Rationale

Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programmatic decisions.

Key inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions for Year 10 are:

- 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?

Key Ideas

Through their learning in each subject or sub-strand, students develop knowledge and understanding relating to broader enduring ideas that underpin the Humanities and Social Sciences in the Australian Curriculum, which are represented in varying ways across the subjects. The key ideas are outlined below:

Who we are, who came before us, and who we are today

Students examine how individuals and groups have participated in and contributed to society past and present. They examine the rights and responsibilities of individuals and groups over time and in different contexts. They develop an understanding of the need to make decisions, the importance of ethical considerations and being informed when making decisions, the processes for decision-making and the implications of decisions that are made for individuals, society, the economy and the environment.
In the Australian Curriculum, the Humanities and Social Sciences learning area comprises five subjects: F–6/7 Humanities and Social Sciences, and Years 7–10 History, Geography, Civics and Citizenship and Economics and Business. In all five subjects, the curriculum is organised into two broad interrelated strands: knowledge and understanding, and inquiry and skills.

In the F–6/7 Humanities and Social Sciences curriculum, history, geography, civics and citizenship and economics and business are presented as sub-strands of the knowledge and understanding strand. In these years, students are introduced to history and geography from Foundation Year, civics and citizenship in Year 3 and economics and business in Year 5. In Years 7–10, the curriculum is organised by subject. In Years 9 and 10, student access to Geography, Civics and Citizenship and Economics and Business will be determined by school authorities or individual schools.

### Year 10 Content Descriptions

#### Overview of the ancient world

**World War II (1939–45)**

Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement.

**Rights and freedoms (1945 – the present)**

Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, denied or achieved in Australia and in the broader world context.

**The globalising world**

Students investigate one major global influence that has shaped Australian society in depth, including the development of the global influence during the twentieth century. Students study ONE of these electives: Popular culture or Migration experiences on The environment movement.

#### Depth studies

There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development.

It is expected that ONE elective will be studied in detail. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with overview content and/or integrated with other depth study electives.

### Structure

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#### Overview content for the Modern World and Australia includes the following:

- the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression
- continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia’s involvement in UN peacekeeping
- the major movements for rights and freedom in the world and the achievement of independence by former colonies
- the nature of the Cold War and Australia’s involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War
- developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability.

#### History Skills

- Chronology, terms and concepts
  - Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places

- Historical questions and research
  - Identify and select different kinds of questions about the past to inform historical inquiry
  - Evaluate and enhance these questions
  - Identify and locate relevant sources, using ICT and other methods

- Analysis and use of sources
  - Identify the origin, purpose and context of primary and secondary sources
  - Process and synthesise information from a range of sources for use as evidence in an historical argument
  - Evaluate the reliability and usefulness of primary and secondary sources

- Perspectives and interpretations
  - Identify and analyse the perspectives of people from the past
  - Identify and analyse different historical interpretations (including their own)

- Explanation and communication
  - Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced
  - Select and use a range of communication forms (oral, graphic, written) and digital technologies