	STAGE 4 — THE ANCIENT WORLD TO THE MODERN WORLD		STAGE 5 — THE MAKING OF THE MODERN WORLD AND AUSTRALIA	
	YEAR 7 THE ANCIENT WORLD (50 hours minimum teaching time)	**YEAR 8** THE ANCIENT TO THE MODERN WORLD (50 hours minimum teaching time)	**YEAR 9** THE MAKING OF THE MODERN WORLD (50 hours minimum teaching time)	**YEAR 10** THE MODERN WORLD AND AUSTRALIA (50 hours minimum teaching time)

STAGE FOCUS

The Stage 4 curriculum provides a study of the nature of history and historical sources, both archaeological and written. Students investigate ancient history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BC – c. AD 650). It was a period defined by the development of cultural practices and organised societies, including Australia, Egypt, Greece, Rome, India and China. Students study a range of depth studies from the end of the ancient period to the beginning of the modern period (c. AD 650 – c. 1750). During this period, major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed, underpinning the shaping of the modern world.

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It 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 the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).

The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows. 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.

KEY INQUIRY QUESTIONS

Year 7
- 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?
- What have been the legacies of ancient societies?

Year 8
- How did societies change from the end of the ancient period to the beginning of the modern age?
- 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?

Year 9
- What were the changing features of the movement of peoples from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World Wars I and II?

Year 10
- 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?

OVERVIEW

YEAR 7 The overview is approximately 10% of teaching time of *The Ancient World*. The overview may be taught separately or may be integrated with the depth studies.

HISTORICAL CONTEXT OF THE OVERVIEW

According to the 'out of Africa' theory, about 60 000 years ago modern humans (*Homo sapiens*) began to leave that continent and gradually spread throughout the world. Some groups eventually settled down to grow crops and domesticate animals. In some regions, villages, towns and finally cities emerged and specialised occupations and trades developed. Organised activities and institutions developed, such as manufacture and trade, art and writing, religion and law, military and political structures. Some of these societies became the focal points of empires which shaped various parts of the ancient world.

Students briefly outline:
- the theory that people moved out of Africa around 60 000 years ago and migrated to other parts of the world including Australia
- the evidence for the emergence and establishment of ancient societies, including art, iconography, writing, tools and pottery
- key features of ancient societies (farming, trade, social classes, religion, rule of law)

YEAR 8 The overview is approximately 10% of teaching time of *The Ancient to the Modern World*. The overview may be taught separately or may be integrated with the depth studies.

HISTORICAL CONTEXT OF THE OVERVIEW

The later Roman empire was transformed by becoming Christian and dividing into an eastern and a western empire. Both empires were weakened by a series of invasions. After the collapse of the Roman empire in the west, the Christian church provided the cultural foundation for the emergence of European medieval society. One of the important features of this society was feudalism. Islam, meanwhile, had spread from the Arabian Peninsula and by the mid-seventh century dominated North Africa and the Middle East. In the late eleventh century Christianity and Islam clashed in a series of wars known as the Crusades. The Christian goal of occupying Muslim Jerusalem and the Holy Land ultimately failed. In the mid-fifteenth century the Islamic Ottomans finally captured Constantinople, the capital of the eastern Roman empire. This victory consolidated their empire which then commanded the eastern Mediterranean.

In the meantime, western European navigators discovered new trade routes to Asia by sailing around Africa or heading west, across the Atlantic, to encounter the Americas. These voyages opened up a new understanding of the world at a time when western Europe was embracing the learning of ancient Greece and Rome. This expansion of knowledge, experience and confidence is now known as the Renaissance. In Europe it heralded the Scientific Revolution and the Enlightenment which created the modern world.

Students briefly outline:
- the transformation of the Roman world and the spread of Christianity and Islam
- key features of the medieval world (feudalism, trade routes, voyages of discovery, religion, contact and conflict)
- the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment).

YEAR 9 The overview is approximately 10% of the teaching time for *The Making of the Modern World*. The overview may be taught separately or may be integrated with the depth studies.

HISTORICAL CONTEXT OF THE OVERVIEW

The Industrial Revolution, developing first in eighteenth-century Britain, gave rise to economic changes that have had an enormous impact on society. An obvious result was urbanisation, but the Industrial Revolution also contributed to other population movements such as the slave trade, emigration and convict transportation. The Industrial Revolution also encouraged European nationalism and imperialism. While the Industrial Revolution created wealth for some and support for capitalism, it also created a new class of urban workers who were forced to endure poor living and working conditions. The resulting social discontent created support for new political ideas such as socialism. At the end of this period, a build-up of tensions among Europe's great powers contributed to the outbreak of World War I, the first global war.

Students briefly outline:
- the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia• the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)
- the extent of European imperial expansion and different responses, including in the Asian region
- the emergence and nature of significant economic, social and political ideas in the period, including nationalism
- the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression.

YEAR 10 The overview is approximately 10% of the teaching time for *The Modern World and Australia*. The overview may be taught separately or may be integrated with the depth studies.

HISTORICAL CONTEXT OF THE OVERVIEW

Despite attempts to create a lasting peace at the end of World War I, the world was engaged in another global conflict within 20 years. Not only did this conflict cause greater loss of life, it witnessed the Holocaust and the first use of nuclear weapons. In the aftermath of this war decolonisation saw the end of the great European empires and the emergence of new nations, particularly in Asia and Africa. At the same time, the United States and the Soviet Union emerged from World War II as hostile superpowers armed with nuclear weapons in a tense confrontation known as the Cold War. Despite a peaceful end to the Cold War in 1991, the emergence of global terrorism and a shift in economic power to Asia have contributed to ongoing uncertainty. The period since the end of the twentieth century has also been characterised by rising concerns about issues such as globalisation, the environment and sustainability. In spite of these uncertainties, there have been significant advances in technology, especially in communications, public health and living conditions across the world.

Students briefly outline:
- 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 freedoms 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 and 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

DEPTH STUDIES

YEAR 7 There are three (3) Ancient World depth studies.

DEPTH STUDY 1 – INVESTIGATING THE ANCIENT PAST (INCLUDING ANCIENT AUSTRALIA)
Core study – mandatory for all students

DEPTH STUDY 2 – THE MEDITERRANEAN WORLD
ONE of the following to be studied:
Topic 2a: Egypt OR
Topic 2b: Greece OR
Topic 2c: Rome

DEPTH STUDY 3 – THE ASIAN WORLD
ONE of the following to be studied:
Topic 3a: India OR
Topic 3b: China

YEAR 8 There are three (3) Ancient to the Modern World depth studies.

DEPTH STUDY 4 – THE WESTERN AND ISLAMIC WORLD
ONE of the following to be studied:
Topic 4a: The Vikings OR
Topic 4b: Medieval Europe OR
Topic 4c: The Ottoman Empire OR
Topic 4d: Renaissance Italy

DEPTH STUDY 5 – THE ASIA-PACIFIC WORLD
ONE of the following to be studied:
Topic 5a: Angkor/Khmer Empire OR
Topic 5b: Japan under the Shoguns OR
Topic 5c: The Polynesian expansion across the Pacific

DEPTH STUDY 6 – EXPANDING CONTACTS
ONE of the following to be studied:
Topic 6a: Mongol expansion OR
Topic 6b: The Black Death in Asia, Europe and Africa OR
Topic 6c: The Spanish Conquest of the Americas OR
Topic 6d: Aboriginal and Indigenous Peoples, Colonisation and Contact History

YEAR 9 For Stage 5, the two (2) overviews and four (4) of the six (6) Depth Studies must be studied. Depth Study 3 and Depth Study 4 are Core Studies, to be studied by all students.

DEPTH STUDY 1 – MAKING A BETTER WORLD?
ONE of the following to be studied:
Topic 1a: The Industrial Revolution OR
Topic 1b: Movement of peoples OR
Topic 1c: Progressive ideas and movements

DEPTH STUDY 2 – AUSTRALIA AND ASIA
ONE of the following to be studied:
Topic 2a: Making a nation OR
Topic 2b: Asia and the world

DEPTH STUDY 3 – AUSTRALIANS AT WAR (WORLD WARS I AND II)
Core study – mandatory for all students

YEAR 10 The following three (3) depth studies focus on the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

DEPTH STUDY 4 – RIGHTS AND FREEDOMS
Core study – mandatory for all students

DEPTH STUDY 5 – THE GLOBALISING WORLD
ONE of the following to be studied:
Topic 5a: Popular culture OR
Topic 5b: The environment movement OR
Topic 5c: Migration experiences

DEPTH STUDY 6 – SCHOOL-DEVELOPED TOPIC DRAWN FROM EITHER OF THE OVERVIEWS
Students investigate in depth ONE school-developed topic drawn from the content presented in the Stage 5 overviews, 'The Making of the Modern World' or 'The Modern World and Australia', for example:
- The Roaring Twenties
- The Great Depression
- The Holocaust
- The Cold War
- Australia in the Vietnam War era
- A decade study
- Women's history
- The history of workers' rights
- The United Nations
- UN peacekeeping
- The Gulf Wars and the war in Afghanistan
- The rising influence of China and India since the end of the Cold War
- Developments in twentieth and twenty-first century technology
- Other topic drawn from the two overviews.

HISTORICAL CONCEPTS

	Stage 4	Stage 5
CONTINUITY AND CHANGE	Some aspects of a society, event or development change over time and others remain the same, e.g. the rise and fall of ancient civilisations; changes in religious beliefs or ideas; continuity of aspects of everyday life across centuries.	Some aspects of a society, event or development change over time and others remain the same, e.g. features of life during the Industrial Revolution which changed or remained the same; features of an Asian society which changed or remained the same after contact with European powers.
CAUSE AND EFFECT	Events, decisions and developments in the past that produce later actions, results or effects, e.g. the causes of the 'fall' of the Roman empire and its effects; the reasons for and results of the Crusades.	Events, decisions and developments in the past that produce later actions, results or effects, e.g. reasons for the outbreak of World War I and the effects of this conflict; the reasons for and impact of the struggle for rights and freedoms of Aboriginal and Torres Strait Islander peoples.
PERSPECTIVES	People from the past may have had different views shaped by their different experiences, e.g. the conquest of the Americas would be viewed differently by an Inca noble and a Spanish conqueror; the arrival of the First Fleet would be viewed differently by a British naval captain and an Aboriginal elder.	People from the past may have had different views and experiences, e.g. the landing at Gallipoli would be viewed differently by Australian and Turkish soldiers; nuclear testing in the Pacific would be viewed differently from an Australian and a French government point of view.
EMPATHETIC UNDERSTANDING	The ability to understand another's point of view, way of life and decisions made in a different period of time or society, e.g. an understanding of why medieval villagers believed the Black Death was sent by God as punishment; why ancient Egyptians believed their kings were divine.	The ability to understand another's point of view, way of life and decisions made in a different period of time or society, e.g. understanding the reasons why migrant groups made the decision to come to Australia and the difficulties they faced; understanding the viewpoints and actions of environmentalists in opposing developments such as the damming of Tasmania's Gordon River.
SIGNIFICANCE	The importance of an event, development, group or individual and their impact on their times or later periods, e.g. the importance/impact of the Viking invasions on the British Isles; the significance of the Black Death for medieval societies.	The importance of an event, development, group or individual and their impact on their times and/or later periods, e.g. the importance of the changes brought about by the Industrial Revolution; the importance of World War II on Australia's relations with other countries.
CONTESTABILITY	How historians may dispute a particular interpretation of an historical source, historical event or issue, e.g. did the Roman empire 'fall', were the Mongols 'bloodthirsty conquerors', did the British 'settle' or 'invade' Australia?	How historians may dispute a particular interpretation of an historical source, event or issue, e.g. that the Gallipoli campaign 'gave birth to our nation'; whether Australia was justified in taking part in the Vietnam War.

HISTORICAL SKILLS

	Stage 4	Stage 5
COMPREHENSION: CHRONOLOGY, TERMS AND CONCEPTS	• read and understand historical texts • sequence historical events and periods (ACHHS205, ACHHS148) • use historical terms and concepts (ACHHS206, ACHHS149)	• read and understand historical texts • use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183) • sequence historical events to demonstrate the relationship between different periods, people and places (ACHHS164, ACHHS182)
ANALYSIS AND USE OF SOURCES	• identify the origin and purpose of primary and secondary sources (ACHHS209, ACHHS152) • locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153) • draw conclusions about the usefulness of sources (ACHHS211, ACHHS154)	• identify different types of sources • identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187) • process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188) • evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry (ACHHS171, ACHHS189)
PERSPECTIVES AND INTERPRETATIONS	• identify and describe different perspectives of participants in a particular historical context (ACHHS212, ACHHS155)	• identify and analyse the reasons for different perspectives in a particular historical context (ACHHS172, ACHHS173, ACHHS190, ACHHS191) • recognise that historians may interpret events and developments differently (ACHHS173, ACHHS189)
EMPATHETIC UNDERSTANDING	• interpret history within the context of the actions, attitudes and motives of people in the context of the past (ACHHS212, ACHHS155)	• interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191)
RESEARCH	• ask a range of questions about the past to inform an historical inquiry (ACHHS207, ACHHS150) • identify and locate a range of relevant sources, using ICT and other methods (ACHHS208, ACHHS151) • use a range of communication forms and technologies	• ask and evaluate different kinds of questions about the past to inform an historical inquiry (ACHHS166, ACHHS167, ACHHS184, ACHHS185) • plan historical research to suit the purpose of an investigation • identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)
EXPLANATION AND COMMUNICATION	• develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS213, ACHHS156) • select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past (ACHHS214, ACHHS157)	• develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192) • select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes (ACHHS175, ACHHS193)

ASSESSMENT

STANDARDS:
The Board of Studies K–10 Curriculum Framework is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:
- outcomes and content in syllabuses showing what is to be learned
- stage statements that summarise student achievement
- samples of work on the Board's Assessment Resource Centre (ARC) website which provide examples of levels of achievement within a stage.

Syllabus outcomes in History contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

ASSESSMENT:
Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a stage. Effective assessment increases student engagement in their learning and leads to enhanced student achievement.

Assessment for Learning, Assessment as Learning and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The Board of Studies Years K–10 syllabuses particularly promote Assessment for Learning as an essential component of good teaching.

Assessment for learning:
- enables teachers to use information about students' knowledge, understanding and skills to inform their teaching
- teachers provide feedback to students about their learning and how to improve.

Assessment as learning:
- involves students in the learning process where they monitor their own progress. ask questions and practise skills
- students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals.

Assessment of learning:
- assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.

Further advice on programming and appropriate assessment practice in relation to the History syllabus is contained in History Years K–10: Advice on Programming and Assessment. This support document provides general advice on assessment as well as strategies to assist teachers in planning education programs.