

Year 9 History

Note: This is a compulsory one-semester course.

Achievement

In Year 9, students learn about the Industrial Revolution and about World War 1. They learn about key events and about the actions and contributions of important people, making judgements about their importance. They are taught to analyse cause and effect in order to explain patterns of change over time. Students use primary and secondary sources in order to learn that there are different interpretations of the past. They sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop questions in order to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources. When evaluating these historical sources students analyse their origin and purpose and draw conclusions about their usefulness. They are taught to support their ideas with justification and they learn how to reference their research. Students develop their own texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts students use historical terms and concepts.

Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- Historical Knowledge and Understanding
- Questioning and researching, analysing and interpreting, communicating

Delivery (mode, time requirements, lessons)

Students have access to a one hour scheduled lesson and a one hour tutorial each week. Students are also expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Course materials can be accessed via our designated Learning Management System.

Student Requirements

Computer, access to internet, email, printer, scanner, telephone or headset with microphone, audio visual software/devices, exercise book, stationery.

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Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1 or 2	Term 1/3	<p>Unit 1: Making a better world – The Industrial Revolution (1750-1914) In this unit students examine the significance of the Industrial Revolution. They study key events, inventions and people. They learn about the impact the Industrial Revolution had on the way people lived and worked, as well as on social structure, the growth of cities, housing, health and the law. Students engage study contrasting perspectives about the significance of the Industrial Revolution. Inquiry question: How did new ideas and technological developments contribute to change in this period?</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> • Assessment task: Research assignment - multimodal • Criteria assessed: Knowledge and understanding, researching and questioning, analysing and interpreting, communicating. • Due: End Term
	Term 2/4	<p>Unit 3: World War 1 (1914-1918) In this unit students develop an understanding of nationalism and how it helped cause WWI. They also investigate the political causes of the war and the reasons for Australia’s participation. Students examine the experiences of Australian soldiers at Gallipoli and on the Western Front by studying particular battles/campaigns. They investigate the role of Aboriginal and Torres Strait Islander soldiers as well as the role of women. They investigate how technology impacted on the way the war was fought. Students explore the impact of the war on the home front - including the conscription debate. Students explore how Australians commemorate World War I and they investigate the significance and validity of the Anzac legend. Inquiry question: What was the significance of World War I to Australia?</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> • Assessment task: Supervised exam – essay in response to historical stimulus • Criteria Assessed: Knowledge and understanding, analysing and interpreting, communicating • Due: End Term

Disclaimer All of the above information is accurate at the time of development.