

# HUMANITIES AND SOCIAL SCIENCES

CONSULTATION CURRICULUM

History – Comparative information 7–10

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## COMPARISON OF CURRENT AND REVISED CURRICULUM IN HUMANITIES AND SOCIAL SCIENCES: HISTORY YEARS 7–10

### Content descriptions Year 7 to Year 8

#### *Strand: Knowledge and understanding*

Sub-strand: Overview of the ancient world and early societies	Year 7 <i>Students learn about:</i>	Sub-strand: Overview of the ancient world to the Modern world	Year 8 <i>Students learn about:</i>
<b>Original</b>	The theory that people moved out of Africa between 120 000 and 60 000 years ago and migrated to other parts of the world, including Australia (ACOKFH001)	<b>Original</b>	The transformation of the Roman world and the spread of Christianity and Islam (ACOKFH008)
<b>Proposed</b>	contested theories and historical interpretations about early human evolution and migration, such as the theory that people moved out of Africa and the causes of migration to other parts of the world, including Australia (AC9HH7K01)	<b>Proposed</b>	the significant events from the ancient world to the modern world including the transformation of the Roman world and the spread of Christianity and Islam (AC9HH8K01)
<b>Original</b>	The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACOKFH002)	<b>Original</b>	Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACOKFH009)
<b>Proposed</b>	different representations and understandings of time from archaeological, historical and culture perspectives, such as such as Pleistocene, Holocene and Anthropocene (AC9HH7K02)	<b>Proposed</b>	the features of the medieval world such as feudalism, trade routes, voyages of discovery, contact and conflict and their significance in causing change (AC9HH8K02)
<b>Original</b>	Key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACOKFH003)	<b>Original</b>	The emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment) (ACOKFH010)

<b>Proposed</b>	the different methods and sources of evidence used by historians and archaeologists to investigate early societies, the importance of archaeology and conserving the remains, material culture and heritage of the past (AC9HH7K03)	<b>Proposed</b>	the emergence of ideas about the world such as the Renaissance, the Scientific Revolution and the Enlightenment, and the place of significant individuals and people in it that caused change (AC9HH8K03)
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<b>Sub-strand: Deep time history of Australia (65,000 years ago)</b>	<b>Year 7</b> <i>Students learn about:</i>	<b>Sub-strand: The Western and Islamic world</b>	<b>Year 8</b> <i>Students learn about:</i>
<b>Original</b>	How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)	<b>Original</b>	The way of life in the Ottoman Empire (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH009)
<b>Proposed</b>	the causes and effects, and responses of the timing, arrival, and routes taken by early First Nations Peoples of Australia into and throughout Australia (AC9HH7K04)	<b>Proposed</b>	<i>See elaboration (AC9HH8K04_E5)</i>
<b>Original</b>	The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)	<b>Original</b>	Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in 1453 AD (CE), art and architecture (ACDSEH053)
<b>Proposed</b>	the development of innovative technologies by early First Nations Peoples of Australia, including the earliest known examples, and how they developed in different places and contributed to daily life (AC9HH7K05)	<b>Proposed</b>	<i>See elaboration (AC9HH8K08_E3)</i>
<b>Original</b>	Methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains (ACDSEH030)	<b>Original</b>	Relationships with subject peoples, including the policy of religious tolerance (ACDSEH054)

<b>Proposed</b>	how the First Nations Peoples of Australia are the world's oldest continuing cultures and have responded to change over deep time (AC9HH7K06)	<b>Proposed</b>	<i>Removed</i>
<b>Original</b>	The nature of sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACDSEH031)	<b>Original</b>	The role of significant individuals such as Selim I or Suleiman the Magnificent in maintaining the strength and influence of the Ottoman Empire (ACDSEH055)
<b>Proposed</b>	early First Nations Peoples of Australia's innovative solutions such as sustainable land, water, and resource management (AC9HH7K07)	<b>Proposed</b>	<i>See elaboration (AC9HH8K07_E5)</i>
<b>Original</b>	The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACDSEH148)	<b>Original</b>	The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH010)
<b>Proposed</b>	the sophistication and significance of First Nations Australians complex societies and cultures, changing social organisation and political and economic systems (AC9HH7K08)	<b>Proposed</b>	<i>See elaboration (AC9HH8K04_E8)</i>
<b>Original</b>		<b>Original</b>	Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning (ACDSEH056)
<b>Proposed</b>	the key cultural practices of early First Nations Peoples of Australia and how they contributed to societal development and their continuity and change over time (AC9HH7K09)	<b>Proposed</b>	<i>See (AC9HH8S10)</i>
<b>Original</b>		<b>Original</b>	Relationships between rulers and ruled in ONE Italian city-state such as Florence or Naples (ACDSEH057)
<b>Proposed</b>	the organisation of deep time according to archaeological evidence found and the archaeology of early First Nations Peoples of Australia (AC9HH7K10)	<b>Proposed</b>	<i>See elaboration (AC9HH8K04_E8)</i>
<b>Original</b>		<b>Original</b>	The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli (ACDSEH058)

<b>Proposed</b>	First Nations Australians cultural sensitivities as they relate to heritage sites of significance, including ancestral remains, material culture and artefacts, and how collaboration with First Nations Australians ensures cultural integrity and protocols are followed (AC9HH7K11)	<b>Proposed</b>	<i>See elaboration (AC9HH8K07_E7)</i>
<b>Original</b>		<b>Original</b>	The spread of Renaissance culture to the rest of Europe, and its legacy (ACDSEH059)
<b>Proposed</b>	the revised interpretations and views of Early First Nations Peoples of Australia (AC9HH7K12)	<b>Proposed</b>	<i>See (AC9HH8K03)</i>
<b>Original</b>		<b>Original</b>	The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007)
<b>Proposed</b>		<b>Proposed</b>	<i>See (AC9HH8K04) and elaborations</i>
<b>Original</b>		<b>Original</b>	Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047)
<b>Proposed</b>		<b>Proposed</b>	<i>See (AC9HH8K05) and elaborations</i>
<b>Original</b>		<b>Original</b>	Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion (ACDSEH048)
<b>Proposed</b>		<b>Proposed</b>	<i>See (AC9HH8K06) and elaborations</i>
<b>Original</b>		<b>Original</b>	The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson (ACDSEH049)
<b>Proposed</b>		<b>Proposed</b>	<i>See elaborations (AC9HH8K07_E1) (AC9HH8K08_E1)</i>
<b>Original</b>		<b>Original</b>	The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008)
<b>Proposed</b>		<b>Proposed</b>	<i>See (AC9HH8K02)</i>

Original		Original	Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050)
Proposed		Proposed	<i>See elaboration (AC9HH8K05_E36)</i>
Original		Original	Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051)
Proposed		Proposed	<i>See elaboration (AC9HH8K04_E4)</i>
Original		Original	Dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052)
Proposed		Proposed	<i>See elaborations (AC9HH8K07_E3) (AC9HH8K07_E4)</i>
Original		Original	The way of life in the Khmer Empire, including, social, cultural, economic and political features (including the role of the king) (ACDSEH011)
Proposed		Proposed	<i>See elaboration (AC9HH8K04_E9)</i>
Original		Original	Reasons for Angkor's rise to prominence, including wealth from trade and agriculture (ACDSEH060)
Proposed		Proposed	<i>See elaboration (AC9HH8K07_E8)</i>
Original		Original	Cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061)
Proposed		Proposed	<i>See elaboration (AC9HH8K05_E22)</i>
Original		Original	Theories of the decline of Angkor, such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change (ACDSEH062)
Proposed		Proposed	<i>See elaboration (AC9HH8K05_E20)</i>

Original		Original	The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012)
Proposed		Proposed	<i>See elaborations (AC9HH8K05_E25) (AC9HH8K06_E11)</i>
Original		Original	The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade (ACDSEH063)
Proposed		Proposed	<i>See elaboration (AC9HH8K05_E24)</i>
Original		Original	The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064)
Proposed		Proposed	<i>See elaboration (AC9HH8K05_E26)</i>
Original		Original	Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology (ACDSEH065)
Proposed		Proposed	<i>See elaboration (AC9HH8K05_E27)</i>
Original		Original	Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013)
Proposed		Proposed	<i>See elaboration (AC9HH8K05_E28)</i>
Original		Original	The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island) (ACDSEH066)
Proposed		Proposed	<i>See elaboration (AC9HH8K04_E12)</i>
Original		Original	Cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island (ACDSEH067)
Proposed		Proposed	<i>See elaboration (AC9HH8K07_E10)</i>



<b>Original</b>		<b>Original</b>	The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island's palm trees (ACDSEH068)
<b>Proposed</b>		<b>Proposed</b>	<i>See elaborations (AC9HH8K05_E30) (AC9HH8K05_E31)</i>
<b>Original</b>		<b>Original</b>	The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014)
<b>Proposed</b>		<b>Proposed</b>	the significant social, cultural, economic, environmental and/or political continuities and changes in the way of life and the roles and relationships of different groups in the society (AC9HH8K04)
<b>Original</b>		<b>Original</b>	The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes (ACDSEH077)
<b>Proposed</b>		<b>Proposed</b>	the causes and effects of a significant development, event, turning point or challenge that contributed to continuity and change in the society (AC9HH8K05)
<b>Original</b>		<b>Original</b>	The extent of the Mongol expansion as one of the largest land empires in history (ACDSEH078)
<b>Proposed</b>		<b>Proposed</b>	the experiences and perspectives of rulers and of subject peoples and the interaction between power and/or authority in the society (AC9HH8K06)
<b>Original</b>		<b>Original</b>	The consequences of the Mongol expansion, including its impact on life in China during and after the Mongol conquest and contributions to European knowledge and trade routes (ACDSEH079)
<b>Proposed</b>		<b>Proposed</b>	the role and achievements of a significant individual and/or group (AC9HH8K07)

Original		Original	Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015)
Proposed		Proposed	interpretations and contested histories about the society, event and/or individual and/or group (AC9HH8K08)
Original		Original	The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069)
Proposed		Proposed	<i>See elaboration (AC9HH8K05_E38)</i>
Original		Original	Causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070)
Proposed		Proposed	<i>See elaboration (AC9HH8K05_E37)</i>
Original		Original	The immediate- and long-term effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071)
Proposed		Proposed	<i>See elaboration (AC9HH8K05_E35)</i>
Original		Original	Pre-Columbian life in the Americas, including social organisation, city life and beliefs (ACDSEH016)
Proposed		Proposed	<i>See elaboration (AC9HH8K04_E17)</i>
Original		Original	When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDSEH073)
Proposed		Proposed	<i>See elaboration (AC9HH8K05_E42)</i>
Original		Original	The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas (ACDSEH074)
Proposed		Proposed	<i>See elaboration (AC9HH8K05_E44)</i>

<b>Original</b>		<b>Original</b>	The immediate and long-term effects of the conquest on the Aztecs OR Incas as well as on the wider world (ACDSEH075)
<b>Proposed</b>		<b>Proposed</b>	See elaboration (AC9HH8K05_E45)

<b>Sub-strand: Ancient world 60 000 BC (BCE)– c.650 AD (CE)</b>	<b>Year 7</b> <i>Students learn about:</i>
<b>Original</b>	Physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there (ACDSEH002)
<b>Proposed</b>	the evidence for the emergence and establishment of ancient civilisations and early societies such as art, iconography, writing tools and pottery (AC9HH7K13)
<b>Original</b>	Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion (ACDSEH032)
<b>Proposed</b>	significant features of ancient civilisations and early societies including farming, trade, social classes, religion and the rule of law (AC9HH7K14)
<b>Original</b>	Significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH033)
<b>Proposed</b>	how the physical environment and geographical features influenced the development of the civilization (AC9HH7K15)
<b>Original</b>	Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties (ACDSEH034)
<b>Proposed</b>	the features and the organisation of ancient societies, significant groups, their perspectives and their roles in influencing and changing society (AC9HH7K16)
<b>Original</b>	The role of a significant individual in ancient Egyptian history such as Hatshepsut or Ramses II (ACDSEH129)

<b>Proposed</b>	the key beliefs, values, places and practices of the ancient society, with a particular emphasis on their significance to the development of the society of at least one of the following areas: everyday life, warfare, or death and funerary customs (AC9HH7K17)
<b>Original</b>	Physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilisation that developed there (ACDSEH003)
<b>Proposed</b>	significant events or turning points in the ancient society and its contribution to continuity and change (AC9HH7K18)
<b>Original</b>	Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion (ACDSEH035)
<b>Proposed</b>	the causes and effects of contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties (AC9HH7K19)
<b>Original</b>	Significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH036)
<b>Proposed</b>	the role and achievements of a significant individual or group in an ancient society (AC9HH7K20)
<b>Original</b>	Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war (such as the Peloponnesian and Persian wars) (ACDSEH037)
<b>Proposed</b>	interpretations and contested histories of the ancient society and/or an individual and their significant legacies (AC9HH7K21)
<b>Original</b>	The role of a significant individual in ancient Greek history such as Leonidas or Pericles (ACDSEH130)
<b>Proposed</b>	<i>See elaboration (AC9HH7K20_E4)</i>
<b>Original</b>	Physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there (ACDSEH004)
<b>Proposed</b>	<i>See elaboration (AC9HH7K15_E3)</i>
<b>Original</b>	Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion (ACDSEH038)
<b>Proposed</b>	<i>See elaboration (AC9HH7K16_E6)</i>

<b>Original</b>	Significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH039)
<b>Proposed</b>	<i>See elaboration (AC9HH7K17_E5)</i>
<b>Original</b>	Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs (ACDSEH040)
<b>Proposed</b>	<i>See elaboration (AC9HH7K19_E5)</i>
<b>Original</b>	The role of a significant individual in ancient Rome's history such as Julius Caesar or Augustus (ACDSEH131)
<b>Proposed</b>	<i>See elaboration (AC9HH7K20_E6)</i>
<b>Original</b>	Physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there (ACDSEH006)
<b>Proposed</b>	<i>See elaboration (AC9HH7K15_E7)</i>
<b>Original</b>	Roles of key groups in Indian society in this period (such as kings, emperors, priests, merchants, peasants), including the influence of law and religion (ACDSEH044)
<b>Proposed</b>	<i>See elaborations (AC9HH7K16_E8) (AC9HH7K16_E9)</i>
<b>Original</b>	Significant beliefs, values and practices of Indian society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH045)
<b>Proposed</b>	<i>See elaboration (AC9HH7K20_E7)</i>
<b>Original</b>	Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Mauryan Empire (including its material remains), and the spread of philosophies and beliefs (ACDSEH046)
<b>Proposed</b>	<i>See elaboration (AC9HH7K19_E9)</i>
<b>Original</b>	The role of a significant individual in Indian history such as Chandragupta Maurya or Ashoka (ACDSEH133)
<b>Proposed</b>	<i>See elaboration (AC9HH7K20_E7)</i>
<b>Original</b>	Physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there (ACDSEH005)
<b>Proposed</b>	<i>See elaboration (AC9HH7K15_E6)</i>

<b>Original</b>	Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion (ACDSEH041)
<b>Proposed</b>	See elaborations (AC9HH7K16_E8) (AC9HH7K16_E9)
<b>Original</b>	Significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH042)
<b>Proposed</b>	See elaboration (AC9HH7K17_E9)
<b>Original</b>	Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs (ACDSEH043)
<b>Proposed</b>	See elaboration (AC9HH7K19_E10)
<b>Original</b>	The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang (ACDSEH132)
<b>Proposed</b>	See elaboration (AC9HH7K20_E9)

## Content descriptions Year 7 to Year 8

### Strand: Skills

<b>Sub-strand: Asking historical questions</b>	<b>Year 7 to Year 8</b> <i>Students learn to:</i>
<b>Original</b>	Sequence historical events, developments and periods (ACHHS148)
<b>Proposed</b>	identify a range of questions about the past and/or to inform a historical inquiry (AC9HH8S01)
<b>Original</b>	Use historical terms and concepts (ACHHS149)
<b>Proposed</b>	<i>Removed</i>

<b>Sub-strand: Sequencing chronology</b>	<b>Year 7 to Year 8</b> <i>Students learn to:</i>
<b>Original</b>	Identify a range of questions about the past to inform a historical inquiry (ACHHS150)
<b>Proposed</b>	sequence significant events in chronological order to identify patterns, describe causes and effects and/or continuities and changes (AC9HH8S02)
<b>Original</b>	Identify and locate relevant sources, using ICT and other methods (ACHHS151)
<b>Proposed</b>	See (AC9HH8S03)

<b>Sub-strand: Using historical sources as evidence</b>	<b>Year 7 to Year 8</b> <i>Students learn to:</i>
<b>Original</b>	Identify the origin and purpose of primary and secondary sources (ACHHS152)
<b>Proposed</b>	identify and locate relevant primary and secondary sources used in a historical inquiry, including archaeological and written sources of evidence (AC9HH8S03)
<b>Original</b>	Locate, compare, select and use information from a range of sources as evidence (ACHHS153)
<b>Proposed</b>	identify the origin, content, context and purpose of primary and secondary sources (AC9HH8S04)
<b>Original</b>	Draw conclusions about the usefulness of sources (ACHHS154)
<b>Proposed</b>	corroborate primary and secondary sources and ask questions about their accuracy and usefulness to draw conclusions and use as evidence (AC9HH8S05)
<b>Original</b>	
<b>Proposed</b>	describe different perspectives (points of view, attitudes and values) and interpretations of the past to use as evidence (AC9HH8S06)

<b>Sub-strand: Analysing causes and effects</b>	<b>Year 7 to Year 8</b> <i>Students learn to:</i>
<b>Original</b>	Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155)
<b>Proposed</b>	explain the causes and effects of significant events that caused change and/or a decline over the period (AC9HH8S07)

<b>Sub-strand: Identifying continuity and change</b>	<b>Year 7 to Year 8</b> <i>Students learn to:</i>
<b>Original</b>	Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS156)
<b>Proposed</b>	identify and explain patterns of continuity and change to the way of life in Ancient and/or Middle Ages (AC9HH8S08)
<b>Original</b>	Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157)
<b>Proposed</b>	See (AC9HH8S11)

<b>Sub-strand: Evaluating historical significance</b>	<b>Year 7 to Year 8</b> <i>Students learn to:</i>
<b>Original</b>	
<b>Proposed</b>	use criteria to evaluate historical significance (AC9HH8S09)
<b>Original</b>	
<b>Proposed</b>	evaluate the role and achievement of a significant individual, event, site, development and/or cultural achievement (AC9HH8S10)



<b>Sub-strand: Communicating</b>	<b>Year 7 to Year 8</b> <i>Students learn to:</i>
<b>Original</b>	
<b>Proposed</b>	use a range of communication forms to develop an explanation of the Ancient and/or Middle Ages using evidence from a range of primary and secondary sources (AC9HH8S11)

### Achievement standard Year 7 and Year 8

	<b>Year 7</b>	<b>Year 8</b>
<b>Original</b>	<p>By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.</p> <p>Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame a historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.</p>	<p>By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.</p> <p>Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame a historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.</p>

<p><b>Proposed</b></p>	<p>By the end of Year 7, students explain the historical significance of the Ancient past and the histories of Ancient First Nations Peoples of Australia. They sequence and identify the significant periods, events and societies. Students describe the causes and effects of events and developments over time. They observe and identify patterns of continuity and change over time. Students use criteria to evaluate historical significance.</p> <p>Students develop questions about the past. They select, locate and compare a variety of archaeological and historical sources. Students identify the origin, content, context and purpose for use as evidence. They distinguish between fact and opinion in sources. Students describe different perspectives of people who lived at the time. They identify different historians' interpretations of the past and suggest reasons for different points of view. Students develop and communicate an historical explanation of the past using knowledge, relevant evidence and historical thinking concepts.</p>	<p>By the end of Year 8, students analyse the historical significance of the Middle Ages and/or early global exploration. They sequence and describe the major periods, events, societies and developments. They explain the causes and effects of events and developments. Students identify and explain patterns of continuity and the extent of change in the daily life of societies. They select and apply criteria to evaluate historical significance.</p> <p>Students develop different types of questions about the past. They select, organise and describe a variety of historical sources. Students identify their origin and content of sources and explain their context and purpose for use as evidence. They distinguish between fact, perspective, opinion and interpretation. Students describe different perspectives of the past and identify the motives and actions of people at the time. They explain different historians' interpretations of the past and describe reasons for different points of view. Students develop and communicate a historical explanation of the past using knowledge, relevant evidence and historical thinking concepts.</p>
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**Content descriptions Year 9 to Year 10**  
**Strand: Knowledge and understanding**

<b>Sub-strand: Overview of the making of the modern world</b>	<b>Year 9</b> <i>Students learn about:</i>	<b>Sub-strand: Overview of the modern world and Australia</b>	<b>Year 10</b> <i>Students learn about:</i>
<b>Original</b>	The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia (ACOKFH016)	<b>Original</b>	The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (ACOKFH018)
<b>Proposed</b>	the significance of the Industrial Revolution and how it affected living and working conditions, including within Australia (AC9HH9K01)	<b>Proposed</b>	significant events and ideas during the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (AC9HH10K01)
<b>Original</b>	The nature and extent of the movement of peoples in the period (slaves, convicts and settlers) (ACOKFH015)	<b>Original</b>	Continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping (ACOKFH021)
<b>Proposed</b>	the causes and effects of European imperial expansion and the movement of peoples in the period (colonisers, slaves, convicts, settlers and First Nations of the world such as the First Nations Australians), their responses and their different perspectives (AC9HH9K02)	<b>Proposed</b>	continuities and changes in the post-World War II world and continuing efforts to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping (AC9HH10K02)
<b>Original</b>	The extent of European imperial expansion and different responses, including in the Asian region (ACOKFH017)	<b>Original</b>	The major movements for rights and freedom in the world and the achievement of independence by former colonies (ACOKFH022)
<b>Proposed</b>	the emergence of significant economic, social and political ideas in the period and their influence on changing society, including nationalism (AC9HH9K03)	<b>Proposed</b>	the contribution to significant change by major movements for rights and freedom in the world and the achievement of independence by former colonies (AC9HH10K03)

<b>Original</b>	The emergence and nature of significant economic, social and political ideas in the period, including nationalism (ACOKFH019)	<b>Original</b>	The nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War (ACOKFH023)
<b>Proposed</b>	the diverse and competing interpretations about significant events, ideas, individuals and people, groups and movements in making the modern world and why history can be contestable (AC9HH9K04)	<b>Proposed</b>	the causes and effects of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, the Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War (AC9HH10K04)
<b>Original</b>		<b>Original</b>	Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability (ACOKFH024)
<b>Proposed</b>		<b>Proposed</b>	developments in technology, public health, longevity and standard of living during the 20 <sup>th</sup> century, and concern for the environment and sustainability and their contribution to changing perspectives over time (AC9HH10K05)

<b>Sub-strand: Foundations of the modern world (1750–1914)</b>	<b>Year 9</b> <i>Students learn about:</i>	<b>Sub- strand: World War II (1939– 1945)</b>	<b>Year 10</b> <i>Students learn about:</i>
<b>Original</b>	The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (ACDSEH017)	<b>Original</b>	Overview of the causes and course of World War II (ACDSEH024)
<b>Proposed</b>	the causes of the Industrial Revolution, such as technological innovations and other conditions that influenced the industrialisation of Britain (AC9HH9K05)	<b>Proposed</b>	the causes and course of World War II (AC9HH10K06)

<b>Original</b>	The population movements and changing settlement patterns during this period (ACDSEH080)	<b>Original</b>	Examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107)
<b>Proposed</b>	the different perspectives and experiences of men, women and children during the Industrial Revolution, and their changing way of life (AC9HH9K06)	<b>Proposed</b>	the places of significance where Australians fought and their perspectives and experiences during World War II, such as the Fall of Singapore, Prisoners of War (POWs), the Battle of Britain and Kokoda (AC9HH10K07)
<b>Original</b>	The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081)	<b>Original</b>	Experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore) (ACDSEH108)
<b>Proposed</b>	the ideas that emerged and influenced change in society such as capitalism, socialism, egalitarianism and Chartism (AC9HH9K07)	<b>Proposed</b>	the significant events and turning points of World War II, including the Holocaust and use of the atomic bomb (AC9HH10K08)
<b>Original</b>	The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082)	<b>Original</b>	The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109)
<b>Proposed</b>	the role of a significant individual or group in the promotion of one these ideas, for example from agricultural and factory workers, inventors and entrepreneurs, landowners, politicians and religious groups (AC9HH9K08)	<b>Proposed</b>	the effects of World War II, with a particular emphasis on the continuities and changes on the Australian home front, including the changing roles of women and First Nations Australians, 'enemy aliens', as well as the use of wartime government controls such as conscription, 'manpower controls', rationing and censorship (AC9HH10K09)
<b>Original</b>	The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism (ACDSEH019)	<b>Original</b>	The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110)
<b>Proposed</b>	the significant events that caused the movement of peoples throughout the world, such as the transatlantic slave trade, the Irish Famine, convict transportation and the Industrial Revolution (AC9HH9K09)	<b>Proposed</b>	the significance of World War II to Australia's international relationships in the 20 <sup>th</sup> century, with reference to the United Nations, Britain, USA and Asia (AC9HH10K10)

<b>Original</b>	Reasons why ONE key idea emerged and/or developed a following (ACDSEH086)	<b>Original</b>	
<b>Proposed</b>	the short, medium and long-term effects and impacts of population movements and changing settlement patterns during this period in Australia and the world, such as global demographic changes, transport, including impacts on First Nations peoples, new ideas and political and social reform (AC9HH9K10)	<b>Proposed</b>	the commemoration of World War II, including different historical interpretations and contested debates (AC9HH10K11)
<b>Original</b>	The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it, for example from workers, entrepreneurs, land owners, religious groups (ACDSEH087)	<b>Original</b>	
<b>Proposed</b>	the different perspectives and experiences of slaves, convicts and free settlers upon departure, their journey abroad, their reactions on arrival and their changing way of life, including the Australian experience and their effects on First Nations peoples of Australia (AC9HH9K11)	<b>Proposed</b>	
<b>Original</b>	The short and long-term impacts of ONE of these ideas on Australia and the world (ACDSEH088)	<b>Original</b>	
<b>Proposed</b>	the ideas that emerged and influenced change in society, such as nationalism, imperialism, Darwinism, capitalism and egalitarianism (AC9HH9K12)	<b>Proposed</b>	
<b>Original</b>	The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation (ACDSEH018)	<b>Original</b>	
<b>Proposed</b>	the impacts of a significant individual or group in the promotion of one these ideas for example, from explorers, politicians, agricultural and industrial workers, colonialists, and landowners, religious groups, and First Nations Peoples of Australia (AC9HH9K13)	<b>Proposed</b>	

<b>Original</b>	Experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083)	<b>Original</b>	
<b>Proposed</b>	See (AC9HH9K11)	<b>Proposed</b>	
<b>Original</b>	Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia (ACDSEH084)	<b>Original</b>	
<b>Proposed</b>	See elaboration (AC9HH9K11_E2)	<b>Proposed</b>	
<b>Original</b>	The short and long-term impacts of the movement of peoples during this period (ACDSEH085)	<b>Original</b>	
<b>Proposed</b>	See elaboration (AC9HH9K11_E4)	<b>Proposed</b>	

<b>Sub-strand: Australia and Asia (1750–1918)</b>	<b>Year 9</b> <i>Students learn about:</i>	<b>Sub- strand: Rights and freedoms (1945–the present)</b>	<b>Year 10</b> <i>Students learn about:</i>
<b>Original</b>	Key features (social, cultural, economic, political) of ONE Asian society at the start of this period (ACDSEH093)	<b>Original</b>	The origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration (ACDSEH023)
<b>Proposed</b>	the key social, cultural, economic and political features and their significance in the development in one society during the period (AC9HH9K14)	<b>Proposed</b>	the origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration (AC9HH10K12)

<b>Original</b>	Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s) (ACDSEH094)	<b>Original</b>	Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104)
<b>Proposed</b>	the causes and effects of European contact and extension of settlement on the First Nations Peoples of Australia or Asian peoples (AC9HH9K15)	<b>Proposed</b>	the background and causes, such as discriminatory legislation and policies, to the struggle of First Nations Peoples of Australia for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (AC9HH10K13)
<b>Original</b>	The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as nationalism (ACDSEH142)	<b>Original</b>	The US civil rights movement and its influence on Australia (ACDSEH105)
<b>Proposed</b>	significant events, ideas, people, groups and movements in the development of the society (AC9HH9K16)	<b>Proposed</b>	the effects of the US civil rights movement and its influence on Australia in changing perspectives, beliefs and opinions (AC9HH10K14)
<b>Original</b>	The significance of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time (ACDSEH141)	<b>Original</b>	The significance of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106)
<b>Proposed</b>	patterns of continuity and change and their effects on influencing movements of people, ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the twentieth century (AC9HH9K17)	<b>Proposed</b>	the contributions of First Nations Australian pioneering advocacy groups and significant individuals in the struggle and the extent they brought change to Australian society (AC9HH10K15)
<b>Original</b>	The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (ACDSEH020)	<b>Original</b>	Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle (ACDSEH134)



<b>Proposed</b>	different experiences and perspectives of colonisers, settlers and First Nations Australians from the time and the impact of changes to society including events, ideas, beliefs and values (AC9HH9K18)	<b>Proposed</b>	the significant events in the movement for the civil rights of First Nations Peoples of Australia and the extent they contributed to change, including 1962 right to vote federally, Freedom Rides, 1967 Referendum, Tent Embassy, Reconciliation, Mabo decision, <i>Bringing Them Home</i> report (the Stolen Generations), the Apology (AC9HH10K16)
<b>Original</b>	Experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089)	<b>Original</b>	The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (ACDSEH143)
<b>Proposed</b>	different historical interpretations and contested debates about the colonial and settler societies, such as contested terms, including 'colonisation', 'settlement' and 'invasion' (AC9HH9K19)	<b>Proposed</b>	methods used by civil rights activists to challenge inequalities and discriminatory governmental practices against First Nations Peoples of Australia (AC9HH10K17)
<b>Original</b>	Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (ACDSEH090)	<b>Original</b>	
<b>Proposed</b>	development of the society in relation to other nations in the world by 1914, including the effects of ideas and movements of people (AC9HH9K20)	<b>Proposed</b>	the continuity and change in the continuing efforts to secure civil rights and freedoms in Australia, especially for First Nations Australians and First nations peoples of the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (AC9HH10K18)
<b>Original</b>	key people, events and ideas in the development of Australian self-government and democracy, including, the role of founders, key features of constitutional development, the importance of British and Western influences in the formation of Australia's system of government and women's voting rights (ACDSEH091)	<b>Original</b>	
<b>Proposed</b>	<i>See elaborations (AC9HH9K16_E4) (AC9HH9K16_E5) (AC9HH9K16_E6) (AC9HH9K16_E7) (AC9HH9K16_E8)</i>	<b>Proposed</b>	

<b>Original</b>	Laws made by federal Parliament between 1901-1914 including the Harvester Judgement, pensions, and the Immigration Restriction Act (ACDSEH092)	<b>Original</b>	
<b>Proposed</b>	See elaborations (AC9HH9K17_E4) (AC9HH9K20_E2)	<b>Proposed</b>	

<b>Sub-strand: World War I (1914–1918)</b>	<b>Year 9</b> <i>Students learn about:</i>	<b>Sub-strand: The globalising world (1945–the present)</b>	<b>Year 10</b> <i>Students learn about:</i>
<b>Original</b>	An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021)	<b>Original</b>	The nature of popular culture in Australia at the end of World War II, including music, film and sport (ACDSEH027)
<b>Proposed</b>	the causes of World War I and the reasons why men enlisted to fight in the war (AC9HH9K21)	<b>Proposed</b>	the effects of significant post-World War II world events, ideas and developments on one major global influence that influenced change in Australian society (AC9HH10K19)
<b>Original</b>	The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095)	<b>Original</b>	Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll (ACDSEH121)
<b>Proposed</b>	the places of significance where Australians fought, their perspectives and experiences, including the Gallipoli campaign (AC9HH9K22)	<b>Proposed</b>	causes and effects of the significant events and developments of the major global influences on Australia (AC9HH10K20)
<b>Original</b>	The impact of World War I, with a particular emphasis on Australia including the changing role of women (ACDSEH096)	<b>Original</b>	Changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) (ACDSEH122)

<b>Proposed</b>	significant events and turning points of the war and the nature of warfare, including the Western Front Battle of the Somme and the Armistice (AC9HH9K23)	<b>Proposed</b>	changing social, political, economic, cultural, environmental and technological conditions of a major global influence in Australia (AC9HH10K21)
<b>Original</b>	The commemoration of World War I, including debates about the nature and significance of the Anzac legend (ACDSEH097)	<b>Original</b>	Australia's contribution to international popular culture (music, film, television, sport) (ACDSEH123)
<b>Proposed</b>	the effects of World War I, with a particular emphasis on continuities and changes in Australia society including the role of women, political debates about conscription, relationships with the British Empire, the experiences of returned soldiers and the status of First Nations Australian veterans (AC9HH9K24)	<b>Proposed</b>	continuities and changes in perspectives, responses, beliefs and values that have influenced the Australian way of life (AC9HH10K22)
<b>Original</b>		<b>Original</b>	Continuity and change in beliefs and values that have influenced the Australian way of life (ACDSEH149)
<b>Proposed</b>	the commemoration of World War I, including different historical interpretations and contested debates about the nature and significance of the Anzac legend and the war (AC9HH9K25)	<b>Proposed</b>	the contribution of the global influence to Australia's changing identity as a nation and to its international relationships (AC9HH10K23)
<b>Original</b>		<b>Original</b>	The waves of post-World War II migration to Australia, including the influence of significant world events (ACDSEH144)
<b>Proposed</b>		<b>Proposed</b>	different historical interpretations and contested debates during the second half of the 20 <sup>th</sup> century (AC9HH10K24)
<b>Original</b>		<b>Original</b>	The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish' (ACDSEH145)
<b>Proposed</b>		<b>Proposed</b>	<i>See elaboration (AC9HH10K21_E4)</i>
<b>Original</b>		<b>Original</b>	The impact of at least ONE world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees (ACDSEH146)
<b>Proposed</b>		<b>Proposed</b>	<i>See elaboration (AC9HH10K20_E5)</i>

Original		Original	The contribution of migration to Australia's changing identity as a nation and to its international relationships (ACDSEH147)
Proposed		Proposed	See elaboration (AC9HH10K22_E7)
Original		Original	The background to environmental awareness, including the nineteenth century National Parks movement in America and Australia (ACDSEH028)
Proposed		Proposed	See elaboration (AC9HH10K20_E7)
Original		Original	The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade (ACDSEH125)
Proposed		Proposed	See elaboration (AC9HH10K20_E6)
Original		Original	The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment including the concept of 'sustainability' (ACDSEH126)
Proposed		Proposed	See elaboration (AC9HH10K05_E3)
Original		Original	Significant events and campaigns that contributed to popular awareness of environmental issues, such as the campaign to prevent the damming of Australia's Gordon River, the nuclear accident at Chernobyl and the Jabiluka mine controversy in 1998 (ACDSEH127)
Proposed		Proposed	See elaboration (AC9HH10K20_E7)
Original		Original	Responses of governments, including the Australian Government, and international organisations to environmental threats since the 1960s, including deforestation and climate change (ACDSEH128)
Proposed		Proposed	See elaborations (AC9HH10K23_E5) (AC9HH10K23_E6) (AC9HH10K23_E7) (AC9HH10K23_E8)

## Content descriptions Year 9 to Year 10

### Strand: Skills

<b>Sub-strand: Asking historical questions</b>	<b>Year 9 to Year 10</b> <i>Students learn to:</i>
<b>Original</b>	Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182)
<b>Proposed</b>	develop different kinds of questions about the past (AC9HH10S01)
<b>Original</b>	Use historical terms and concepts (ACHHS183)
<b>Proposed</b>	evaluate and refine these questions (AC9HH10S02)

<b>Sub-strand: Sequencing chronology</b>	<b>Year 9 to Year 10</b> <i>Students learn to:</i>
<b>Original</b>	Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184)
<b>Proposed</b>	sequence significant events in chronological order to inform analysis of cause and effect (AC9HH10S03)
<b>Original</b>	Evaluate and enhance these questions (ACHHS185)
<b>Proposed</b>	evaluate the broad patterns of continuity and change over the period to demonstrate the relationship between events, ideas, people, groups, movements and developments (AC9HH10S04)
<b>Original</b>	Identify and locate relevant sources, using ICT and other methods (ACHHS186)
<b>Proposed</b>	See (AC9HH10S05)

<b>Sub-strand: Using historical sources as evidence</b>	<b>Year 9 to Year 10</b> <i>Students learn to:</i>
<b>Original</b>	Identify the origin, purpose and context of primary and secondary sources (ACHHS187)
<b>Proposed</b>	locate and identify relevant primary and secondary sources of evidence such as archaeological, written and audio-visual sources (AC9HH10S05)
<b>Original</b>	Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188)
<b>Proposed</b>	describe the origin and content, and explain the purpose and context, of primary and secondary sources (AC9HH10S06)
<b>Original</b>	Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189)
<b>Proposed</b>	analyse and corroborate primary and secondary sources for use as evidence (AC9HH10S07)
<b>Original</b>	
<b>Proposed</b>	evaluate the usefulness and reliability of sources for use as evidence in a historical argument (AC9HH10S08)
<b>Original</b>	
<b>Proposed</b>	compare different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values (AC9HH10S09)
<b>Original</b>	
<b>Proposed</b>	evaluate different historical interpretations (including their own) and contested debates (AC9HH10S10)

<b>Sub-strand: Analysing causes and effects</b>	<b>Year 9 to Year 10</b> <i>Students learn to:</i>
<b>Original</b>	Identify and analyse the perspectives of people from the past (ACHHS190)
<b>Proposed</b>	analyse the short and long causes and the intended and unintended effects of significant events and development (AC9HH10S11)
<b>Original</b>	Identify and analyse different historical interpretations (including their own) (ACHHS191)
<b>Proposed</b>	See (AC9HH10S10)

<b>Sub-strand: Identifying continuity and change</b>	<b>Year 9 to Year 10</b> <i>Students learn to:</i>
<b>Original</b>	Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS192)
<b>Proposed</b>	identify and explain patterns of continuity and change in the development of the modern world and Australia (AC9HH10S12)
<b>Original</b>	Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)
<b>Proposed</b>	See (AC9HH10S15)

<b>Sub-strand: Evaluating historical significance</b>	<b>Year 9 to Year 10</b> <i>Students learn to:</i>
<b>Original</b>	
<b>Proposed</b>	develop, refine and use criteria to evaluate historical significance (AC9HH10S13)
<b>Original</b>	
<b>Proposed</b>	evaluate the historical significance of an event, idea, individual, group, movement or site (AC9HH10S14)

<b>Sub-strand: Communicating</b>	<b>Year 9 to Year 10</b> <i>Students learn to:</i>
<b>Original</b>	
<b>Proposed</b>	use a range of communication forms to develop a historical argument about the past using evidence from a range of primary and secondary sources (AC9HH10S15)
<b>Original</b>	
<b>Proposed</b>	

### Achievement standard Year 9 and Year 10

	<b>Year 9</b>	<b>Year 10</b>
<b>Original</b>	<p>By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgements about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.</p> <p>Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts,</p>	<p>By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.</p> <p>Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame a historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own</p>



	<p>particularly explanations and discussions, incorporating historical interpretations. In developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.</p>	<p>interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.</p>
<b>Proposed</b>	<p>By the end of Year 9, students evaluate the historical significance of the events, ideas, figures and groups in the making of the modern world. They sequence and explain the events, ideas, individuals and groups that contributed to making change in the modern world between 1759 and 1918. Students analyse the causes and effects of events and developments. They analyse patterns of continuity and change and evaluate the extent to which change occurred. Students develop criteria to evaluate historical significance.</p> <p>Students develop and refine different kinds of questions about the past. They describe the origin and content of sources and explain the purpose and context of sources. Students compare sources to determine their usefulness and reliability for use as evidence. Students compare and explain different perspectives of the past and determine how people's perspectives are influenced by their contexts and experiences. They analyse different historians' interpretations of the past and justify reasons for different opinions, points of view and/or contested debates. Students develop their own interpretations about the past. They construct and communicate a historical argument by using knowledge, relevant evidence and the application of historical thinking concepts.</p>	<p>By the end of Year 10, students evaluate the historical significance of events, ideas, figures and groups in the modern world and Australia in its global content. They sequence and analyse the events, ideas, historical figures, individuals and groups that contributed to causing change between 1918 and the present day. Students analyse significant causes and effects of events and developments. They evaluate patterns of continuity and change and the most significant changes brought to society. Students develop, refine and apply criteria to judge historical significance.</p> <p>Students develop, evaluate and refine different types of questions about the past. They analyse and compare sources and evaluate their usefulness and reliability as evidence to support their historical arguments. Students compare perspectives and evaluate how they are influenced by events, ideas, location, beliefs and values. They evaluate different historians' interpretations of the past, recognise the evidence used to support these interpretations and investigate at least one contested historical debate. Students develop and justify their own interpretations about the past. Students communicate a historical argument by using knowledge, evidence and the application of historical thinking concepts.</p>