1 also applies here)	ENS1.6 Demonstrates an understanding of the relationship between environments and people	ENS2.6 Describes people’s interactions with environments and identifies responsible ways of interacting with environments	ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment
Social Systems and Structures				
<i>Resource Systems</i>	SSES1 Identifies ways in which their own needs and the needs of others are met, individually and cooperatively	SSS1.7 Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants	SSS2.7 Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment	SSS3.7 Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities

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	Early Stage 1	Stage 1	Stage 2	Stage 3
<i>Roles, Rights and Responsibilities</i>	(Outcome SSES1 also applies here)	SSS1.8 Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others	SSS2.8 Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life	SSS3.8 Explains the structures, roles, responsibilities and decision-making processes of state and federal governments and explains why Australians value fairness and socially just principles

10.2 Stage Statements

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a consequence of achieving the outcomes for the relevant stage of learning.

Early Stage 1

At Early Stage 1, students draw connections between their own lives and the lives of students around them. They identify physical and other changes in their own lives and talk about events that have happened and the people involved. They have explored their immediate environment and associate places important to them with activities that occur there.

Students are aware of their own unique characteristics as well as those that they may share with others. They identify some of their basic needs and ways of satisfying these needs. They accept responsibility for classroom tasks and roles.

Students use language associated with time, change and place. They acquire information by direct observation, talking to others, and by viewing, reading and listening to texts. They communicate their understandings orally and through writing and drawing, and by constructing models.

Stage 1

At Stage 1, students identify the groups to which they belong as well as their own roles in various group situations, eg student, family member, school member, peer group member. They recount important family and community traditions and practices. They sequence a number of events in the past and put forward ideas about future events. They explain changes in their lives, in their community and other communities, including when special days occur.

Students differentiate between and describe natural and built features in their community. They understand that feelings can be associated with particular places. They identify and discuss changes in the environment of their community.

Students have explored the composition of a number of groups in their community and recognise that groups have specific identifying features. They communicate their knowledge of the customs, practices, symbols, religion, language and traditions of some community groups, including those of their own family.

Stage 2

At Stage 2, students understand that their lives are influenced by local, national and global events, both past and present. They understand that the British colonisation of Australia in 1788 had enormous implications for the Aboriginal peoples of Sydney and surrounding areas, and eventually for the entire continent.

Students recognise that historical perspectives can include different viewpoints, and they are developing some empathy for peoples in the past. They have investigated the environment and history of their local community and can make comparisons with other areas. Students understand the roles of individuals, families, groups and events in maintaining, developing, strengthening and changing communities. Students are aware of the structure, role and significance of local government and of opportunities for civic action.

Students have developed skills in the location and evaluation of information from a variety of sources.

Stage 3

At Stage 3, students identify Australia's contribution to global society and its environment.

They have an understanding of the principles of Australian parliamentary democracy, and of State and federal systems of government. Students have investigated the discovery of gold and colonial exploration and expansion, and its implications for different groups in society and for Australian identity and heritage. They appreciate the unique role of Aboriginal peoples in shaping Australia's identity.

Students locate information from a variety of primary and secondary sources and present this information in a variety of ways. They develop skills in both the inquiry process and social and civic participation.

Stage 4

At Stage 4, students have studied History as a discrete subject and have developed knowledge and skills that prepare them for further study. They have developed knowledge about diverse societies and cultures over time and have examined the nature of history and the methodologies of historians. They have studied Aboriginal and indigenous peoples, colonisation and contact history in Australia and in one other country.

They are able to describe significant features of indigenous cultures prior to colonisation and can explain the ways in which indigenous and non-indigenous peoples have responded to contact with each other.

Students have developed skills in and understanding of the use of historical sources, sequencing people and events, varying perspectives and interpretations, empathetic understanding and research and communication in a range of texts and forms.

Students will have examined a relevant site study either by visiting an actual site or through a virtual source.

Stage 5 – Mandatory

At Stage 5, students have examined the major developments in Australia's political, social and cultural history and the changing relationship between Australia and the rest of the world during the 20th century. They have identified the various marginalised groups who have struggled for rights and freedoms and explored the experiences of Australians in two World Wars and during the interwar period. The impact of the Vietnam War on Australia is examined and the Civics and Citizenship perspective is embedded throughout the course.

Students have developed skills in the use and evaluation of sources, sequencing events to show understanding of continuity, change and causation, appreciating varying historical perspectives and interpretations and empathetic understanding.

Research and communication skills are developed and students have examined a relevant site study either by visiting an actual site or through a virtual source.

Stage 5 – Elective

At Stage 5, students have a knowledge and understanding of the nature of history, the methods of historical inquiry and the different ways in which historical meanings can be constructed through a range of media. They have applied these understandings to their investigation of past societies and historical periods through both depth and thematic studies.

Students have developed skills in the use and evaluation of sources, sequencing events to show understanding of continuity, change and causation, appreciating varying historical perspectives and interpretations and empathetic understanding. Students have also further developed the research and communication skills set down in the mandatory syllabus.

11 Assessment

11.1 Standards

The Board of Studies *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of two interrelated elements:

- outcomes and content in syllabuses showing what is to be learnt
- descriptions of levels of achievement of that learning.

Exemplar tasks and student work samples help to elaborate standards.

Syllabus outcomes in History contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

The standards are typically written for two years of schooling and set high, but realistic, expectations of the quality of learning to be achieved by the end of Years 2, 4, 6, 8, 10 and 12.

Using standards to improve learning

Teachers will be able to use standards in History as a reference point for planning teaching and learning programs, and for assessing and reporting student progress. Standards in History will help teachers and students to set targets, monitor achievement, and, as a result, make changes to programs and strategies to support and improve each student's progress.

11.2 Assessment for Learning

Assessment for learning in History is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to development of their knowledge, understanding and skills. *Assessment for learning* involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self and peer assessment.

Teachers of History will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

In summary, *assessment for learning*:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents in reflecting on assessment data.

Quality Assessment Practices

The following *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices.

Assessment for learning:

- **emphasises the interactions between learning and manageable assessment strategies that promote learning**

In practice, this means:

- teachers reflect on the purposes of assessment and on their assessment strategies
- assessment activities allow for demonstration of learning outcomes
- assessment is embedded in learning activities and informs the planning of future learning activities
- teachers use assessment to identify what a student can already do.

- **clearly expresses for the student and teacher the goals of the learning activity**

In practice, this means:

- students understand the learning goals and the criteria that will be applied to judge the quality of their achievement
- students receive feedback that helps them make further progress.

- **reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark**

In practice, this means:

- teachers use tasks that assess, and therefore encourage, deeper learning
- feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement
- assessment is an integral component of the teaching-learning process rather than being a separate activity.

- **provides ways for students to use feedback from assessment**

In practice, this means:

- feedback is directed to the achievement of standards and away from comparisons with peers
- feedback is clear and constructive about strengths and weaknesses
- feedback is individualised and linked to opportunities for improvement.

- **helps students take responsibility for their own learning**

In practice, this means:

- assessment includes strategies for self-assessment and peer assessment emphasising the next steps needed for further learning.

- **is inclusive of all learners**

In practice, this means:

- assessment against standards provides opportunities for all learners to achieve their best
- assessment activities are free of bias.

11.3 Reporting

Reporting is the process of providing feedback to students, parents and other teachers about students' progress.

Teachers can use evidence gathered from assessment to extend the process of *assessment for learning* into their *assessment of learning*. In a standards-referenced framework this involves teachers in making professional judgments about student achievement at key points in the learning cycle. These may be at the end of a year or stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of levels of achievement for Stage 4 and Stage 5 in History have been developed to provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help to plan the next steps in the learning process. These describe observable and measurable features of student achievement at the end of a stage, within the indicative hours of study. Descriptions of levels of achievement provide a common language for reporting.

At Stage 5 there are six levels of achievement. Level 6 describes a very high level of achievement in relation to course objectives and outcomes. Level 2 describes satisfactory achievement, while the level 1 description will help identify students who are progressing towards the outcomes for the stage.

At the end of Year 10, teachers of History Years 7–10 will make an on-balance judgement, based on the available assessment evidence, to match each student's achievement to a level description. This level will be reported on the student's School Certificate Record of Achievement.

At Stage 4 there are four levels of achievement. Level 4 describes a very high level of achievement; levels 2 and 3 describe satisfactory and high achievement that should provide a solid foundation for the next stage of learning. The level 1 description will help identify students who are progressing towards the outcomes for the stage.

For students undertaking Life Skills outcomes and content in Years 7–10, the content listed for each identified Life Skills outcome forms the basis of the learning opportunities for these students. It also provides examples of activities on which teachers can base judgments to report student progress in relation to individual learning goals.

11.4 Choosing Assessment Strategies

Planning for assessment is integral to programming for teaching and learning. In a standards-referenced framework, teachers assess student performance on tasks in relation to syllabus outcomes and make on-balance judgements about student achievement. Assessment relies on the professional judgement of the teacher and is based on reliable data acquired in a fair and challenging environment, from multiple performances in a variety of contexts. Assessment is fundamental for furthering student learning.

In planning programs, teachers, individually and collaboratively, review the syllabus and standards materials. They use these materials to describe for themselves what students should know and be able to do at a particular stage, and they consider the kinds of evidence their students could produce to show they have learnt what they needed to learn.

Students are provided with a description of the learning expected to be accomplished, opportunities to discuss the criteria on which judgements will be based, time to learn, and where possible, examples of what that learning looks like.

Assessment is used to determine the students' initial knowledge, understanding and skills, to monitor student progress and to collect information to report student achievement. The assessment cycle is continuous; students receive and give themselves feedback on what they have learnt, and what needs to be done to continue their learning. Students gain information about their learning through feedback from teachers and from self-assessment and peer assessment. The challenge and complexity of assessment tasks increase to enable students to develop evaluative independence as they assess their own knowledge, understanding and skills, and determine ways to improve their learning.

Teachers of History should employ a range of assessment strategies to ensure that information is being gathered regarding the knowledge and understanding that are being acquired, and the skills that are being developed. Strategies should be appropriate to the outcomes being addressed, be manageable in number and be supportive of the learning process. Teachers could work collaboratively in planning appropriate assessment strategies. Working collaboratively leads teachers to develop a shared understanding of the syllabus standards and also supports teachers in making consistent and comparable judgements of student achievement in relation to these standards.

In planning for assessment in History it is important for teachers to consider:

- the requirements of the syllabus
- the accessibility of the proposed activity in terms of language requirements
- the appropriateness of the challenge presented to individual students
- resource availability
- how the task will be administered
- the way in which feedback will be provided.

In planning for assessment, teachers of History need to consider how results will be recorded, with a view to ensuring that there is sufficient and appropriate information collected for making an on-balance holistic judgement of the standard achieved by the student at the end of the stage. The evidence collected should enable teachers of History to make consistent judgements to meet the various reporting requirements that the system, school and community may have.

History particularly lends itself to the following assessment techniques:

Inquiry-based research activities

Inquiry-based research provides students with opportunities to investigate historical personalities, events and issues and develop the key competencies of *collecting, analysing and organising information* and *communicating ideas and information*, incorporating cross-curriculum Information and Communication Technologies (ICT) skills. Assessment activities might include research assignments, including internet and CD-ROM research projects, formulating questions for and conducting oral history interviews and site studies.

When this technique is used for assessment purposes students could be assessed on their ability to:

- locate, select and organise relevant information from a number of sources
- interpret and evaluate sources for usefulness and/or reliability
- use sources and relevant historical terms and concepts appropriately in an historical inquiry
- select appropriate oral, written and other forms to present the findings of their research.

Fieldwork activities

Fieldwork activities are a particularly important aspect of inquiry-based research in History. Relevant assessment activities include site studies, both actual and virtual.

When this technique is used for assessment purposes students could be assessed on their ability to:

- collect and analyse data
- interpret graphical material (eg maps, charts, graphs)
- examine relevant heritage/conservation issues
- sequence events within a study to show an understanding of continuity and change
- identify and explore differing contexts, interpretations and perspectives of the past
- evaluate a range of sources, including ICT, relevant to the site study.

Presentations

Presentations provide history students with opportunities to actively engage in and enjoy their study of history while developing and demonstrating skills of analysis, historical thinking and the key competencies of *planning and organising activities, working with others and in teams* and *communicating ideas and information*. Assessment activities might include:

- prepared and impromptu oral presentations (eg role-play, debates, dramatic presentations)
- poster presentations
- prepared video/audio tapes and displays
- presentations using Publisher, PowerPoint or other ICT applications.

When this technique is used for assessment purposes students could be assessed on their ability to:

- identify, comprehend and evaluate historical sources
- explain different contexts, perspectives and interpretations of the past
- use appropriate historical terms and concepts
- use appropriate forms to communicate their understanding of history.

Peer assessment

History encourages the active involvement of students in the learning process. Opportunities exist for individual and collaborative work. Activities involving peer assessment might include evaluating the contribution of individuals to a group task, and reflecting on peer presentation.

Self-assessment

In History students are encouraged to acquire basic skills to become self-directed learners. Opportunities exist for students to reflect on their progress towards the achievement of the syllabus outcomes. This reflection provides the basis for improving their learning. Developing self-assessment skills is an ongoing process, becoming increasingly more sophisticated and self initiated as a student progresses.

12 Glossary

Aboriginal	An Aboriginal person is a person of Aboriginal descent who identifies as an Aboriginal person and is accepted as such by the community in which he or she lives.
Anzac	The word <i>Anzac</i> refers to the Australian and New Zealand Army Corps (ANZAC) troops who fought at Gallipoli in Turkey from April to December 1915.
ANZUS	A defence security pact for the Pacific region signed in 1951 by Australia, New Zealand the United States. The name ANZUS is derived from the initials of the three signatory nations.
archives	Refers both to collections of public records, documents, etc and the place/s where they are stored.
assimilation	A policy requiring all people living in a community, regardless of their cultural background or country of origin, to adopt the same manner of living as the dominant culture.
causation	The link between the cause and effect of an historical event.
censorship	Examination of books, news reports, films, plays and other material for the purpose of suppressing parts deemed to be objectionable on moral, political or other grounds. At the outbreak of WWI, censorship controls were introduced to ‘safeguard national security’. In WWII, the <i>National Security Act</i> (1939) imposed a system of censorship especially over newspapers.
chronology	According to time sequence. A chronology places events and dates in historical order.
Civics	An identifiable body of knowledge, understanding and skills relating to the organisation and working of society, including a country’s political and social heritage, democratic processes, government, public administration and judicial systems.
Citizenship	The term ‘citizenship’ has both legal and social meanings. In a legal sense, it is that set of rights and responsibilities granted to a people in recognition of their attachment to a particular country. In a social sense, it refers to the participation of people in their community as they fulfill and debate their rights and responsibilities.
colonisation	A process by which a different system of government is established by one nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty according to its own law, rather than by the laws of the colonised.
country/land	In the context of Aboriginal peoples, is used to describe a specific area of a nation or clan including physical, linguistic and spiritual features.
conscription	Compulsory enlistment for military service.
Constitution	The fundamental rules that establish how a country is governed, typically establishing the role and powers of parliament, the executive and the judiciary.

Early Modern	Broadly, the period of history from the end of the Middle Ages to about the time of the French Revolution and the beginnings of the Economic Revolution.
emigration	The act of leaving one's country of birth to settle permanently in another country.
empire	A collection of nations or peoples ruled over by an emperor or other powerful sovereign or government.
evidence	The information that tends to prove or disprove a conclusion. It can be used to establish the fact or point in question.
Federation	The voluntary union of the six Australian colonies which came into being on January 1 st 1901. It involved the colonies transferring certain powers to the Federal or Commonwealth Government (eg defence, foreign affairs, immigration) while retaining control over other responsibilities (eg education, health, transport) under a written Constitution.
franchise	The right to vote.
Gallipoli	The anglicised name of the peninsula in Turkey where the Anzac and other Allied troops fought against Turkish forces. It was the first land battle fought by Australian soldiers in World War I and lasted from April to December 1915.
Great Depression	A period of the deepest world wide economic decline in history. It began in October 1929 following the collapse of the Wall Street Stock and ended in about 1934.
heritage	That which belongs to an individual, group, community or nation as a result of birth, inheritance or membership. It can also be applied to significant examples of the built or natural environment.
immigration	A social process whereby people come to a new land with the intention of permanently settling there.
Indigenous Peoples	This term is used when referring collectively to the first peoples of a land in international communities. The term Indigenous Australians is used when speaking about both Aboriginal and Torres Strait Islander peoples within Australia.
Indochina conflict	Broadly, this refers to the three Indochina Wars, beginning in 1949 and ending in 1979. Specifically, it refers to the Vietnam or 'American' War of the 1960s and early 1970s in which Australia was an active participant.
integration	A government policy in relation to both Aboriginal peoples and migrant groups which sought to facilitate their amalgamation into mainstream Australian society, without requiring them to abandon their original culture/s.
internment	During both World Wars, people who were considered 'alien' by the government, whether they were naturalised or Australian-born, were held in prisons for varying lengths of time because they were considered a threat to national security.

interpretation	A way of understanding and explaining what has happened in the past. The discipline of History acknowledges that there is often more than one view of what has happened in the past.
invasion	The forced takeover of land.
land	The term ‘land’ is used by Aboriginal people to describe their spirituality and ecosystems including Dreamings, all living things including totems, and all physical factors, such as sacred sites, water, air and geographical factors.
land rights	The continuing struggle of Indigenous Australians to regain possession of their lands.
Mabo	(<i>see Native Title</i>) Eddie Koiki Mabo, whose Murray Island land claim led the High Court to recognise, for the first time, that a form of land title existed prior to Australia’s occupation by Great Britain in 1788. The judgment, made in 1993, is usually referred to as Mabo.
medieval	The period of history from the end of the Western Roman Empire in 430AD to the Renaissance and Reformation period of Europe in the sixteenth century.
multiculturalism	A policy based on the promotion of cultural diversity which encourages peoples of different cultural/ethnic origins to retain their own cultures, while participating as active and responsible citizens of the dominant culture.
protection	A government policy towards Aboriginal peoples which sought to protect them from the effects of violence, disease and exploitation as a result of European settlement. It was based on a belief that Aboriginal peoples were doomed to extinction and should be given some protection to live out their last years in peace.
Native Title	‘Native Title’ is the name given by the High Court to Indigenous property rights recognised by the court in the <i>Mabo</i> judgment (3 June 1992). The <i>Mabo</i> judgment overthrew the concept of <i>terra nullius</i> – that the land of Australia had belonged to no one when the British arrived in 1788. The judgment found that a native title to land existed in 1788 and may continue to exist provided it has not been extinguished by subsequent acts of government and provided Indigenous groups continue to observe their traditional laws and customs. The High Court’s <i>Wik</i> judgment (December 1996) decided an issue left unresolved by the <i>Mabo</i> judgment when it determined that native title could coexist with other rights on land held under a pastoral lease.
non-Aboriginal	People in Australia who do not and are not identified as Aboriginal (<i>see Aboriginal</i>).
Ottoman Empire	The Empire of the Turks founded about 1300AD by Osman which controlled large amounts of territory in Asia, Africa and Europe for more than six centuries until its collapse as a result of WWI.

Pacific War	That part of World War II that was fought in the Pacific Ocean against the Japanese by Allied forces from December 1941 to August 1945. It is where the majority of Australian forces saw action.
perspective	A point of view from which historical events, problems and issues can be analysed eg a gender perspective (either masculine or feminine) of the past.
rationing	Government-imposed restrictions on the allowance of people's food, clothing and fuel in both World Wars for the purpose of maintaining the nation's war effort.
reconciliation	A Commonwealth initiative to promote understanding between Aboriginal and Torres Strait Islander peoples and the wider community and to address Aboriginal and Torres Strait Islander disadvantage.
referendum	Under the Australian Constitution, a referendum is used by a government to formally seek the opinion of the people on a particular issue or change the Constitution. To succeed, a referendum must attract a majority of voters voting 'Yes' and a majority of States also voting 'Yes'.
SEATO	An alliance organised in 1954 by representatives of Australia, France, Great Britain, New Zealand, Pakistan, the Philippines, Thailand and the United States. The letters stand for South East Asia Treaty Organisation. Its main aim was to contain the spread of communism in Indochina. It was disbanded in 1977.
self-determination	The effective participation of Aboriginal peoples in all decision-making that affects them.
society	A group of people living in a discrete geographical area, sharing common systems reflected in their customs, values, laws, arts and technology.
source	Any written or non-written materials that can be used to investigate the past. A source becomes ' evidence ' (<i>see</i> above) when it is used to support or refute a viewpoint.
suffrage	The right to vote. All Australian citizens over the age of eighteen have this right.
synthesis	A process whereby a student brings together parts or elements of an historical inquiry to form a complete picture of the situation or events.
Terra nullius	(<i>see</i> Native Title) A concept in international law meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'. The concept has been used to justify the invasion and colonisation of Australia.