

LEVEL 7 & 8 THE ANCIENT WORLD TO THE MODERN WORLD		LEVEL 9 & 10 THE MAKING OF THE MODERN WORLD AND AUSTRALIA										
LEVEL BAND DESCRIPTION	<p>In Levels 7 and 8, students study history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE)–c. 650 AD (CE). It also covers the period from the end of the ancient period to the beginning of the modern period, c. 650 AD (CE)–1750. The Ancient period was defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India. The period from the end of the ancient period to the beginning of the modern history was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.</p> <p>In this band, students will apply the following historical concepts and skills to the historical knowledge: sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect, and determining historical significance.</p>		<p>In Levels 9 and 10, students study the making of the modern world from 1750 to 1918 and the modern world and Australia from 1918–present. It covers the period of industrialisation and rapid change in the ways people lived, worked and thought, the era of nationalism and imperialism, and the colonisation of Australia which was part of the expansion of European power. The period 1750–1918 culminated in World War I 1914–1918, the ‘war to end all wars’. The history of the modern world and Australia from 1918 to the present, has 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.</p> <p>In this band, students will apply the following historical concepts and skills to the historical knowledge: sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance.</p>									
	KEY QUESTIONS		KEY QUESTIONS									
<ul style="list-style-type: none"> How do we know about the ancient past? Why and where did the earliest societies develop? What emerged as the defining characteristics of ancient societies? How did societies change from the end of the ancient period to the beginning of the modern age? 		<ul style="list-style-type: none"> What key beliefs and values emerged and how did they influence societies? What were the causes and effects of contact between societies in this period? Which significant people, groups and ideas from this period have influenced the world today? 										
<p>ANCIENT WORLD & EARLY CIVILISATIONS 60 000 BC (BCE)–C. 650 AD (CE)</p>		<p>MIDDLE AGES & EARLY EXPLORATION</p>										
HISTORICAL KNOWLEDGE	<p>Unit 1 Aboriginal and Torres Strait Islander peoples and cultures</p> <p>This is a mandatory topic.</p> <ul style="list-style-type: none"> How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples’ communities, foundational stories and land management practices (VCHHK105) The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures including trade with other communities, causes and effects of warfare, and death and funerary customs (VCHHK106) The nature of sources of evidence about ancient Australia and what they reveal about Australia’s ancient past, such as the use of resources (VCHHK107) The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures including trade with other communities, causes and effects of warfare, and death and funerary customs (VCHHK108) 	<p>Unit 2 European and the Mediterranean world</p> <p>Choose at least one of the following topics:</p> <ul style="list-style-type: none"> Egypt Greece Rome 	<p>Unit 3 The Asian-Pacific world</p> <p>Choose at least one of the following topics:</p> <ul style="list-style-type: none"> India China 	<p>Unit 1 European and the Mediterranean world</p> <p>Choose at least one of the following topics:</p> <ul style="list-style-type: none"> The Vikings (c. 790–c.1066) Medieval Europe (c. 590–c.1500) The Ottoman Empire (c. 1299–c.1683) 	<p>Unit 2 The Asia-Pacific world</p> <p>Choose at least one of the following topics:</p> <ul style="list-style-type: none"> Angkor/Khmer Empire (c. 802–c.1431) Mongol Expansion (c. 1206–c.1368) Japan under the Shoguns (c. 794–1867) The Polynesian expansion across the Pacific (c. 700–1756) 	<p>Unit 3 Expanding contacts: discovery and exploration</p> <p>Choose at least one of the following topics:</p> <ul style="list-style-type: none"> Renaissance Italy (c. 1400–c.1600) The Spanish Conquest of the Americas (c. 1492–c.1572) 	<p>Unit 1 Industrial Revolution (1750–1914)</p> <p>This is a mandatory topic.</p> <ul style="list-style-type: none"> Causes that led to the Industrial Revolution, and other conditions and ideas that influenced the industrialisation of Britain and of Australia (VCHHK129) Causes of population movements and settlement patterns during this period and the significant changes to the way of life of groups of people (VCHHK130) Different experiences and perspectives of individuals or groups and how ideas, beliefs and values changed during the significant events of the Industrial Revolution (VCHHK131) Significant effects of the Industrial Revolution, including global changes in landscapes, movements of people, development and influence of ideas, political and social reforms, and transport and communication (VCHHK132) 	<p>Unit 2 Australia and Asia</p> <p>Students investigate the history of either Australia and/or an Asian society in the period (1750–1918)</p> <ul style="list-style-type: none"> Key social, cultural, economic, and political features of one society at the start of the period (VCHHK133) Intended and unintended causes and effects of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander peoples (VCHHK134) Significant events and influencing ideas in the development of the society, including different perspectives of the events at the time and different historical interpretations and debates (VCHHK135) Patterns of continuity and change and their effects on influencing movements of people, ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the twentieth century (VCHHK136) Different experiences and perspectives of non-Europeans and their perspectives on changes to society, significant events, ideas, beliefs and values (VCHHK137) Position of the society in relation to other nations in the world by 1918 including the effects of ideas and movements of people (VCHHK138) 	<p>Unit 3 Australia at war (1914–1945): World War I</p> <p>This is a mandatory topic.</p> <ul style="list-style-type: none"> Causes of World War I, the reasons why men enlisted to go to war, and how women contributed in the war effort (VCHHK139) Significant places where Australians fought and explore their perspectives and experiences in these places (VCHHK140) Significant events, turning points of the war and the nature of warfare (VCHHK141) Effects of World War I, with a particular emphasis on the changes and continuities brought to the Australian home front and society (VCHHK142) Significance of World War I to Australia’s international relationships in the twentieth century, with particular reference to the Britain, the USA and Asia (VCHHK143) Different historical interpretations and contested debates about World War I and the significance of Australian commemorations of the war (VCHHK144) 	<p>Unit 1 Australia at war (1914–1945): World War II</p> <p>This is a mandatory topic.</p> <ul style="list-style-type: none"> Causes of World War II and the reasons why Australians enlisted to go to war (VCHHK145) Significant places where Australians fought and their perspectives and experiences in these places (VCHHK146) Significant events, turning points of World War II and the nature of warfare (VCHHK147) Effects of World War II, with a particular emphasis on the changes and continuities brought to the Australian home front and society (VCHHK148) Significance of World War II to Australia’s international relationships in the twentieth century, with particular reference to the Britain, the USA, Asia and United Nations (VCHHK149) Different historical interpretations and contested debates about World War II and the significance of Australian commemoration of war (VCHHK150) 	<p>Unit 2 Rights and freedoms (1945–the present)</p> <p>This is a mandatory topic.</p> <ul style="list-style-type: none"> Significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration (VCHHK151) Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 (VCHHK152) Effects of the US civil rights movement and its influence on Australia (VCHHK153) Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events (VCHHK154) Effects of 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 (VCHHK155) Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia (VCHHK156) 	<p>Unit 3 The globalising world</p> <p>Choose at least one of the following:</p> <ul style="list-style-type: none"> Popular culture The environment movement Migration experiences Political crisis Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society (VCHHK157) Causes and developments of the major global influences on Australia (VCHHK158) Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia (VCHHK159) The perspectives of people and different historical interpretations and debates from the period (VCHHK160)
	HISTORICAL CONCEPTS & SKILLS	<p>CHRONOLOGY</p>	<ul style="list-style-type: none"> Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes (VCHHC097) Describe and explain the broad patterns of change over the period from the Ancient to the Modern World (VCHHC098) 		<p>CHRONOLOGY</p>	<ul style="list-style-type: none"> Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about (VCHHC121) Analyse and evaluate the broad patterns of change over the period 1750–present (VCHHC122) 						
<p>HISTORICAL SOURCES AS EVIDENCE</p>		<ul style="list-style-type: none"> Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability (VCHHC099) Analyse the different perspectives of people in the past (VCHHC100) Explain different historical interpretations and contested debates about the past (VCHHC101) 		<p>HISTORICAL SOURCES AS EVIDENCE</p>	<ul style="list-style-type: none"> Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability (VCHHC123) Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values (VCHHC124) Evaluate different historical interpretations and contested debates (VCHHC125) 							
<p>CONTINUITY</p>		<ul style="list-style-type: none"> Identify and explain patterns of continuity and change in society to the way of life (VCHHC102) 		<p>CONTINUITY</p>	<ul style="list-style-type: none"> Identify and evaluate patterns of continuity and change in the development of the modern world and Australia (VCHHC126) 							
<p>CAUSE</p>		<ul style="list-style-type: none"> Analyse the causes and effects of significant events that caused change and/or a decline over the period (VCHHC103) 		<p>CAUSE</p>	<ul style="list-style-type: none"> Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments (VCHHC127) 							
<p>HISTORICAL</p>		<ul style="list-style-type: none"> Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress (VCHHC104) 		<p>HISTORICAL</p>	<ul style="list-style-type: none"> Evaluate the historical significance of an event, idea, individual or place (VCHHC128) 							
ACHIEVEMENT STANDARD	<p>By the end of Level 8, students identify and explain patterns of change and continuity over time. They analyse the causes and effects of events and developments. They identify the motives and actions of people at the time. Students evaluate the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They evaluate different interpretations of the past.</p> <p>Students sequence events and developments within a chronological framework with reference to periods of time. They locate and select historical sources and identify their origin, content features and purpose. Students explain the historical context of these sources. They compare and contrast historical sources and ask questions about their accuracy, usefulness and reliability. Students analyse the different perspectives of people in the past using sources. They explain different historical interpretations and contested debates about the past. Students construct an explanation using sources of evidence to support the analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.</p>		<p>By the end of Level 10, students refer to significant events, the actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their significance. They explain the context for people’s actions in the past. Students evaluate the significance of events and analyse the developments from a range of perspectives. They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations.</p> <p>Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. They locate and select historical sources and identify their origin, purpose and content features. Students explain the context of these sources to identify motivations, values and attitudes. They compare and contrast historical sources and evaluate their accuracy, usefulness and reliability. Students analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by the significant events, ideas, location, beliefs and values. They evaluate different historical interpretations and contested debates. Students construct and communicate an argument about the past using a range of reliable sources of evidence. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they use consistent referencing of these sources.</p>									