The Australian
Curriculum

Subjects	Ancient History, Geography and Modern History
Units	Unit 1, Unit 2, Unit 3 and Unit 4
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Rationale and Aims

Rationale

The Ancient History curriculum enables students to study life in early civilisations based on the analysis and interpretation of physical and written remains. The ancient period, as defined in this curriculum, extends from the development of early human communities to the end of late antiquity AD 650, with a particular focus on the ancient societies of Europe, the Near East and Asia.

Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity and the value of the ancient past. It shows how the world and its people have changed, as well as the significant legacies that exist into the present. The study of ancient civilisations illustrates the development of some of the distinctive features of contemporary societies for example social organisation, systems of law, governance and religion. Ancient History is also concerned with the possible motivations, and actions of individuals and groups, and how they shaped the political, social and cultural landscapes of the ancient world.

The Ancient History curriculum begins with a study of the evidence for ancient sites, events, individuals and groups to develop skills in the analysis of different interpretations and representations. It includes a study of relevant issues related to the authentication, management and ethical treatment of sources of evidence for the ancient world. Students then investigate ancient societies with an in-depth study of specific features that further develops their historical skills. This is followed by a more integrated study of an ancient society focusing on continuity and change in power and authority and the role and impact of a significant individual on their time. The curriculum concludes with a detailed evaluation of the contribution of various sources to an understanding of a significant ancient historical period.

The Ancient History curriculum continues to develop the historical skills and understandings taught in the Foundation to Year 10 History curriculum. Students develop transferable skills associated with the process of historical inquiry. These include critical literacy skills for example interpreting, analysing and weighing evidence; the ability to synthesise evidence from a variety of sources; and developing reasoned and evidence-based arguments that challenge accepted theories. The Ancient History curriculum caters for the interests of students and teachers by providing choice as well as opportunity for breadth and depth of study across the four units.

Students are introduced to the complexities of reconstructing the past using often fragmentary evidence from a range of literary, documentary, architectural and archaeological sources, and the skills associated with the analysis and evaluation of historical sources. Students develop increasingly sophisticated historiographical skills and historical understanding, from their analysis of interpretations and representations of the ancient world to their close study of features and structures of ancient societies.

Aims

Ancient History aims to develop students':

- knowledge and understanding of the ancient past, including key individuals, institutions, structures and features of ancient societies
- capacity to undertake historical inquiry, including skills in inquiry and research, interpretation using sources, evidence-based arguments, and communication
- analytical and critical thinking using key historical concepts including, evidence, continuity and change, cause and effect, significance, empathy, perspectives, interpretations, representations and contestability
- appreciation of the origins, impact and legacy of ideas, beliefs and values of the ancient world.

Organisation

Overview of senior secondary Australian Curriculum

ACARA has developed draft senior secondary Australian Curriculum for English, Mathematics, Science and History according to a set of design specifications. The ACARA Board approved these specifications following consultation with state and territory curriculum, assessment and certification authorities.

The senior secondary Australian Curriculum specifies content and achievement standards for each senior secondary subject. Content refers to the knowledge, understanding and skills to be taught and learned within a given subject. Achievement standards refer to descriptions of the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for the subject.

The senior secondary Australian Curriculum for each subject has been organised into four units. The last two units are cognitively more challenging than the first two units. Each unit is designed to be taught in about half a 'school year' of senior secondary studies (approximately 50–60 hours duration including assessment and examinations). However, the senior secondary units have also been designed so that they may be studied singly, in pairs (that is, year-long), or as four units over two years.

State and territory curriculum, assessment and certification authorities are responsible for the structure and organisation of their senior secondary courses and will determine how they will integrate the Australian Curriculum content and achievement standards into their courses. They will continue to be responsible for implementation of the senior secondary curriculum, including assessment, certification and the attendant quality assurance mechanisms. Each of these authorities acts in accordance with its respective legislation and the policy framework of its state government and Board. They will determine the assessment and certification specifications for their local courses that integrate the Australian Curriculum content and achievement standards and any additional information, guidelines and rules to satisfy local requirements including advice on entry and exit points and credit for completed study.

The senior secondary Australian Curriculum for each subject should not, therefore, be read as a course of study. Rather, it is presented as content and achievement standards for integration into state and territory courses.

Senior Secondary History subjects

The senior secondary Australian Curriculum: History consists of two subjects – Ancient History and Modern History. Ancient History focuses on the nature of the evidence of the ancient world, and the key features and developments of ancient societies. Modern History focuses on key events, ideas, movements, developments and people that have shaped the modern world.

Structure of Ancient History

Units

In Ancient History, students study the key institutions, structures and features of ancient societies and develop a broader and deeper comprehension of the origins, impact and legacy of ideas, beliefs and values of the ancient world. The Ancient History curriculum consists of four units. For each unit there are seven to 16 topic electives that focus on a particular event, society, historical period, site, source or issue. Each unit includes a focus on key concepts that define the discipline of history, such as cause and effect, significance, and contestability.

The four units include:

Unit 1: Investigating the Ancient World

This unit provides an introduction to the nature of the remaining evidence of the ancient past and issues relevant to the investigation of the ancient world. The unit involves an investigation of the evidence for an ancient site, individual, group or event and how it has been interpreted and represented.

Unit 2: Ancient Societies

This unit examines how people lived in the ancient world through an investigation of the remaining evidence. The unit focuses on the study of significant features of ancient societies, such as slavery, the family, and beliefs, rituals and funerary practices.

Unit 3: People, Power and Authority

This unit examines the nature and exercise of power and authority in ancient societies in key periods, with reference to the evidence of significant political, military, religious and economic features. The study of an individual as part of this unit enables study of the influence of the 'individual' on events and developments.

Unit 4: Reconstructing the Ancient World

This unit focuses on a significant historical period to develop an understanding of the relevant institutions, practises, key events and individuals of the period, in the context of a wide range of sources. This unit allows for greater study of the challenges associated with the interpretation and evaluation of evidence.

Ancient History: Concepts and topics across units (PDF)

Organisation of content

The Ancient History curriculum continues to develop student learning in history through the two strands of historical knowledge and understanding, and historical skills. This strand organisation provides an opportunity to integrate content in flexible and meaningful ways.

Historical knowledge and understanding

This strand focuses on knowledge and understanding of key institutions, structures and features of ancient societies through the study of significant periods, events, developments, and individuals. Historical understanding is developed through concepts that define history as a discipline, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability.

Historical skills

This strand presents skills that are used in historical inquiry. There are five key skill areas that build on those learned in the Foundation to Year 10 curriculum and which continue to be developed in the Ancient History curriculum. These include chronology, terms and concepts; historical questions and research; analysis and use of sources; perspectives and interpretations; and explanation and communication. There is an emphasis through this strand on the development of informed and defensible responses to inquiry questions through a critical use of sources.

Relationships between the strands

The two strands are interrelated and the content has been written to enable integration of the strands in the development of a teaching and learning program. The historical knowledge and understanding strand provides the contexts through which particular skills are to be developed. The same set of historical skills has been included in each of the four units to provide a common focus for the teaching and learning of content in the historical knowledge and understanding strand.

Organisation of achievement standards

The Ancient History achievement standards are organised as two dimensions: knowledge and understanding, and historical skills, and describe five levels of student achievement. These follow the organisation of the content to provide a clear alignment that may be helpful to teachers of Ancient History.

Senior secondary achievement standards have been written for each Australian Curriculum senior secondary subject. The achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following the completion of study of senior secondary Australian Curriculum content for a pair of units. They are broad statements of understanding and skills that are best read and understood in conjunction with the relevant unit content. They are structured to reflect key dimensions of the content of the relevant learning area. They will be eventually accompanied by illustrative and annotated samples of student work/ performance/ responses.

The achievement standards will be refined empirically through an analysis of samples of student work and responses to assessment tasks: they cannot be maintained *a priori* without reference to actual student performance. Inferences can be drawn about the quality of student learning on the basis of observable differences in the extent, complexity, sophistication and generality of the understanding and skills typically demonstrated by students in response to well-designed assessment activities and tasks.

In the short term, achievement standards will inform assessment processes used by curriculum, assessment and certifying authorities for course offerings based on senior secondary Australian Curriculum content.

ACARA has made reference to a common syntax (as a guide, not a rule) in constructing the achievement standards across the learning areas. The common syntax that has guided development is as follows:

- Given a specified context (as described in the curriculum content)
- With a defined level of consistency/accuracy (the assumption that each level describes what the student does well, competently, independently, consistently)
- Students perform a specified action (described through a verb)
- In relation to what is valued in the curriculum (specified as the object or subject)
- With a defined degree of sophistication, difficulty, complexity (described as an indication of quality)

Terms such as 'analyse' and 'describe' have been used to specify particular action but these can have everyday meanings that are quite general. ACARA has therefore associated these terms with specific meanings that are defined in the senior secondary achievement standards glossary and used precisely and consistently across subject areas

Links to Foundation to Year 10

The Ancient History curriculum continues to develop student learning in history through the same strands used in the Foundation to Year 10 history curriculum, although the historical knowledge and understanding strand includes a wider range of concepts and contexts for historical study.

The Ancient History curriculum continues to provide opportunities to study world history in the ancient period in more depth. This includes contexts related to Egypt, the Near East, Greece, Rome and Asia.

The Ancient History curriculum continues to develop the skills of historical inquiry, with a greater focus on skills associated with critical thinking, the analysis of sources, historical interpretation and contestability.

Representation of General capabilities

The seven general capabilities of *Literacy, Numeracy, Information and Communication technology (ICT) capability, Critical and creative thinking, Personal and social capability, Ethical understanding,* and *Intercultural understanding* are identified where they offer opportunities to add depth and richness to student learning. Teachers will find opportunities to incorporate explicit teaching of the capabilities depending on their choice of learning activities.

Literacy is of fundamental importance in the study of Ancient History. Students access historical content through a variety of print, oral, visual, spatial and electronic forms, including inscriptions, reliefs, accounts of the past by ancient writers, photographs, films, artifacts, sites and archived material. They learn to interpret and extrapolate meaning from a variety of sources to identify evidence. They analyse and evaluate texts for authority, reliability, relevance and accuracy. Students have opportunities to create a wide range of texts to communicate, explore, discuss, explain and argue a point of view, selecting and employing text structure and language knowledge to express their thoughts and ideas logically and fluently, supported by evidence. They learn to monitor their own language use for accuracy in the use of historical terms, clarity of ideas and explanations, conciseness of expression and use language effectively to to articulate a position.

Numeracy is useful in the historical inquiry process, which requires students to recognise patterns and relationships chronologically and spatially through the use of scaled timelines and maps. Students have opportunities to support their views with data, some of which is numerical in nature. They develop numeracy capability when they analyse, interpret and draw conclusions from statistical information, for example in relation to change over time.

Information and Communication Technology (ICT) capability is important in the inquiry process, particularly in relation to investigation, analysis and communication. Students use digital tools and strategies to locate, access, process and analyse information. They use ICT skills and understandings to investigate and identify the provenance and credibility of evidence and to communicate historical information. Students have opportunities to scrutinise websites and the interpretations and representations of the past they convey, including how and why such sites are constructed, the audiences they serve and their goals in, for example, preservation, education, scholarship. They develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the historical inquiry process.

Critical and creative thinking is integral to the historical inquiry process. There are opportunities for students to delve deeply and broadly into the implications of any missing or questionable information in their investigation of historical topics. The demands of historical inquiry include the ability to pose intelligent questions, interrogate, select and cross-reference sources, and develop interpretations based on an assessment of the evidence and reasoning. , Students identify possible weaknesses in their own positions, and analyse, evaluate and synthesise alternative interpretations and representations of the past.

Personal and social capability skills are developed and practiced in Ancient History by students enhancing their communication skills and participating in teamwork. Students have opportunities to work both collaboratively in teams and also independently as part of their learning and research in Ancient History. Students develop advanced research, and presentation skills to express and justify their views effectively to others.Through the study of individuals and groups in the past and their source work in particular, students develop their ability to appreciate the perspectives and experiences of others through the practise of empathy. Students develop increasing social awareness through the study of relationships between individuals and diverse social groups in the ancient past.

Ethical understanding provides opportunities for students to explore and understand the diverse perspectives and circumstances that shaped the actions and possible motivations of people in the past compared with those of today. Students have opportunities both independently and collaboratively to explore the values, beliefs and principles that were the basis for the judgments and actions of people in the past.

Intercultural understanding is a vital part of historical learning in Ancient History. Students acquire knowledge of culturally diverse perspectives and roles and learn how these can change over time Students develop an understanding of the diverse societies and cultures of the ancient world and that different ways of life provide a frame of reference for recognising and appreciating intercultural diversity in the contemporary world. They also explore different perspectives, the historical contexts for those perspectives and the legacies of ancient societies in relation to the contemporary world.

Representation of Cross-curriculum priorities

The *Aboriginal and Torres Strait Islander histories and cultures* is addressed in this subject through the investigation of sites of significance to Aboriginal and Torres Strait Islander people, and the preservation and conservation of those sites. Students develop skills to engage with relevant issues, and the subject includes the ethical concerns associated with the treatment and display of physical and human remains.

Asia and Australia's engagement with Asia includes study of India and China in the ancient period through the study of physical remains, the nature of those sources, and the beliefs and practices of Chinese society. The subject also includes the role of individuals in society, and key developments in particular historical periods to develop an understanding of India and China in ancient times.

Sustainability provides opportunities to study of the use of technology in ancient times to access resources and control the environment.

Unit 1: Investigating the Ancient World

Unit Description

This unit involves an investigation of how the ancient world has been represented. This involves an exploration of the remaining sources and how they have been interpreted. This unit focuses on issues relevant to the investigation of the ancient world and builds on the historical skills developed in the Foundation to Year 10 curriculum to develop an introduction to historiography. Students will study at least TWO issues related to evidence including the authentication, preservation, ownership and/or display of material from the ancient world. Students also study how evidence has been used in interpretations and representations of ONE ancient site, event or change, individual or group through to modern times.

This study provides an opportunity to explore key artifacts, events, legends, personalities and controversies of the ancient world, focusing on an analysis and evaluation of the differing ways in which they have been interpreted and represented from ancient to modern times. Students investigate the past through an examination of issues relevant to the nature of the evidence including the ethical practice, ownership and representation of the ancient world. The key conceptual understandings of this unit include: the reliability and usefulness of sources, custodianship of the past, interpretations and representations.

Learning Outcomes

By the end of this unit, students:

- understand the nature of evidence of the ancient past (of a site, event or change, individual or group) and issues relating to the reliability and usefulness of the evidence in interpreting, and constructing representations of that past

- understand issues related to the ownership, custodianship, preservation and display of material from the ancient past

- apply key concepts as part of a historical inquiry, including evidence, perspectives, interpretation, and representation

- use historical skills to investigate different representations of the ancient world, and use a range of evidence to support and communicate a historical explanation or argument.

Content Descriptions

Historical Skills

All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.

Chronology, terms and concepts

Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHAH001)

Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHAH002)

Historical questions and research

Formulate, test and modify propositions to investigate historical issues (ACHAH003)

Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHAH004)

Identify, locate and organise relevant information from a range of primary and secondary sources (ACHAH005)

Identify and practise ethical scholarship when conducting research (ACHAH006)

Analysis and use of sources

Identify the origin, purpose and context of historical sources (ACHAH007)

Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHAH008)

Evaluate the reliability, usefulness and contestability of sources to develop informed judgments that support a historical argument (ACHAH009)

Perspectives and interpretations

Analyse and account for the different perspectives of individuals and groups in the past (ACHAH010)

Evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHAH011)

Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (ACHAH012)

Explanation and communication

Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHAH013)

Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHAH014)

Apply appropriate referencing techniques accurately and consistently (ACHAH015)

Historical knowledge and understanding

Students investigate the significant issues related to at least TWO of the following topics:

- *Historical authentication and reliability*
- *Preservation, conservation, and/or reconstruction of ancient sites*
- *Cultural heritage, ownership and the role of museums*
- *Treatment and display of human remains*

AND

Students study how at least ONE ancient site, event or change, individual or group, chosen from the following topic electives, has been interpreted and represented:

Ancient site	Events and changes	Individual	Group
Ancient Thera (Santorini) Masada	The Battle of Kadesh The destruction of Troy The 'Fall' of the Roman Empire in the West The Roman Games	Alexander the Great Cleopatra Cao Cao	The Celts The Early Christians

There are opportunities to make connections between the significant issues and the ancient site, events and changes, individual or group studied, for example the historical authentication and reliability of Homer's Iliad as evidence for the destruction of Troy.

An alternative study of an ancient site, event, individual or group may be up to circa AD 650 from any part of the world, for example Lake Mungo; the Classical Maya; the Etruscans; Hannibal; Ashoka the Great; Boudicca, the assassination of Julius Caesar. Any topic other than the suggested topic electives should be chosen on the basis that the ancient site, events and changes, individual or group has been interpreted and represented in different ways, and has been the subject of some controversy.

Students study at least TWO of the following, which are to be taught with the requisite historical skills described at the start of this unit:

Historical authentication and reliability

How evidence from the ancient world has been lost, destroyed and re-discovered (ACHAH016)

Problems of authenticity, including the identification and origin of ancient artefacts, human remains and documents; and the

reliability of ancient writers who did not witness the events they describe (ACHAH017)

Methods of authentication, including scientific and comparative dating techniques for documents and objects and cross-referencing of ancient sources (ACHAH018)

Ancient sources that have been deemed to be fakes or forgeries over time and the difficulties of authentication associated with these sources (ACHAH019)

The motivations of the perpetrators of fakes and forgeries, and the significance of the evidence they were intended to provide about the ancient past (ACHAH020)

Preservation, conservation, and/or reconstruction of ancient sites

The nature of the site/s, and the condition and extent of the remains (ACHAH021)

Issues of conservation and preservation of the site/s, including factors which threaten the integrity or survival of the ancient site (for example environmental factors, war, terrorism, pillaging, poverty) (ACHAH022)

The effectiveness/appropriateness of methods used to preserve, conserve and/or reconstruct the site/s, including relevant national or international charters or conventions (for example, UNESCO) and international efforts to protect ancient sites of world heritage significance (ACHAH023)

The reconstructions of the ancient site/s, for example paintings, historical fiction, film, documentaries, museum displays, and virtual worlds; and use for propaganda. (ACHAH024)

Cultural heritage, ownership and the role of museums

The nature and significance of the cultural property for the society to which it belongs (ACHAH025)

The arguments for and against the return of the cultural property to its original home (ACHAH026)

The nature and impact of looting and the illegal trade of antiquities on cultural heritage (ACHAH027)

The role of museums in acquiring, collecting, and storing artefacts/cultural materials (ACHAH028)

The contributions of museums to our understanding of ancient ways of life and the question of whose past is represented in museum displays and exhibitions (ACHAH029)

Treatment and display of human remains

The condition of the human remains and how they were preserved, discovered and/or removed from where they were found (ACHAH030)

The methods and results of scientific analysis (forensic techniques) and modern preservation of the remains (ACHAH031)

The significance of the human remains for an understanding of the life and times in which they lived, including the social status of individuals, the beliefs and practices of the society, the health of ancient populations, and the nature of the environment (ACHAH032)

The ethical issues relevant to the treatment, display and ownership of the remains, for example the use of invasive methods of scientific analysis (ACHAH033)

Students study at least ONE ancient site, event, individual or group, from the following, which is to be taught with the requisite historical skills described at the start of this unit:

Ancient Thera (Santorini)

The geographic and historical context of Ancient Thera, including the location of Thera/Santorini in relation to mainland Greece and Crete, the Bronze-Age Aegean period, the origins of the Theran settlement, the rediscovery of Akrotiri and excavations at the site (ACHAH034)

The nature of the sources most relevant to these interpretations and representations, for example Plato's dialogues about Atlantis (Timaeus and Critias c.360 BC), the Akrotiri wall paintings (the Spring Fresco, the Naval Campaign Fresco, The Young Boxers and the Fisherman Fresco), pottery, sculpture and other artefacts, and the site layout and architecture for Thera and Akrotiri (ACHAH035)

The different interpretations and representations of Thera and the eruption (from the ancient past, to the more recent past, to today), including the portrayal of Ancient Thera as the legendary Atlantis, the significance of the site as a trading or religious settlement, the relationship of ancient Thera to the Minoan civilisation on Crete, and the extent of the impact of the Theran eruption on the Minoan civilisation on Crete and on the wider Mediterranean world (ACHAH036)

The historical context of the interpretations and representations of Ancient Thera and why these have changed over time, including the legends surrounding the Aegean volcanic island of Thera, the role of scientific research into the date and size of the Theran earthquakes and eruption, the evolving portrayal of Akrotiri's features and its significance as a result of archaeological excavation and analysis (ACHAH037)

The reliability and contestability of the interpretations and representations of ancient Thera, including the written and archaeological evidence for the Atlantis legend, the dating of the Theran eruption and the extent of its impact, the interpretation of the Akrotiri wall paintings, the commercial and religious significance of the Theran sites, and the significance of source selection, omission, emphasis and gaps in evidence (ACHAH038)

Masada

The geographic and historical context of Masada, including its location and physical features, an overview of the Roman control of Judaea and the organisation of the province, the problems between the Jews and the Romans leading to the outbreak of war, the course of the siege of Masada, the role of Jewish rebels, and the Roman occupation of Masada (ACHAH039)

The nature of the sources most relevant to these interpretations and representations, for example Josephus Flavius' The Jewish War, written and archaeological evidence for Roman military tactics and siege warfare, and the excavation work of Yigael Yadin (ACHAH040)

The different interpretations and representations of Masada (from the ancient past to the more recent past, to today) including the notion of the event as a Roman victory, and re-evaluations of Masada as a symbol of Jewish persecution (ACHAH041)

The historical context of the interpretations and representations of Masada and why these have changed over time (ACHAH042)

The reliability and contestability of the interpretations and representations of Masada, including the accuracy of Josephus Flavius' account in *The Jewish War*, debates about the meaning of the events at Masada in AD 73-74, the role of archaeology, and the significance of source selection, omission, emphasis and gaps in evidence (ACHAH043)

The Battle of Kadesh

The geographic and historical context of the Battle of Kadesh in the reign of Rameses II, including the nature of the Egyptian empire, Hittite expansion, the location of the battle on the Orontes river, and the causes and course of the battle (ACHAH044)

The nature of the sources most relevant to these interpretations and representations, for example the reliefs of the battle in the Abu Simbel temple, inscriptions including the 'Poem' and the 'Bulletin', the references to the battle in Hittite texts, the Egyptian–Hittite peace treaty inscription; and the significance of the sources in the reconstruction of the battle (ACHAH045)

The different interpretations and representations of the Battle of Kadesh (from the ancient past, to the more recent past, to today), including the portrayal of the battle by Rameses II as a decisive Egyptian victory, and more recent portrayals of the battle as a stalemate (ACHAH046)

The historical context of the interpretations and representations of the Battle of Kadesh and why these have changed, for example the importance of the warrior pharaoh ideal in Rameses II's depiction of events (ACHAH047)

The reliability and contestability of the interpretations and representations of the Battle of Kadesh, including the role of Rameses II in the battle; and the significance of source selection, omission, emphasis and gaps in evidence (ACHAH048)

The destruction of Troy

The geographic and historical context of the destruction of the Troy, evidence of different layers of Troy throughout the ancient past, including Anotalian (Troy I-V) Bronze Age (Troy VI and VII), and ancient civilisations linked to Troy: Bronze Age Greece, the Myceneans and Hittite Empire in 13th Century BC, King Hattusili and the Ahhiyawa Kingdom (ACHAH049)

The nature of the sources most relevant to the representations portrayed, for example the Homer's *Iliad*; archaeological evidence from Mycenae; Hissarlik/Troy and the foreign office records of the Hittites including the Manapu-Tarhunda letter and Tawagalawa Letter; the discoveries at Troy by Schliemann, Dörpfeld, Blegen; the significance of the sources in the reconstruction of the Trojan War; and the evidence that Wilusa is Troy (ACHAH050)

The differing representations and interpretations of the destruction of Troy (from the ancient past, to the more recent past, to today), including the tradition of the 'Trojan War'; the role of Paris and Helen in the Trojan War; and that Troy was destroyed by earthquake and fire (Dörpfeld's reinterpretation of Troy II and VI) (ACHAH051)

The historical context of the representations and interpretations of the destruction of Troy and why these have changed over time, for example maritime archaeology; the importance of the discovery of the Hittite foreign office records at Hattusa; excavations by Dörpfeld, Blegen and Korfmann (ACHAH052)

The reliability and contestable nature of the representations of the destruction of Troy and the historicity of the Trojan War, including the significance of gaps in evidence, source selection, omission and emphasis (ACHAH053)

The 'Fall' of the Roman Empire in the West

The geographic and historical context of the 'fall' of the Roman Empire in the West, including the Battle of Adrianople in AD

378, the Sack of Rome in AD 410 by Alaric and the Visogoths, and the abdication of Romulus Augustus as the last Roman Emperor in the West in AD 476 (ACHAH054)

The nature of the sources most relevant to these interpretations and representations, for example the writings of Julian, Ammianus Marcellinus, Orosius, Augustine City of God, and Zosimus (ACHAH055)

The different interpretations and representations of the 'fall' of the Roman Empire in the West (from the ancient past, to the more recent past, to today), including Gibbon's *Decline and Fall of the Roman Empire,* and his view that the Roman Empire fell as a result of barbarian invasions and the promotion of Christianity; and the modern understanding of the "fall" of the Roman Empire in the West as a period of transformation (ACHAH056)

The historical context of the interpretations and representations of the 'fall' of the Roman Empire and why these have changed over time, for example the importance of the Pagan versus Christian interpretations of events at the time and various modern reinterpretations (ACHAH057)

The reliability and contestability of the interpretations and representations of the 'fall' of the Roman Empire, including the significance of source selection, omission, emphasis and gaps in evidence, for example debates about what is meant by the 'decline and fall' of the Roman empire (ACHAH058)

The Roman Games

The geographic and historical context of the Roman games, including their origin as funerary commemorations, Etruscan influences, Caesar's games for Julia, the violent nature of Roman society, types of gladiators (male and female) and their training, the role of amphitheatres as foci within Roman towns, and the significance of the Colosseum and Circus Maximus as venues (ACHAH059)

The nature of the sources most relevant to the interpretations and representations of the games, for example the writings of Juvenal, Cicero and Tacitus; the graffiti from Pompeii; and statuettes and mosaics (ACHAH060)

The different interpretations and representations of the games (from the ancient past to the present), including the cruelty of the gladiatorial games (Seneca and Christians), the political nature of the games as 'bread and circuses', the role of blood sports in Roman society, and modern portrayals in novels and films (ACHAH061)

The historical context of the interpretations and representations and why these have changed, for example romantic representations, Christian interpretations, and modern versions of gladiatorial contests (ACHAH062)

The reliability and contestability of interpretations and representations of the games, including the origins of the games (foreign or roman); debates about the political significance of the games and the power and authority of the Emperor, the senatorial class, and the masses; and the significance of source selection, omission, emphasis and gaps in evidence (ACHAH063)

Alexander the Great

The background to Alexander, including the nature of Macedonian kingship and political institutions; the expansion of Macedon under Philip II and the emergence of Macedon as a Mediterranean power; and Alexander's education, early experiences and accession to the throne (ACHAH064)

The nature of the sources most relevant to the interpretations and representations of Alexander, for example: the writings of Plutarch, Arrian, and Curtius Rufus (including their own sources); Macedonian and Hellenistic representations (for example

coins and statues); and Roman (literary and portraiture), Medieval (including art) and modern representations (including film and the work of modern historians for example Robin Lane Fax and Brian Bosworth) (ACHAH065)

The different interpretations and representations of Alexander (from the ancient past to the present), including Alexander as 'the great general', the philhellene, the founder of cities; and representations of his character and personality (for example Alexander's official portraiture), Alexander as god (Siwah), his relationships with his generals and troops (the murder of Cleitos), and his relations with Persia (the burning of Persepolis and the marriages at Susa) (ACHAH066)

The historical context of the interpretations and representations and why these have changed over time, including romantic representations, the model of generalship, and changing ideas about violence and imperialism (ACHAH067)

The reliability and contestability of interpretations and representations of Alexander in ancient and modern written sources, images and film, including the significance of source selection, omission, emphasis and gaps in evidence (ACHAH068)

Cleopatra

The background to Cleopatra, including the kingdoms of the Hellenistic world, the Ptolemaic dynasty in Egypt and the role of Ptolemaic women, the significance of Egypt within the Mediterranean world at the time, Egypt's relationship with Rome, the significance of Egypt in Rome's civil wars, and how Cleopatra rose to power (ACHAH069)

The nature of the sources most relevant to these interpretations and representations, for example Plutarch, Horace, Shakespeare, Lucy Hughes-Hallett, portraiture from different periods, and representations in film (ACHAH070)

The different interpretations and representations of Cleopatra (from the ancient past to the present), including how Cleopatra represented herself in monuments and inscriptions; her portrayals as the enemy of Rome, a femme fatale, the saviour of Egypt, and a victim; and modern feminist representations (ACHAH071)

The historical context of the interpretations and representations of Cleopatra and why these have changed, for example her Macedonian ancestry and her depiction using traditional Egyptian artistic conventions (ACHAH072)

The reliability and contestability of interpretations and representations of Cleopatra, including the significance of source selection, omission, emphasis and gaps in evidence (ACHAH073)

Cao Cao

The background to Cao Cao, including an overview of Later Han dynasty society and the imperial bureaucracy, and the rise of Cao Cao (AD 155-220) as founder of the Wei kingdom (ACHAH074)

The nature of the sources most relevant to the interpretations and representations of Cao Cao, including his poems and autobiography (AD 211) (ACHAH075)

The different interpretations and representations of Cao Cao and how these have changed (from the ancient past, to the more recent past, to today), including his portrayals as a usurper, a brilliant but flawed tyrant, a military leader and hero, and as the 'man from the margins' (Rafe de Crespigny) (ACHAH076)

The historical context of the interpretations and representations of Cao Cao, including the interpretations of his rise to power at the imperial court, the Chinese tradition of the heroes of the Three Kingdoms, the Battle of Red Cliff (AD 208) and the Battle of Guandu (AD 200) (ACHAH077)

The reliability and contestability of the interpretations and representations of Cao Cao, including Cao Cao as a 'tyrant' versus a 'good administrator'; the accuracy of the portrayal of Cao Cao as a villain in the novel *Romance of the Three Kingdoms*; issues of political slander and propaganda, and the influence of contemporary circumstances on reassessments of Cao Cao; and the significance of source selection, omission, emphasis and gaps in evidence (ACHAH078)

The Celts

The geographical and historical context of the Celts, including main Celtic groups and cultures – Urnfield (1200-600BC), Hallstatt (700 – 500BC) and La Tène (500BC – AD100); social structure; cultural practices; Celtic art; technology; religious beliefs and Druidism; death and burial; interaction with other civilizations; conquest by the Romans; significant individuals for example Vercingetorix, Boudicca (ACHAH079)

The nature of the sources and sites, including Vix and Hochdorf Burial; relevant excepts from Caesar's *Gallic War* VII, Dio Cassius *Roman History* Books 40 &43 (Vercingetorix) and Book 62 (Boudicca), Tacitus *The Annals* Books 14 (Boudicca), Asterix series, statues and other artistic representations of Boudicca and Vercingetorix (ACHAH080)

The different interpretations and representations of the Celts (from the ancient past, to the most recent past, to today) including depiction as barbarians and/or rebels by Roman sources, freedom fighters in British and Gallic tradition, propaganda by Napoleon (ACHAH081)

The historical context of the interpretations and representations of the Celts and why these have changed over time, for example Ancient Roman interpretations, modern imperialist and nationalistic propaganda, Celtic cultural legacy (art, music, language and beliefs) (ACHAH082)

The reliability and contestability of the interpretations and representations of the Celts, including the significance of source selection, omission, bias and gaps in evidence (ACHAH083)

The Early Christians

The geographic and historical context of the Early Christians, including an overview of the life of Christ and the crucifixion; the Jewish and Hebrew tradition, key aspects of Graeco-Roman religion; the spread of Christianity throughout the Roman Empire; the Roman response including riots during Claudius' reign, Nero and the Great Fire, the persecution of Christians by Marcus Aurelius, Decius, Galerius, and Diocletian; and the Edict of Milan (ACHAH084)

The nature of the sources and sites most relevant to these interpretations and representations, for example relevant excerpts from the Gospels, St Paul's *Letters*, The Acts of the Apostles, Josephus, the Martyr Acts, the Catacombs, Eusebius, Antioch and Alexandria and the significance of the sources in the reconstruction of the lives of the Early Christians (ACHAH085)

The different interpretations and representations of the Early Christians (from the ancient past, to the more recent past, to today), as revealed in St Paul's Letters, anti-Christian graffiti, Suetonius' *Life of Claudius*, Tacitus, Pliny the Younger, Renaissance art, and films for example *Ben Hur* (ACHAH086)

The historical context of the interpretations and representations of the Early Christians and why these have changed over time, for example the importance of Constantine's 'adoption' and legalisation of Christianity (ACHAH087)

The reliability and contestability of the interpretations and representations of the Early Christians and their treatment in the Roman Empire to AD337, including the significance of source selection, omission, emphasis and gaps in evidence (ACHAH088)

Unit 2: Ancient Societies

Unit Description

This unit involves an investigation of how people lived in the ancient world through an examination of the evidence of the social, political and economic institutions and structures of TWO societies. Students will also study ONE significant feature of society and how it relates to the institutions and structures studied. The significant feature may be the same for the two societies and teachers may choose to conduct a comparative study of this significant feature across the two societies.

Students are required to make connections between the social, economic and political elements of the society and the specific feature they study. In this unit there is a focus on analytical skills, which require identification and evaluation of a variety of ancient and modern sources for the society. The key conceptual understandings of this unit include: reliability and usefulness of sources, significance, perspectives and interpretations.

Learning Outcomes

By the end of this unit, students

- understand the political, social, economic and other significant features of ancient societies and the relationship between them
- understand that interpretations of the past change over time and are dependent on the perspective and context of the source
- apply key concepts as part of a historical inquiry including evidence, reliability and usefulness of sources, significance, perspectives and interpretations
- use historical skills to investigate the key features of ancient societies; and use a range of evidence to support and communicate a historical explanation or argument.

Content Descriptions

Historical skills

All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.

Chronology, terms and concepts

Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHAH089)

Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHAH090)

Historical questions and research

Formulate, test and modify propositions to investigate historical issues (ACHAH091)

Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHAH092)

Identify, locate and organise relevant information from a range of primary and secondary sources (ACHAH093)

Identify and practise ethical scholarship when conducting research (ACHAH094)

Analysis and use of sources

Identify the origin, purpose and context of historical sources (ACHAH095)

Analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument (ACHAH096)

Evaluate the reliability, usefulness and contestability of sources to develop informed judgments that support a historical argument (ACHAH097)

Perspectives and interpretations

Analyse and account for the different perspectives of individuals and groups in the past (ACHAH098)

Evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHAH099)

Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (ACHAH100)

Explanation and communication

Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHAH101)

Communicate historical understanding by selecting and using text forms appropriate to purpose and audience (ACHAH102)

Apply appropriate referencing techniques accurately and consistently (ACHAH103)

Historical knowledge and understanding

Students study TWO of the following topic electives, which are to be taught with the requisite historical skills described at the end of this unit.

- *Old Kingdom Egypt, 3rd to 6th Dynasties*
- *Egypt in the Ramesside Period, 19th and 20th Dynasties*
- *Bronze Age Greece: Minoans or Mycenaeans, 2000 – 1100 BC*
- *Sparta, c. 700 – 371 BC*
- *Persia, 559 – 330 BC*
- *Rome, 753 – 264 BC*
- *Rome, 264 – 133 BC*
- *Ptolemaic Egypt, 331 BC – AD 31*
- *China in the Qin and Han Dynasties, 221 BC – AD 220*
- *Israel and Judah, 961 – 586 BC*
- *Assyria, 721 – 612 BC*
- *India in the Mauryan Dynasty, 321 – 185 BC*

For the chosen society, students investigate the chronological and geographical context, social structure, political institutions, economic activities; and ONE of the following features as appropriate for the society selected:

- *Slavery*
- *Art and architecture*
- *Weapons and warfare*
- *Technology and engineering*
- *The family*
- *Beliefs, rituals and funerary practices*

For each chosen society, students investigate the nature of the ancient society at the start of the period, including:

The chronological and geographical context

A broad chronological overview, from the origins of the society to the period that is the focus for investigation (ACHAH104)

The geographic location, including the nature of the environment and its influence on the society (ACHAH105)

Social structure

The main social hierarchies for example elites, workers, slaves, ethnic groups and foreigners (where applicable) (ACHAH106)

The role and status of, and attitudes towards, women (ACHAH107)

The role of, and attitude towards, children and education (ACHAH108)

Political institutions

The key features of political organisation for example monarchy, kingship, tyranny, republic, democracy (ACHAH109)

The role and function of key political institutions and political positions (ACHAH110)

The key legal structures (ACHAH111)

Economic activities

The nature and importance of economic activity for example agriculture, commerce, industry, trade and building programs (ACHAH112)

The organisation of free and indentured labour (ACHAH113)

Economic exchange for example tribute, taxation and coinage (ACHAH114)

In addition, for each chosen society, students study ONE of the following features as appropriate, which is to be taught with the requisite historical skills described at the start of this unit:

Slavery

The forms of slavery and its significance, including:

the nature of the sources for slavery and evidence for the origins of slavery (ACHAH115)

composition of slave groups, occupations (of men, women and children) and treatment (ACHAH116)

the economic importance of slavery (ACHAH117)

attitudes to slavery, the status of slaves and their relationship with masters (ACHAH118)

the extent of slavery and significant events in the history of slavery , for example revolts. (ACHAH119)

Art and architecture

The nature and significance of art and architecture, including:

the nature of the sources for art and architecture (ACHAH120)

themes and styles of art (ACHAH121)

the main features, materials, purpose and function of various forms of architecture (ACHAH122)

the role and significance of art and architecture, public and private (ACHAH123)

evidence for the spread of particular forms of art and architecture in the ancient world through trade, the movement of peoples, and conquest. (ACHAH124)

Weapons and warfare

The development of weaponry and methods of warfare, including:

the nature of the sources for weapons and warfare, and early evidence for military encounters in the ancient world (ACHAH125)

the composition and role of armies and navies and changes in forms of weapons and military tactics (ACHAH126)

the life of soldiers, their training and the conditions of service (ACHAH127)

the significance of the military (ACHAH128)

the political, economic and social impact of warfare and conquest. (ACHAH129)

Technology and engineering

The innovations in technology and engineering and their influence on daily life, including:

the nature of the sources for technology and engineering (ACHAH130)

technological feats in construction materials and methods related to buildings, structures and statues (ACHAH131)

forms of technology and their impact on the household and economic life (metallurgy, pottery, surgical tools, transport, water supply and sanitation) (ACHAH132)

the use of technology in ancient times to access resources and control the environment (ACHAH133)

the impact of technological innovations on social, economic and political development and their legacy. (ACHAH134)

The family

The role and characteristics of the family, including:

the nature of the sources for the family, and early depictions of the family (men, women and children) in the historical record (ACHAH135)

beliefs and practices that influenced family life, including: the purpose of marriage and/or betrothal, marriage rituals, divorce, concubines, infanticide, gender, leisure activities (ACHAH136)

different concepts of the family, family structures and family ties, and the roles and relationships within the family, including the role and status of women (ACHAH137)

concepts of childhood and childhood experiences, including: education, rites of passage, age of maturity (ACHAH138)

the significance of the family in social and political life. (ACHAH139)

Beliefs, rituals and funerary practices

The different beliefs, rituals and funerary practices, including:

the nature of the sources for beliefs, rituals and funerary practices (ACHAH140)

the dominant beliefs and rituals (ACHAH141)

the influence and significance of beliefs and rituals (ACHAH142)

attitudes to and beliefs about death, and the concept of an afterlife (ACHAH143)

funerary practices (burial sites, forms of burial, ceremonies) and their relationship to religious beliefs and social status. (ACHAH144)

Units 1 and 2 Achievement Standards

Knowledge and understanding

A	B	C	D	E
• evaluates the significance of issues associated with the use of sources and evidence for the ancient world • evaluates key features and structures of ancient societies and how they shaped people's lives and actions in the past • assesses the significance of individuals, events, features and developments of the ancient world • analyses the contestable nature of different interpretations and representations related to a site, event or change, individual or group, and evaluates their usefulness in explaining the past	• assesses the significance of issues associated with the use of sources and evidence for the ancient world • explains key features and structures of ancient societies and how they shaped people's lives and actions in the past • explains the significance of individuals, events and developments of the ancient world • explains the contestable nature of different interpretations and representations related to a site, event or change, individual or group, and analyses their usefulness in explaining the past	• explains the issues associated with the use of sources and evidence for the ancient world • describes key features and structures of ancient societies and how they shaped people's lives • describes the significance of individuals, events and developments of the ancient world • describes contested views of a site, event or change, individual or group, and their usefulness in explaining the past	• identifies the issues associated with the use of sources for the ancient world • identifies key features of ancient societies • identifies individuals and events of the ancient world • describes different interpretations and representations of the past	• identifies sources for the ancient world • identifies ancient societies • identifies some individuals and events of the ancient world • identifies interpretations and representations of the past

Skills

A	B	C	D	E
• undertakes an historical inquiry selecting and using relevant evidence based on a critical evaluation of reliable and useful sources • critically evaluates alternative historical interpretations and representations by selecting and using relevant evidence from a range of sources • develops convincing historical arguments with valid and sustained reasoning by synthesising relevant evidence from different sources, and by acknowledging alternative interpretations • communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language and accurate referencing	• undertakes an historical inquiry selecting and using relevant evidence based on an assessment of reliable and useful sources • analyses different historical interpretations and representations selecting and using relevant evidence from a range of sources • develops convincing historical arguments with valid reasoning by synthesising relevant evidence from different sources, and by acknowledging different interpretations • communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing	• undertakes an historical inquiry selecting and using evidence from a range of appropriate sources • explains different historical interpretations and representations using available evidence • develops reasoned historical arguments using evidence from different sources, and with reference to some interpretations • communicates ideas and arguments using appropriate language and accurate referencing	• researches a historical inquiry and locates answers in sources • identifies historical interpretations and representations • develops historical accounts using evidence from a limited number of sources • communicates a limited argument with referencing	• researches a topic and locates answers • identifies different viewpoints about the past • recounts historical events • communicates information with minimal referencing

Unit 3: People, Power and Authority

Unit Description

This unit involves an investigation of ONE ancient society across a broad historical period, with a particular emphasis on the nature and exercise of power and authority in that society. Students also study ONE individual who had a significant impact on their times, either within the chosen society or another society. This unit requires a greater focus on a range of written source material and an evaluation of the significance of the selected individual.

Students examine the nature of power and authority in the society and the ways in which it was demonstrated through political, military, religious and economic features. This study requires a focus on the reasons for continuity and change. The detailed study of an individual who had a significant impact on their times develops students' understanding of the importance of human agency, as demonstrated by the possible motivations and actions of individuals. Students develop their skills of historical analysis with an emphasis on the identification and evaluation of different perspectives and interpretations of the past and on an understanding of the issue of contestability in history. The key conceptual understandings of this unit include: causation, change and continuity, perspectives, interpretations and contestability.

Learning Outcomes

By the end of this unit, students:

- understand the nature and extent of change and continuity within the historical period
- understand developments in power and authority over time and the role and impact of a significant individual on society
- apply key concepts as part of a historical inquiry, including evidence, cause and effect, change and continuity, perspectives, interpretations and contestability
- analyse and evaluate interpretations and communicate historical argument using a range of evidence.

Content Descriptions

Historical skills

All the following skills will be studied during this unit.

Chronology, terms and concepts

Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHAH145)

Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHAH146)

Historical questions and research

Formulate, test and modify propositions to investigate historical issues (ACHAH147)

Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHAH148)

Identify, locate and organise relevant information from a range of primary and secondary sources (ACHAH149)

Identify and practise ethical scholarship when conducting research (ACHAH150)

Analysis and use of sources

Identify the origin, purpose and context of historical sources (ACHAH151)

Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHAH152)

Evaluate the reliability, usefulness and contestability of sources to develop informed judgments that support a historical argument (ACHAH153)

Perspectives and interpretations

Analyse and account for the different perspectives of individuals and groups in the past (ACHAH154)

Evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHAH155)

Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (ACHAH156)

Explanation and communication

Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHAH157)

Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHAH158)

Apply appropriate referencing techniques accurately and consistently (ACHAH159)

Historical knowledge and understanding

Students will study ONE of the following societies:	AND	*Students study ONE of the following individuals:*
• *New Kingdom Egypt to the death of Horemheb*		• Akhenaten
• *Persia, 560 – 330 BC*		• Augustus
• *Archaic Greece, 900 – 600 BC*		• Caesar
• *Athens, 490 – 445 BC*		• Cicero
• *Rome, 133 – 63 BC*		• Cimon
• *Rome, 63 BC – AD 14*		• Darius I
• *Later Han and the Three Kingdoms, AD 180 – 280*		• Hatshepsut
		• Liu Bei
		• Livia
		• Pericles
		• Solon
		• Sulla
		• Themistocles
		• Thutmose III
		• Zhuge Liang
		• Xerxes

Students study ONE of the following societies which is to be taught with the requisite historical skills described at the start of this unit:

New Kingdom Egypt to the death of Horemheb

Background for the period (approximately 10 percent of the teaching time for this topic)

The historical and geographical context, including an overview of Old and Middle Kingdom developments, the significance of the Second Intermediate Period; Upper and Lower Egypt, the territorial boundaries of Egypt (ACHAH160)

The nature of power and authority at the beginning of the New Kingdom, including the social and political structure (role and status of pharaoh/royalty, nobility, scribes, artisans, agricultural workers; the nature and impact of Hyksos rule); religion (significance of the pharaoh as god-king, Son of Re, Lord of the Two Lands, Upholder of Maat, the role and importance of Amun); the economy and civil administration (importance of the Nile, agriculture and other natural resources; role and status of the vizier); and the bureaucracy (methods of taxation, commerce and trade) (ACHAH161)

Power and authority – change and development

The role of 17th dynasty rulers, including queens, in the expulsion of the Hyksos and the establishment of the 18th dynasty (ACHAH162)

The consolidation of the 18th dynasty in relation to the role and growing status of the Amun cult and Egyptian queens who took the title 'God's Wife of Amun' (ACHAH163)

The religious, political and economic importance of pharaonic building programs, including the cult temples of Luxor and Karnak; the royal mortuary temples (western Thebes); the tomb builders' village, Deir el Medina; the significance of Theban festivals (ACHAH164)

Conquest and expansion in Nubia and Syria-Palestine, the iconography of the 'warrior pharaoh', and the nature of Egyptian imperialism (ACHAH165)

The development and importance of the military in the expulsion of the Hyksos and in the expansion and maintenance of the Egyptian empire and the evidence provided by the military careers of at least TWO key individuals, for example Ahmose son of Ebana and Ahmose Pennekhbet (ACHAH166)

The nature of the empire and its impact on economic development, including the significance of booty, tribute and trade (ACHAH167)

The nature and impact of the Amarna revolution (ACHAH168)

The nature and significance of the Restoration of Amun and other gods under Tutankhamun and Horemheb (ACHAH169)

The changing nature of Egypt's relations (for example warfare and diplomacy) with other powers, in particular the Mitanni and Hittites (ACHAH170)

Persia 560 – 330 BC

Background for the period (approximately 10 percent of the teaching time for this topic)

The historical and geographical context, including Persian origins, neighbouring countries (ACHAH171)

The nature of power and authority at the beginning of the period, including the social and political structure of Persian society (the role of king and court, the 'bandaka', the role of the family, tribal, and clan systems, royal women, commoners, subject peoples); religion (worship of the god Ahuramazda, the relationship of the king to Ahuramazda); the role of the priesthood and the nature of ritual (the Magi, fire altars, royal funerary customs, the significance of Zoroaster as a prophet); the economy (the nature and importance of agriculture, tribute and trade, Corvée obligations); and the military (the role and composition of the Persian army, the leadership structure and the role of the royal family) (ACHAH172)

Power and authority – change and development

The reasons for the establishment of the Achaemenid dynasty under Cyrus II and its consolidation under Cambyses, Darius and Xerxes (ACHAH173)

Issues related to dynastic succession, the iconography of Achaemenid kingship, and the role and importance of the bureaucracy (arstibara, vacabara, hazarapatish) (ACHAH174)

The nature and importance of the imperial administration, including the role of the king, the military, the satrapy system, legal structures and laws; taxation; the development of coinage, weights and measures; the importance of communication and transport, for example the Royal Road; and the role of foreign workers, crafts and industry in Achaemenid building programs

(ACHAH175)

The nature and extent of imperial expansion, warfare, conquest and diplomacy, including the suppression of revolts for example in Babylon and Egypt, the invasions of Greece and the nature of Persian imperialism (ACHAH176)

The importance of building programs as expressions of power, and the achievements of the Achaemenid dynasty in art and architecture; the royal capitals at Pasargadae, Susa, and Persepolis (ACHAH177)

The impact of the religious policies of Persian kings within Persia and the empire, including Bel-Marduk, Hebrew beliefs and Egyptian gods (ACHAH178)

The status of conquered powers within the empire and treatment of subject peoples, including Babylonians, Egyptians and Jews (ACHAH179)

Reasons for the decline and collapse of the Persian Empire including Alexander the Great's invasion and the death of Darius III (ACHAH180)

Archaic Greece 900 – 600 BC

Background for the period (approximately 10 percent of the teaching time for this topic)

The historical and geographical context, including the emergence from the 'Dark Ages', the influence of geography on Greek political and economic development; the concept of 'polis' (origins of key city-states: Athens, Thebes, Megara, Corinth and Sparta); Sparta's Dorian origins (nature and influence of Homeric Bronze Age tradition on Sparta's early development), and Athens' Ionian origins; the 'displacement' of the Ionians and settlement of Ionia (ACHAH181)

The nature of power and authority at the beginning of the period, including the social structure (role and status of the family 'oikos', tribe, nobles, farmers, peasants, craftsmen); Greek religion (the nature of Hesiod's cosmogony; Olympian gods); the emergence of the Athenian polis (hereditary kingship, the role of clans and phratriae); the emergence of the Spartan polis and role of kings (ACHAH182)

Power and authority – change and development

The development of the Athenian polis, including the transition from monarchic to oligarchic rule; the role of polemarch, basileus, archons, thesmothetae, Areopagus, Ecclesia, and legal structures, for example Draco's codification of laws (ACHAH183)

The political, economic and cultural influence of Ionia on Athenian development (ACHAH184)

Spartan expansion into Laconia and the impact of the Messenian Wars and the Lycurgan reforms on the development of the Spartan polis, including the structure and function of the dual kingship, ephors, Gerousia and Assembly (ACHAH185)

Causes of colonisation, including the importance of agriculture and land ownership, the custom of primogeniture (ACHAH186)

The political, social and economic impact of colonisation and trade on Greek poleis, including the role of the trireme and the emergence of a merchant class (ACHAH187)

The impact of colonisation on relations with other powers, including trade and cultural contact with Near-Eastern neighbours; the importance of the Phoenician alphabet (ACHAH188)

The causes of tyranny, the nature and impact of tyrants, for example Pheidon (Argos), Cleisthenes (Sicyon), Cypselus and Periander (Corinth), as well as their success in maintaining power (ACHAH189)

The emergence of Pan-Hellenic sites for example Dodona and Delphi; the importance of omens and oracles for example Zeus and Apollo at Delphi; the religious and political significance of the Pan-Hellenic Games, including Olympic, Pythian, Isthmian, and Nemean Games (ACHAH190)

The nature and significance of technological innovation in pottery and monumental architecture (ACHAH191)

Athens 490 – 445 BC

Background for the period (approximately 10 percent of the teaching time for this topic)

The chronological and geographical context of Athens in 490 BC, including Cleisthene's democracy, the Spartan and Persian attempts to interfere in Athenian domestic affairs prior to 490BC, the Athenian response, and the Ionian Revolt (ACHAH192)

The nature of power and authority in Athens in 490 BC, including key political concepts (demos, polis, oligarchy, democracy, ostracism); key social groups (Solon's pentacosiomedimni, hippeis, zeugitae, thetes, slaves, metics and women); and Athenian government, including Cleisthene's reforms (ACHAH193)

Power and authority - change and development

The causes, course and consequences of conflict with Persia in 490 BC with particular reference to the Ionian Revolt, Marathon, role of Xanthippus and Miltiades (ACHAH194)

The development of Athens' domestic politics for example the use of ostracisms in the 480s, the ascendency of Themistocles, the construction of the fleet, and the enhancement of the position of strategoi (ACHAH195)

The Persian Wars 481-478 BC, including the Battle of Salamis, the formation of the Hellenic League, Spartan hegemony and the role of Leonidas, Themistocles, Pausanias, and the significance of the increased prestige of Athens (ACHAH196)

The reasons for the formation of the Delian League, including the aims, structure and naval superiority of Athens (ACHAH197)

Initial campaigns under Cimon to 461BC and their significance for Athenian power internally and externally, including Sparta's response to the growth of Athenian power (ACHAH198)

The rise in thetic power in Athens and the reasons for Ephialtes' reforms to the political institutions of the Areopagus, Boule, Ecclesia and Heliaea (ACHAH199)

Athens' changing foreign policy in 461BC, its alliances with Megara and Thessaly, the First Peloponnesian War, the Athenian Land Empire, and Cimon's possible recall (ACHAH200)

The significance of Athens' leadership of the Delian League, the transformation of the League to an empire, and the methods of control used by Athens to 445BC (ACHAH201)

The beginnings of Periclean Athens, including democratic reforms and the building program (ACHAH202)

Rome 133 – 63BC

Background for the period (approximately 10 percent of the teaching time for this topic)

The historical and geographical context, including the location of Rome and the geographical extent of Roman territory, and neighbouring kingdoms and societies (ACHAH203)

The nature of power and authority in Rome in 133 BC, including the social structures of Roman society (the nobility, equestrians, slaves, freedmen, socii, patron-client relations and family structures; the distinction between citizens and non-citizens; the political structures (consuls, senate, tribunate, assemblies and provincial administration); the economy, (agriculture, the land tenure system, trade, slavery, provinces and taxation); the military organisation; and religious practices (omens, oracles, religious festivals, triumphs and games) (ACHAH204)

Power and authority – change and development

Reasons for the reforms of Tiberius and Gaius Gracchus, the methods used by the Gracchi, and the political, economic and social impact of the reforms (ACHAH205)

The tribunate and growing tensions between the optimates and populares between 133-63BC (ACHAH206)

The reasons for Marius' first consulship, his command against Jurgurtha, the significance of his subsequent consulships and extraordinary commands against the Teutones and Cimbri (ACHAH207)

The military reforms of Marius, the growth of client armies and their impact on Roman politics and society to 63BC (ACHAH208)

The origins and key events of the Italian Wars and the subsequent changes to citizenship (ACHAH209)

The reasons for Sulla's March on Rome, the Civil War, Sulla's dictatorship and the effectiveness of the so-called 'Sullan Restoration' on the powers of the tribunate and Senate (ACHAH210)

The reasons for, and nature of, the extraordinary commands of Pompey up to 63BC and their impact on the Roman Republic, including the commands against Lepidus and Sertorius, the lex Gabinia and lex Manilia (ACHAH211)

The significance of Cicero's consulship, the Catiline Conspiracy and the Concordia Ordinum (ACHAH212)

The role and impact of violence in Roman politics, including the use of the Senatus Consultum Ultimum, and Civil War (ACHAH213)

Rome 63BC – 14AD

Background for the period (approximately 10 percent of the teaching time for this topic)

The historical and geographical context, including the location of Rome and the geographical extent of Roman territory, and neighbouring kingdoms and societies (ACHAH214)

The nature of power and authority in Rome in 63BC, including the social structure of Roman society (the nobility, equestrians, slaves, freedmen, patron-client relations, and family structures, including 'pater familias'); political structures (the senate, assemblies of the people, the magistrates of the people, the provincial administration, and the use of the Senatus Consultum Ultimum); the economy (agriculture, trade, slavery, provinces, taxation and Pompey's Eastern Settlement); military organisation (client armies); religious practices (omens, oracles, religious festivals, triumphs and games) (ACHAH215)

Power and authority – change and development

The reasons for the formation of the 'First Triumvirate' of Caesar, Crassus and Pompey, including tensions between the optimates and populares (ACHAH216)

Caesar's first consulship, his legislative program, and his acquisition of the Gallic Command (ACHAH217)

The reasons for the breakdown of the 'First Triumvirate' and the key events of the Civil War, including Caesar versus Pompey and the optimates; battles of Pharsalus, Thapsus and Munda (ACHAH218)

Caesar's dictatorship, including his constitutional position, reform program and the reasons for his assassination (ACHAH219)

The reasons for the formation of the 'Second Triumvirate' of Antony, Lepidus and Octavian (ACHAH220)

The nature of the tensions and rivalry between Octavian and Mark Anthony, the breakdown of the 'Second Triumvirate', Cleopatra and the significance of the Battle of Actium (ACHAH221)

The purpose and nature of the 1st and 2nd Settlements of Augustus, subsequent developments, and their impact in consolidating his authority (ACHAH222)

The reasons for the reforms of Augustus and their political, social, military, cultural and economic impact on the Roman Republic (ACHAH223)

The role and impact of violence in Roman politics, including the use of client armies and civil war (ACHAH224)

The nature and objectives of Augustus' foreign policy (ACHAH225)

Later Han and the Three Kingdom, AD 180 – 280

Background for the period (approximately 10 percent of the teaching time for this topic)

The historical and geographical context in AD 180, the geographical extent of the Chinese state, the location of the capital Luoyang, including the significance of the plagues (ACHAH226)

The nature of power and authority in China in AD 180, including the social structure of Late Han society (emperor, nobility, eunuchs, commoners, the significance of imperial marriage); political structures (emperor, ministers, the court, kings, provincial administration); the economy (agriculture, coinage, taxation of land, labour, property); popular religion (Daoism); the nature of military forces (limits of conscription standing armies, local levies, non-Chinese auxiliaries, private retainers,, development of warlord armies) (ACHAH227)

Power and authority – change and development

Zhang Jue and The Way of Great Peace campaign, the Yellow Turban Rebellion of AD 184 and its suppression; the north-western rebellion in the Liang province: the consequent social and economic disruption (ACHAH228)

The reasons for the power struggle between the palace eunuchs, Confucianists and imperial relatives by marriage; AD 189: the death of Emperor Ling; the assassination of He Jin; the massacre of the Eunuchs and the seizure of power of warlord Dong Zhou (ACHAH229)

The rise of military leaders and local warlords, the puppet reign of Emperor Xian, and the downfall of the Han dynasty (ACHAH230)

Cao Cao's military success at Guandu (AD 200) and his consolidation of power in northern China, the alliance of Sun Quan and Liu Bei, and the Battle of Red Cliffs (AD 208) (ACHAH231)

The abdication of Emperor Xian and the establishment of Cao Pi as Emperor of Wei in AD 220, Liu Bei as Emperor of Shu-Han and Sun Quan as Emperor of Wu (ACHAH232)

The rivalry between Wu and Shu, Liu Bei's victory at Ding Jun mountain and the capture of Hanzhong (AD 219), seizure of Jin province on the middle Yangtse by Wu (AD 219); Zhuge Liang's Southern Expedition and the re-establishment of an alliance between the Wu and Shu kingdoms (AD 223) (ACHAH233)

Stability and prosperity in the state of Wu under Sun Quan, including conquest and colonisation in south China, and economic development including trade with South-East Asia (ACHAH234)

The power of the Sima clan in Wei, the overthrow of Cao Shuang and the abdication of Cao Huan to Sima Yan in AD 264, the proclamation of the Jin Dynasty in northern China (ACHAH235)

The decline of Shu after the death of Zhuge Liang, culminating in the invasion by Wei and the surrender of Liu Shan in AD 263 (ACHAH236)

The succession problems of the state of Wu and the surrender of of Sun Hao to Jin in AD 280 (ACHAH237)

The extent of Chinese territorial expansion by AD 280, the external threats, the evidence for Roman-Chinese relations (ACHAH238)

Students will study ONE of the individuals (listed above) and will investigate, applying requisite historical skills, the following:

Their background and rise to prominence, including:

family background and status (ACHAH239)

key events in their rise to prominence (ACHAH240)

significant influences on early development (ACHAH241)

The career of the individual, including:

change of role, position, status over time (ACHAH242)

possible motivations for actions (ACHAH243)

methods used to achieve aims (ACHAH244)

relationships with groups and other individuals (ACHAH245)

significant events in the career of the individual (ACHAH246)

manner and impact of death (ACHAH247)

The impact and legacy of the individual, including:

assessment of their life and career (ACHAH248)

the influence of the individual on their time (ACHAH249)

their longer-term impact and legacy. (ACHAH250)

Changing perspectives and interpretations of the individual, including:

depictions of the individual during their lifetime (ACHAH251)

judgments of the individual by other individuals and groups during their lifetime (ACHAH252)

interpretations of the individual after their death (for example, in writings, images, films). (ACHAH253)

Unit 4: Reconstructing the Ancient World

Unit Description

This unit involves an investigation of a significant historical period through an analysis of relevant archaeological and written sources. Students will examine how these sources have been used to construct an understanding of the relevant social, political, religious and economic institutions and practices, and key events and individuals of the historical period.

This unit allows for greater study of historiography and the challenges associated with the interpretation and evaluation of the evidence. Students will analyse the reliability and usefulness of a wide range of sources and the contribution of new research and scholarship to the reconstruction of the historical period. The unit enables students to develop their understanding of changing interpretations over time and appreciate the contestable nature of history and the value of the ancient past.

The key conceptual understandings of this unit include: usefulness and reliability of sources, perspectives, interpretations, contestability, reconstruction and conservation.

Learning Outcomes

By the end of this unit, students:

- understand the nature, purpose and significance of the sources and the extent to which they contribute to an understanding of the key features and developments of the historical period
- understand issues relevant to the interpretation of sources and the reconstruction of the historical period, including the fragmentary nature of the evidence, reliability, excavation, and conservation
- apply key concepts as part of a historical inquiry, including evidence, significance, perspectives, interpretations and contestability
- use historical skills to investigate the historical period, and evaluate the usefulness and reliability of the sources, evaluate interpretations, and communicate historical arguments.

Content Descriptions

Historical skills

All the following skills will be studied during this unit.

Chronology, terms and concepts

Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHAH254)

Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHAH255)

Historical questions and research

Formulate, test and modify propositions to investigate historical issues (ACHAH256)

Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHAH257)

Identify, locate and organise relevant information from a range of primary and secondary sources (ACHAH258)

Identify and practise ethical scholarship when conducting research (ACHAH259)

Analysis and use of sources

Identify the origin, purpose and context of historical sources (ACHAH260)

Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHAH261)

Evaluate the reliability, usefulness and contestability of sources to develop informed judgments that support a historical argument (ACHAH262)

Perspectives and interpretations

Analyse and account for the different perspectives of individuals and groups in the past (ACHAH263)

Critically evaluate different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHAH264)

Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (ACHAH265)

Explanation and communication

Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHAH266)

Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHAH267)

Apply appropriate referencing techniques accurately and consistently (ACHAH268)

Historical knowledge and understanding

Students will study at least ONE of the following periods:

- *Thebes – East and West, 18th Dynasty Egypt*
- *New Kingdom imperialism, diplomacy and governance, 18 – 20th Dynasty Egypt*
- *The Athenian Agora and Acropolis, 514 – 399 BC*
- *Athens, Sparta and the Peloponnesian War, 435 – 404 BC*
- *The Julio-Claudians and 'Imperial' Rome, AD 14 – 68*
- *Pompeii and Herculaneum, 80 BC – AD 79*

Students study at least ONE of the following, which is to be taught with the requisite historical skills described at the start of this unit:

Thebes – East and West, 18th Dynasty Egypt

Students study Thebes – east and west in the period of the 18th dynasty, with particular reference to the remains at these sites, and other relevant sources.

The geographic and historical context

The location, main features and layout of Thebes, including its origins, the significance of the Nile, and the division between the East and West Bank (ACHAH269)

The nature and extent of the Egyptian 'empire' in Nubia and Syria-Palestine in the period (ACHAH270)

The nature and range of sources for the period and identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

The discoveries and influence of early adventurers and explorers, including Napoleon and his expedition, and Belzoni's removal of artefacts (ACHAH271)

The key archaeological and written sources for the period, for example temples, statues, tombs, reliefs, papyri, inscriptions and ostraka (ACHAH272)

The nature of the Theban excavations and the use of scientific methods, and the contributions of significant archaeologists and institutions, for example Flinders Petrie, the French-Egyptian Centre for the Study of the Temples of Karnak, the New York Metropolitan Museum of Art, the Polish Mission of Deir el-Bahri, and the German Archaeological Institute (ACHAH273)

The effectiveness of the protection and conservation of the Theban sites, for example the contribution of the Epigraphic Survey of the Oriental Institute of Chicago (East Bank), the Theban Mapping Project (West Bank), and the Macquarie Theban Tombs Project (ACHAH274)

The historical period

The development of the East Bank of Thebes, including the temples of Karnak and Luxor, shrines, statues, stelae, papyri, inscriptions, paintings and other artefacts (ACHAH275)

The political and religious significance and purpose of the temples and palaces, including the state cult of Amun and the ideology of kingship (ACHAH276)

The development of the West Bank: the Valleys of the Kings and Queens, tombs of the nobles, tomb paintings and reliefs, mortuary temples and the palace of Malkata (ACHAH277)

The nature and significance of afterlife beliefs and practices of royalty and non-royalty (ACHAH278)

The importance of the pharaonic building program at Thebes in the economic life of New Kingdom Egypt (ACHAH279)

The significance of the evidence at the Theban sites for Egyptian imperialism, including booty and tribute from military campaigns and the presence and role of foreigners within Egyptian society (ACHAH280)

The significant cultural beliefs and practices of Egyptian society as revealed through Theban sources (ACHAH281)

The evidence provided by human remains and other sources about royal lineage and the health of New Kingdom Egyptians in this period (ACHAH282)

The limitations, reliability and evaluation of the sources

The usefulness and reliability of the portrayal of the pharoah and royal family in reliefs and inscriptions (ACHAH283)

Difficulties of interpretation of evidence owing to additions and re-use by successive 18th dynasty pharaohs, including damage to or removal of reliefs and inscriptions caused by environmental factors or human agency (ACHAH284)

The significance of writing and literature as sources of evidence for the period (ACHAH285)

Changing interpretations of the sources over time to an understanding of the period, including new discoveries, research and technologies

Research and recording work, including the Epigraphic Survey of the Oriental Institute of Chicago, the Theban Mapping Project, the further excavations of KV5 (Kent Weeks), and the discovery of KV63 (Otto Schaden) (ACHAH286)

The contribution of Italian fresco conservateurs to the conservation and restoration of the Theban tomb paintings, for example those in the tomb of Queen Nefertari (ACHAH287)

The contribution of new scientific methodologies, including DNA analysis, radio-carbon dating, dendrochronology, thermoluminescence, proton magnetometer, and x-rays (ACHAH288)

The contribution of scholars and contemporary Egyptian and international historians, for example Champollion's decipherment of hieroglyphs, and the work of Lepsius, Thomas Young, Gardiner, Cerny and Wilkinson (ACHAH289)

New Kingdom imperialism, diplomacy and governance, 18 - 20th Dynasty Egypt

Students study Egyptian imperialism, diplomacy and governance in the 18th – 20th dynasty period, with particular reference to

diplomatic correspondence, legal documents and other relevant sources.

The geographic and historical context

The key features of civil administration and the nature of governance in New Kingdom Egypt (ACHAH290)

The nature and extent of the Egyptian 'empire' in Nubia and Syria-Palestine in the period, including Egyptian foreign policy at the start of the Amarna Period (warfare and diplomacy) (ACHAH291)

The nature and range of sources for the period and the identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

The key archaeological and written sources for the period, for example temples, statues, tombs, reliefs, official correspondence and inscriptions (ACHAH292)

The incomplete and fragmentary nature of the evidence for the period, including the Amarna Letters (ACHAH293)

The difficulties in the dating and interpretation of the Amarna letters, including the identity of the writers and their possible motivations, the identification of the cities that they ruled, and the location of cities which are unknown or disputed (ACHAH294)

The evidence for the obliteration of Akhenaten's reign from the historical records by later pharaohs (ACHAH295)

The historical period

The evidence provided by the Amarna Letters and other sources for Amenhotep III's foreign policy, including relations with vassals and other kingdoms; the role of diplomacy, including royal correspondence; and diplomatic marriage as an instrument of Egyptian foreign policy (ACHAH296)

The evidence for the relationship between Akhenaten and his vassals in Syria- Palestine, for example Ribadda (Byblos), Abdi-Asirta and Aziru (Amurru) as well as royal correspondence with the Mitannian and Hittite rulers (ACHAH297)

The nature of governance in post Amarna Egypt as indicated by Tutankhamun's Restoration Stele and the Decrees of Horemheb (ACHAH298)

The evidence for post Amarna foreign policy provided by Egyptian and other sources, including correspondence between Queen Ankhesenamun and the Hittite King, Suppiluliumas I, the Peace treaty between Hattusilis III and Ramesses II (Hittite and Egyptian versions) and correspondence between the Hittite and Egyptian queens (ACHAH299)

The warrior pharaoh image and foreign policies of Seti I and Ramesses II, and Merenptah and Ramesses III, including warfare and diplomacy (ACHAH300)

The nature of governance, dynastic change and economic decline in the later New Kingdom, including the workers strike at Deir el-Medina, the Harem Conspiracy (Ramesses III), tomb robberies and the *Report of Wenamun* (ACHAH301)

The limitations, reliability and evaluation of the sources

The usefulness and reliability of the Amarna Letters as evidence for the nature and extent of the Egyptian 'empire', and the foreign policies of Amenhotep III and Akhenaten; issues of context, perspective, purpose, gaps in the evidence (ACHAH302)

The fragmentary nature of the workers' documents found at the site of their village, Deir el-Medina (ACHAH303)

The usefulness of papyri and other Ramesside evidence for example ostraca and other evidence from Deir el-Medina (ACHAH304)

Changing interpretations of the sources over time to an understanding of the period, for example new discoveries, research and technologies

Changing interpretations of the diplomatic letters, legal and other documents and what they reveal about imperialism, diplomacy and governance in this period, for example the interpretations of historians (Gardiner, Aldred and Redford) (ACHAH305)

The evidence from the discovery of KV5 for the role of the royal family and governance in this period (ACHAH306)

Interpretations about the reasons for the decline of the New Kingdom, including corruption, dynastic problems and the invasion of the Sea Peoples (ACHAH307)

The Athenian Agora and Acropolis, 514 – 399 BC

Students study the Agora and the Acropolis in the period of the 514-399 BC, with particular reference to the remains at these sites, and other relevant sources

The geographic and historical context

The location, main features and layout of the city Athens, including the Agora, Acropolis and the topography of Attica (ACHAH308)

An overview of the history of the Agora (since the 6th century BC) and the Acropolis (since Neolithic times) (ACHAH309)

The nature and range of sources for the period and identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

The key excavations that have taken place at these sites, the changing methods used and the arguments for and against carrying out further excavation at these sites (ACHAH310)

The key archaeological and written sources for the period, for example temples, theatres, sculpture, reliefs, the *kleroterion*, inscriptions, and the writings of Herodotus, Euripides, Sophocles, Aristophanes, and Xenophon (ACHAH311)

The difficulties in conserving the Agora and Acropolis, including previous damage from conflicts, vegetation, tourism, acid rain, water damage and the economic cost of restoration, including Greek and international efforts (ACHAH312)

Ethical issues, including the Parthenon Sculptures controversy and the arguments for and against their return; debates about the extent of reconstruction, for example the work on the Stoa of Attalos, and the restoration work on the Acropolis; and access to antiquities (ACHAH313)

The historical period

An overview of significant events in the early history of Athens in this period, including the assassination of Hipparchus in the Agora in 514 BC and the Spartan siege of the Acropolis (508 – 507 BC) (ACHAH314)

The role of the Agora and the Acropolis in Athenian political life: the workings of Athenian democracy, including the rights and

obligations of Athenian citizens, what Athenians thought about their democracy, the citizen assembly, the jury system and law courts; Pericles' building program (ACHAH315)

The importance of the Agora in Athenian economic life (ACHAH316)

The Athenian class system, including relations between different groups in Athenian society (knights, women, slaves and relations between, men and women, young and old, wealthy and poor) (ACHAH317)

The development of religious and cultural life of Athens, for example the Parthenon and theatre of Dionysus (ACHAH318)

The significance of key events in the period, including the Persian sack of Athens (480 – 479 BC) and the plague at Athens during the Peloponnesian War (431 – 404 BC) (ACHAH319)

The aims and influence of Socrates, the trial and his death in 399 BC and what it reveals about the Athenian political scene at the time (ACHAH320)

The limitations, reliability and evaluation of the sources

The incomplete nature of the evidence, for example the practice of Athenian democracy (ACHAH321)

The contribution of sculpture, pottery, inscriptions and other literary sources to an understanding of life in Athens, for example Aristophanes' plays *The Wasps, The Frogs* and *The Acharnians* (ACHAH322)

Difficulties of interpretation of evidence as a result of damage to, or removal of, artefacts (ACHAH323)

Changing interpretations of the sources over time to an understanding of the period, for example new discoveries, research and technologies

The contribution of the American School in Athens to the study of the Agora and of the Greeks and international archaeologists to the excavation and study of the Acropolis (ACHAH324)

Interpretations of the identifications (for example of the Stoa Poikile in the Agora), uses and dating of buildings over time (ACHAH325)

The interpretations and meaning of sculpted friezes and scenes on black and red figured pottery (ACHAH326)

The interpretations of the trial and death of Socrates (ACHAH327)

Athens, Sparta and the Peloponnesian War 435 – 404 BC

Students study the Peloponnesian War in the period 435 – 404 BC, with particular reference to Thucydides' The Peloponnesian War, Books I-VII, and other relevant sources.

The geographic and historical context

The location and topography of Laconia (Sparta) and Attica (Athens) (ACHAH328)

An overview of the origins and characteristics of the city-states of Athens and Sparta and their alliances (ACHAH329)

The nature and range of sources for the period and identification of key issues related to the investigation of the

sources (for example authentication, excavation, reconstruction and/or conservation)

The key archaeological and written sources for the period, for example the writings of Thucydides, The Old Oligarch, Xenophon, Athenian tribute lists, inscriptions, Aristophanes' plays, Plutarch's *Lives*, the remains of fortifications and graves (ACHAH330)

The nature of Thucydides' text and techniques, including his research methods, his use of speeches, and the extent to which he can be regarded as a 'scientific historian' (ACHAH331)

Issues arising from Thucydides' editing and possible revisions of Book II and V, and the incomplete nature of the work (ACHAH332)

The historical period

The causes of the Peloponnesian War, including the Megarian decree, the Potidean revolt and Thucydides' theory of aitiai and prophasis (ACHAH333)

The significance of the Archidamian War, including key events for example the Plague, the Mytilenean revolt, Pylos and Sphacteria, Amphipolis; and key individuals for example Pericles, Cleon and Nicias (ACHAH334)

The effectiveness of the Peace of Nicias, including the terms, shifting alliances and key individuals for example Nicias, Alcibiades and Hyberbolus (ACHAH335)

The significance of the Sicilian Expedition as a turning point in the war, including key events for example the Mutilation of the Hermae, battles between the Athenians and the Syracusans; and key individuals for example Nicias, Alcibiades and Gylippus (ACHAH336)

The failure of the Oligarchic Coup, including the role of the Samian fleet and of individuals for example Alcibiades, Pisander, Thrasybulus, Theramenes and Tissaphernes (ACHAH337)

The difficulties of the Decelean/Ionian War for Athens, including the occupation of Decelea, the revolt of Ionian allies, alliances between Sparta and Persia, and key individuals for example Alcibiades, Tissaphernes and Pharnabazus (ACHAH338)

The contribution of the sources to an understanding of the motivation of key individuals for example Pericles, Cleon, Brasidas, Nicias and Alcibiades (ACHAH339)

The significance of the sources for understanding the nature of Athenian democracy and Athenian imperialism; the nature of Athens' relations with her allies, and attitudes towards the Athenian Empire (ACHAH340)

The limitations, reliability and evaluation of the sources

Thucydides' background/exile and how it influenced his writing of *The Peloponnesian War*, and the influence of the tragic tradition on his writing (ACHAH341)

Thucydides' motivations for writing *The Peloponnesian War*, including his revision of the contemporary view that Pericles was responsible for the outbreak of the Peloponnesian War, as well as the reasons for Athens' failures (ACHAH342)

Thucydides' views about the Athenian Empire and radical democracy, including his views on demagogues and demos; the

evidence of his bias towards or against key individuals for example Pericles, Cleon, Nicias and Alcibiades (ACHAH343)

The nature and contribution of other sources, to an understanding of Thucydides' work and the Peloponnesian War (ACHAH344)

Changing interpretations of the sources over time to an understanding of the period, for example new discoveries, research and technologies

Changing interpretations over time of key events in *The Peloponnesian War*, for example Cornford's and de Ste. Croix's consideration of economic factors as a cause of the Peloponnesian War (ACHAH345)

Revised dating of decrees (for example Coinage and Thoudippus), and the implications for interpreting Thucydides' work (ACHAH346)

Different interpretations of the methods and motives of Thucydides, for example Kagan's interpretation of Thucydides' work as the first revisionist history (ACHAH347)

The Julio-Claudians and 'Imperial' Rome, AD 14 – 68

Students study Imperial Rome under the Julio-Claudians in the period AD 14 − 68, with particular reference to Tacitus' *The Annals, Books I-XVI,* and other relevant sources.

The geographic and historical context

The location of Rome and the main features and layout of the city in the Julio-Claudian period (ACHAH348)

An overview of the nature of Roman governance and imperial administration at the start of the period, including the Princeps, the Senate, the Assembly, the imperial family, the praetorian guard, and provincial governors (ACHAH349)

The nature and range of sources for the period and identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

The extent of archaeological excavation in Rome and the difficulties in uncovering new evidence (ACHAH350)

The key archaeological and written sources for the period, for example statues, coinage, buildings and the writings of Tacitus, Suetonius, Cassius Dio (ACHAH351)

The key ancient writers of the period and the difficulties posed by their perspective and selection of evidence (ACHAH352)

The historical period

The reign of Tiberius and the role of key events, including the mutiny of the legions in Germany, internal conspiracies, the issue of succession, and the role of key individuals, for example Tiberius, Germanicus, Sejanus and Agrippina the Elder (ACHAH353)

The significance of the reign of Caligula, including the circumstances of his accession, the nature of his reign, and his assassination (ACHAH354)

The reign of Claudius, including the role of the Praetorian Guard in his accession, the expansion of the Empire to Britain, his key reforms and the role of influential individuals, including Agrippina the Younger, Silanus and Messalina (ACHAH355)

The reign of Nero and the role of key events, including Rome's relationship with Parthia, the Great Fire, the Pisonian Conspiracy, the rebellion of Vindex and Galba, Nero's Golden House, and the role of influential individuals, for example Agrippina the Younger and Seneca (ACHAH356)

The significance of key events of the reign of Tiberius, including campaigns and the expansion of the Roman Empire (ACHAH357)

The role and motivations of key individuals in the period, for example Tiberius, Sejanius, Agrippina the Elder, Caligula, Claudius and Nero (ACHAH358)

The limitations, reliability and evaluation of the sources

The personal background and life of Tacitus, including the Roman Empire under the Flavian Dynasty (Domitian's 'reign of terror', the reign of Trajan, and the role of the Praetorian Guard); and its influence on his writing of *The Annals* (ACHAH359)

The nature and purpose of Tacitus' writing of *The Annals*, including his use of contemporary sources (the minutes of the Senate, decrees, speeches of Tiberius) and the limitations of Tacitus' work related to the missing and incomplete nature of Books V, XI and XVI (ACHAH360)

The reliability of Tacitus' *The Annals* and other sources for an understanding of the nature of Roman politics, the balance of power between Emperor and Senate, the motivations of individuals, and the importance of the military, and the corruption of governing classes (ACHAH361)

Changing interpretations of the sources over time to an understanding of the period, for example new discoveries, research and technologies

Historians' changing interpretations of *The Annals I-XVI* and key events from the reign of the Julio-Claudians, and the methods and motives of ancient writers of the period (ACHAH362)

Interpretations of the role and influence of women and imperial freedmen in the Julio-Claudian period (ACHAH363)

Historian's changing interpretations over time of Nero (ACHAH364)

Pompeii and Herculaneum, 80 BC – AD 79

Students study Pompeii and Herculaneum in the period, 80 BC – AD 79, with particular reference to the remains at these sites, and other relevant sources.

The geographic and historical context

The location of Pompeii and Herculaneum in Campania, the volcanic plateau, its strategic location between north and south, and its proximity to the sea (ACHAH365)

An overview of the history of Pompeii and Herculaneum since the 8th century BC up to the eruption of AD 79, including the establishment of Pompeii as a Roman colony in AD 80, earthquake activity, and the various stages of the eruption of Mt Vesuvius (ACHAH366)

The nature and range of sources and identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

The nature and effects of the volcanic activity and eruption of AD 79 on the evidence that has survived from Pompeii and Herculaneum (ACHAH367)

The key archaeological and written sources for the period, for example public and private buildings, mosaics, statues, villas, baths, shops, tombs, human and animal remains, official inscriptions and the writings of Pliny, Seneca and Martial (ACHAH368)

The major archaeological excavations that took place at each site during the 18th, 19th and 20th centuries, with a particular focus on the purposes of the archaeological excavations (for example treasure hunting and scientific investigation) and the methods of archaeologists (for example Weber, Fiorelli, Mau, Spinazzola, Maiuri and Guzzo) (ACHAH369)

The difficulties involved in the protection and management of Pompeii and Herculaneum, including exposure to the elements, impact of tourism, the arguments for and against carrying out further excavation at these sites, and the concern about the scientific study of human remains and display of body casts (ACHAH370)

The historical period

The plans, streets and roads of Pompeii and Herculaneum and what they reveal about town planning (ACHAH371)

The circumstances of the eruption of AD 79, including Pliny's account of the eruption of Mt Vesuvius (ACHAH372)

The nature and development of political life in Pompeii and Herculaneum, including the significance of fora, temples, basilicas, theatres and graffiti as sources of evidence (ACHAH373)

The important features of the economy, including commerce, industries and occupations (ACHAH374)

The position and role of different groups in society, including the position and role of men, women, freedmen and slaves (ACHAH375)

The evidence at Pompeii and Herculaneum for religious beliefs and practices, for example wall paintings, mosaics, statues and inscriptions (ACHAH376)

The key features of everyday life, for example leisure activities, food and dining, water supply, sanitation and health (ACHAH377)

The influence of Greek and Egyptian cultures on life in Pompeii and Herculaneum (ACHAH378)

How human and animal remains have contributed to a better understanding of the people who lived in these cities (ACHAH379)

The limitations, reliability and evaluation of the sources

The state of preservation of the papyrus scrolls from the Villa of the Papyri (ACHAH380)

Difficulties of interpretation of evidence as a result of damage to or removal of frescos and artefacts (ACHAH381)

How ancient writers and writing (for example Seneca, Strabo, Martial, and Pliny), inscriptions and graffiti contribute to our understanding of life in the cities of Pompeii and Herculaneum (ACHAH382)

Changing interpretations of the sources over time to an understanding of the period, for example new discoveries,

research and technologies

Changing interpretations of the uses of public and private spaces, and the meaning of frescoes (ACHAH383)

The importance of the work of Australians at the sites (for example Lazer, Mackenzie-Clark, Allison, Ellis, Jean-Paul Descoeudres and Frank Sear) in better understanding life in the cities of Pompeii and Herculaneum (ACHAH384)

The role of new technologies in the study of the sites, including computers, spectral and digital imaging, and laser scanning (ACHAH385)

The significance of ONE of the following: the Herculaneum Conservation Project, the Philodemus Project, the Anglo-American Project in Pompeii (Bradford University), in providing evidence about how people in Pompeii and Herculaneum lived (ACHAH386)

Units 3 and 4 Achievement Standards

Knowledge and understanding

A	B	C	D	E
• evaluates the extent of change and continuity related to the key institutions, structures and features of ancient societies and the significance of change for society • analyses causes contributing to change and continuity in particular contexts and assesses their relative importance • evaluates the possible motivations, and the responses of different people to events and developments, and how they were influenced by the historical context within which they lived • assesses the significance of issues associated with the evidence for historical periods • evaluates representations and interpretations to [explain](#) historical issues and to [evaluate](#) contestability, validity and usefulness	• explains the extent of change and continuity related to the key institutions, structures and features of ancient societies and analyses the significance of change for society • analyses causes contributing to change and continuity in particular contexts and their relative importance • explains and accounts for the possible motivations, and the responses of different people to events and developments • explains the significant issues associated with the evidence for an analysis for historical periods • analyses representations and interpretations to [explain](#) historical issues and to [identify](#) contestability, validity and usefulness	• explains the extent of change and continuity related to the key institutions, structures and features of ancient societies and the impact of change on society • describes causes contributing to change and continuity in particular contexts and their relative importance • explains and accounts for the possible motivations, and the responses of different people to events and developments • explains the significant issues associated with the evidence for an analysis of historical periods • describes representations and interpretations to [identify](#) contestability, validity and usefulness	• describes the key institutions, structures and features of ancient societies and how they changed over time • describes causes contributing to change and continuity in particular contexts • identifies the responses of people to events and developments • identifies some issues associated with the evidence for events and developments • describes interpretations and representations	• identifies features of ancient societies • identifies examples of change and continuity in particular contexts • identifies the individuals and groups involved in events and developments • identifies some sources for a historical period • identifies interpretations and representations

Skills

A	B	C	D	E
• develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods • selects and applies relevant evidence based on substantiated evaluation of the reliability and usefulness of sources • evaluates different historical interpretations and representations with analysis of the strength of the evidence • develops convincing historical arguments and synthesises evidence from different sources, to support particular claims with valid and sustained reasoning, and with an assessment of alternative interpretations • communicates complex ideas with coherent and sustained arguments with analysis of evidence, using appropriate language and accurate referencing	• develops focus questions to frame an inquiry and conducts research using a range of sources and methods • selects and applies relevant evidence based on evaluation of the reliability and usefulness of sources • evaluates different historical interpretations and representations by selecting and using relevant evidence from a range of sources • develops convincing historical arguments and synthesises evidence from different sources, with valid reasoning, and with an explanation of alternative interpretations • communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing	• develops focus questions for an inquiry and conducts research using sources and methods • selects and applies relevant evidence based on evaluation of sources • analyses different historical interpretations and representations by selecting and using relevant evidence • develops reasoned historical arguments using and synthesising evidence from different sources, and with reference to some interpretations • communicates ideas and arguments using appropriate evidence, language and accurate referencing	• uses inquiry questions to conduct research derived from sources • uses evidence derived from sources • describes historical interpretations and representations using evidence • develops historical accounts using evidence from a limited number of sources • communicates ideas and arguments with referencing	• uses inquiry questions to conduct research • uses sources to research • identifies viewpoints about the past • recounts historical events and identifies a limited number of sources • communicates ideas and information with minimal referencing

Ancient History Glossary

Ancient

As defined in the Australian Curriculum: Senior Secondary Ancient History, the Ancient period covers history from the development of early human communities to the end of late antiquity (around AD 650).

Cause and effect

Used by historians to identify chains of events and developments over time, short term and long term.

Concepts

A concept (in the study of history) refers to any general notion or idea that is used to develop an understanding of the past, such as concepts related to the process of historical inquiry (for example evidence, continuity and change, perspectives, significance).

Contestability

Occurs when particular interpretations about the past are open to debate, for example, as a result of a lack of evidence or different perspectives.

Continuity and change

Aspects of the past that remained the same over certain periods of time are referred to as continuities. Continuity and change are evident in any given period of time and concepts such as progress and decline may be used to evaluate continuity and change.

Empathy

Empathy is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.

Evidence

In History, evidence is the information obtained from sources that is useful for a particular inquiry (for example the relative size of historical figures in an ancient painting may provide clues for an inquiry into the social structure of the society). Evidence can be used to help construct a historical narrative, to support a hypothesis or to prove or disprove a conclusion.

Historical authentication

A process of verifying the origins of an artefact or object and establishing it as genuine.

Historical inquiry

Historical inquiry is the process of investigation undertaken in order to understand the past. Steps in the inquiry process include posing questions, locating and analysing sources and using evidence from sources to develop an informed explanation about the past.

Interpretation

An interpretation is an explanation of the past, for example about a specific person, event or development. There may be more than one interpretation of a particular aspect of the past because historians may have used different sources, asked different questions and held different points of view about the topic.

Perspective

A person's perspective is their point of view, the position from that they see and understand events going on around them. People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values. Historians also have perspectives and this can influence their interpretation of the past.

Primary and secondary sources

In History, primary sources are objects and documents created or written during the time being investigated, for example during an event or very soon after. Examples of primary sources include official documents, such as laws and treaties; personal documents, such as diaries and letters; photographs; film and documentaries. These original, firsthand accounts are analysed by the historian to answer questions about the past.

Secondary sources are accounts about the past that were created after the time being investigated and which often use or refer to primary sources and present a particular interpretation. Examples of secondary sources include writings of historians, encyclopaedia, documentaries, history textbooks, and websites.

Reconstruction

A process of piecing together evidence from sources to develop an understanding or explanation of the past.

Representation

A picture or image of the past that may be a popular portrayal within society (past or present) or that may be created by historians.

Significance

The importance that is assigned to particular aspects of the past, eg events, developments, and historical sites. Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of questions such as: How did people in the past view the significance of an event? How important were the consequences of an event? What was the duration of the event? How relevant is it to the contemporary world?

Source

Any written or non-written materials that can be used to investigate the past, for example coins, letters, tombs, buildings. A source becomes 'evidence' if it is of value to a particular inquiry.

Terms

A word or phrase used to describe abstract aspects or features of the past (for example imperialism, democracy, republic) and more specific features such as a pyramid, gladiator, and temple.

Rationale and Aims

Rationale

The study of Geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables students to appreciate the complexity of our world and the diversity of its environments, economies and cultures. Students can use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

In the senior secondary years, Geography provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

Geography as a discipline values imagination, creativity and speculation as modes of thought. It provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. These principal geographical concepts are applied and explored in depth through unit topics, to provide a deeper knowledge and understanding of the complex processes shaping our world. Taken together, the ability of students to apply conceptual knowledge in the context of an inquiry, and the application of skills, constitute 'thinking geographically' – a uniquely powerful way of viewing the world.

The subject builds students' knowledge and understanding of the uniqueness of places and an appreciation that place matters in explanations of economic, social and environmental phenomena and processes. It also develops students' knowledge about the interconnections between places. Nothing exists in isolation. Consequently, the subject considers the significance of location, distance and proximity.

Through the study of Geography students develop the ability to investigate the arrangement of biophysical and human phenomena across space in order to understand the interconnections between people, places and environments. As a subject of the Humanities and Social Sciences, Geography studies spatial aspects of human culture using inquiry methods that are analytical, critical and speculative. In doing so, it values imagination and creativity. As a Science, Geography develops an appreciation of the role of the biophysical environment in human life and an understanding of the effects of human activities on environments. As a result, it develops students' ability to identify, evaluate and justify appropriate and sustainable approaches to the future by thinking holistically and spatially when seeking answers to questions. Students are encouraged to investigate geographical issues and phenomena from a range of perspectives including those of Aboriginal and Torres Strait Islander Peoples.

In Geography, students investigate geographical issues and phenomena at a variety of scales and contexts. This may include: doing comparative studies at the same scale, studying the same issue or phenomenon at a range of scales, or seeking explanations at a different scale to the one being studied. The ability to perform multiscale and hierarchical analysis is developed in the senior years.

Students apply geographical inquiry through a more advanced study of geographical methods and skills in the senior years. They learn how to collect information from primary and secondary sources such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports. Fieldwork, in all its various forms, is central to such inquiries as it enables students to develop their understanding of the world through direct experience.

Geography promotes students' communication abilities by building their skills of spatial and visual representation, and interpretation, through the use of cartographic, diagrammatic, graphical, photographic and multimodal forms. In addition, students communicate their conclusions by traditional written and oral means.

Aims

The Senior Secondary Australian Curriculum: Geography aims to develop students':

- knowledge and understanding of the nature, causes and consequences of natural and ecological hazards; the challenges affecting the sustainability of places; land cover transformations; and international integration in a range of spatial contexts
- understanding and application of the concepts of place, space, environment, interconnection, sustainability, scale and change through inquiries into geographical phenomena and issues
- capacity to be accomplished, critical users of geographical inquiry and skills, and have the ability to think and communicate geographically
- ability to identify, evaluate and justify alternative responses to the geographical challenges facing humanity, and propose and justify actions taking into account environmental, social and economic factors.

Organisation

Overview of senior secondary Australian Curriculum

ACARA has developed senior secondary Australian Curriculum for English, Mathematics, Science, History and Geography according to a set of design specifications. The ACARA Board approved these specifications following consultation with state and territory curriculum, assessment and certification authorities.

The senior secondary Australian Curriculum specifies content and achievement standards for each senior secondary subject. Content refers to the knowledge, understanding and skills to be taught and learned within a given subject. Achievement standards refer to descriptions of the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for the subject.

The senior secondary Australian Curriculum for each subject has been organised into four units. The last two units are cognitively more challenging than the first two units. Each unit is designed to be taught in about half a 'school year' of senior secondary studies (approximately 50–60 hours duration including assessment and examinations). However, the senior secondary units have also been designed so that they may be studied singly, in pairs (that is, over one year), or as four units over two years.

State and territory curriculum, assessment and certification authorities are responsible for the structure and organisation of their senior secondary courses and will determine how they will integrate the Australian Curriculum content and achievement standards into their courses. They will continue to be responsible for implementation of the senior secondary curriculum, including assessment, certification and the attendant quality assurance mechanisms. Each of these authorities acts in accordance with its respective legislation and the policy framework of its state government and Board. They will determine the assessment and certification specifications for their local courses that integrate the Australian Curriculum content and achievement standards and any additional information, guidelines and rules to satisfy local requirements including advice on entry and exit points and credit for completed study.

The senior secondary Australian Curriculum for each subject should not, therefore, be read as a course of study. Rather, it is presented as a set of content and achievement standards for integration into state and territory courses.

Structure of Geography

Units

In Senior Secondary Geography, students develop their understanding about themes of immediate relevance to them and which have scope for application at a variety of scales, from the local to the global. There are four units:

Unit 1: Natural and ecological hazards

Unit 2: Sustainable places

Unit 3: Land cover transformations

Unit 4: Global transformations.

In Units 1 and 2 students are provided with a sound foundation for the study of the subject at the senior level. They are introduced to natural and ecological hazards, and challenges related to the liveability of places. In Unit 1, students examine the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention. In Unit 2, students investigate how the outcomes of processes, for example, population growth and decline, and economic restructuring, vary depending on local responses and adaptations. In this unit students also examine the causes and consequences of urbanisation with specific reference to the megacities of the developing world.

In Units 3 and 4 students apply the understandings and skills of Geography with greater rigour. They focus on human-initiated changes to biophysical cover of the earth's surface, leading to the creation of anthropogenic biomes, and the processes of international integration (globalisation). In Unit 3, students assess the impacts of land cover transformations with particular reference to climate change. In Unit 4, students evaluate the economic and cultural transformations taking place in the world, the spatial outcomes of these processes, and their social and geopolitical consequences. Through this study, students will be better able to understand the dynamic nature of the world in which they live.

Each unit comprises:

- a unit description – a short description of the purpose of and rationale
- learning outcomes – between five to seven statements describing the learning expected as a result of studying the unit
- content descriptions – descriptions of the essential content to be taught and learned, organised into two strands:
  - Geographical Knowledge and Understanding
  - Geographical Inquiry and Skills.

Organisation of content

The Australian Curriculum: Geography has two interrelated strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are used to organise the geography learning from Foundation to Year 12. In the senior secondary Australian Curriculum: Geography the two strands build on students' learning from the Foundation to Year 10 Australian Curriculum: Geography. This strand organisation provides an opportunity to integrate content in flexible and meaningful ways.

Geographical knowledge and understanding

Geographical knowledge refers to the facts, generalisations, principles, theories and models developed in Geography. This knowledge is dynamic and its interpretation can be contested. Opinions and conclusions must be supported by evidence and logical argument.

Geographical understanding is the ability to see the relationships between items of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems.

Geographical inquiry and skills

Geographical inquiry is a process by which students learn and deepen their understanding. It involves individual or group investigations that start with geographical questions and proceed through the collection, interpretation, analysis and evaluation of information to the development of conclusions and proposals for actions. Inquiries may vary in scale and geographic context.

Geographical skills are the techniques that geographers use in their investigations undertaken during fieldwork and in classrooms. Students learn to think critically about the methods used to get information and represent, analyse and interpret it and communicate findings. Key skills developed through the Australian Curriculum: Geography include formulating a question and research plan; and recording and representing data, using a variety of spatial technologies including, where appropriate, geographic information systems. Students also learn to communicate using geographical terminology.

Relationships between the strands

The two strands are interrelated and the content has been written in a way that enables integration of the strands in the development of a teaching and learning program. The Geographical Knowledge and Understanding strand provides the contexts through which particular inquiries and skills are to be developed. The same set of geographical skills has been included in each of the four units to provide a common focus for the teaching and learning of content in the Geographical Knowledge and Understanding strand.

Organisation of achievement standards

The achievement standards in Geography have been organised into two dimensions: 'Geographical Knowledge and Understanding' and 'Geographical Inquiry and Skills'. These two dimensions reflect students' understanding and skills in the study of Geography. Senior secondary achievement standards have been written for each Australian Curriculum senior secondary subject.

The achievement standards indicate typical performance at five different levels (corresponding to grades A to E) following the completion of study of senior secondary Australian Curriculum content for a pair of units. They are broad statements of understanding and skills that are best read and understood in conjunction with the relevant unit content. They are structured to reflect key dimensions of the content of the subjects in the relevant learning area. Eventually they will be accompanied by illustrative and annotated samples of student work/performance/responses. The achievement standards will be refined empirically through an analysis of samples of student work and responses to assessment tasks: they cannot be maintained a priori without reference to actual student performance. Inferences can be drawn about the quality of student learning on the basis of observable differences in the extent, complexity, sophistication and generality of the understanding and skills typically demonstrated by students in response to well-designed assessment activities and tasks.

In the short term, achievement standards will inform assessment processes used by curriculum, assessment and certifying authorities for course offerings based on senior secondary Australian Curriculum content.

ACARA has made reference to a common syntax (as a guide, not a rule) in constructing the achievement standards across the subjects within each learning area. The common syntax that has guided development is as follows:

- Given a specified context (as described in the curriculum content)
- With a defined level of consistency/accuracy (the assumption that each level describes what the student does well, competently, independently, consistently)
- Students perform a specified action (described through a verb)
- In relation to what is valued in the curriculum (specified as the object or subject)
- With a defined degree of sophistication, difficulty, complexity (described as an indication of quality).

Terms such as 'analyse' and 'describe' have been used to specify particular action but these can have everyday meanings that are quite general. ACARA has therefore associated these terms with specific meanings that are defined in the senior secondary achievement standards glossary and used precisely and consistently across the subjects within each learning area.

Links to Foundation to Year 10

The senior secondary Geography curriculum builds on the knowledge, conceptual understandings and inquiry skills developed in the Foundation to Year 10 Australian Curriculum: Geography.

Through a carefully selected series of units and their associated depth studies, the senior secondary Geography curriculum further develops students' ability to explore, analyse and apply the concepts of place, space, environment, interconnection, sustainability, scale and change using the same strands used in the Foundation to Year 10 curriculum. It does, however, feature a wider range of geographical contexts and introduces students to a more diverse, and increasingly sophisticated, range of geographical tools and skills.

Representation of General capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with the Geography curriculum content and the cross-curriculum priorities, will help students to live and work successfully in the twenty-first century.

The senior secondary Australian Curriculum: Geography includes all seven general capabilities:

- Literacy
- Numeracy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

Literacy

Literacy involves students using their literacy skills to explore, interpret and evaluate geographical phenomena and issues and communicate geographically. Students work with oral, print, visual and digital texts to gather, synthesise and analyse information from a range of sources, and present and justify ideas, conclusions and opinions within a broad range of geographical contexts. They understand how language is used and modified for specific purposes, and question attitudes and assumptions embedded in texts.

Geography students also develop visual literacy skills as they make meaning of information communicated through modes including maps, graphs, cartoons and other images.

Numeracy

Numeracy involves students using numeracy skills to identify and describe a wide range of patterns and relationships, including those that can be visually represented on a graph or map. Geography students also apply their numeracy skills to interpret and manipulate data. These skills help students to realise and describe change as it occurs over time. Students demonstrate numeracy capability by making connections between apparently diverse facts and suggesting solutions to problems in a range of circumstances, for example, the relationship between weather patterns and the likelihood of natural hazards such as drought or landslides.

Information and Communication Technology (ICT) capability

Information and Communication Technology (ICT) capability involves students using ICT to develop geographical understanding and support the application of geographical skills. Students use digital tools, including spatial technologies, to support their inquiries into geographical phenomena and issues. They also use these tools to collect and analyse data, represent it in a digital form, access and manipulate databases, and model conceptual constructs. In addition, students critically analyse the quality of digital information and sources of information. They also create multimodal and multifaceted reports and presentations to represent and communicate the results of geographical inquiry.

Students recognise the relative possibilities, limitations and consequences of using different forms of digital information and methods of distributing this information, and apply sophisticated understandings of social and ethical practices in the use of digital information and communications. In particular, they consider how geographical and demographic data may be used and the ethical considerations involved.

Critical and creative thinking

Critical and creative thinking processes and skills are used by students when examining diverse interactions between people, perspectives, interpretations, phenomena and environments. Through multifaceted problem posing and solving they explore the interconnections, uncertainty and consequences of these relationships.

Thinking laterally, visualising possibilities, testing options using criteria, and making judgments are essential skills for conducting geographical investigations connected with the environment, space, sustainability, scale and change. When seeking answers to questions students think holistically and spatially using skills such as analysis, interpretation, extrapolation from trends, synthesis of relationships and exploration of anomalies evident in patterns.

Through developing dispositions such as intellectual openness, curiosity and initiative they investigate biophysical and human phenomena. As independent and autonomous thinkers who seek explanations and value discovery, students turn creativity and innovation into action, apply new knowledge to identified gaps, and justify their action.

Personal and social capability

Personal and social capability involves students taking responsible personal, social and environmental action against, or in support of, decisions by organisations, governments or other bodies. Through the study of Geography, students are provided with learning opportunities to help them to develop, rehearse and refine their skills in listening to, respecting and acknowledging diverse perspectives and opinions. Students participate in collaborative investigative group-work to make ethical, rational social decisions and solve problems that relate to their social and environmental contexts. Developing these personal and social capabilities positions them positively to advocate for opportunities and methods for change in a democratic society.

Personal and social capability occurs when responsible social and environmental actions and participation are promoted and this should be a logical outcome of many geographical investigations.

Ethical understanding

Ethical understanding plays an important role in geographical inquiry. Students uncover and assess ethical considerations such as the links between human rights and responsibilities and the ways diverse perspectives, values and cultures impact on geographical issues. Through geographical inquiry students have opportunities to analyse, qualify and test their own attitudes, values and beliefs and explore how people's knowledge, attitudes and values affect judgments, decisions and actions as they apply to their interactions with environments. They become aware of the need for social responsibility when confronted with alternative opinions and when seeking to resolve problems. Students apply ethical standards to guide their use of digital representations of phenomena and statistics associated with biophysical and environmental factors and relationships.

Intercultural understanding

Students deepen their intercultural understanding as they examine geographical issues in a broad range of cultural contexts. This involves students in developing their understanding of the complexity and diversity of the world's cultures and evaluating alternative responses to the world's environments and challenges. It enables students to find interconnections and sustainable solutions in an internationally integrated world, and consider the implications of their responses from different cultural responses.

Representation of Cross-curriculum priorities

While the significance of the cross-curriculum priorities for Geography varies, there are opportunities for teachers to select contexts that incorporate the key concepts from each priority.

Aboriginal and Torres Strait Islander histories and cultures

Students are provided with a range of opportunities to learn about *Aboriginal and Torres Strait Islander histories and cultures* in Geography. They can, for example, investigate how Aboriginal and Torres Strait Islander People may be unequally affected by natural and ecological hazards, are represented in the challenges faced by places, have contributed to land cover change in Australia through their land management practices over time, and have been affected by land cover change and the process of international cultural integration. More broadly, students develop a range of capabilities that enable them to independently construct informed responses to the range of geographical issues involving Aboriginal and Torres Strait Islander Peoples.

Asia and Australia's engagement with Asia

Students could investigate a wide range of contexts that draw on *Asia and Australia's engagement with Asia* through Geography. This priority can be addressed through: the study of natural and ecological hazards and how the risks associated with such occurrences can be managed to eliminate or minimise harm to people and the environment; the challenges faced by megacities in developing countries, particularly those from the Asia region; human-related land cover transformations; and other transformations taking place as a result of economic and cultural integration.

Sustainability

Students can explicitly address *Sustainability* in Geography through an investigation of the approaches to sustainability and through an evaluation of alternative responses to geographical issues and phenomena. In doing so, they use economic, social and environmental criteria to frame investigative questions and to measure the capacity of something to be maintained indefinitely into the future.

Unit 1: Natural and ecological hazards

Unit Description

Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments.

This unit focuses on identifying risks and managing those risks to eliminate or minimise harm to people and the environment. *Risk management*, in this particular context, refers to prevention, mitigation and preparedness. *Prevention* is about things we can do to prevent a hazard from happening. *Mitigation* is about reducing or eliminating the impact if the hazard does happen. *Preparedness* refers to actions taken to create and maintain the capacity of communities to respond to, and recover from, natural disasters, through measures such as planning, community education, information management, communications and warning systems.

Building on their existing geographical knowledge and understandings, students examine natural hazards including atmospheric, hydrological and geomorphic hazards, for example, storms, cyclones, tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes and landslides. They also explore ecological hazards, for example, environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases) and plant and animal invasions.

This unit includes an overview of natural and ecological hazards and two depth studies: one focusing on a natural hazard and one focusing on an ecological hazard.

The scale of study for this unit, unless specified, can range from local to global, as appropriate. The potential for fieldwork will depend on the hazards selected.

In undertaking these depth studies, students develop an understanding about using and applying geographical inquiry, tools such as spatial technologies, and skills, to model, assess and forecast risk, and to investigate the risks associated with natural and ecological hazards.

Learning Outcomes

By the end of this unit, students will:

- understand that places and environments can be influenced by both natural and ecological hazards
- understand the complexity of human–environment interdependence in relation to natural and ecological hazards
- demonstrate knowledge of the concept of risk management
- understand and apply key geographical concepts – including place, space, environment, interconnection, sustainability, scale and change – as part of a geographical inquiry
- apply geographical inquiry and a range of skills, including spatial technologies and fieldwork, to investigate natural and ecological hazards
- compare Australian and international risk management policies, procedures and practices
- evaluate Australian and international risk management policies, procedures and practices.

Content Descriptions

Geographical Inquiry and Skills

Observing, questioning and planning

formulates geographical inquiry questions (ACHGE001)

plans a geographical inquiry with clearly defined aims and appropriate methodology (ACHGE002)

Collecting, recording, evaluating and representing

collects geographical information incorporating ethical protocols from a range of primary and secondary sources (ACHGE003)

records observations in a range of graphic representations using spatial technologies and information and communication technologies (ACHGE004)

evaluates the reliability, validity and usefulness of geographical sources and information (ACHGE005)

Interpreting, analysing and concluding

analyses geographical information and data from a range of primary and secondary sources and a variety of perspectives to draw reasoned conclusions and make generalisations (ACHGE006)

identifies and analyses trends and patterns, infers relationships, and makes predictions and inferences (ACHGE007)

Communicating

communicates geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic and graphic forms (ACHGE008)

uses geographical language in appropriate contexts to demonstrate geographical knowledge and understanding (ACHGE009)

Reflecting and responding

applies generalisations to evaluate alternative responses to geographical issues at a variety of scales (ACHGE010)

proposes individual and collective action, taking into account environmental, social and economic factors; and predicts the outcomes of the proposed action (ACHGE011)

Geographical Knowledge and Understanding

Overview of natural and ecological hazards

An overview of the nature of natural hazards (atmospheric, hydrological, and geomorphic) and ecological hazards (ACHGE012)

The concept of risk as applied to natural and ecological hazards. (ACHGE013)

The temporal and spatial distribution, randomness, magnitude, frequency and scale of spatial impact of natural and ecological hazards at a global scale (ACHGE014)

The role of spatial technologies in the study of natural and ecological hazards. (ACHGE015)

Students complete both depth studies which are to be taught with the requisite geographical inquiry and skills described as part of this unit:

Depth study of a natural hazard

A depth study, using fieldwork and/or secondary sources, to investigate one natural hazard, and how the risks associated with the hazard are being managed. The scale of study is determined by the nature of the natural hazard selected.

Students select ONE natural hazard to investigate:

the nature and causes of the selected hazard and explain how the activities of people can intensify its impacts (ACHGE016)

the magnitude, frequency, duration, temporal spacing and effects of the hazard (ACHGE017)

the spatial distribution of the hazard, and how an understanding of biophysical and human processes can be used to explain the patterns that are identified (ACHGE018)

the physical and human factors that explain why some places are more vulnerable than others (ACHGE019)

the environmental, economic and social impacts of the hazard in a developed country such as Australia compared with at least one developing country or region (ACHGE020)

the sustainable risk management policies, procedures and practices designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. (ACHGE021)

Depth study of an ecological hazard

A depth study, using fieldwork and/or secondary sources, to investigate one ecological hazard, and how the risks associated with the hazard are being managed. The scale of study is determined by the nature of the ecological hazard selected.

Students select ONE ecological hazard to investigate:

the nature and causes of the selected hazard and how the activities of people can intensify its impacts (ACHGE022)

the magnitude, frequency, duration, temporal spacing and effects of the hazard (ACHGE023)

the diffusion and resulting spatial distribution of the hazard, and how an understanding of biophysical and human processes can be used to explain its spread (ACHGE024)

the physical and human factors that explain why some places are more vulnerable than others (ACHGE025)

the environmental, economic and social impacts of the hazard in a developed country such as Australia compared with at least one developing country or region (ACHGE026)

the sustainable risk management policies, procedures and practices designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. (ACHGE027)

Unit 2: Sustainable places

Unit Description

This unit examines the economic, social and environmental sustainability of places. While all places are subject to changes produced by economic, demographic, social, political and environmental processes, the outcomes of these processes vary depending on local responses and adaptations.

At a global scale, the process of urbanisation is not only affecting the rate of world population growth and human wellbeing, it has created a range of challenges for both urban and rural places. How people respond to these challenges, individually and collectively, will determine the sustainability and liveability of places into the future.

The interconnected challenges faced in places, including population growth and decline, employment, economic restructuring, transport infrastructure needs, housing, demands for improved health and education services, and other matters related to liveability, are a particular focus of this unit.

In Australia's metropolitan and regional cities, the challenges may also include managing economic growth, urban sprawl, car dependency, environmental degradation, abandoned land, and deficiencies in urban planning, service provision and management. In rural and remote places the challenges may include lack of employment for young people, lack of educational services, poor transportation connections to major centres, closure of a major industry, lack of service provision, isolation and remoteness.

Students examine how governments, planners, communities, interest groups and individuals try to address these challenges to ensure that places are sustainable. They also investigate the ways that geographical knowledge and skills can be applied to identify and address these challenges.

This unit includes an overview of places and the challenges faced by cities in the developed and developing world. The unit also includes two depth studies: one focusing on challenges faced by a place in Australia, and one focusing on challenges faced by a megacity in a developing country. The scale of study for this unit, unless specified, can range from local to global, as appropriate.

The scale of study in this unit begins at the global, through an examination of the process of urbanisation and its consequences, before focusing on the challenges facing places in Australia, with the opportunity to undertake a local area study. The scale of study then shifts to national and regional to investigate megacities in developing countries. This approach enables students to develop an understanding of the challenges for places in both the developed and developing worlds. It also enables them to compare and contrast the way in which the challenges are addressed at a variety of scales and in different contexts.

In undertaking these depth studies, students develop an understanding about using and applying geographical inquiry, tools such as spatial technologies, and skills, to investigate the sustainability of places.

Learning Outcomes

By the end of this unit, students will:

- understand the processes resulting in change in places and how the places investigated can be made more sustainable

- understand the outcomes of the processes creating change in different communities

- understand and apply key geographical concepts – including place, space, environment, interconnection, sustainability, scale and change – as part of a geographical inquiry

- gather and analyse primary and secondary data to reveal trends in and relationships between the processes resulting in changes in places
- apply geographical inquiry and a range of skills, including spatial technologies and fieldwork, to investigate a challenge associated with the sustainability of places
- evaluate alternative strategies or proposals to manage the selected challenge.

Content Descriptions

Geographical Inquiry and Skills

Observing, questioning and planning

formulates geographical inquiry questions (ACHGE028)

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plans a geographical inquiry with clearly defined aims and appropriate methodology (ACHGE029)

Collecting, recording, evaluating and representing

collects geographical information incorporating ethical protocols from a range of primary and secondary sources (ACHGE030)

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records observations in a range of graphic representations using spatial technologies and information and communication technologies (ACHGE031)

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evaluates the reliability, validity and usefulness of geographical sources and information (ACHGE032)

Interpreting, analysing and concluding

analyses geographical information and data from a range of primary and secondary sources and a variety of perspectives to draw reasoned conclusions and make generalisations (ACHGE033)

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identifies and analyses relationships, spatial patterns and trends and makes predictions and inferences (ACHGE034)

Communicating

communicates geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic and graphic forms (ACHGE035)

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uses geographical language in appropriate contexts to demonstrate geographical knowledge and understanding (ACHGE036)

Reflecting and responding

applies generalisations to evaluate alternative responses to geographical issues at a variety of scales (ACHGE037)

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proposes individual and collective action, taking into account environmental, social and economic factors; and predicts the outcomes of the proposed action (ACHGE038)

Geographical Knowledge and Understanding

Overview of places and their challenges

Students complete both depth studies which are to be taught with the requisite geographical inquiry and skills described as part of this unit:

Depth study of challenges facing a place in Australia

A depth study, using fieldwork and/or secondary sources, to investigate significant related challenges faced in one Australian place and how these challenges are being addressed.

Students select significant related challenges in a metropolitan, regional, rural or remote place, to investigate:

the nature, scope and causes of the selected challenges being confronted and the implication for the place (ACHGE046)

the range of strategies used to address the selected challenges and how these compare with, and/or have been informed by, responses implemented in other places both within and outside of Australia (ACHGE047)

the extent to which the strategies adopted have been, or could be, informed by the concept of sustainability (ACHGE048)

the strategies adopted and an assessment of how these have enhanced the sustainability and liveability of the place. (ACHGE049)

Depth study of challenges facing a megacity in a developing country

A depth study investigating significant challenges faced by one megacity in a developing country.

Students select significant selected challenges in a megacity to investigate:

the nature, scope and causes of the selected challenges being addressed and the implications for the selected megacity (ACHGE050)

the range of strategies used to address the selected challenges and how these compare with, and/or have been informed by, responses implemented in other developing and developed world megacities (ACHGE051)

the extent to which the strategies adopted have been, or could be, informed by the concept of sustainability (ACHGE052)

the strategies adopted and an assessment of how these have enhanced the sustainability and liveability of the megacity. (ACHGE053)

Units 1 and 2 Achievement Standards

Geographical Knowledge and Understanding

A	B	C	D	E
The student:	The student:	The student:	The student:	The student:
• analyses how processes of change have spatial consequences in places and environments at a range of scales, and explains the role of context • analyses interconnections between people, places and environments, and their geographical significance and consequences • analyses spatial distributions, patterns and associations at a range of scales and in different contexts, and predicts plausible future changes • analyses alternative views on a geographical issue or challenge and explains how decision-making is informed by interacting environmental, economic and social factors	• explains how processes of change have consequences in places and environments at a range of scales and in different contexts • explains interconnections between people, places and environments, and their geographical significance and consequences • explains spatial distributions, patterns and associations at a range of scales and in different contexts • explains alternative views on a geographical issue or challenge and how decision-making is informed by environmental, economic and social factors	• explains how processes of change affect places and environments at different scales • describes interconnections between people, places and environments, and their geographical significance and consequences • describes spatial distributions, patterns and associations at a range of scales • describes alternative views on a geographical issue or challenge and how decision-making is informed by environmental, economic and social factors	• describes how change affects places and environments with limited reference to scale • identifies interconnections between people, places and environments and outlines their geographical significance and consequences • describes spatial distributions, patterns and associations • describes alternative views on a geographical issue or challenge	• identifies changes in places and environments • identifies some interconnections between people, places and environments • identifies spatial distributions and patterns • identifies alternative views on a geographical issue or challenge

Geographical Inquiry and Skills

A	B	C	D	E
The student:	The student:	The student:	The student:	The student:
• plans and undertakes independent geographical inquiries to collect and analyse relevant data and information based on a critical evaluation of reliable and useful sources • selects, constructs and uses appropriate representations to explain relationships, spatial patterns and trends • analyses information and multivariable data to draw evidence-based conclusions that identify limitations • communicates complex ideas and coherent and sustained explanations, selecting appropriate language and forms for audience and purpose • uses reasoned criteria to propose and justify action in response to a contemporary geographical issue or challenge and analyses possible outcomes of the action	• plans and undertakes independent geographical inquiries to collect and analyse relevant data and information based on an assessment of reliable and useful sources • selects, constructs and uses appropriate representations to describe relationships, spatial patterns and trends • interprets information and multivariable data to draw evidence-based conclusions • communicates ideas and coherent explanations, selecting appropriate language and forms for audience and purpose • uses appropriate criteria to propose and justify action in response to a contemporary geographical issue or challenge, and describes a range of possible outcomes of the action	• undertakes guided geographical inquiries to collect and analyse data and information based on a range of appropriate sources • selects, constructs and uses appropriate representations to describe relationships, simple spatial patterns and trends • interprets information and multivariable data to draw conclusions • communicates ideas and explanations in written, oral and graphic forms using appropriate language • uses appropriate criteria to propose action in response to a contemporary geographical issue or challenge, and predicts possible outcomes of the action	• undertakes guided geographical inquiries using limited sources • constructs and uses representations to describe relationships and identify simple spatial patterns and trends • interprets information and data to draw simple conclusions • communicates ideas and information in written, oral and graphic forms • proposes action in response to a contemporary issue, and identifies some of the possible outcomes	• undertakes simple research on a topic • constructs and uses simple representations to describe phenomena • describes information and data • communicates information in a range of forms • proposes action in response to a contemporary issue

Unit 3: Land cover transformations

Unit Description

This unit focuses on the changing biophysical cover of the earth's surface, its impact on global climate and biodiversity, and the creation of anthropogenic biomes. In doing so, it examines the processes causing change in the earth's land cover. These processes may include: deforestation, the expansion and intensification of agriculture, rangeland modification, land and soil degradation, irrigation, land drainage, land reclamation, urban expansion and mining.

These processes have altered local and regional climates and hydrology, damaged ecosystem services, contributed to the loss of biodiversity, and altered soils. The scale at which these processes now occur is so extensive that there no longer exist any truly 'natural' environments. All environments are, to a greater or lesser extent, modified by human activity. This focus on anthropogenic biomes differentiates Geography from Earth and Environmental Science. The processes of land cover transformation have also changed the global climate through their interaction with atmospheric processes, and climate change is, in turn, producing further transformations in land cover.

The unit integrates aspects of physical and environmental Geography to provide students with a comprehensive and integrated understanding of processes related to land cover change, and their local and global environmental consequences. It also examines and evaluates the ways people seek to reverse the negative effects of land cover change.

This unit includes an overview of land cover change and two depth studies: one focusing on the interrelationship between land cover and either global climate change *or* biodiversity loss, and one focusing on a program designed to address land cover change.

The scale of study for this unit, unless specified, can range from local to global, as appropriate. There is, for example, the requirement that students investigate the impacts of land cover change on local and regional environments; a local land cover change initiative designed to address the issue of climate change of biodiversity loss; and the evaluation of program to address land cover change. Each of these provides opportunities for fieldwork.

In undertaking these depth studies, students develop an understanding about using and applying geographical inquiry, tools such as spatial technologies, and skills to investigate human–environment systems

Learning Outcomes

By the end of this unit, students will:

- understand the nature, extent and causes of the changing land cover of the earth's surface, including the presence of anthropogenic biomes, and evaluate projections of future changes in global land cover

- understand the local and regional effects of land cover change on ecosystems, and the interrelationships between land cover change and global climate change or biodiversity loss

- understand and apply key geographical concepts – including place, space, environment, interconnection, sustainability, scale and change – as part of a geographical inquiry

- apply geographical inquiry and a range of skills, including spatial technologies and fieldwork, to investigate land cover change and its consequences

- evaluate the environmental, economic and social benefits and costs of a program aimed at responding to the negative impacts of land cover change.

Content Descriptions

Geographical Inquiry and Skills

formulates geographical inquiry questions (ACHGE054)

plans a geographical inquiry with clearly defined aims and appropriate methodology (ACHGE055)

Collecting, recording, evaluating and representing

collects geographical information incorporating ethical protocols from a range of primary and secondary sources (ACHGE056)

records observations in a range of graphic representations using spatial technologies and information and communication technologies (ACHGE057)

evaluates the reliability, validity and usefulness of geographical sources and information (ACHGE058)

Interpreting, analysing and concluding

analyses geographical information and data from a range of primary and secondary sources and a variety of perspectives to draw reasoned conclusions and make generalisations (ACHGE059)

identifies and analyses trends and patterns, infers relationships, and makes predictions and inferences (ACHGE060)

Communicating

communicates geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic and graphic forms (ACHGE061)

uses geographical language in appropriate contexts to demonstrate geographical knowledge and understanding (ACHGE062)

Reflecting and responding

applies generalisations to evaluate alternative responses to geographical issues at a variety of scales (ACHGE063)

proposes individual and collective action taking into account environmental, social and economic factors; and predicts the outcomes of the proposed action (ACHGE064)

Geographical Knowledge and Understanding

Overview: nature, extent, causes and consequences of land cover change

Students complete BOTH depth studies which are to be taught with the requisite geographical inquiry and skills described as part of this unit:

Depth study of the interrelationship between land cover change and changes in either global climate or biodiversity

A depth study to investigate the links between changes in land cover and changes in global climate or biodiversity:

Climate change

The causes, rate and projected impacts of global climate change. (ACHGE075)

The interrelationships between land cover change and climate change, for example, the impacts of land cover loss on surface reflectivity (albedo) and the process of natural carbon sequestration. (ACHGE076)

The effects of climate change on land cover, for example, vegetation, ice sheets, glaciers and coral reefs. (ACHGE077)

A local initiative designed to address the effects of global climate change on land cover. (ACHGE078)

Biodiversity

The causes, rate and projected impacts of declining biodiversity. (ACHGE079)

The interrelationships between land cover change and biodiversity loss, for example, the processes of evolutionary diversification and species extinction and their implications for land cover in the future. (ACHGE080)

The effects of biodiversity loss on ecosystem services and species, and ecosystem and genetic diversity. (ACHGE081)

A local initiative designed to address the effects of biodiversity loss or change. (ACHGE082)

Depth study of a program to address land cover change

A depth study, using fieldwork and/or secondary sources, to investigate how land cover change is being addressed and evaluated.

Students select ONE existing program that addresses land cover change in order to investigate:

approaches to land cover restoration and rehabilitation, and the mitigation of future land cover changes, for example, debt-for-nature swaps and preservation strategies (ACHGE083)

a program designed to address the issue of land cover change and its consequences at a local scale (for example, coast dune rehabilitation, urban zoning regulations) (ACHGE084)

the selected program's environmental, economic, and social benefits and costs (ACHGE085)

an assessment of the program's effectiveness (ACHGE086)

an evaluation of alternative approaches to the restoration and rehabilitation of the area being studied using the concept of sustainability to determine which approach has the potential to address the issue into the future. (ACHGE087)

Unit 4: Global transformations

Unit Description

This unit focuses on the process of international integration (globalisation) as a conceptual 'lens' through which to investigate issues in human geography. In doing so, it integrates the sub disciplines of economic and cultural geography, and political geography. Economic geography involves study of the changing location, distribution and spatial organisation of economic activities across the world, while cultural geography focuses on the patterns and interactions of human culture, both material and non-material. Both sub disciplines make an important contribution to our understanding of the human organisation of space. Political geography examines the spatial consequences of power at all scales from the personal to global.

The topic provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. It will better enable them to make sense of the dynamic world in which they will live and work. It will also allow them to be active participants in the public discourses and debate related to such matters.

The unit is based on the reality that we live in an increasingly interconnected world. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and cultures. Of particular interest is the ways in which people adapt and respond to these changes.

Students have the opportunity to explore the ideas developed in the unit through an investigation of the changes taking place in the spatial distribution of the production and consumption of a selected commodity, good or service or the study of an example of cultural diffusion, adoption and adaptation. They also investigate the ways people either embrace, adapt to, or resist the forces of international integration.

This unit includes an overview of international integration (globalisation) and a choice of depth studies: one focusing on economic integration, and one focusing on international cultural integration.

While the scale of study in this unit begins with the global, locally based examples can be used to enhance students' conceptual understanding. The scale of study for the selected depth study, unless specified, can range from local to global, as appropriate.

In undertaking these studies, students develop an understanding about using and applying geographical inquiry, tools such as spatial technologies, and skills to investigate the transformations taking place throughout the world.

Learning Outcomes

By the end of this unit, students will:

- understand the nature and causes of international integration and its spatial, economic, political and social consequences
- understand the ways people adapt to and resist the forces of international integration
- understand and apply key geographical concepts – including place, space, environment, interconnection, sustainability, scale and change – as part of a geographical inquiry
- think geographically, based on an understanding of the complexities of an increasingly interdependent world
- apply geographical inquiry and a range of skills, including spatial technologies and fieldwork, to investigate the complexity of the integrated world
- evaluate alternative futures drawing on an understanding of an integrated global society.

Content Descriptions

Geographical Inquiry and Skills

formulates geographical inquiry questions (ACHGE088)

plans a geographical inquiry with clearly defined aims and appropriate methodology (ACHGE089)

collects geographical information incorporating ethical protocols from a range of primary and secondary sources (ACHGE090)

records observations in a range of graphic representations using spatial technologies and information and communication technologies (ACHGE091)

evaluates the reliability, validity and usefulness of geographical sources and information (ACHGE092)

analyses geographical information and data from a range of primary and secondary sources and a variety of perspectives to draw reasoned conclusions and make generalisations (ACHGE093)

identifies and analyses trends and patterns, infers relationships, and makes predictions and inferences (ACHGE094)

communicates geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic and graphic forms (ACHGE095)

uses geographical language in appropriate contexts to demonstrate geographical knowledge and understanding (ACHGE096)

applies generalisations to evaluate alternative responses to geographical issues at a variety of scales (ACHGE097)

proposes individual and collective action, taking into account environmental, social and economic factors; and predicts the outcomes of the proposed action (ACHGE098)

Geographical Knowledge and Understanding

The process of international integration, especially as it relates to the transformations taking place in the spatial distribution of production and consumption of commodities and services, and the diffusion and adaptation of ideas, meanings and values that continuously transform and renew cultures. (ACHGE099)

Advances in transport and telecommunications technologies as a facilitator of international integration including their role in the expansion of world trade, the emergence of global financial markets and the dissemination of ideas and culture through corporate, retail outlets, and the hubs of international literature, music, film and media. (ACHGE100)

The economic and cultural importance of world cities in the integrated global economy and their emergence as centres of cultural innovation, transmission and integration of new ideas about the plurality of life throughout the world. (ACHGE101)

The re-emergence of China and India as global economic powers and the relative economic decline but sustained cultural influence of the United States of America and Europe. (ACHGE102)

Students complete ONE of the depth studies which is to be taught with the requisite geographical inquiry and skills described as part of this unit:

A. International economic integration

A depth study, using fieldwork and/or secondary sources, to investigate the changing spatial distribution of production and consumption (and, where appropriate, re-use) of a selected commodity, good or service.

Students should make reference to ONE of the following:

- a mineral ore or fossil-based energy resource
- a food or fibre-based commodity
- a complex manufactured commodity
- a commodity typical of the 'weightless' or service-based economy.

For the selected commodity, good or service, investigate:

the changes occurring in the spatial distribution of its production and consumption, and the geographical factors responsible for these changes (ACHGE103)

the role played by technological advances in transport and/or telecommunications in facilitating these changes (ACHGE104)

the role played by the reduction or elimination of the barriers to its movement between countries (ACHGE105)

the role played by enterprises in the internationalisation of its production and consumption (ACHGE106)

implications of these changes for people, places and the biophysical environment at a variety of scales including the local (ACHGE107)

likely future changes in the nature and spatial distribution of its production and consumption (ACHGE108)

the ways people and places embrace, adapt to, or resist the forces of international economic integration (ACHGE109)

the spatial, economic, social and geopolitical consequences of these responses. (ACHGE110)

B. International cultural integration

A depth study, using fieldwork and/or secondary sources, to investigate an example of cultural diffusion, adoption and adaptation, and its consequences for the cultural geography of places.

Reference should be made to ONE element of culture such as fashion, a sport or leisure activity, music, religion, language, architecture, or political ideas.

For the selected element of culture investigate the following as applicable:

the process of diffusion and its spatial outcomes (ACHGE111)

the role played by technological advances in transport and/or telecommunications in its diffusion (ACHGE112)

the role played by transnational institutions and/or corporations in its dispersion (ACHGE113)

the role played by media and emerging technologies in its generation and dispersion (ACHGE114)

implications of these changes for peoples and places at a range of scales including the local (ACHGE115)

likely future changes in its nature and spatial distribution (ACHGE116)

the ways people embrace, adapt to, or resist international cultural integration (ACHGE117)

the spatial, economic, social and geopolitical consequences of these responses. (ACHGE118)

Units 3 and 4 Achievement Standards

Geographical Knowledge and Understanding

A	B	C	D	E
The student:	The student:	The student:	The student:	The student:
• analyses how processes of change have spatial consequences in places and environments across a range of scales, and evaluates the role of context • analyses interconnections between people, places and environments, and evaluates their geographical significance and consequences • analyses spatial distributions, patterns and associations at a range of scales and in different contexts, and makes reasoned predictions about plausible future changes • evaluates alternative views on a geographical issue or challenge, and analyses how decision-making is informed by interacting environmental, economic and social factors at a range of scales	• explains how processes of change have spatial consequences in places and environments at a range of scales, and explains the role of context • explains interconnections between people, places and environments, and analyses their geographical significance and consequences • explains spatial distributions, patterns and associations at a range of scales and in different contexts, and predicts plausible future changes • analyses alternative views on a geographical issue or challenge and explains how decision-making is informed by interacting environmental, economic and social factors	• explains how processes of change have consequences in places and environments at a range of scales and in different contexts • describes interconnections between people, places and environments, and explains their geographical significance and consequences • describes spatial distributions, patterns and associations at a range of scales and in different contexts, and predicts future changes • explains alternative views on a geographical issue or challenge and describes how decision-making is informed by environmental, economic and social factors	• describes how processes of change affect places and environments at different scales • identifies interconnections between people, places and environments, and describes their geographical significance and consequences • describes spatial distributions, patterns and associations at a range of scales and in different contexts • describes alternative views on a geographical issue or challenge, and identifies the role of environmental, economic and social factors in making decisions	• describes changes in places and environments with limited reference to scale • identifies interconnections between people, places and environments, and outlines their consequences • describes spatial distributions, patterns and associations • describes alternative views on a geographical issue or challenge

Geographical Inquiry and Skills

A	B	C	D	E

Geographical Inquiry and Skills

Geographical Inquiry and Skills

• plans and	• plans and	• undertakes	• undertakes	• undertakes

Geographical Inquiry and Skills

undertakes	undertakes	independent	guided	guided

Geographical Inquiry and Skills

| comprehensive, | independent | geographical | geographical | inquiries using |

Geographical Inquiry and Skills

independent	geographical	inquiries,	inquiries using	limited sources

Geographical Inquiry and Skills

geographical inquiries to collect and analyse relevant data and information based on a critical evaluation of a range of reliable and useful sources using valid methods • selects, constructs and uses a range of appropriate representations to describe and analyse change in relationships and spatial patterns and trends over time and at a range of scales • evaluates information and multivariable data to draw evidence-based conclusions that identify limitations and explain anomalies • communicates complex ideas and coherent and sustained explanations effectively, selecting appropriate language and forms for specific audiences and purposes • uses a range of reasoned criteria to propose and justify action in response to a contemporary geographical issue or challenge, and analyses probable outcomes of the action over a range of spatial and temporal scales	inquiries selecting and using relevant methods and data and information based on a critical evaluation of a range of reliable and useful sources • selects, constructs and uses appropriate representations to describe relationships and explain change in spatial patterns and trends over time and at different scales • analyses information and multivariable data to draw evidence-based conclusions that identify limitations • communicates complex ideas and coherent explanations clearly, selecting appropriate language and forms for audience and purpose • uses a range of appropriate criteria to propose and justify action in response to a contemporary geographical issue or challenge and describes a range of probable outcomes of the action over time	selecting and using relevant methods and data and information from a range of appropriate sources • selects, constructs and uses appropriate representations to describe relationships and spatial patterns and trends over time • interprets information and multivariable data to draw evidence-based conclusions • communicates ideas and explanations clearly, using appropriate language and forms • uses appropriate criteria to propose plausible action in response to a contemporary geographical issue or challenge, and describes possible outcomes of the action over time	some appropriate sources • constructs and uses representations to describe relationships and spatial patterns and trends • interprets information and data to draw conclusions • communicates ideas and information using appropriate language • proposes action in response to a contemporary issue and describes some of the possible outcomes	• constructs and uses simple representations to describe relationships and identify simple patterns and trends • describes trends or patterns in data • communicates ideas and information in a range of forms • proposes action in response to a contemporary issue and identifies some of the possible outcome

Geography Glossary

Anthropocene

An informal term commonly used to define the most recent period of geologic time. It is used to highlight the extent to which human activities have impacted on the Earth's ecosystems. Evidence of human impact such as the proliferation and spread of managed and constructed elements of environments – together with climate change, habitat loss and species extinctions – are cited by scientists as evidence that human impact has significantly changed the nature of the earth's biodiversity. There is not, however, a consensus on when the anthropocene commenced. Some scientists identify the Industrial Revolution as the start date. Others trace its beginnings to the rise of agriculture and the Neolithic Revolution some 12,000 years ago.

Anthropogenic biomes

Biomes that are the result of sustained direct human interactions with ecosystems.

Biophysical processes

The atmospheric, biological, chemical and physical processes that take place in the lithosphere, hydrosphere, atmosphere and biosphere. They can be further broken down, for example, soil- forming processes, mass wasting, cloud-forming processes, fluvial processes, marine processes, glacial processes and biogeochemical cycling.

Change

The concept of change involves both time and space. Geographical phenomena are constantly changing, and can often be best understood by investigating how they have developed over time periods ranging from a few years to thousands of years. This is important in helping students to understand what is happening around them and to see their world as dynamic.

Cultural internationalisation

The increasing integration of the different cultures found throughout the world and the diffusion of a dominant 'global culture'. It can be argued that the hybridisation of cultures is an outcome of the process.

Ecological hazard

A biological or chemical hazard that has the potential to impact adversely on the wellbeing of people or the environment more generally. Ecological hazards include biological and chemical agents. Biological factors can lead to infectious diseases. While many of these diseases have proven difficult to eradicate, enough is known about them to use interventions that drastically reduce their incidence. Chemical hazards can cause immediate, dangerous health effects and can also contribute to chronic, or long-term, problems. In contrast to infectious diseases, our understanding of the consequences of chemical exposure for people's health, especially very low-level exposures typically found in the environment, remains incomplete.

Economic integration

An outcome of the reduction or elimination of the barriers to the flow of goods, services and factors of production between nations. The stated aims of economic integration are to reduce costs incurred by consumers and producers, and to increase trade between countries.

Economic restructuring

Significant and enduring changes to the nature and structure of an economy.

Enterprise

An enterprise is an activity that produces goods and/or services. Enterprises are run for the benefit of an individual or a group of individuals. They can range in scale from a transnational corporation to home-based economic activities.

Environment/environments

The term 'environment', where unqualified, means the living and non-living elements of the earth's surface and atmosphere. It includes human changes to the earth's surface, for example, croplands, planted forests, buildings and roads.

Fieldwork

Fieldwork is an integral part of geographical learning. It provides a planned opportunity for students to engage with the environment – to observe and investigate in the 'real world' the geographical phenomena, issues and processes studied in the classroom. It also enables students to explore different perspectives or points of view on important geographical issues. There are multiple approaches to fieldwork ranging from the observational to the fully participatory. Fieldwork can be undertaken in a range of settings including school grounds. It includes 'virtual fieldwork' – the use of the Internet to virtually visit a site and engage in a guided geographical inquiry. A virtual field trip gives students the opportunity to investigate geographical phenomena not normally accessible due to distance or cost.

Geographical inquiry methodologies

An approach to the study focused on the development of a wide variety of skills such as observing, reading, gathering, organising, preparing, presenting, analysing, interpreting and synthesising geographic information from a variety of sources including spatial technologies and fieldwork. In short, it involves the skills needed to formulate questions and initiate, plan and implement an inquiry relevant to a geographical issue, process or phenomenon.

Geographical processes

The combination of physical and human forces that form and transform our world.

Global distribution

The spatial distribution of geographical phenomena throughout the world, for example, megacities, earthquake hazards, deforestation and fashion design.

Globalisation

In its broad sense, the term 'globalisation' refers to the diffusion of manufacturing, services, markets, culture, lifestyle, capital, technology and ideas across national boundaries and around the world. It also refers to the integration of these geographically dispersed economic and social activities. The particular character of individual countries, regions and even localities interacts with the larger scale general processes of change to produce quite specific outcomes (P. Dicken - Global Shift, 1992)

Hazards

When the forces of nature combine to become destructive and have potential to damage the environment and endanger communities.

Hybridisation of cultures

The process by which cultures around the world adopt a certain degree of homogenised global culture while clinging to aspects of their own traditional culture.

Interconnection

The concept of interconnection emphasises that no object of geographical study can be viewed in isolation. It is about the ways that geographical phenomena are connected to each other through environmental processes, the movement of people, flows of trade and investment, the purchase of goods and services, cultural influences, the exchange of ideas and information, political power and international agreements. Interconnections can be complex, reciprocal or interdependent, and have a strong influence on the characteristics of places. An understanding of the significance of interconnection leads to holistic thinking and helps students to see the various aspects of Geography as connected rather than separate bodies of knowledge.

International integration

The term international integration refers to a process whereby the nature of the relationship among economic or cultural entities changes in ways that erode the autonomy or uniqueness of each and make them part of a larger aggregate.

Liveability

Liveability is concerned with the quality of space and the built environment. The concept of liveability has been linked to a range of factors, for example, quality of life, health, sense of safety, access to services, cost of living, comfortable living standards, mobility and transport, air quality and social participation.

Megacity

Typically defined as a metropolitan area with a total population in excess of 10 million.

Natural carbon sequestration

The process of capture and long-term storage of atmospheric carbon dioxide by the natural biogeochemical cycling of carbon.

Natural hazard

Atmospheric, hydrological and geomorphic processes and events in our environment that have the potential to affect people adversely.

Perspective

A way of viewing the world, the people in it, their relationship to each other and their relationship to communities and environments.

Place

Places play a fundamental role in human life. The world is made up of places, from those with largely natural features, for example, an area of rainforest, to those with largely constructed features such as the centre of a large city. Places are where we live and grow up. Our most common relationships are likely to be with people in the same place. The environmental and human qualities of places influence our lives and life opportunities. Places are, therefore, cultural constructs. They are sites of biodiversity; locations for economic activity; centres of decision-making and administration; sites for the transmission and exchange of knowledge and ideas; meeting places for social interaction; sources of identity, belonging and enjoyment; and areas of natural beauty and wonder. They are where major events occur, from natural disasters and financial crises to sporting events.

Places can also be laboratories for the comparative study of the relationships between processes and phenomena, because the uniqueness of each place means that similar processes and influences can produce different outcomes in different places.

The importance of Country/Place to Aboriginal and Torres Strait Islander Peoples is an example of the interaction between culture and identity, and shows how places can be invested with spiritual and other significance.

Risk management

In the Australian Curriculum: Geography, risk management is defined in terms of preparedness, mitigation and/or prevention of a natural or ecological hazard. Preparedness involves planning the interventions needed to prevent or mitigate the effects of a hazard. Mitigation involves the implementation of strategies to eliminate or minimise the effects of these hazards. Adaptation involves adjusting to the changed environmental circumstances.

Rural and remote

The Australian Bureau of Statistics defines 'rural' as any area which is not part of any urban area. Urban areas in Australia are defined as population clusters of 1,000 or more people, with a density of at least 200 people per square kilometre. The remoteness of a place is determined by the physical distance of a location from the nearest urban centre.

Scale

The concept of scale is used to analyse phenomena and look for explanations at different spatial levels, from the personal to the local, regional, national and global. Different factors can be involved in explaining phenomena at different scales. For example, in studies of vegetation, climate is the main factor at the global scale, but soil and drainage may be the main factors at the local scale. Deciding on the appropriate scale for an inquiry is therefore important.

Scale is also involved when geographers look for explanations or outcomes at different levels. Local events can have global outcomes. For example, the effects of local actions such as permanent vegetation removal on global climate. National and regional changes can also have local outcomes, as in the effects of economic policies on local economies.

Scale, however, may be perceived differently by diverse groups of people and organisations, and can be used to elevate or diminish the significance of an issue, for example, by labelling it as local or global.

Social exclusion

The processes by which individuals and even entire communities are systematically blocked from rights, opportunities and resources (for example, housing, employment, healthcare, civic engagement, democratic participation and due process) that are normally available to members of society and which are key to social integration.

Social justice

The concept that all people have the right to fair treatment and equal access to the benefits of society.

Socio-spatial inequality

Social and economic inequalities across space. It includes unequal access to essential goods and services depending on the area or location in which a person lives.

Space

The concept of space includes location, spatial distribution and the organisation of space. Location plays an important role in determining the environmental characteristics of a place, the viability of an economic activity or the opportunities open to an individual, but the effects of location on human activities also depend on the infrastructure and technology that link places, and the way these are managed by businesses and governments.

Spatial distribution, the second element in the concept of space, underlies much geographical study. The geographical characteristics of places have distributions across space that form patterns, and the analysis of these patterns contributes to an understanding of the causes of these characteristics and of the form they take in particular places. Spatial distributions also have significant environmental, economic, social and political consequences. (Students learn to identify and evaluate these consequences and the policies that could be adopted to respond to them.)

The organisation of space concerns how it is perceived, structured, organised and managed by people within specific cultural contexts, and how this creates particular types of spaces.

Spatial distribution

The arrangement of geographical phenomena or activities across the surface of the Earth.

Spatial technologies

Any software or hardware that interacts with real-world locations. The use of spatial technologies forms the basis of many geographers' work practice. The Global Positioning System (GPS), Google Earth, geographic information systems (GIS) and the use of satellite images are the most commonly used spatial technologies to visualise, manipulate, analyse, display and record spatial data.

The use of spatial technologies is integral to the inquiry and skills process. The spatial technology application links geographic locations to information about them so you can:

find information about places across the globe or locally

analyse relationships between locations

make decisions on the location of facilities

map the demographics of target markets

integrate maps with information from a variety of sources.

Sustainability

The concept of sustainability is used as a way to evaluate decisions and proposals as well as to measure the capacity of something to be maintained indefinitely into the future. It is used to frame questions, evaluate the findings of investigations, guide decisions and plan actions about environments, places and communities.

Temporal distribution

The distribution of geographical phenomena over time.

Thinking geographically

To think geographically involves the application of the discipline's organising concepts to investigation of geographical issues and phenomena. It involves conceptual knowledge – the ideas we use to enhance our knowledge and understanding of the world. The organising concepts in senior secondary Geography are place, space, environment, interconnection, sustainability, scale and change.

Transformation

In the context of this curriculum the term transformation refers to the processes of change from which forms of environmental, social, cultural and economic relationships and patterns emerge.

Urbanisation

The increasing percentage, or proportion of a population, living in urban areas of a country. The term 'level of urbanisation' is often used.

Variety of scales

The geographical view of processes and phenomena at different levels on a continuum from the local to the international and global scales. It may include: comparative studies at the same scale, studying the same issue and phenomenon at a range of scales, or seeking explanations at a different scale to the one being studied.

World city

World cities (sometimes referred to as global cities) are centres of global economic and cultural authority. They are the places where the world's most important financial and corporate institutions are based and where decisions that 'drive' the global economy are made. They also play a globally significant role in the production and dissemination of knowledge (for example, news, entertainment) and art. They are centres of research and innovation.

Rationale and Aims

Rationale

The Modern History curriculum enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the curriculum refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Modern History enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include: local, national and global conflicts and their resolution; the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation; the continuing struggle for the recognition of human rights; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.

The Modern History curriculum begins with a study of key developments that have helped to define the modern world, with special attention given to important ideas and their consequences. This provides a context for a study of movements for rights and recognition that have challenged the authority of the nation-state, the principal form of political organisation in the modern world. Students then investigate crises that confronted nation-states in the 20th century, the responses to these crises and the different paths nations have taken in the modern world. The curriculum concludes with a study of the distinctive features of world order that have emerged since World War II and that are central to an understanding of the present.

The Modern History curriculum continues to develop the historical skills and understandings taught in the Foundation to Year 10 History curriculum. Students pose increasingly complex questions about the past and use their historical inquiry skills, analytical skills and interpretation of sources to formulate reasoned answers to those questions. The opportunities to apply these skills are sequential and cumulative so that students develop an increasingly sophisticated understanding of the different and sometimes conflicting perspectives of the past.

Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form; the distinctive characteristics of modern historical representation; and the skills that are required to investigate controversial issues that have a powerful contemporary resonance. Students develop increasingly sophisticated historiographical skills and historical understanding in their analysis of significant events and close study of the nature of modern societies.

Aims

The Modern History curriculum aims to develop students':

- knowledge and understanding of particular events, ideas, movements and developments that have shaped the modern world
- capacity to undertake historical inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings
- application of historical concepts, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- capacity to be informed citizens with the skills, including analytical and critical thinking, to participate in contemporary debates.

Organisation

Overview of senior secondary Australian Curriculum

ACARA has developed draft senior secondary Australian Curriculum for English, Mathematics, Science and History according to a set of design specifications. The ACARA Board approved these specifications following consultation with state and territory curriculum, assessment and certification authorities.

The senior secondary Australian Curriculum specifies content and achievement standards for each senior secondary subject. Content refers to the knowledge, understanding and skills to be taught and learned within a given subject. Achievement standards refer to descriptions of the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for the subject.

The senior secondary Australian Curriculum for each subject has been organised into four units. The last two units are cognitively more challenging than the first two units. Each unit is designed to be taught in about half a 'school year' of senior secondary studies (approximately 50–60 hours duration including assessment and examinations). However, the senior secondary units have also been designed so that they may be studied singly, in pairs (that is, year-long), or as four units over two years.

State and territory curriculum, assessment and certification authorities are responsible for the structure and organisation of their senior secondary courses and will determine how they will integrate the Australian Curriculum content and achievement standards into their courses. They will continue to be responsible for implementation of the senior secondary curriculum, including assessment, certification and the attendant quality assurance mechanisms. Each of these authorities acts in accordance with its respective legislation and the policy framework of its state government and Board. They will determine the assessment and certification specifications for their local courses that integrate the Australian Curriculum content and achievement standards and any additional information, guidelines and rules to satisfy local requirements including advice on entry and exit points and credit for completed study.

The senior secondary Australian Curriculum for each subject should not, therefore, be read as a course of study. Rather, it is presented as content and achievement standards for integration into state and territory courses.

Senior secondary History subjects

The senior secondary Australian Curriculum: History consists of two subjects – Modern History and Ancient History. Modern History focuses on key events, ideas, movements, developments, and people that have shaped the modern world. Ancient History focuses on the nature of the evidence of the ancient world and the key features and developments of ancient societies.

Structure of Modern History

Units

In Modern History, students study the forces that have shaped the modern world and develop a broader and deeper comprehension of the world in which they live. The Modern History curriculum consists of four units. For each unit there are five to eight topic electives that focus on a particular nation-state, movement or development. Each unit includes a focus on key concepts that underpin the discipline of history, such as cause and effect, significance, and contestability.

The four units include:

Unit 1: Understanding the Modern World

This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them such as liberty, equality and fraternity.

Unit 2: Movements for Change in the 20th century

This unit examines significant movements, developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions have challenged authority and transform society.

Unit 3: Modern Nations in the 20th century

This unit examines the 'nation' as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

Unit 4: The Modern World since 1945

This unit focuses on the distinctive features of the modern world that emerged in the period 1945-2010. It aims to build students' understanding of the contemporary world - that is, why we are here at this point in time.

Modern History: Concepts and topics across units (PDF)

Organisation of content

The Modern History curriculum continues to develop student learning in history through the two strands of historical knowledge and understanding, and historical skills. This strand organisation provides an opportunity to integrate content in flexible and meaningful ways.

Historical knowledge and understanding

The strand of historical knowledge and understanding focuses on knowing about and understanding key events, ideas, movements, developments and people that have shaped the modern world. Historical understanding is developed through concepts that define history as a discipline, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability.

Historical skills

This strand presents historical skills includes skills that are used in historical inquiry. There are five key skill areas that build on those learned in the Foundation to Year 10 curriculum and which continue to be developed in the Modern History curriculum. These include chronology, terms and concepts; historical questions and research; analysis and use of sources; perspectives and interpretations; and explanation and communication. There is an emphasis through this strand on the development of informed and defensible responses to inquiry questions through a critical use of sources.

Relationship between the strands

The two strands are interrelated and the content has been written to enable integration of the strands in the development of a teaching and learning program. The historical knowledge and understanding strand provides the contexts through which particular skills are to be developed. The same set of historical skills has been included in each of the four units to provide a common focus for the teaching and learning of content in the historical knowledge and understanding strand.

Organisation of achievement standards

The Modern History achievement standards are organised as two dimensions: knowledge and understanding, and historical skills, and describe five levels of student achievement. These follow the organisation of the content to provide a clear alignment that may be helpful to teachers of Modern History.

Senior secondary achievement standards have been written for each Australian Curriculum senior secondary subject. The achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following the completion of study of senior secondary Australian Curriculum content for a pair of units. They are broad statements of understanding and skills that are best read and understood in conjunction with the relevant unit content. They are structured to reflect key dimensions of the content of the relevant learning area. They will be eventually accompanied by illustrative and annotated samples of student work/ performance/ responses.

The achievement standards will be refined empirically through an analysis of samples of student work and responses to assessment tasks: they cannot be maintained *a priori* without reference to actual student performance. Inferences can be drawn about the quality of student learning on the basis of observable differences in the extent, complexity, sophistication and generality of the understanding and skills typically demonstrated by students in response to well-designed assessment activities and tasks.

In the short term, achievement standards will inform assessment processes used by curriculum, assessment and certifying authorities for course offerings based on senior secondary Australian Curriculum content.

ACARA has made reference to a common syntax (as a guide, not a rule) in constructing the achievement standards across the learning areas. The common syntax that has guided development is as follows:

- Given a specified context (as described in the curriculum content)
- With a defined level of consistency/accuracy (the assumption that each level describes what the student does well, competently, independently, consistently)
- Students perform a specified action (described through a verb)
- In relation to what is valued in the curriculum (specified as the object or subject)
- With a defined degree of sophistication, difficulty, complexity (described as an indication of quality)

Terms such as 'analyse' and 'describe' have been used to specify particular action but these can have everyday meanings that are quite general. ACARA has therefore associated these terms with specific meanings that are defined in the senior secondary achievement standards glossary and used precisely and consistently across subject areas.

Links to Foundation to Year 10

The Modern History curriculum continues to develop student learning in history through the same strands used in the Foundation to Year 10 history curriculum, although in the historical knowledge and understanding strand in Years 9-10, there is a focus on the history of Australia and the modern world, particularly world events and movements of significance in Australia's social, economic and political development.

The Modern History curriculum focuses on the 20th century and continues to provide opportunities to study world history, including Australian history, in more depth. This includes topics related to revolutionary change, struggles for civil rights, the history of other nations, tensions and conflicts of international significance, and Asian and Australian history.

The Modern History curriculum continues to develop the skills of historical inquiry, with a greater focus on skills associated with critical thinking, the analysis of sources, historical interpretation and contestability.

Representation of General capabilities

The seven general capabilities of Literacy, Numeracy, Information and Communication technology (ICT) capability, Critical and creative thinking, Personal and social capability, Ethical understanding, and Intercultural understanding are identified where they offer opportunities to add depth and richness to student learning. Teachers will find opportunities to incorporate explicit teaching of the capabilities depending on their choice of learning activities.

Literacy is of fundamental importance in the study of Modern History. Students access historical content through a variety of print, oral, visual, spatial and electronic forms, including letters, speeches, biographies, photographs, films, artefacts, sites and archived material. They learn to interpret and extrapolate meaning from a variety of sources to identify evidence. They analyse and evaluate texts for authority, reliability, relevance and accuracy. Students have opportunities to create a wide range of texts to communicate, explore, discuss, explain and argue a point of view, selecting and employing text structure and language knowledge to express their thoughts and ideas logically and fluently, supported by evidence. They learn to monitor their own language use for accuracy in the use of historical terms, clarity of ideas and explanations, conciseness of expression and use language effectively to articulate a position.

Numeracy is useful in the historical inquiry process, which requires students to recognise patterns and relationships chronologically and spatially through the use of scaled timelines and maps. Students have opportunities to support their views with data, some of which is numerical in nature. They develop numeracy capability when they analyse, interpret and draw conclusions from statistical information, for example in relation to change over time.

Information and Communication Technology (ICT) capability is important in the inquiry process, particularly in relation to investigation, analysis and communication. Students use digital tools and strategies to locate, access, process and analyse information. They use ICT skills and understandings to investigate and identify the provenance and credibility of evidence and to communicate historical information. Students have opportunities to scrutinise websites and the interpretations and representations of the past they convey, including how and why such sites are constructed, the audiences they serve and their goals in, for example, commemoration, preservation, education, scholarship. They develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the historical inquiry process.

Critical and creative thinking is integral to the historical inquiry process. There are opportunities for students to delve deeply and broadly into the implications of any missing or questionable information in their investigation of historical topics. The demands of historical inquiry include the ability to pose intelligent questions, interrogate, select and cross-reference sources, and develop interpretations based on an assessment of the evidence and reasoning. Students identify possible weaknesses in their own positions, and analyse, evaluate and synthesise alternative interpretations and representations of the past.

Personal and social capability skills are developed and practiced in Modern History by students enhancing their communication skills and participating in teamwork. Students have opportunities to work both collaboratively in teams and also independently as part of their learning and research in Modern history. Students develop advanced research, and presentation skills to express and justify their views effectively to others.Through the study of individuals and groups in the past and their source work in particular, students develop their ability to appreciate the perspectives and experiences of others through the practise of empathy. Students develop increasing social awareness through the study of relationships between individuals and diverse social groups in the modern world.

Ethical understanding provides opportunities for students to explore and understand the diverse perspectives and circumstances that shaped the actions and possible motivations of people in the past compared with those of today. Students have opportunities both independently and collaboratively to explore the values, beliefs and principles that were the basis for the judgments and actions of people in the past.

Intercultural understanding is a vital part of historical learning in Modern History. Students explore the different beliefs and values of a range of cultural groups and develop an appreciation of the diversity in the modern period. They have opportunities to develop an understanding of the nature, causes and consequences of conflict, dispossession and interdependence. Students develop an understanding of different contemporary perspectives, the historical contexts for those perspectives, their historical influence on the relationships between different groups within society, and how they contribute to individual and group actions in the contemporary world..

Representation of Cross-curriculum priorities

Aboriginal and Torres Strait Islander histories and cultures includes study of the ideas that have influenced movements for change, the progress towards recognition and equality for Aboriginal and Torres Strait Islander people, and the focus of continued efforts.

Asia and Australia's engagement with Asia includes the paths of development taken by Asian nations (and how they differ from the European experience), the distinctive and changing character of Asia, the growing influence of Asia in the world, and how Australia's engagement with Asia in the modern period has changed over time – culturally, economically and politically.

Sustainability provides opportunities to study of the effects of developments such as the Industrial Revolution on the environment, the anti-nuclear movement, and movements for environmental sustainability in the modern period.

Unit 1: Understanding the Modern World

Unit Description

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine TWO topics, including at least ONE study of a development or turning point that has helped to define the modern world. Students explore crucial changes for example the application of reason to human affairs; the transformation of production, consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of Modern History and build their skills in historical method through inquiry. The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

Learning Outcomes

By the end of this unit, students:

- understand key developments that have helped define the modern world, their causes, the different experiences of individuals and groups, and their short and long term consequences
- understand the ideas that both inspired and emerged from these key developments and their significance for the contemporary world
- apply key concepts as part of a historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- use historical skills to investigate particular developments of the modern era and the nature of sources; determine the reliability and usefulness of sources and evidence; explore different interpretations and representations; and use a range of evidence to support and communicate an historical argument.

Content Descriptions

Historical skills

All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.

Chronology, terms and concepts

Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHMH001)

Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHMH002)

Historical questions and research

Formulate, test and modify propositions to investigate historical issues (ACHMH003)

Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHMH004)

Identify, locate and organise relevant information from a range of primary and secondary sources (ACHMH005)

Practise ethical scholarship when conducting research (ACHMH006)

Analysis and use of sources

Identify the origin, purpose and context of historical sources (ACHMH007)

Analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument (ACHMH008)

Evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument (ACHMH009)

Perspectives and interpretations

Analyse and account for the different perspectives of individuals and groups in the past (ACHMH010)

Evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHMH011)

Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (ACHMH012)

Explanation and communication

Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHMH013)

Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHMH014)

Apply appropriate referencing techniques accurately and consistently (ACHMH015)

Historical knowledge and understanding

Students study TWO topics with at least ONE to be chosen from the topic electives below. An alternative significant development may be chosen as one of the two topics of study in this unit.

- *The Enlightenment, 1750 – 1789*
- *The American Revolution, 1763 – 1812*
- *The French Revolution, 1774 – 1799*
- *The Industrial Revolutions, 1750 – 1890s*
- *The Age of Imperialism, 1848 – 1914*

An alternative significant development or turning point may be chosen as one of the two topics of study in this unit. This could facilitate comparisons in terms of the far-reaching consequences of the developments. Any topic other than the suggested topic electives should be selected on the basis of the following criteria.

Students study at least ONE of the following topic electives which is to be taught with the requisite historical skills described at the start of this unit:

The Enlightenment (1750 – 1789)

The main factors contributing to the emergence of the Enlightenment, including the decline in the power of both the Church and Absolute Monarchy, the Scientific Revolution; and the spread of Enlightenment ideas across Europe (ACHMH016)

The motivation and role of individuals in the development of the Enlightenment, and conflicting ideas, with particular reference to Locke, Voltaire, Mill and Rousseau (ACHMH017)

The key ideas that emerged from the Enlightenment, including the belief in reason and opposition to superstition; the belief in the importance of free expression; the belief in the value of learning and education as reflected in the rise of universities and academies; and support for humanitarianism (ACHMH018)

The significant changes that occurred as a result of the Enlightenment, for example: movements for social and political reform; the rise of enlightened monarchies; increased interest in technological change; and belief in equal rights (ACHMH019)

The experiences and responses to the Enlightenment, for example those of scientists, intellectuals, monarchs, church leaders and revolutionary leaders (ACHMH020)

The significance and impact of the Enlightenment beyond Europe in the 19th century (ACHMH021)

The American Revolution (1763 – 1812)

The main causes of the American Revolution, including the significance of the Seven Years War (1756-1763); the influence of republican ideology; the imposition of taxes, repressive acts, and lack of American representation in British government; and

the campaigns that were fought to achieve independence (for example Saratoga and Philadelphia) (ACHMH022)

The aims and contribution of significant individuals to the revolutionary movement, with particular reference to Benjamin Franklin, Thomas Jefferson, George Washington, John Hancock and John Adams (ACHMH023)

The key ideas of liberalism, democracy and republicanism that emerged from the American Revolution as illustrated by the 1776 Declaration of Independence; the creation of a national constitution and Bill of Rights; and the establishment of constitutional government (ACHMH024)

The different experiences of revolutionaries, royalists, neutrals, native Americans, slaves and women during the period and their response to the challenges in the formation of the United States of America (ACHMH025)

The significant political, social and constitutional changes brought about by the American Revolution, for example: the separation of powers; treatment of the opponents of the new republic; losses during the war; and the emergence of the Federal system (ACHMH026)

The significance of the American Revolution into the 19th century: for example its impact on other revolutionary movements; and the implications for Australia of the cessation of British convict transportation to the United States (ACHMH027)

The French Revolution (1774 – 1799)

The main causes of the French Revolution including the influence of the Enlightenment; the increasingly prosperous elite of wealthy commoners who resented their exclusion from political power; and the financial crisis of the government (ACHMH028)

The motivation and role of significant individuals in the struggles of the Revolution, with particular reference to Danton, Marat, Louis XVI, Marie Antoinette, Robespierre and Saint-Just, and of significant groups including the sans-culottes, the bourgeoisie and the peasants (ACHMH029)

The key ideas and their significance in the French Revolution, including liberty, equality, fraternity, citizenship and inalienable rights (ACHMH030)

The significant changes that occurred during the French Revolution, including the overturning of the 'ancien regime', changes to the social structure of France, foreign policy and the revolutionary wars (ACHMH031)

The consequences of the French Revolution, including the difficulties and crises that were faced by revolutionary groups and government as the new state was consolidated, the counter-revolution and the 'Reign of Terror', the abolition of monarchy, the advent of democracy and the rise of the middle class (ACHMH032)

The significance of the French Revolution into the 19th century including, the rise and influence of Napoleonic France and the growth of nationalism as an outcome of the French Revolution (ACHMH033)

The Industrial Revolution (1750 – 1890s)

The main causes of the Industrial Revolution in the second half of the 18th century as debated by historians, including the invention of new technologies and use of coal and iron; population increase; European imperialism and the capital accumulated from trade (ACHMH034)

The role and significance of key individuals involved in the period of the Industrial Revolution, with particular reference to Watt,

Darby, Thoreau and Smith (ACHMH035)

The impact of new processes and ideas on economic life, for example: the development of mining; the mechanisation of the textile industry; the rise of the factory system and production lines; the development of a steel-based second Industrial Revolution; and new forms of transport and communications (for example, canals, roads, and trains) (ACHMH036)

The emergence of key ideas and ideologies that supported or challenged the Industrial Revolution, for example capitalism; liberalism; laissez–faire; Chartism; socialism; the commodification of labour; and the Protestant work ethic (ACHMH037)

The experiences of factory owners, workers, women and children in the Industrial Revolution; and responses to the Industrial Revolution of Luddites, Chartists, trade unionists (ACHMH038)

The effectiveness of official responses to the challenges of the Industrial Revolution, including Royal Commissions, Factory Acts (1802-1850), 'Peterloo Massacre', and the Factory Act of 1833 (ACHMH039)

The significance of the Industrial Revolution in Britain up to the 1890s for the organisation and use of labour as a commodity, for living and working conditions; for the environment, urbanisation and transportation (ACHMH040)

The Age of Imperialism: 1848 – 1914

The main causes of imperial expansion, including the emergence of market economies in Europe, industrialisation, the competing naval powers of Britain, Germany and Russia and the competition to establish colonies and markets in Africa, Asia and the Pacific (ACHMH041)

The different forms of imperialism, including trade, exploitation of resources and strategic considerations (ACHMH042)

An overview of the extent of imperial expansion by 1914 in Africa, Asia and the Pacific (ACHMH043)

The key ideas of the 'imperial age' including nationalism, the glorification of 'empire' and the 'Christian mission' (ACHMH044)

With particular reference to ONE or more colonies, the methods and motivations of the colonisers; the experiences and responses of the colonised people; and the changes that occurred within the colony/colonies as part of imperial expansion (ACHMH045)

The significance of imperialism in this period, including the spread of Christianity, the growth of world trade and capitalism, and the growth of imperial rivalry and militarism (ACHMH046)

An alternative significant development

An alternative significant development or turning point may be chosen as one of the two topics of study in this unit. This could facilitate comparisons in terms of the far-reaching consequences of the developments. Any topic other than the suggested topic electives should be selected on the basis of the following criteria.

The development:

- is within the period 1750–1918
- affected large numbers of people
- had a profound effect on people's lives at the time
- had longer-term consequences

- has relevance for contemporary concerns, ideas, beliefs, values and motivations.

Relevant examples of significant developments could include: the American Civil War and its aftermath; World War I and its legacy; advances in health and medicine; development of one or more of the following: capitalism; liberalism; nationalism; socialism.

Unit 2: Movements for Change in the 20th century

Unit Description

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been closely connected with democratic political systems, and have been subject to political debate. Through a detailed examination of TWO major 20th century movements, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models to transform societies. The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements throughout the 20th century; and changing perspectives of the value of these movements and how their significance is interpreted.

Learning Outcomes

By the end of this unit, students:

- understand the key features of the movements for change, including the conditions that gave rise to these movements, the motivations and role of individuals and groups, and the short and long term consequences
- understand the significance of these movements, the influence of ideas that were central in their development, and the methods employed
- apply key concepts as part of a historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- use historical skills to investigate these movements in the modern period; judge the reliability and usefulness of sources and the value of different kinds of evidence; explore different interpretations and representations; and use a range of evidence to support and communicate an historical argument.

Content Descriptions

Historical skills

All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.

Chronology, terms and concepts

Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHMH047)

Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHMH048)

Historical questions and research

Formulate, test and modify propositions to investigate historical issues (ACHMH049)

Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHMH050)

Identify, locate and organise relevant information from a range of primary and secondary sources (ACHMH051)

Practise ethical scholarship when conducting research (ACHMH052)

Analysis and use of sources

Identify the origin, purpose and context of historical sources (ACHMH053)

Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHMH054)

Evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument (ACHMH055)

Perspectives and interpretations

Analyse and account for the different perspectives of individuals and groups in the past (ACHMH056)

Evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHMH057)

Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (ACHMH058)

Explanation and communication

Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHMH059)

Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHMH060)

Apply appropriate referencing techniques accurately and consistently (ACHMH061)

Historical knowledge and understanding

Students study TWO of the following 20th century movements:

- Women's movements
- Recognition and rights of Indigenous peoples
- Decolonisation
- The Civil rights movement in the USA
- Workers' movements

An alternative significant movement for change may be chosen as one of the two topics of study in this unit. This could facilitate comparisons in terms of the far-reaching consequences of the developments. Any topic other than the suggested topic electives should be selected on the basis of the following criteria.

The movement:

- is within the 20th century period
- affected large numbers of people
- led to profound change within society
- had longer-term consequences
- has relevance for contemporary concerns, ideas, beliefs, values and motivations.

Relevant examples of significant movements could include: the end of Apartheid in South Africa; the pro-democracy movement in Burma; and movements related to one or more of the following: internationalism, anti-nuclear, environmental sustainability.

Students study TWO of the following 20th century movements which are to be taught with the requisite historical skills described at the start of this unit:

Women's movements

Students study this topic with reference to Australia and one other society to investigate:

The legal and political entitlements of women in Western societies, for example the United States, Australia, New Zealand, Great Britain and France at the start of the 20th century, including their right to vote, their right to stand for Parliament, marriage law and property law (ACHMH062)

The role of suffrage movements in the 20th century, for example the reasons why political participation was a key objective of the movement for women's rights (ACHMH063)

The significance of World Wars I and II for women and the effect of international agreements, for example the United Nations Declaration on Human Rights on the status of women (ACHMH064)

The early contribution of important individuals, including Vida Goldstein and Emmeline Pankhurst and the subsequent influence

of authors, influential women and activists, for example Simone de Beauvoir, Betty Friedan, Kate Millett and Germaine Greer, on the changing nature of women's demands after World War II (ACHMH065)

The post-war economic and technological improvements that changed women's lives, for example new technologies in the home, the rise of consumerism and social networking (ACHMH066)

The post-war changes in social conditions affecting women, for example birth control with the introduction of the contraceptive pill; improved pay and employment opportunities; affirmative action; campaigns against violence, war and discrimination and the development of child care services (ACHMH067)

The importance of legislation in securing changes for women since World War II, for example, Roe vs Wade (US); the Sex Discrimination Act 1984 (Australia); the failure of the United States to ratify the 19th amendment on Equal Rights; the Equality Act of 2010 (UK); and the Human Rights Act of 2001 (New Zealand) (ACHMH068)

The achievements and legacies of women's movements (ACHMH069)

Recognition and rights of indigenous peoples

Students study Australian society and ONE other relevant 20th century society, to investigate:

The nature of the relationship of indigenous peoples with their land and their response to perceptions of, and feelings about, the arrival of the colonisers (ACHMH070)

The basis on which the colonists claimed sovereignty and imposed control, including conquest, treaty and the doctrine of 'terra nullius'; and the consequences for the legal status and land rights of Indigenous peoples (ACHMH071)

The nature of government policies and their impact on indigenous peoples, for example protection, assimilation (including the Stolen Generations), and self-determination (ACHMH072)

The role of individuals and groups who supported the movement for indigenous recognition and rights, including the methods they used and the resistance they encountered (ACHMH073)

The economic, political and social challenges and opportunities indigenous peoples have faced, including the role of cultural activity in developing awareness in society (ACHMH074)

The achievements of indigenous peoples at the end of the 20th century, including the right to vote, land rights/native title, and attempt at reconciliation (ACHMH075)

The continued efforts to achieve greater recognition, reconciliation, civil rights, and improvements in education and health (ACHMH076)

Decolonisation

Students select TWO countries from Algeria, Congo, India, Vietnam and East Timor to investigate:

The reasons for colonisation and how the country became colonised, including the different situations of the chosen countries, and the nature of those differences (ACHMH077)

Conditions in the colony at the start of the 20th century, with specific reference to the living conditions of the colonisers and the colonised, the political structure in place, the aspirations of those living under colonisation, and the nature of the economy

(ACHMH078)

The economic and moral challenges to Europe's ability to maintain colonies that resulted from the impact of World Wars I and II (ACHMH079)

The emergence of movements for decolonisation, the key groups and individuals that pressed for liberation of the colony, the ideas that influenced them, and their struggle to achieve independence (ACHMH080)

The significance of international movements for change that supported the decolonisation process, for example the emerging recognition of the rights of indigenous peoples, movements for international peace and cooperation, and the recognition of human rights (ACHMH081)

The outcomes of decolonisation, government, democratic freedoms, economic development, education and health care (ACHMH082)

The key developments over time in the independent country, for example increasing urbanisation, and matters related to governance (single party or democratic representation), internal security, social equality, and independent foreign policy (ACHMH083)

The Civil rights movement in the USA

Students investigate:

The circumstances of African Americans in the United States at the turn of the 20th century, including the legacy of the Civil War, the limitation of voting rights, the extent of segregation, and various forms of discrimination (ACHMH084)

The formation and role of groups supporting civil rights and their ideas for change, for example the National Association for the Advancement of Coloured Peoples (NAACP) in 1909, the Congress of Racial Equality (CORE) in 1941, the Regional Council of Negro Leadership (RCNL) in 1951, the Southern Christian Leadership Conference (SCLC) in 1957 and the Black Panthers (1960s -1970s) (ACHMH085)

The role and significance of individuals in the struggle for civil rights, for example Martin Luther King Jr, Rosa Parkes, and Malcolm X (ACHMH086)

The methods employed by civil rights movements in the United States across the period, including local and national boycotts, direct action and political agitation (for example voter registration) (ACHMH087)

The nature and extent of the opposition to civil rights, with particular reference to the role of the Lily-White Movement, the Ku Klux Klan, and the White Citizens' Council (ACHMH088)

The significance of key events in bringing about social and political change, including the role of African Americans in World War II, the Montgomery Bus Boycott, the desegregation of Little Rock High School, the Freedom Rides, the March on Washington and the 'Mississippi Freedom Summer' of 1964 (ACHMH089)

The significance of legislative change, including the United States Supreme Court decision in *Brown v. Board of Education* (1954), the *Civil Rights Act* (1964), and the attitudes of presidents for example Franklin Roosevelt, John F Kennedy and Lyndon B Johnson (ACHMH090)

The influence of the US civil rights movement beyond the US (ACHMH091)

Workers' movements

Students study this topic with reference to Australia and one other Western society to investigate:

The development of protest movements during the Industrial Revolution, for example the Tolpuddle Martyrs; Chartists; and the International Workingmen's Association; the formation of trade unions, moves to regulate employment; and demands for an eight-hour day (ACHMH092)

The emergence of political parties (labor and non-labor) in Western countries in the 19th and 20th centuries, the role of trade unions in their formation, and the policies and methods of workers' parties (ACHMH093)

The different aims and objectives of international organisations, for example: Industrial Workers of the World (1905), the International Labour Organisation (1919), and the International Federation of Trade Unions (1919), and the methods they used to advance workers' interests (ACHMH094)

Specific achievements relating to workers' rights, including the eight-hour day and the minimum wage, the significance of Articles 23 and 24 in the Universal Declaration of Human Rights (1948), and the strategy of recognising inalienable workers' rights on a global scale (ACHMH095)

The post-war economic boom and the increase in the wage standards of workers' in the West in the second half of the 20th century; and increased opportunities including education, training and social mobility (ACHMH096)

The significance of changes to workers' rights during the 20th century, including the provision of minimum wages; limitations on working hours; restrictions on child labour; the right to industrial arbitration; and changing rights and responsibilities of employers, and their role in supporting workers', including occupational health and safety (ACHMH097)

An alternative significant movement

An alternative significant movement for change may be chosen as one of the two topics of study in this unit. This could facilitate comparisons in terms of the far-reaching consequences of the developments. Any topic other than the suggested topic electives should be selected on the basis of the following criteria.
The movement:

- is within the 20th century period
- affected large numbers of people
- led to profound change within society
- had longer-term consequences
- has relevance for contemporary concerns, ideas, beliefs, values and motivations.

Relevant examples of significant movements could include: the end of Apartheid in South Africa; the pro-democracy movement in Burma; and movements related to one or more of the following: internationalism, anti-nuclear, environmental sustainability.

Units 1 and 2 Achievement Standards

Knowledge and understanding

A	B	C	D	E
- evaluates the extent of change and continuity how it affected the lives of individuals and groups in different times and places - evaluates the important causes of change and continuity in particular contexts - analyses how different perspectives and responses to ideas, movements and developments shaped people's lives and actions in the past - evaluates the significance of ideas, movements, events and developments at the time and to the contemporary world - analyses the contestable nature of different interpretations and representations of events, movements and developments, and evaluates their usefulness in explaining the past	- explains change and continuity and analyses how the lives of individuals and groups were affected in different times and places - explains important causes of change and continuity in particular contexts - explains the different perspectives and responses to ideas, movements and developments that shaped people's lives and actions in the past - explains ideas, movements, events and developments and their significance at the time and to the contemporary world - explains the contestable nature of different interpretations and representations of events, movements and developments and analyses their usefulness in explaining the past	- describes change and continuity and the impact on the lives of individuals and groups - describes important causes of change and continuity in particular contexts - describes different perspectives and responses to ideas, movements and developments shaping people's lives - describes ideas, movements, events and developments and their significance - describes contested views of events, movements, developments and their usefulness in explaining the past	- identifies change and continuity and how individuals and groups were affected - identifies some causes of change and continuity in particular contexts - identifies different responses to ideas, movements and developments - describes ideas, movements, events and developments - describes different interpretations and representations of past events	- identifies how some aspects of the past changed and how others remained the same - identifies why some aspects of the past changed and why others remained the same - identifies responses to ideas, movements and developments - identifies ideas, movements, events and developments - identifies interpretations and representations of past events

Skills

A	B	C	D	E
• undertakes an historical inquiry selecting and using relevant evidence based on a critical evaluation of reliable and useful sources • critically evaluates alternative historical interpretations and representations by selecting and using relevant evidence from a range of sources • develops convincing historical arguments with valid and sustained reasoning by synthesising relevant evidence from different sources, and by acknowledging alternative interpretations • communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language and accurate referencing	• undertakes an historical inquiry selecting and using relevant evidence based on an assessment of reliable and useful sources • analyses different historical interpretations and representations selecting and using relevant evidence from a range of sources • develops convincing historical arguments with valid reasoning by synthesising relevant evidence from different sources, and by acknowledging different interpretations • communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate sreferencing ss	• undertakes an historical inquiry selecting and using evidence from a range of appropriate sources • explains different historical interpretations and representations using available evidence • develops reasoned historical arguments using evidence from different sources, and with reference to some interpretations • communicates ideas and arguments using appropriate language and accurate referencing	• researches a historical inquiry and locates answers in sources • identifies historical interpretations and representations • develops historical accounts using evidence from a limited number of sources • communicates a limited argument with referencing	• researches a topic and locates answers • identifies different viewpoints about the past • recounts historical events • communicates information with minimal referencing

Unit 3: Modern Nations in the 20th century

Unit Description

This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of TWO nations, including ONE from List 1 and ONE from List 2. In their study of a List 1 nation, students investigate crises that challenged the stability of government. In their study of a List 2 nation, students study the path of development that was taken and the social, economic and political order that was established. In their study of both nations, students examine the ways in which the nations dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of modern nations. The key conceptual understandings covered in this unit are the reliability and usefulness of evidence; cause and effect; change and continuity; significance; empathy; contestability; and changing representations and interpretations.

Learning Outcomes

By the end of this unit, students:

- understand the characteristics of modern nations, the internal divisions and external threats that they encountered, and the different experiences of individuals and groups within those states
- understand the significance of the changes experienced by modern nations and the different paths of development they have taken
- apply key concepts as part of a historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- use historical skills to investigate the history of selected nations, frame questions for research, determine the reliability and usefulness of sources and evidence, explore different interpretations of the past, and use a range of evidence to analyse interpretations and representations, and communicate historical arguments.

Content Descriptions

Historical skills

All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.

Chronology, terms and concepts

Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHMH098)

Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHMH099)

Historical questions and research

Formulate, test and modify propositions to investigate historical issues (ACHMH100)

Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHMH101)

Identify, locate and organise relevant information from a range of primary and secondary sources (ACHMH102)

Practise ethical scholarship when conducting research (ACHMH103)

Analysis and use of sources

Identify the origin, purpose and context of historical sources (ACHMH104)

Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHMH105)

Evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument (ACHMH106)

Perspectives and interpretations

Analyse and account for the different perspectives of individuals and groups in the past (ACHMH107)

Evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHMH108)

Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (ACHMH109)

Explanation and communication

Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHMH110)

Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHMH111)

Apply appropriate referencing techniques accurately and consistently (ACHMH112)

Historical knowledge and understanding

Students study TWO of the following topic electives, one from List 1 and one from List 2, which are to be taught with the requisite historical skills described at the start of this unit.

List 1	List 2
United States of America, 1917 – 1945 Australia, 1918 – 1949 Germany, 1918 – 1945 Russia and the Soviet Union, 1917 – 1945	Japan, 1931 – 1967 India, 1947 – 1974 Indonesia, 1942 – 1974 China, 1937 – 1976

List 1

United States of America, 1917 –1945 (Entry into WWI – End of WWII)

An overview of the United States of America in 1917 as background information for more intensive study of the period (ACHMH113)

The nature and causes of internal divisions within American society and the aims and beliefs of different groups: for example African Americans, urban workers, rural workers, immigrants, industrialists and members of Indian Nations; and the consequences of divisions for example the rise of the Ku Klux Klan, the Scopes 'Monkey' Trial and the Trial of Ossian Sweet (ACHMH114)

The significance of prohibition and the 'Jazz Age' in shaping American values, for example music, film and fashion (ACHMH115)

The consequences of the Great Depression for different groups and the effectiveness of political responses, including the New Deal (ACHMH116)

The changing nature of American foreign policy between 1917 and 1945, including its international alliances and relationships; and the policy of isolationism (ACHMH117)

The nature and scope of America's war effort in Europe, Asia and the Pacific (1941-1945), including the reasons for US involvement in World War II, and the decision to use the atomic bomb (ACHMH118)

The role and impact of significant individuals in the period, for example Woodrow Wilson, Herbert Hoover, Harry S. Truman, F. D. Roosevelt, Booker T Washington, Jessie Owens, Amelia Earhart (ACHMH119)

Australia, 1918 –1949 (End of WWI – Election of Menzies)

An overview of Australia in 1918 as background information for more intensive study of the period (ACHMH120)

The adjustment of national priorities in the 1920s, including the tensions between urbanisation, industrialisation and rural development; the difficulties of soldier settlement; the exclusion of Aboriginal and Torres Strait Islander Peoples; and the changing role of women (ACHMH121)

The impact of the Great Depression on different groups within Australian society and the effectiveness of political responses to the crisis (ACHMH122)

The changing nature and significance of Australia's foreign policy from 1916-1949 (ACHMH123)

The nature and scope of Australia's war effort in Europe, Asia and the Pacific (1939-1945) (ACHMH124)

The key features of post-war reconstruction, including industrialisation, immigration, the provision of social welfare, and attitudes and policies towards Aboriginal and Torres Strait Islander Peoples, and women (ACHMH125)

The impact of the rise of communism, its influence on the election of Robert Menzies and the Coalition in 1949, and the contrasting economic and social policies offered at the 1949 election (ACHMH126)

The role and impact of significant individuals in the period, for example W.M. Hughes, Sir John Monash, Vida Goldstein, Ben Chifley, John Curtin, Robert Menzies (ACHMH127)

Germany, 1918 –1945 (End of WWI – End of World War II)

An overview of Germany in 1918 as background for more intensive study of the period (ACHMH128)

The democratic changes under the Weimar Government and reasons for its failure to deal with social, political and economic problems (ACHMH129)

The reasons for the Nazi Party's rise to power, including the Treaty of Versailles, the impact of the Great Depression, the nature of Nazi ideology and hostility to communism, the ability of Hitler and theNazi Party to utilise popular fears, and the Party's organisational and tactical skills (ACHMH130)

The nature and effects of key aspects of the Nazi state, including military mobilisation, Lebensraum (living space), propaganda, terror and repression (SA and SS), the Hitler Youth, and policy on religion (ACHMH131)

Nazi policies of antisemitism and the promotion of the Aryan race resulting in efforts to exterminate minorities in German-controlled lands and the Holocaust (ACHMH132)

Germany's war effort, including its early successes and subsequent failures leading to the defeat of Germany by the Allies and the division of Germany (ACHMH133)

The role and impact of significant individuals in Weimar and Nazi Germany, for example Gustav Stresemann, President von Hindenburg, Leni Riefenstahl, Alfred Krupp, Joseph Goebbels, Hermann Göring and Albert Speer (ACHMH134)

Russia and the Soviet Union, 1917 – 1945 (Revolution – End of World War II)

An overview of Russia in 1917 as background for more intensive study of the period (ACHMH135)

The internal divisions and crises within Russian society, including the causes, events and outcomes of the February and October Revolutions in 1917; the opposition to the Bolsheviks, the civil war and the reasons for the Bolshevik victory (ACHMH136)

The significance of the struggle of Josef Stalin and Leon Trotsky for power and the reasons for the success of Stalin (ACHMH137)

The changes that transformed Russia, including the New Economic Policy, the creation of the USSR, the Five Year plans and how they contributed to state control of the economy, forced rural collectivisation, state-created famine and the modernisation of the Soviet Union (ACHMH138)

The different experiences of individuals and groups in the period to 1945, including peasants and factory workers, and the methods the regime employed to control them, including mobilisation and propaganda, repression, the Purges and the Great Terror (ACHMH139)

The impact of World War II and the methods that enabled the USSR to secure victory (ACHMH140)

The role and impact of significant individuals in the period, for example Vladimir Lenin, Leon Trotsky, Joseph Stalin, Nikolai Yezhov, Sergei Kirov, Alexandra Kollontai, Vyacheslav Molotov and Georgy Zhukov (ACHMH141)

List 2

Japan, 1931 − 1967 (Invasion of Manchuria – Foundation Day Ceremony)

An overview of Japan in 1931 as background for more intensive study of the period (ACHMH142)

Japan's first invasion of Manchuria in 1931 for political, military and social reasons (ACHMH143)

Japan during World War II, including the extent and nature of Japanese imperial expansion in Asia and the Pacific; the formation of the Greater East Asia Co-Prosperity Sphere; the external threats to Japan, including tension with the USA over trade before WWII; the bombing of Pearl Harbor; the scope and nature of fighting in Asia and the Pacific during WWII; and the US atomic attacks in 1945 (ACHMH144)

The immediate post-war effects of Japan's defeat, including opposition to democratic government; political division within the Japanese military; opposition to the Allied occupation after the war; the changes introduced during the American occupation (ACHMH145)

The internal development of Japan after the Occupation and the nature of its foreign policy, including the nature of the constitution and political system; the terms of the US-Japan Security Treaty, and the nature of the political order that followed; and the reasons for Japan's low-profile role in world affairs and post-war economic development to the 1960s (ACHMH146)

Japan's role and situation in the initial Cold War period, including membership of the UN, the limits on its military role and territorial disputes with the USSR, China, and North and South Korea (ACHMH147)

The role and impact of significant individuals in the period, for example Hideki Tojo, Emperor Hirohito, General Douglas

MacArthur, Hayato Ikeda, Eisaku Sato, Eiji Toyoda, Akio Morita, and Yoshida Shigeru (ACHMH148)

India, 1947 – 1974 (Independence – First Nuclear Test)

An overview of India in 1947 as background for more intensive study of the period, including the impact of World War II (ACHMH149)

The nature of the division in India that resulted in the creation of Pakistan (1947) and Bangladesh (1971), including the different paths taken by the two nations, and the response of India (ACHMH150)

The establishment and significance of the Indian constitution (1950); the subsequent role of the Indian Congress Party, Hindu nationalism and the leadership of Jawaharlal Nehru (1947-1964) (ACHMH151)

The key features and significance of the Indira Gandhi leadership and policies (1966-1974) (ACHMH152)

The changing nature of India's foreign policy and external threats in the period, including relations with power blocs, wars with Pakistan over the disputed territory of Kashmir (1948, 1965 and 1971), recognition of Tibet as part of China, the liberation of Goa (1961), border war with China (1962), creation of Bangladesh (1971) and India's nuclear test (1974) (ACHMH153)

The experiences of different groups and castes in India, with particular reference to Hindus, Muslims, women, Scheduled Castes, Scheduled Tribes and Backward Castes (ACHMH154)

The role and impact of significant individuals in India in the period, including Jinnah, B.R Ambedkar, Nehru, Vallabhbhai Patel, Rajendra Prasad and Indira Gandhi (ACHMH155)

Indonesia, 1942 – 1974 (Japanese occupation – invasion of East Timor)

An overview of Indonesia in 1942 as background for more intensive study of the period, including the Indonesian nationalist movement in the 1930s and the idea of Indonesia (ACHMH156)

The reasons for the Japanese occupation of Indonesia, the nature of the occupation and its effects on different groups, including forced labourers; the effects of the occupation on Indonesian nationalism; the declaration of Indonesian independence in 1945 and its aftermath; and the Netherlands' attempts to re-establish colonial rule (ACHMH157)

The background, role and significance of Sukarno's presidency, with particular reference to 'Guided democracy'; the reasons for the growth of the Indonesian Communist Party; and the role of the military (ACHMH158)

The reasons for the deterioration in Indonesia's economy up to 1965 and its impact on the population, including hyperinflation and food shortages (ACHMH159)

The nature and causes of internal divisions in Indonesian society, including the ethnic and religious differences, and the role of Chinese Indonesians (ACHMH160)

Indonesian foreign policy to 1965, including the Bandung Conference, relations with the USSR, China and the USA, confrontation with Malaysia and the annexation of West Irian (ACHMH161)

The nature and significance of the 1965 coup, including the mass killings 1965-1966; the rise to power of Suharto and the army, the transmigration program and conflicts between settlers and indigenous populations; pro-democracy movements; and the

reasons for the invasion of East Timor in 1974 (ACHMH162)

The role and impact of significant individuals and groups in the period, for example Sukarno, Mohammad Hatta, Dipa Nusantara Aidit, Suharto and Parmudya Ananta Toer, the LEKRA and Muhammadiyah groups (ACHMH163)

China, 1937-1976 (Second Japanese Invasion of Manchuria – Cultural Revolution)

An overview of China in 1937 as background for more intensive study of the period (ACHMH164)

The purpose and nature of the 'Yan'an Way', including the Long March; Mao Zedong's rise to prominence; life in the base areas including gender relations, rectification movements, and the role of the Chinese Communist Party's participation in the war against Japan (ACHMH165)

Similarities and differences in both structure and philosophy between the KMT and the Chinese Communist Party, and the conflict that led to a change in the regime in 1949 and the creation of a Communist state (ACHMH166)

Chinese involvement in the Cold War and relations with the United States in the Korean conflict (1950-53), and the nature and practice of China's subsequent international relations until the 1960s (ACHMH167)

The characteristics and impact of the Great Leap Forward (1958-1961), including the role of communes, methods of production, and the difficulties faced by workers (ACHMH168)

The significance of the Cultural Revolution (1966-1976) as a continuing attempt to organise Chinese social and economic life and to suppress dissent, and the implications for groups within China, including rural peasants and political dissidents (ACHMH169)

The role and impact of significant individuals in the period, for example Mao Zedong, Jiang Qing, Jiang Jieshi, Zhou Enlai and Lin Piao (ACHMH170)

Unit 4: The Modern World since 1945

Unit Description

This unit examines some significant and distinctive features of the modern world within the period 1945 – 2010, in order to build students' understanding of the contemporary world - that is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs; the emergence of Asia as a significant international political and economic force and the nature of engagement by and with Australia; the nature of various conflicts and regional and international attempts to create peace and security; and the implications of globalisation with the ever-increasing mobility of people, the growth of the global economy and overall rise in living standards. Students study ONE of these features. As part of their study, they should follow and make relevant connections with contemporary events. The key conceptual understandings covered in this unit are: causation; change and continuity; historical significance and changing representations and interpretations of the past, and contestability.

Learning Outcomes

By the end of this unit, students:

- understand the distinctive features of the modern world that have emerged since World War II and the historical forces that provided their impetus
- understand the changes that took place over time, and their significance to the experiences of individuals, groups, nations and the international community
- apply key concepts as part of a historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- use historical skills to investigate some distinctive features of the world since 1945; frame questions for research; interpret sources and evidence with a focus on reliability and usefulness; and use evidence to evaluate interpretations and representations, and communicate historical arguments.

Content Descriptions

Historical skills

All the following skills will be studied during this unit.

Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHMH171)

Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHMH172)

Formulate, test and modify propositions to investigate historical issues (ACHMH173)

Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHMH174)

Identify, locate and organise relevant information from a range of primary and secondary sources (ACHMH175)

Practise ethical scholarship when conducting research (ACHMH176)

Identify the origin, purpose and context of historical sources (ACHMH177)

Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHMH178)

Evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument (ACHMH179)

Analyse and account for the different perspectives of individuals and groups in the past (ACHMH180)

Evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHMH181)

Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (ACHMH182)

Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHMH183)

Communicate historical understanding by selecting and using text forms appropriate to purpose and audience (ACHMH184)

Apply appropriate referencing techniques accurately and consistently (ACHMH185)

Historical knowledge and understanding

Students study ONE of the following topics, with a focus on the period 1945 – 2010:

- *The Changing World Order*
- *Engagement with Asia*
- *A Globalised World*
- *Movements of People*
- *The Struggle for Peace in the Middle East*
- *The Search for Peace and Security.*

Students study ONE of the following topics, with a focus on the period 1945-2010, which are to be taught with the requisite historical skills described at the start of this unit:

The Changing World Order

An overview, as background, of the nature of the world order at the end of World War II, colonialism in the Eastern communist bloc and Western capitalist bloc, and the emerging role of the United Nations (ACHMH186)

The nature of the origins and early development of the Cold War to 1948, including the ideological, cultural and political differences between the United States and the Soviet Union; and the significance of the Truman Doctrine and Berlin Blockade (ACHMH187)

The evolving nature and character of the Cold War in Europe and the Asia-Pacific from 1948 through to détente, including the arms race and threat of nuclear war, and the new Cold War of the 1980s (ACHMH188)

The involvement of Australia in the Cold War, with particular reference to foreign policy, nuclear testing at Maralinga, and the war in Vietnam (ACHMH189)

Significant developments that followed the end of the Cold War in 1989, including the breakup of the Soviet Union, the development of European governance and extension of the 'European Union', and the emergence of China and India as significant Asian powers (ACHMH190)

The changing nature of world order in the period 1989-2010, for example the peaceful reunification of Germany, the US as superpower, the exercise of military power, and economic influence (ACHMH191)

The role of significant individuals during the period, for example Josef Stalin, Harry Truman, Mao Zedong, John Kennedy, Nikita Khrushchev, Jawaharlal Nehru, Richard Nixon, Deng Xiaoping, Ronald Reagan, Margaret Thatcher and Mikhail Gorbachev (ACHMH192)

Engagement with Asia

Students investigate the following with specific reference to Australia's relationship with Asia:

An overview, as background information, of the impact of World War II on Australia and Asia, including the significance of the fall of Singapore, the political and social impact of the war with Japan, the increasing regional involvement of the United States, and movements towards decolonisation (ACHMH193)

The nature of Australia's response to key developments in the period, including the success of the Communists in China, the Tokyo War Crimes Tribunal, the return of the French to Vietnam, Indonesian claims for independence, Australia's adherence to the White Australia Policy until 1973, and the implications of Australia's involvement in the Vietnam War (ACHMH194)

The significance of Australia's immigration policies on regional relationships after World War II, including the reasons for the gradual dismantling of the White Australia Policy in the period 1945-1973 (ACHMH195)

The formation of formal alliances and forums, for example ANZUS, SEATO and APEC, and cultural ties with Asia (ACHMH196)

Students investigate Australia's relationship with ONE Asian country chosen from China, India, Indonesia, Japan or Vietnam in relation to the following:

The changing characteristics of the chosen nation over the period, including political independence and alliances; system of government; political, social and cultural policies; economic growth; and the development of education and technology (ACHMH197)

The nature of the connections between the chosen country and Australia in the areas of migration, trade, culture, membership of alliances, and political affairs (ACHMH198)

The significance of the chosen country's political and economic development since 1945 for its relationship with Australia (ACHMH199)

The role of individuals and groups, for example national leaders, businessmen, and sporting and cultural identities, in promoting or questioning closer links between the chosen country and Australia (ACHMH200)

A Globalised World

An overview, as background information, of economic and social conditions in 1945-46, including social displacement and austerity in Europe, Australia and other parts of the world following World War II (ACHMH201)

The background to, and the key features of, post-war capitalism and communism as competing economic and social systems in the 1950s (ACHMH202)

The emergence of regional blocs in the 1950s and 1960s, including the EEC (European Economic Community) and the Soviet bloc and their contribution to the economic and social well-being of member countries (ACHMH203)

The nature of economic and social changes in Australia and one other country up to the 1970s and the impact and significance of these changes for individuals and groups within each society and for relations with other countries (ACHMH204)

The global significance of the economic recession of the 1970s for western capitalist economies, including the collapse of the Bretton Woods system and the OPEC Middle East Oil Crisis (1973) (ACHMH205)

The global impact of the failure of the command economies in the 1970s and 1980s and the revival of market economies from

the 1980s, including reference to the collapse of the Soviet bloc and the economic liberalisation of China (ACHMH206)

The economic and social impact of global popular culture and technology advances on Australian society in the period 1990-2010 (ACHMH207)

Movements of People

An overview, as background, of the volume and forms of migration before 1945, including legal and illegal migrants, mass migration to former settler colonies and refugee movements (ACHMH208)

The nature, extent and global distribution of populations in 1945 and then in 2010 (ACHMH209)

The circumstances in 1945 contributing to mass movement of people, including the impact of World War II on migration from Europe and its impact on Australian migration policies and on movements within the British Commonwealth (ACHMH210)

The international legal and organisational frameworks for the movement of people, including the 1948 Universal Declaration, the 1951 Refugee Convention and the 1967 Protocol, the anti-trafficking protocol of the Palermo Convention (2000), International Labor Organisation (ILO) and United Nations High Commissioner for Refugees (UNHCR) (ACHMH211)

Displacement arising from conflict and persecution (1945 -1975) for example Communist regimes in Europe (Hungarian uprising 1956), conflicts in the Middle East (Israeli military interventions in Lebanon) (ACHMH212)

Displacement arising from conflict and persecution (1975 - 2010), for example fleeing from Communism in Asia (Vietnam War) and civil wars in Africa (Horn of Africa) (ACHMH213)

The consequences of the movement of peoples in the period 1945 – 2010, for example urban migration and labour migration, and the experiences of groups that moved and the implications for Australia, Great Britain and the British Commonwealth (ACHMH214)

The Struggle for Peace in the Middle East

An overview of the background to the establishment of the British mandate in Palestine and the establishment of the state of Israel, including the immediate consequences for relations between Jews and Arabs (ACHMH215)

The significance and consequences of key conflicts between Arabs and Israelis, including the Arab-Israeli War of 1948-49, the Suez War (1956), the Six-Day War (1967), the Yom Kippur War (1973), Israeli military intervention in Lebanon (1978, 1982, 2006), and Israel's decision to withdraw from Gaza in 2005 (ACHMH216)

The nature and consequences of Palestinian reactions to Israel, including the Intifada (1987–94) and the 2nd Intifada (2000–2006) (ACHMH217)

Reasons for, and consequences of, other conflicts in the Middle East, for example the Lebanese Civil War (1975-1990), the Iran/Iraq War (1980-1988), Iranian Revolution (1979) and the Gulf Wars I (1990–1991) and II (2003) (ACHMH218)

The attempts to settle conflicts between Arabs and Israelis, for example: the 1949 Armistice, Security Council Resolution 242 (1967), Camp David Accords (1978), the 1979 Peace Treaty, the Oslo Accords (1993), the Camp David Summit (2000), and the role of the United Nations (ACHMH219)

The impact of significant individuals and groups both in working for and in opposing peace for example David Ben-Gurion, Anwar Sadat, Menachem Begin, Yasser Arafat, Yitzhak Rabin, Ariel Sharon, Golda Meir, the Palestinian Liberation Organisation, Hezbollah, Hamas, and 'Peace Now' (ACHMH220)

The consequences of the involvement of the United States, Britain and the Soviet Union in the Middle East over the period, in both the continuing conflict and the peace process (ACHMH221)

The Search for Peace and Security

An overview of the threats to world security in 1945, including austerity, border disputes, refugee movements, and the peace settlement in 1945 (ACHMH222)

The reasons for the creation of the United Nations and its immediate successes, including the UN Security Council; the Universal Declaration of Human Rights; the Genocide Convention 1948; and the Geneva Convention 1949 (ACHMH223)

The development of post war peace movements, with particular reference to their objectives, methods and influence, for example disarmament in response to the Cold War, and the use of non-violence (ACHMH224)

The role and outcomes of the United Nations as peacekeeper in specific conflicts and disputes, for example Korea 1954-1955, the former Yugoslavia after 1989; Rwanda (1993-96); Cambodia up to the first elections in 1993; and East Timor/Timor-Leste (1999-2008) (ACHMH225)

The contribution of Australia as a peacekeeper since World War II, including the military, civilian police, mine-clearers, weapons inspectors and diplomats (ACHMH226)

The changing nature of global terrorism to 2010, as represented by the objectives, methods and influence of terrorist groups, including state-based terrorism; anticolonial conflicts (such as Ireland and the United Kingdom) and international tensions (such as Al Qaeda and Western countries) (ACHMH227)

The nature of responses and the success of governments and the UN to conflicts and threats in the post-Cold War period (1991-2010), including national counter-terrorism actions, efforts to ensure disarmament and non-nuclear proliferation; and the resolutions of the UN Security Council (ACHMH228)

The impact of significant individuals in the period, for example Eleanor Roosevelt, H V Evatt, Dag Hammarskjold, Ralph Bunche, Lester Pearson, Gareth Evans and Kofi Annan (ACHMH229)

Units 3 and 4 Achievement Standards

Knowledge and understanding

A	B	C	D	E
• explains change over time in different places, evaluates the significance of change for societies, and for the relationships between different groups • analyses causes contributing to change and continuity in particular contexts and assesses their relative importance • analyses how different perspectives and responses of individuals and groups to ideas, movements and developments, and how they were influenced by time and place • evaluates the significance of ideas, movements, events and developments over time from the perspective of different groups • evaluates representations and interpretations to [explain](#) historical issues and to [evaluate](#) contestability, validity and usefulness	• explains change over time in different places, analyses the significance of change for societies, and for the relationships between different groups • analyses causes contributing to change and continuity in particular contexts and their relative importance • explains the different perspectives and responses of individuals and groups to ideas, movements and developments, and how they were influenced by time and place • explains the significance of ideas, movements, events and developments over time from the perspective of different groups • analyses representations and interpretations to [explain](#) historical issues and to [identify](#) contestability, validity and usefulness	• describes change over time in different places, and the impact of change on societies and different groups • describes causes contributing to change and continuity in particular contexts and their relative importance • describes different perspectives and responses of individuals and groups to ideas, movements and developments, and how they were influenced by events at the time • explains the significance of ideas, movements, events and developments over time • describes representations and interpretations to [identify](#) contestability, validity and usefulness	• identifies changes over time and how societies were affected • describes causes contributing to change and continuity in particular contexts • identifies different responses of individuals and groups to ideas, movements and developments • describes significant ideas, movements, events and developments in the past • describes interpretations and representations	• identifies changes that affected society • identifies examples of change and continuity in particular contexts • recounts the different responses of individuals and groups to ideas, movements and developments • identifies significant ideas, movements, events and developments in the past • identifies interpretations and representations

Skills

A	B	C	D	E
• develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods • selects and applies relevant evidence based on substantiated evaluation of the reliability and usefulness of sources • evaluates different historical interpretations and representations with analysis of the strength of the evidence • develops convincing historical arguments and synthesises evidence from different sources, to support particular claims with valid and sustained reasoning, and with an assessment of alternative interpretations • communicates complex ideas with coherent and sustained arguments with analysis of evidence, using appropriate language and accurate referencing	• develops focus questions to frame an inquiry and conducts research using a range of sources and methods • selects and applies relevant evidence based on evaluation of the reliability and usefulness of sources • evaluates different historical interpretations and representations by selecting and using relevant evidence from a range of sources • develops convincing historical arguments and synthesises evidence from different sources, with valid reasoning, and with an explanation of alternative interpretations • communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing	• develops focus questions for an inquiry and conducts research using sources and methods • selects and applies relevant evidence based on evaluation of sources • analyses different historical interpretations and representations by selecting and using relevant evidence • develops reasoned historical arguments using and synthesising evidence from different sources, and with reference to some interpretations • communicates ideas and arguments using appropriate evidence, language and accurate referencing	• uses inquiry questions to conduct research derived from sources • uses evidence derived from sources • describes historical interpretations and representations using evidence • develops historical accounts using evidence from a limited number of sources • communicates ideas and arguments with referencing	• uses inquiry questions to conduct research • uses sources to research • identifies viewpoints about the past • recounts historical events and identifies a limited number of sources • communicates ideas and information with minimal referencing

Modern History Glossary

Cause and effect

Used by historians to identify chains of events and developments over time, short term and long term.

Concepts

A concept (in the study of history) refers to any general notion or idea that is used to develop an understanding of the past, such as concepts related to the process of historical inquiry (for example evidence, continuity and change, perspectives, significance).

Contemporary world

The period of modern world history from 1945 to 2010.

Contestability

Occurs when particular interpretations about the past are open to debate, for example, as a result of a lack of evidence or different perspectives.

Continuity and change

Aspects of the past that remained the same over certain periods of time are referred to as continuities. Continuity and change are evident in any given period of time and concepts such as progress and decline may be used to evaluate continuity and change.

Empathy

Empathy is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.

Evidence

In History, evidence is the information obtained from sources that is valuable for a particular inquiry. Evidence can be used to help construct a historical narrative, to support a hypothesis or to prove or disprove a conclusion.

Historical inquiry

Historical inquiry is the process of investigation undertaken in order to understand the past. Steps in the inquiry process include posing questions, locating and analysing sources and using evidence from sources to develop an informed explanation about the past.

Interpretation

An interpretation is an explanation of the past, for example about a specific person, event or development. There may be more than one interpretation of a particular aspect of the past because historians may have used different sources, asked different questions and held different points of view about the topic.

Modern world

As defined in the Australian Curriculum: Senior Secondary Modern History, the period of time in the modern world between 1750 and 2010.

Perspective

A person's perspective is their point of view, the position from which they see and understand events going on around them. People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values. Historians also have perspectives and this can influence their interpretation of the past.

Primary and secondary sources

In History, primary sources are objects and documents created or written during the time being investigated, for example during an event or very soon after. Examples of primary sources include official documents, such as laws and treaties; personal documents, such as diaries and letters; photographs; film and documentaries. These original, firsthand accounts are analysed by the historian to answer questions about the past.

Secondary sources are accounts about the past that were created after the time being investigated and which often use or refer to primary sources and present a particular interpretation. Examples of secondary sources include writings of historians, encyclopaedia, documentaries, history textbooks, and websites.

Representation

A picture or image of the past that may be a popular portrayal within society (past or present) or that may be created by historians.

Secondary sources

In History, secondary sources are accounts about the past that were created after the time being investigated and which often use or refer to primary sources and present a particular interpretation. Examples of secondary sources include writings of historians, encyclopaedia, documentaries, history textbooks, and websites.

Significance

The importance that is assigned to particular aspects of the past, eg events, developments, and historical sites. Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of questions such as: How did people in the past view the significance of an event? How important were the consequences of an event? What was the duration of the event? How relevant is it to the contemporary world?

Source

Any written or non-written materials that can be used to investigate the past, for example newspaper articles, photos, and journal entries. A source becomes 'evidence' if it is of value to a particular inquiry.

Terms

A word or phrase used to describe abstract aspects or features of the past (for example decolonisation, imperialism, democracy) and more specific features such as a warship or monument.

Glossary

Abstract

Abstract scenario: a scenario for which there is no concrete referent provided.

Account

Account for: provide reasons for (something).

Give an account of: report or describe an event or experience.

Taking into account: considering other information or aspects.

Analyse

Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences.

Apply

Use, utilise or employ in a particular situation.

Assess

Determine the value, significance or extent of (something).

Coherent

Orderly, logical, and internally consistent relation of parts.

Communicates

Conveys knowledge and/or understandings to others.

Compare

Estimate, measure or note how things are similar or dissimilar.

Complex

Consisting of multiple interconnected parts or factors.

Considered

Formed after careful thought.

Critically analyse

Examine the component parts of an issue or information, for example the premise of an argument and its plausibility, illogical reasoning or faulty conclusions

Critically evaluate

Evaluation of an issue or information that includes considering important factors and available evidence in making critical judgement that can be justified.

Deduce

Arrive at a conclusion by reasoning.

Demonstrate

Give a practical exhibition as an explanation.

Describe

Give an account of characteristics or features.

Design

Plan and evaluate the construction of a product or process.

Develop

In history: to construct, elaborate or expand.

In English: begin to build an opinion or idea.

Discuss

Talk or write about a topic, taking into account different issues and ideas.

Distinguish

Recognise point/s of difference.

Evaluate

Provide a detailed examination and substantiated judgement concerning the merit, significance or value of something.

In mathematics: calculate the value of a function at a particular value of its independent variables.

Explain

Provide additional information that demonstrates understanding of reasoning and/or application.

Familiar

Previously encountered in prior learning activities.

Identify

Establish or indicate who or what someone or something is.

Integrate

Combine elements.

Investigate

Plan, collect and interpret data/information and draw conclusions about.

Justify

Show how an argument or conclusion is right or reasonable.

Locate

Identify where something is found.

Manipulate

Adapt or change.

Non-routine

Non-routine problems: Problems solved using procedures not previously encountered in prior learning activities.

Reasonableness

Reasonableness of conclusions or judgements: the extent to which a conclusion or judgement is sound and makes sense

Reasoned

Reasoned argument/conclusion: one that is sound, well-grounded, considered and thought out.

Recognise

Be aware of or acknowledge.

Relate

Tell or report about happenings, events or circumstances.

Represent

Use words, images, symbols or signs to convey meaning.

Reproduce

Copy or make close imitation.

Responding

In English: When students listen to, read or view texts they interact with those texts to make meaning. Responding involves students identifying, selecting, describing, comprehending, imagining, interpreting, analysing and evaluating.

Routine problems

Routine problems: Problems solved using procedures encountered in prior learning activities.

Select

Choose in preference to another or others.

Sequence

Arrange in order.

Solve

Work out a correct solution to a problem.

Structured

Arranged in a given organised sequence.

In Mathematics: When students provide a structured solution, the solution follows an organised sequence provided by a third party.

Substantiate

Establish proof using evidence.

Succinct

Written briefly and clearly expressed.

Sustained

Consistency maintained throughout.

Synthesise

Combine elements (information/ideas/components) into a coherent whole.

Understand

Perceive what is meant, grasp an idea, and to be thoroughly familiar with.

Unfamiliar

Not previously encountered in prior learning activities.