

Teachers: Bock, Coman, Merton, Wright

Faculty: HASS

Unit Duration: Semester 1, 2026

Unit Description - History

Students examine the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the “war to end all wars”.

Australian Curriculum Achievement Standard: By the end of Year 9, students explain the historical significance of the period. They explain the causes and effects of events, developments, turning points or movements globally. They describe the social, cultural, economic and/or political aspects related to change. Students explain the role of significant ideas, individuals, groups and institutions and their influences on historical events. Students develop questions to inform historical inquiry. They locate and compare primary and secondary sources, using them for evidence. They explain sources’ origin, content, context and purpose. Students compare sources to verify their accuracy, usefulness and reliability. They explain causes and effects, and patterns of continuity and change. Students compare perspectives and explain the factors that influence them. They analyse contested historical interpretations. Students use historical concepts and terms to develop descriptions, explanations and historical arguments.

Unit Description – Civics & Citizenship:

Students further develop their understanding of Australia’s federal government and how it enables change. Students investigate the features and jurisdictions of Australia’s court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship.

Australian Curriculum Achievement Standard: By the end of Year 9, students analyse the role of the Constitution, the government, and the process and reasons for constitutional change. They explain policy and legislation processes. They identify features and jurisdictions of the court system and explain the role and processes of courts and tribunals. Students identify the reasons individuals and groups participate in and contribute to civic life nationally and globally. They explain the influence of the media on reflections of identity and diversity. Students use the same inquiry skills as in history to investigate political and legal systems, and contemporary civic issues and present descriptions, explanations and evidence-based arguments.

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

- V9.HH.9.02** Explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to the First World War or in an Asian context
- V9.HH.9.04** Explain the role of significant ideas, individuals, groups and institutions connected to the developments of the period studied and their influences on historical events
- V9.HH.9.08** Compare sources to determine the accuracy, usefulness and reliability of sources as evidence
- V9.HH.9.10** Compare perspectives of significant events and developments, and explain the factors that influence these perspectives
- V9.HH.9.12** Use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that acknowledge evidence from sources
- V9.HCAC.9.05** Explain the influence of the media on reflections of identity and diversity
- V9.HCAC.9.07** Analyse information to explain perspectives and challenges related to political, legal or civic issues

Materials and Equipment Required: Students are expected to bring a notebook, pen and a charged Chromebook to every lesson. Students will also need: ruler, lead pencil, coloured pencils or textas, highlighters.

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: Students will log into the Google Classroom regularly to access course material, and use their Chromebook for other tasks as directed by the teacher.

Homework: A maximum of only one hour of homework each week will be directly related to instruction and course requirements. Where students use their time diligently in every class, any homework will be unlikely. All homework will be assessable and will impact grades.

Late Work: Extensions may be negotiated with individual teachers before the due date. Students who do not complete tasks will be sent to catch up and if still not submitted, they will complete it on their own time at school. Work that is more than one week late without advance negotiation will receive a zero grade.

Plagiarism: Plagiarism is claiming another's work as your own, including copying, cutting, and pasting text or using ideas directly from a text, the internet, or any source without appropriate referencing. The use of Generative AI to produce your work or edit it so that it no longer reflects your work, is a form of plagiarism. If this happens, work may not be graded, and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. If a teacher suspects a student may have plagiarised their work, they may contact a parent, and assess the student in an alternative way, such as verbally or under test conditions.

Assessment for this subject will include:

1. Source Analysis Task (SAT) - Tasmania Frontier Conflict	Due: Week 7	Essential Learnings: 1,3,4,5
2. Essay - Making a Nation	Due: Week 13	Essential Learnings: 2,3,4,5
3. Oral Presentation - World War One Primary Sources	Due: Week 16	Essential Learnings: 5,6,7
4. Classwork	Ongoing	Essential Learnings: 1,2,3,4,5,6,7

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A Demonstrating **excellent** achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of

B Demonstrating a **high** achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)

C Demonstrating **satisfactory** achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)

D Demonstrating **partial** achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)

E Demonstrating **limited** achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)

S Status is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the "C" grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals

A student must initiate an appeal for any grade with their class teacher. If a student is dissatisfied with that initial process, they may pursue further appeal through the HASS Faculty Executive.

Executive Teacher

Stuart Gilding, February 2026