AUSVELS: AUSTRALIAN CURRICULUM: HISTORY Level 10: The Modern World and Australia

Key inquiry questions:

* How did the nature of global conflict change during the twentieth century?
* What were the consequences of World War II? How did these consequences shape the modern world?
* How was Australian society affected by other significant global events and changes in this period?

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| Strand 1: Historical Knowledge & Understanding | | | Strand 2: Historical Skills |
| Overview: (10% of teaching for the year) Historical period 1918 -present | | |
| **Overview content includes:**  The inter­war levels between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression   * recognising the main features of the Treaty of Versailles, for example territorial concessions required by Germany and the imposition of war reparations * outlining key features of the interwar levels (for example mass production in the 1920s, such as the manufacture of vehicles in the US; the ‘flapper generation’ and the Jazz Age; the Crash of 1929; and the consequences of the Great Depression   Continuing efforts post­World War II to achieve lasting peace and security in the world, including Australia’s involvement in UN peacekeeping   * creating a chronological account of conflicts in which Australia has been involved and the resources (for example soldiers, equipment, intelligence) that Australia committed to each conflict * outlining the purpose of the United Nations and the key places where Australia has been involved in UN peacekeeping   The major movements for rights and freedom in the world and the achievement of independence by former colonies  **ã**   * identifying the major movements for rights and freedom in the world (including the US Civil Rights movement, Aboriginal and Torres Strait Islander movements, women’s movements) * recognising the continuing nature of civil rights movements in the twentieth century, such as the struggle for democracy in Burma   The nature of the Cold War and Australia’s involvement in Cold War and post­Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War **ã**   * identifying the Cold War superpowers as well as the significance of the Cuban Missile Crisis and the fall of the Berlin Wall * outlining the competing ideologies of capitalism and communism, the US as the world’s last remaining superpower, and the rising influence of China and India (economic and political)   Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability   * brainstorming forms of technology that have affected what people see and hear, where they go, and how they live * tracing key developments in technology since 1918 that have changed the world in the following areas: the household (radio, television, appliances), travel and trade (shipping, passenger jets), communications (invention of the microchip, satellites, digital technologies) * recognising the growth in the world’s population during the twentieth century, life expectancy changes in different parts of the world, and the depletion of natural resources | | | **Chronology, terms & concepts:**  Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182)   * placing in sequence the main events of the Freedom Rides campaigns in the United States and Australia and explaining the links between the two campaigns * using interactive timelines to explore the various manifestations or effects of an event in different geographical locations   Use historical terms and concepts (ACHHS183)   * defining and using terms and concepts such as ‘liberation’, ‘human rights’, ‘popular culture’ and ‘contestability’   **Historical questions & research:**  Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184)   * changing a key question or related questions in an inquiry depending on the suitability of the sources available * developing questions about aspects of the past that require historical argument * identifying, planning and investigating (individually and as part of a team) specific historical questions or issues   Evaluate and enhance these questions (ACHHS185)   * changing a key question or related questions in an inquiry depending on the suitability of the sources available   Identify and locate relevant sources, using ICT and other methods (ACHHS186)   * locating sources for recording oral histories (for example Vietnam War veterans, recent migrants) * recognising the role of ICT in providing access to sources and the need to ask relevant questions of those sources (for example a Google search for ‘significance of Kokoda’)   **Analysis & use of sources:**  Identify the origin, purpose and context of primary and secondary sources (ACHHS187)   * using data from immigration records and processing it using ICT to identify historical trends over time * explaining the context of a source such as the Bringing Them Home Report (1997) and the significance of that context in understanding responses to the report (with varying perspectives)   Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188)   * combining historical data from a range of sources to identify and explain the impact of World War II   Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189)   * understanding that the reliability and usefulness of a source depends on the questions asked of it (for example an account may be one­sided and therefore of use in revealing past prevailing attitudes) * discussing the reliability and usefulness of Martin Luther King’s 1963 ‘I Have A Dream’ speech as a source to assist in understanding the aims and motivations of the US Civil Rights movement   **Perspectives & interpretations:**  Identify and analyse the perspectives of people from the past (ACHHS190)   * analysing the views of both men and women at different times regarding gender equality in Australia and explaining how these views might reflect changing values and attitudes   Identify and analyse different historical interpretations (including their own) (ACHHS191)   * examining different accounts of the first 1957 rock ’n’ roll tours of Australia and identifying the different perspectives based on age * explaining the enthusiasm of young people for the tours and the opposition of older generations, as reflected in the sources   **Explanation & communication:**  Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS192)   * developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view, with consistent and specific reference to the evidence available * explaining the significance of the fall of Singapore (1942) in the changes in Australia’s military alliances and use of troops during World War II, using a range of sources (for example accounts of prisoners of war, commanders such as General Gordon Bennett, politicians such as Prime Minister John Curtin, and Japanese and British sources)   Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)   * designing a poster that outlines the main arguments against French nuclear testing in the Pacific and explaining the nature and reliability of the sources used to construct the poster |
| Depth Studies – choose ONE option within each study where there are choices (Each depth study = 30% of teaching time for year) | | |
| Depth Study 1: **World War II** (1939 – 45): a study of the causes, events, outcome & broader impact of the conflict as an episode in world history, & the nature of Australia’s involvement  An overview of the causes and course of World War II (ACDSEH024) **ã**   * outlining the contributing factors of World War II (for example the outcomes of the Treaty of Versailles and the League of Nations; the rise of Hitler and Japan’s imperial ambitions) * identifying key events in the European theatre of war (for example Germany’s invasion of Poland in 1939; the Holocaust from 1942–45; the Russians reaching Berlin in 1945 * identifying key events in the Asia­Pacific theatre of war (for example the Japanese attack on Pearl Harbour in 1941; the fall of Singapore in 1942; the American victory at the Battle of Midway in 1942)   An examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107) **ã**   * investigating the scale and significance of the Holocaust, using primary sources * explaining the race to build the atomic bomb (by Germany, Japan, the US) and why the atomic bombs were dropped on Hiroshima and Nagasaki   The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore) (ACDSEH108) **ã**   * explaining the significance of Kokoda as the battle that halted the Japanese advance on Port Moresby and helped foster the Anzac legend   The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109)**ã**   * investigating the impact of World War II at a local and national level (for example significant events such as the bombing of Darwin; the Japanese submarine attack on Sydney and the sinking of ships off the Australian coast; the ‘Battle of Brisbane’; the Cowra breakout and the Brisbane Line)   The significance of World War II to Australia’s international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110) **ã**   * evaluating the impact of World War II on the emergence of the United States as a major world power and on Australia’s alliance with the US (for example the threat of Japan) | Depth Study 2: **Rights and Freedoms** (1945 – present): how they have been ignored, demanded or achieved in Australia & in the broader world context  The origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration (ACDSEH023)   * describing the drafting of the Universal Declaration of Human Rights and the contribution of Australia’s H.V. Evatt   Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104)   * describing accounts of the past experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families   The US civil rights movement and its influence on Australia (ACDSEH105)   * outlining the Freedom Rides in the US, how they inspired civil rights campaigners in Australia, and how they became a turning point in the Aboriginal and Torres Strait Islander peoples’ struggle for rights and freedoms   The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106)   * describing the aims, tactics and outcomes of a particular event in the Aboriginal and Torres Strait Islander peoples’ struggle for rights and freedoms   Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle (ACDSEH134)   * investigating the role of Charles Perkins in the Freedom Ride of 1965 and the efficacy of television in bringing the struggle for rights and freedoms to national attention   The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (ACDSEH143)   * identifying areas (for example education, health, work) that are the focus for continued civil rights action for Aboriginal and Torres Strait Islander peoples | Depth Study 3: **The globalizing world**: investigate ONE major global influence of 20th century: Popular Culture, The environment movement OR Migration Experiences  **Popular culture (1954 – present):**  The nature of popular culture in Australia at the end of World War II, including music, film and sport (ACDSEH027)   * identifying sports that were popular in Australia such as football, horse racing, cricket   Developments in popular culture in post­war Australia and their impact on society, including the introduction of television and rock ’n’ roll (ACDSEH121)   * investigating America’s cultural influence, as seen in the arrival of television for the Melbourne Olympics (1956) and Bill Haley’s Australian tour (1957) * comparing and contrasting views on the values and beliefs of rock ’n’ roll, film and television across time, age and gender (for example issues of conservatism and rebellion, the challenge to established ideas and national identity)   The changing nature of the music, film and television industry in Australia during the post­war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) (ACDSEH122) **ã**   * identifying American and Asian influences on Australian popular culture since World War II (for example through mainstream and Hollywood and Bollywood films)   Australia’s contribution to international popular culture (music, film, television, sport) and changing beliefs and values that have influenced the Australian way of life (ACDSEH123)   * investigating the changing contribution of the Australian rock ’n’ roll, film and television industries to Australian culture and identity through the development and export of music, film and television, for example the Easybeats from Sydney and Go­ Betweens from Brisbane, ‘Crocodile Dundee’ (1986)   OR  **Migration experiences (1945 – present)**  The waves of post­World War II migration to Australia, including the influence of significant world events (ACDSEH144) **ã**   * investigating the nature of the waves of migration such as the countries that were the source of migrants, the numbers of migrants from those countries, and trends in migration since World War II such as increasing migration from the Asian region to Australia   The impact of changing government policies on Australia’s migration patterns, including abolition of the White Australia Policy, ‘Populate or Perish’ (ACDSEH145) **ã**   * describing the main features of a government policy that affected migration to Australia, such as the Immigration Restriction Act 1901 and use of the dictation test to restrict the immigration of non­Europeans * explaining the reasons for changes in government policy, for example the influence of White Australia ideology at the time of the introduction of the Immigration Restriction Act 1901; the Displaced Persons Scheme in the aftermath of World War II   The impact of at least ONE world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees (ACDSEH146) **ã**   * describing the impact of the Vietnam war on Vietnam and how the communist victory in Vietnam (1975) resulted in the arrival of refugees into Australia   The contribution of migration to Australia’s changing identity as a nation and to its international relationships (ACDSEH147)   * investigating policies of multiculturalism since the 1970s and the concepts of cultural heritage and assimilation * analysing post­World War II population growth and the development of Australia’s culturally diverse society using different types of graphs   OR  **The Environment movement (1960s – present):**  The background to environmental awareness, including the nineteenth century National Parks movement in America and Australia (ACDSEH028)   * outlining the emergence of concerns about the preservation of natural areas for future generations (for example as reflected in the establishment of National Parks in the United States (Yellowstone National Park in 1872), Australia (Royal National Park in 1879), Canada (Rocky Mountains National Park in 1885) and New Zealand (Tongariro National Park in 1887)   The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade (ACDSEH125)   * investigating the impact of early texts that warned about environmental change (for example Silent Spring by Rachel Carson, 1962, Don’t It Make You Want To Go Home by Joe South, 1970, Mother Earth News magazine in 1970, ‘Mercy Mercy Me’ (The Ecology) lyrics by Marvin Gaye, 1971)   The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment (notion of ‘Gaia’, ‘limits to growth’, concept of ‘sustainability’, concept of ‘rights of nature’) (ACDSEH126)   * recognising the historic impact of the pictures of Earth taken during the Apollo 8 mission and how they influenced people’s view of the world * explaining the significance of ideas about the environment (for example Gaia – the interaction of Earth and its biosphere; limits of growth – that unlimited growth is unsustainable; sustainability – that biological systems need to remain diverse and productive over time; and rights of nature – recognition that humans and their natural environment are closely interrelated)   Significant events and campaigns that contributed to popular awareness of environmental issues, such as the campaign to prevent the damming of Australia’s Gordon River, the nuclear accident at Chernobyl and the Jabiluka mine controversy in 1998 (ACDSEH127)   * investigating a range of environmental impacts (for example the flooding of Lake Pedder in Tasmania, deforestation in Indonesia, the decline of the Aral Sea, the Exxon Valdez oil spill, the whaling industry) * explaining the struggle over French nuclear weapon testing in the Pacific from 1966 –1996 (for example the sinking of the Rainbow Warrior ship in 1985)   Responses of Australian governments and international organisations to environmental threats since the 1960s, including deforestation and climate change (ACDSEH128)   * explaining the responses of governments and organisations to environmental threats (for example New Zealand’s anti­ nuclear policy, the United States’ Comprehensive Environmental Response, Compensation and Liability Act 1980 (CERCLA), Australia’s Great Barrier Reef Outlook Report (2009) * evaluating the effectiveness of international protocols and treaties such as Kyoto (1997), the United Nations Framework Convention on Climate Change (since 1992) and the Washington Declaration (2007) |
| **Level 10 achievement standard**  By the end of Level 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people’s actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.  Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources. | | | |

\*This document intends to assist teachers in their implementation of the Australian curriculum through AusVELS– it combines description and elaboration statements. Teachers are advised to consult the online documentation to clarify further detail for themselves. ‘AusVELS’ is the official documentation for Victorian schools.

Cross-curriculum priorities to be included in all learning areas: Aboriginal and Torres Strait Islander histories and cultures (); Asia and Australia’s engagement with Australia (ã ); Sustainability ()

Reference : <http://ausvels.vcaa.vic.edu.au/> This grid is an adaption of the information from the VCAA site to create a visual representation to assist teachers.