

**Teachers:** Bock, Clifford, Clarke, Cotton, Coman, Wright, Merton   **Faculty:** HASS   **Unit Duration:** Semester 1, 2026

### Unit Description

Students examine the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century was critical in Australia's social, political, economic and cultural development. The world transforming during political turmoil, global conflict and international cooperation is the context for understanding Australia's development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians. Students develop an understanding of the inter-war years between the First and Second World Wars, including the Great Depression, and developments in Cold War international relations. They learn the related historical themes of the major rights and freedom movements globally, and the achievement of independence by former colonies, both of which contributed to Australia's migrant experience.

### Australian Curriculum Achievement Standard:

By the end of Year 10, students explain the historical significance of the period. They explain the causes and effects of events, developments, turning points or movements in 20th century Australia and internationally. They describe social, cultural, economic and/or political aspects of changes in Australian society. Students explain the role of significant ideas, individuals, groups and institutions and their influences on Australian and global history. Students develop a range of questions to inform historical inquiry. They synthesise the information in multiple sources to use as evidence, analysing their origin, content, context and purpose. Students evaluate the accuracy, usefulness and reliability of sources. They sequence events and developments to analyse cause and effect, and patterns of continuity and change. They evaluate perspectives of significant events and developments, and explain factors that influence them. They compare and evaluate contested historical interpretations. Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources.

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

1. **V9.HH.10.02** Explain the causes and effects of events, developments, turning points or movements in 20th century Australia and internationally, leading up to and through the Second World War, and the post-war world
2. **V9.HH.10.04** Explain the role of significant ideas, individuals, groups and institutions connected to the developments of the period studied and their influences on Australian and global history
3. **V9.HH.10.08** Evaluate the accuracy, usefulness, and reliability of sources as evidence.
4. **V9.HH.10.10** Evaluate perspectives of significant events and developments and explain the important factors that influence these perspectives.
5. **V9.HH.10.12** Use historical knowledge, concepts, and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources.

**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 - The inter-war period	Due: Week 4	Essential Learnings: 1,3,4,5
2. Essay - Building Modern Australia	Due: Week 12	Essential Learnings: 2,3,4,5
3. Oral Presentation	Due: Week 17	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