



STEINER EDUCATION AUSTRALIA

AUSTRALIAN STEINER CURRICULUM
FRAMEWORK 2011

HISTORY HIGH SCHOOL
Extended Curriculum Topics

Stage 4: Year 9

Original ACARA Recognition October 2011

Revisions included in this document:

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| April 2012 | Numbering added to Content Descriptions and Achievement standards to enable cross-referencing |
| Sept 2014 | Changes made to terminology relating to Aboriginal and Torres Strait Islander peoples, as per ACARA guidelines |

HISTORY

Extended Curriculum Topics

Stage 4 : Year 9

Contents:

Developmental Profile

Topics

- 9.1 The Making of the Modern World
- 9.2 Australian History to the Modern Era

Each Learning Area is organised into Topics. These are content areas which can be taught as one or more integrated thematic morning blocks (Main Lessons) over 3-4 weeks, with connected review and practice lessons developing the content throughout the year.

While it is necessary for the Content Descriptions to be covered, teachers are able to use their professional judgment concerning the needs of their Year: content can be recombined or reallocated into Main Lessons and practice lessons over the year.

Achievement Standards

General Capabilities

Cross Curriculum Priorities

Links to Other Learning Areas



YEAR 9: PROFILE OF DEVELOPMENTAL STAGE OF THE 15 YEAR OLD STUDENT
<p>PHYSICAL GROWTH</p> <p>In Class 9, the students reach 15 years of age, and as their powers of intellect become more active, so their physical bodies become stronger and heavier. The growth spurt in the limbs is balanced by the rest of the body, and the physique begins to appear less ungainly and more graceful. Boys begin to feel the strength of their muscles, and there is a need for activity and physical exertion. The menstrual cycle is well established for most girls.</p> <p>Relevant Steiner methodological guidelines for History</p> <p>While intellectual aspects of historical studies are now more rigorously challenging it remains important to include opportunities for experiential learning. The history units have strong links with other disciplines. Related experiences of art, music, geography and literature are woven into the historical themes.</p>
<p>SOCIO-EMOTIONAL DEVELOPMENT</p> <p>The students tend to express harsh judgements of sympathy and antipathy, especially towards parents, other authority figures, routines and rules. The gender differences which became apparent in Year 8 continue into Year 9: Generally the girls are more confident in their social, verbal expression whereas the boys, whose attention is directed towards the growth of their physical strength, may appear less socially elegant. The search for independence that awakens with the increased activity in their feeling life can sometimes take extreme forms. Their growing emotional autonomy is accompanied by a paradoxical childlike dependency and need for emotional comfort. The 15 year olds search to bring themselves into balance and harmony with the world. It is important that they are supported in achieving this goal and also helped to nurture their newly born sense of identity and personal freedom.</p> <p>Relevant Steiner methodological guidelines for History</p> <p>Students consider contrasting images and conflicting experiences. They read and reflect on a range of human experiences. They consider and make judgements about the points of view of different historical sources.</p>
<p>COGNITIVE MATURATION</p> <p>A capacity for stringent logic awakens within the Class 9 student. . This new power of thinking allows and requires distance from self and others. The students develop a clearer structure to their thinking and are able to make causal deductions. There is a move from judgement based on feeling to judgement based on observation and understanding. The students demonstrate a growing ability to discover the underlying principles behind phenomena by using analytical processes. It is best if they are asked to use their discernment in the field of practical judgement e.g. How things that can be overseen work.</p> <p>Relevant Steiner methodological guidelines for History</p> <p>The 15 year old is making a transition from 'knowledge to cognition'. In keeping with this and the students' strong interest in contemporary issues, Modern history is taught with a focus on ideas that have motivated change and shaped the modern world. History is brought less biographically and more theoretically. However the use of comparative biography, to illuminate contrasting experiences and opposing forces, gives opportunities for the student to consider, to weigh and balance in a year characterised by polarities. It is important that history in Class 9 is considered in relationship to the present and, most importantly, the future.</p>
<p>MORAL CAPACITY</p> <p>Students of this age stand at the edge of a new world wondering how to navigate the seas of excitement and danger and responsibility for themselves and for the world. They begin to engage their will in learning to work and thereby being able to learn through their work. Earlier gender differences which expressed themselves in the social realm now become apparent in the sphere of differing abilities related to work. Students develop a new sense for the aesthetic aspects of life and learn how to tap otherwise imponderable moral questions by being guided towards a practical understanding of the world. They become capable of making the transition from idea to ideal, from ideal to applied practice, and from discovery to creation.</p> <p>Relevant Steiner methodological guidelines for History</p> <p>The students are capable of working and thinking more independently; they can comprehend historical forces on a deeper level. A multiperspectival approach, looking at different experiences of the same events, extends the students growing capacity for empathetic processing. The cultivation of an awareness of different interpretations of historical issues encourages a more reflective and considered view of the world. The world can be dark and complex. It is most important that the students are brought historical pictures that illustrate human potential and creative initiative; that they perceive that ideals can be significant forces for change and healing.</p>

HISTORY 9.1

Topic: THE MAKING OF THE MODERN WORLD

'...history must avoid the impression of being an unfolding tapestry that records objectively what happened. Like the Bayeux Tapestry itself, it records a particular perspective, that most common view in history, namely that of the victors and the literate classes, and must of necessity be interpreted to reveal its full historical value.' Rawson and Richter

'Until lions have their historians, tales of the hunt shall always glorify the hunters.' African Proverb

Central Experiences of the Content

The year is characterised by a transition from knowledge to cognition. Meeting the needs of the students, now capable of examining historical forces at a deeper level, Modern History is considered in the light of ideas that motivated change and shaped the world we live in. Students study major events and turning points from the beginning of the 19th Century to the present-day. They examine current world issues and trace their historical roots. They consider accounts of events from multiple sources and perspectives in order to understand international relations from a variety of viewpoints. The inner experience of the 15 year old is characterised by powerful polarities - sympathy and antipathy, confidence and uncertainty. Comparative biographies can be chosen to bring historical information and to facilitate exploration of the inner questioning of the students.

The teacher may choose to examine the key events and turning points through a chosen theme such as 'Freedom And Responsibility', 'Technology and Social Change', 'Religion and Culture', 'International Relations' or 'The Biographies of Makers of Change' to .

The unfolding of historical themes in Australia and the Asia-Pacific region is examined in the context of world events.

Future Capacities

The students develop an awareness of different interpretations of historical issues. In exploring world events through different perspectives and contrasting human experiences they develop an ability to reflect on their own lives and aspirations, the questions of their own freedom and responsibility, in the context of the complex interdependent human network. A self-motivated and informed relationship to the world is stimulated. The students develop an appreciation of a wide range of cultural groups and their contribution to Australian culture.

Content Description

History. 9.1

Topic: THE MAKING OF THE MODERN WORLD

Students learn:

1. To identify and describe the social, economic and political changes since the Industrial Revolution in different countries and social groups
2. To identify and describe events of world significance and their influence and impact on World and Australian political, social and cultural development
3. To identify and describe the significant ideologies of the modern world
4. To identify and describe significant ideas influencing religion, politics and culture of the period
5. Of people of historical significance, examining their lives, qualities and legacy.

Threefold Cycle of Content Elaboration

Learning Experiences	Multi-modal and Artistic Activities	Conceptual knowledge and Skills
<p>Students may:</p> <p>Examine recent world history in the light of one or a number of the following key themes:</p> <ul style="list-style-type: none"> • The evolution of personal freedom and individual responsibility • The influence of political, religious and cultural ideas • Advances in science, technology and formal education and their effects on health, government and communal life • Biographies of makers of change • Human kind in conflict <p>Research, one or a number of the following themes:</p> <ul style="list-style-type: none"> • The dissolution of traditional societies and the rise of the nation states • The effects of industrialisation: the factory system, slavery, transport, communication and the spread of ideas, the Suez canal, technological innovations, population, urbanisation, social and political reform • Imperialism in Africa, Asia and South America: apartheid; Gandhi and nonviolent resistance 	<p>Students may:</p> <p>Study a selection of literature and poetry that is evocative of a selected theme</p> <p>View, discuss and produce creative response to key art works on themes selected.</p> <p>Read and discuss diary extracts, letters, newspapers, speeches and other primary sources illustrating the human experience around a selected theme</p> <p>Compare the ideas of notable writers and philosophers and their effects on the revolutions in England, United States, France and Russia</p> <p>Compare the principles of the Magna Carta, the English Bill of Rights, the American Declaration of Independence and the French Declaration of the Rights of Man and the Citizen</p> <p>Study a variety of ideologies from the 20th century</p> <p>Research the establishment of the United Nations and NATO and their role in world affairs</p> <p>Research and discuss Universal suffrage</p> <p>Visit historical sites</p>	<p>Students come to:</p> <p>Identify the social, economic and political changes since the Industrial Revolution</p> <p>Demonstrate understanding of the development of key political ideas and ideologies and their influence on history</p> <p>Identify and evaluate the contributions made by individuals to history</p> <p>Analyse events and movements which have impacted on social and cultural history</p> <p>Show developing understanding of the relationship between historical events and current affairs</p> <p>Analyse cultural history for changes in a particular stream of daily life such as medicine, music, fashion or entertainment</p> <p>Develop research questions and utilise relevant resources to answer them</p> <p>Evaluate sources of information</p> <p>Identify and explain different points of view relating to the same events in history</p>

Threefold Cycle of Content Elaboration		
Learning Experiences	Multi-modal and Artistic Activities	Conceptual knowledge and Skills
<ul style="list-style-type: none"> • Ideologies such as communism, totalitarianism, fascism • Economic events such as the Great Depression • The great military events of the 19th, 20th and 21st Centuries including the Boer War, World War 1, World War 2, the Cold War, the Russian and Chinese Revolutions, Vietnam War, and Gulf Wars • Icons and images such as Hiroshima and Nagasaki, the Holocaust, Tiananmen Square, the fall of the Berlin Wall; Chernobyl, the release of Nelson Mandela from prison, the attack on the World Trade Centre and the Pentagon; • Key historical figures, their actions, motives and legacy. These may include: Marx, Gandhi, Curie, Livingstone, Nightingale, Rhodes, Mussolini, Hitler, Lenin, Mao Zedong, Churchill, Martin Luther King, Nelson Mandela, Thatcher, Lech Walesa, George W Bush, Yasar Arafat, Saddam Hussein, Osama Bin Laden, Aung San Suu Kyi; and in Australia: Peter Lalor, Edith Cowan, Edward Dunlop, Charles Perkins • Freedom, Civil Rights and independence movements • Fundamentalism and terrorism; social media and partnerships for peace 	<p>Construct and interpret timelines, charts, graphs and maps</p> <p>Research and discuss the factors in the changing roles and expectations of women including significant movements, the right to vote and the 8 hour day. Read and discuss the biographies of key individuals and influential groups</p> <p>Investigate the impact of changes in education, medicine and communication on different elements of society</p> <p>Investigate the role of information technology in the world consciousness</p> <p>Investigate and discuss the changing nature and prominence of recreation and entertainment</p> <p>Research, evaluate and discuss the impact of colonisation on Aboriginal and Torres Strait Islander communities</p> <p>Research and discuss their action for civil, political and land rights.</p> <p>Examine Australian indigenous issues (land rights, health, historical experience) in context of world indigenous peoples experience - particularly New Zealand, the Pacific and the Americas.</p>	<p>Present an historical argument using evidence to support their view</p> <p>Communicate ideas and research using a range of means including ICT</p> <p>Identify and explain cause and effect relationships using historical evidence and considering historical context</p> <p>Analyse the actions and motives of historical figures</p> <p>An appreciation of cultural history including influences on popular culture: modern art and music and the influence of communication technologies.</p>

Australian History



History 9.2

Topic: AUSTRALIAN HISTORY TO THE MODERN ERA

“Let no-one say the past is dead. The past is all about us and within.”
Oodgeroo Noonan

Central Experiences of the Content

In these lessons students examine major developments in Australian political, social and cultural history from Federation to the present time. Aspects of Australian history previously studied are re-examined, now from the perspective of the ideas and inner motives. Students research the biographies of well-known Australians along with representative lives that illuminate experiences of ordinary people and give a picture of their part in Australia’s story. Students will consider the changing relationships between Australia and other countries and the role that wartime events had in shaping Australia and its international relations. The unit has strong links with other disciplines. Studies of art, music, geography and literature inform and deepen the students’ understanding.

The consideration of contrasting images and multiple perspectives facilitates the students’ capacity to step out of their intellectual ‘comfort zone’. They now examine different, sometimes conflicting viewpoints as an intellectual discipline. Students identify marginalised groups and learn about their struggle for rights and freedoms.

The challenge for the teacher is to bring depth to the learning experiences, while giving a broad picture of the major events and social, cultural and political developments. The students will develop a well-structured picture of the history of Australia and the many threads that have woven it. The teacher’s selection of themes to examine in depth will engage the students’ intellect and feelings. They begin to independently identify questions about differing experiences and perspectives. They develop a sense of pride and interest in the unique qualities of Australia and have a solid awareness of the indigenous experience and current issues. Themes are selected that develop appreciation for the contribution different groups have made to our history and identity. Teachers may choose to focus on a particular theme such as politics and government, the major conflicts, indigenous history or social and cultural change.

Future Capacities

This study of Australia’s history gives a picture of an evolving sense of national identity and provides a context for student reflections on today’s world and on the society they would want Australia to become. In considering the lives and actions, the diverse backgrounds and cultures of individuals who helped shape Australia the students come to reflect on their own identity and are empowered to consider themselves creators of the future. In developing their understanding of the distinctive characteristics of Australia, its environment and the multi-cultural human journey they take pride in its uniqueness and find a sense of connection to their place and time.

Content Description

History 9.2

Topic: AUSTRALIAN HISTORY TO THE MODERN ERA

Students will learn to:

1. Describe and assess key events in Australia’s history, from Federation to the present
2. Identify key people and groups in Australian history and understand their role in events and national identity
3. Develop an understanding of the histories of cultural groups that have contributed to the Australian identity including indigenous Australians
4. Evaluate how events, groups and cultures have contributed to the development of culture and identity
5. Examine issues and events from multiple perspectives taking into consideration Aboriginal and Torres Strait Islander, gender, cultural, regional and global perspectives
6. Make links and comparisons between past events and the present time

Threefold Cycle of Content Elaboration

Learning Experiences	Multi-Modal and Artistic Activities	Conceptual Knowledge and Skills
Students may:	Students may:	Students come to:
<p>Study significant 20th and 21st century events and developments including: <u>Federation:</u></p> <ul style="list-style-type: none"> • The creation of and consequences • The Australian Constitution • The ‘Immigration Restriction Act’ and the White Australia Policy (1901-1973) • Voting rights and the introduction of compulsory voting • Social legislation including the Harvester Judgement 1907 <p><u>Australia’s demographic</u></p> <ul style="list-style-type: none"> • the large scale immigrations • the social, economic and cultural contributions of immigrants. • Government initiatives • The ‘populate or perish’ campaign • European and Non-European Immigration after WW2 • The Snowy Mountain scheme • Political and religious refugees • The boat people 1976 - 2011 • The Tampa Affair • Detention Centres • The Racial Discrimination Act of 1975 • The Citizenship Test of 2003 <p><u>Australia’s involvement in conflicts of the 20th and 21st centuries:</u></p>	<p>Research and discuss:</p> <ul style="list-style-type: none"> • The Westminster system • The referendum issues - particularly 1924, 1967 and 1999 • the powers of Commonwealth, State and Territory Governments • comparison of the Australian elections/voting system with that of another country. Compare compulsory and non-compulsory voting systems. <p>Visit places of Local, State or Federal politics</p> <p>Select topical issue and write to or interview a local politician or member of Parliament</p> <p>Consider and discuss the role of policy and law in creating change and their own vision for future directions</p> <p>Choose a topical social issue and debate from different point of view.</p> <p>Visit the Migration Museum and the Welcome Wall or access the website data and the repository of migrant stories.</p>	<p>Describe and understand key events and significant developments in Australia’s political, social and cultural history</p> <p>Have a sense of the chronology of key events and their relationship to world events.</p> <p>Identify key people and in Australia’s modern history and understand their role in making change</p> <p>Make links and appropriate comparisons between historical events and contemporary Australia</p> <p>Describe and analyse immediate and long term effects of policies and events</p> <p>Develop an understanding of the history and experiences of Australian indigenous people and their contribution to Australian identity and culture</p> <p>Understand and appreciate the contribution different</p>

Threefold Cycle of Content Elaboration		
Learning Experiences	Multi-Modal and Artistic Activities	Conceptual Knowledge and Skills
Students may:	Students may:	Students come to:
<ul style="list-style-type: none"> • Reasons for involvement • Gallipoli and the Anzac legend • The conscription issue in WW1 • The bombing of Darwin • Experiences of particular groups including indigenous servicemen • Impact of the wars on women's employment and social role • Internees • Rationing, censorship and propaganda • Australia's changing relationship with Britain and the USA • Places of war time significance • Commemorations <p>Vietnam War Era:</p> <ul style="list-style-type: none"> • Propaganda and perceptions of the 'Red Menace' and the 'Yellow Peril' • The Cold War - Korean War, ANZUS and SEATO • The referendum to ban Communism • The Petrov Affair • The Vietnam War, conscription and the 'All the Way with LBJ' and the anti-war moratoriums <p>The Gulf War War in the new millennium: East Timor, Afghanistan and Iraq</p> <p><u>The history and experiences of Aboriginal Australians:</u></p> <ul style="list-style-type: none"> • Events and policies significant to the lives of indigenous Australians • The physical and spiritual relationship to country and the impact of dispossession <ul style="list-style-type: none"> • Exclusion from national census • Aboriginal Protection Acts • Policies on 'half castes' • Aboriginal and Torres Strait Islander people in the armed forces including at Gallipoli • NT Aboriginal Ordinance Act • Segregation, missions and the Churches • The 20th century massacres including Coniston • The Exemption Certificate • The 1967 Referendum • The removal of children and the 'Bringing them Home' report 	<p>Write a personal response to these.</p> <p>Study and respond to photographs of migrants to Australia. Using primary and secondary sources compare the experiences of different nationalities and different times. Discuss concepts of assimilation, multiculturalism and cultural fusion</p> <p>Using primary sources examine Australia's wartime experiences.</p> <p>View newsreels and consider the changing role of news media in wartime particularly the role of television and reporters in the Vietnam War. Discuss. Write personal responses to newsreel footage of Australians in Vietnam. Interview Vietnam veterans and members of the peace movement</p> <p>Examine how individuals and groups contribute to social cohesion or conflict</p> <p>Listen to and discuss a range of music/songs evocative of Australian wartime experience e.g. Redgum's 'I was only 19'</p> <p>Invite speakers to share personal stories of Australia at war</p> <p>Discuss issues around Nuclear testing including the British tests in Australia and the Maralinga controversy</p> <p>Research, summarise and discuss the rationale and impact of government policies related to aboriginal Australians</p> <p>Invite Local indigenous speakers to speak on indigenous history and issues. Select one issue to research further and present.</p>	<p>cultural groups have made to Australian history and identity</p> <p>Understand the concept of national identity and that any culture is always changing.</p> <p>Identify features and factors in the Australian cultural identity as it has developed in 20th and 21st century</p> <p>Recognise and explain different perspectives and interpretations</p> <p>Identify and analyse different historical interpretations including their own</p> <p>Analyse events, issues decisions, opinions and documents using historical evidence and considering historical consequence</p> <p>Identify the origin, purpose and context of primary and secondary sources</p> <p>Process and synthesise information from a range of sources for use in historical argument</p> <p>Develop historical texts including imaginative writing, explanations and historical arguments</p> <p>Make use of a range of communication forms: oral, graphic and written</p> <p>Make use of National Archives and other on-line repositories of historical data, documents, photographs and film.</p>

Threefold Cycle of Content Elaboration		
Learning Experiences	Multi-Modal and Artistic Activities	Conceptual Knowledge and Skills
Students may:	Students may:	Students come to:
<ul style="list-style-type: none"> • Land Rights, the Native Title Act and the Wik Decision • Aboriginal and Torres Strait Islander responses including 1938 Day of Mourning, Wave Hill and the Tent Embassy • Biographies of Aboriginal Australians • Policies on assimilation, integration, self-determination, discrimination and reconciliation • Prejudice and stereotyping <p><u>The development of Australian culture and society</u></p> <ul style="list-style-type: none"> • The experiences and contributions of the original inhabitants, convicts, European settlers and pioneers and major migration events. • Influences and changes in popular music, recreation, art, theatre, entertainment • Influences and changes in food, family life, social interaction, occupations • The changing role of women and the influence of the women's liberation movement • The changing role of church and religion • The role of the media in communication and entertainment <p><u>The Prime Ministers</u></p> <ul style="list-style-type: none"> • The personalities, policies and legacy of key Prime Ministers of Australia and their historical context including Barton, Hughes, Curtin, Chifley, Menzies, Whitlam, Fraser and the 21st century Prime Ministers <p><u>Notable Individuals</u></p> <ul style="list-style-type: none"> • Symptomatic and comparative biographies including artists, explorers, social activists, politicians, <p>Students may: Experience selections of Australian literature from Lawson to contemporary authors</p>	<p>Listen to/read and discuss Kevin Rudd's National Apology to the Stolen Generation Summarise and comment on the background to and impact of this</p> <p>Study and discuss The Universal Declaration of Human Rights, issues of human rights in Australia and human rights organisations.</p> <p>Read and discuss excerpts from Sally Morgan's 'Wannamurragunya' or other oral histories</p> <p>View and discuss documentaries such as Dean and Butler's 'Contact', or Warwick Thornton's 'Greenbush'</p> <p>Research and write about significant and influential indigenous Australians of the 20th and 21st Century</p> <p>Research, identify and illustrate key characteristics, events, personalities and cultural developments of each decade from Federation to the present</p> <p>Research and discuss a range of experiences and expectations of family, church, discipline and education in the early 19th century. Consider the experiences of women, indigenous Australians and migrants. Make comparisons with the present</p> <p>Discuss Women's and Gay Liberation, and the changing roles and expectations of women and men</p> <p>Examine the introduction of television, view excerpts from early programmes, interview individuals who remember the arrival of TV in our lounge rooms. Consider its role</p>	

Threefold Cycle of Content Elaboration		
Learning Experiences	Multi-Modal and Artistic Activities	Conceptual Knowledge and Skills
Students may:	Students may:	Students come to:
<p>View and discuss excerpts from significant Australian films and documentaries.</p> <p>Examine Australian history in context of Asia-Pacific. Learn history of near neighbours including Timor, Papua New Guinea and Bougainville, New Zealand</p>	<p>changing family life, communication, entertainment and in world events</p> <p>Students may interview family members, collate a family history and research own cultural background. They may devise a presentation of their own family history relating it to broader Australian developments</p> <p>Examine selected artworks and discuss the characteristics and experiences that they depict</p> <p>Research and construct an oral history interview of an adult from migrant background</p> <p>Research and discuss iconic images of Australia such as the Dreaming, the drover, the bushranger, and the digger. Consider issues of gender in images of iconic Australia. Research, discuss and present information on the Australian stereotypes and their origins.</p>	

ACHIEVEMENT STANDARDS YEAR 9

1. By the end of Year 9, students identify and analyse the connections between particular historical events and larger social, economic and political trends and developments. They recognise the complexity of historical causes and effects. They interpret past events and issues within historical context and make links between historical events and current affairs. They describe and compare major ideologies and their influence on historical events.
2. Students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time and the movement of ideas. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.
3. Students sequence events and developments within a chronological framework, with reference to periods of time and their duration.
4. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past.
5. Students use maps, graphs, timelines and documents to interpret human movement, including conflicts, patterns of migration and settlement.
6. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

GENERAL CAPABILITIES

Literacy

The students continue to access historical information through autobiography, biography, historical fiction and a range of primary and secondary sources. Increasingly they are required to evaluate the sources for integrity, value, perspective and bias. They compose various historical texts employing both the faculty of historical imagination and rigorous research to explore and communicate their own picture of historical truth.

Mathematics and Numeracy

Students learn about the concept of time: chronology and sequencing; change and continuity; past, present and future in a range of historical contexts. They pursue exercises in chronological thinking such as timelines and explore concepts of distance and space. In mathematics and research related tasks they extend their ability to present information in the form of tables, graphs and visual texts. They learn to access statistical information from tabular and graphic formats. They interpret and create tables and graphs giving demographic information regarding population and migration. They are encouraged to think flexibly and use creative and original methods to present information clearly.

Information and Communication Technology

In History classes students use their growing competency in the area of ICT to select and use a wide range of appropriate ICT tools and techniques in a way that brings the creative responses they write to a further multi-dimensional level. They may choose for example to include the following digital elements: audio music or a combination of audio and original music, photographic images, other graphics and animation, and video. In particular students use their word processing skills to support the writing, drafting

and editing process they follow when they create written texts. When publishing and presenting their work students create effective text and digital media layouts of various types and sources. They use features of software such as links, tables and tracking to enable them to propose multiple plans, show selections, modify plans, and show reviewing and consultation. Students follow the same guidelines used to create texts in general: they consider purpose, audience, text type and the cultural contexts of the piece of work. In relation to digital texts in particular students are able to:

- Interpret verbal and non-verbal communication and consider how these elements combine to convey meaning and influence audience response;
- Interpret literal and non-literal language and consider how combinations of written, visual, auditory and symbolic elements are used to make meaning, achieve particular purposes and establish certain relationships with audiences

When undertaking research related tasks students use ICT skills to support their investigation and presentations: They record their investigations and research using appropriate media including tables or graphs, images, written or spoken text or a combination of the above; conduct on-line research and on-line collaboration such as conferencing; locate and use relevant research from a range of sources; design spreadsheets (to record data, analyze and graph). Further more advanced ICT competencies which may relate to History assignments include the use of: data processing techniques to create digital repositories for a range of data types and delivery mechanisms; programming skills to measure, record, respond to and control events by planning, testing and modifying sequences, repetitions and branching of instructions; and computation and modelling to test predictions and discover patterns and relationships, by exploring, evaluating and developing models and changing their rules and values.

Critical and Creative Thinking

The 15 year old is making a transition from 'knowledge to cognition'. Students are able to consider sometimes conflicting evidence of human action in the past, evaluate and form some judgement about it. In doing this the students learn how to question and assess evidence of any human event and to distinguish between evidence and interpretation - important skills in this age. Robust and informed discussion is encouraged. Students examine multiple pieces of evidence representing different perspectives. They learn to evaluate contrasting interpretations and competing historical accounts and consider how historical context influences how we judge actions and decisions.

By the end of Class 9 students identify and analyse the connections, causal and otherwise, between particular historical events and larger social, economic and political trends and developments. Students recognise the complexity of historical causes and effects. They interpret past events and issues within the context in which an event unfolded and make links between historical events and current affairs. They identify bias and prejudice in historical interpretations.

Ethical behaviour

The Class 9 study of Australia's history gives the student a picture of an evolving national identity and provides a context for their reflections on today's world and on the society they would want Australia to become. In considering the lives and actions, the diverse backgrounds and cultures of individuals who helped shape Australia the students have a context in which to reflect on their own identity and aspirations. An understanding of the impact and influence of individual action and endeavour empowers them to see in themselves the creators of the future. In developing their understanding of the distinctive characteristics of Australia, its environment and the multi-cultural human journey they take pride in its uniqueness and find a sense of connection to their place and time.

Historical biographies bring inspirational pictures of individuals who have weathered adversity in real historical situations. The students consider not only the lives of 'great' men and women but of more ordinary people who provide lessons in courage, diligence, or constructive protest.

They use the vehicle of historical events and personalities to explore ethical issues, evaluate roles and ideological beliefs.

Personal and Social competence

In studying the history of the modern world the Class 9 student is encouraged to think about various factors that influence why individuals and groups make particular choices and the implications of their actions. Analysing these choices and the intentional and unintentional effects encourages students to think about their own choices and responsibilities. In studying the lives of individuals who exemplify inspiring qualities or who have struggled with obstacles and failings, students recognise and reflect on human qualities, including their own and on questions of social responsibility. They gain perspectives regarding their own uncertainties, strengths and aspirations.

Intercultural Understanding

The study of Australian history provides the students with the opportunity to better understand their cultural heredity and to strengthen their relationship with their community and country. The inclusion of Indigenous and migrant studies presents students with material that can inform their sense of justice. Exercising historical imagination encourages the students to develop empathy and respect for people who have different cultural values and beliefs.

CROSS CURRICULUM PRIORITIES

Histories and cultures of Aboriginal and Torres Strait Island peoples

Class 9.2 Australian History includes specific and in depth focus on the post colonial experiences of Aboriginal and Torres Strait Islander people up to the present day.

Asia and Australia's Engagement with Asia

History 9.1 and 9.2 include examinations of aspects of Asian history and cultural study and of Australian history in the Asia/Pacific context.

Sustainability

Students critically review factors in the historical events of different countries and periods. Studies include examination of the influence on human history of global geographical and environmental factors. They see how the human relationship to places can change over time. They observe how technology, human conflict, changes in climate and environment bring about changes in land use. The study of the successes and failures of the past cultivates an understanding of the interdependence of people and the environment. Students begin to recognise levels of collective and individual responsibility for the future and can use their own judgement to draw conclusions about environmental issues at a regional and global level.

LINKS TO OTHER LEARNING AREAS

The historical studies of Class 9 are integrated with other subject areas particularly English, Art, Music and Geography.

