

Year 9 Humanities

Curriculum and assessment (year level) plan

Aviation High School

Level description	Context and cohort considerations (if applicable)
<p>The Year 9 curriculum provides a study of the history of 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”.</p> <p>An overview of the study of the making of the modern world requires students to develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1750 to 1918, such as European imperial expansion and the movement of peoples within and between countries, and the impact this had on the Australian continent. This includes being introduced to the significant economic, social and political ideas that developed and caused change in groups and in societies, and some of the significant individuals and groups who promoted these ideas.</p> <p>In Year 9, students study the <i>Industrial Revolution and movement of peoples (1750–1900)</i> and <i>World War I (1914–1918)</i>.</p> <p>Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> • What are the significant events, ideas, individuals and groups that caused change from 1750 to 1918? • What were the causes, developments, significance and long-term effects of imperialism in this period? • What were the causes and significance of World War I? • What were the perspectives of different people at the time? • What are the contested debates and reasons for different historical interpretations? 	<p>It is a mixed gender and ability cohort of approximately 100 students. They do Humanities three times a week, and a unit typically goes for a term with assessment occurring at the end of the term.</p>

Unit 1 — The Industrial Revolution	Unit 2 — World War 1
Duration: Semester 1, Term 1	Duration: Semester 1, Term 2
<p>The social, economic, political, technological and/or environmental causes and effects of the Industrial Revolution on Europe in the late 18th and 19th century. The changing population movements and settlement patterns during the period 1750 to 1900. The short-, medium- and long-term effects of population movements and changing settlement patterns during this period, such as global demographic changes, transport, new ideas, and political and social reforms. The different perspectives and experiences of men, women and children during the Industrial Revolution, and their changing way of life. The ideas that emerged and influenced change in society, such as nationalism, capitalism, imperialism, socialism, egalitarianism and Chartism. The role of a significant individual or group such as agricultural and factory workers, inventors and entrepreneurs, landowners, politicians and religious groups in promoting and enacting some of the ideas that emerged during the Industrial Revolution.</p>	<p>The causes of World War I and the reasons why Australians enlisted to fight in the war. The places of significance where Australians fought, their perspectives and experiences, including the Gallipoli campaign, the Western Front and the Middle East. The significant events and turning points of the war and the nature of warfare, including the Western Front Battle of the Somme and the Armistice. The effects of World War I on Australian society, such as the role of women, political debates about conscription, relationships with the British Empire, and the experiences of returned soldiers. The commemoration of World War I, including different historical interpretations and debates about the nature and significance of the Anzac legend and the war</p>

Content descriptions	Content descriptions		Units
AC9HH9K02			AC9HH9S02
the causes and effects of European contact and extension of settlement, including their impact on the First Nations Peoples of Australia AC9HH9K03	<input type="checkbox"/>	<input type="checkbox"/>	Using historical sources identify the origin and content of sources, and explain the purpose and context of primary and secondary sources AC9HH9S03
significant events, ideas, people, groups and movements in the development of Australian society AC9HH9K04	<input type="checkbox"/>	<input type="checkbox"/>	explain the usefulness of primary and secondary sources, and the reliability of the information as evidence AC9HH9S04
continuities and changes and their effects on ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the 20th century in Australian society AC9HH9K05	<input type="checkbox"/>	<input type="checkbox"/>	Historical perspectives and interpretations analyse cause and effect, and evaluate patterns of continuity and change AC9HH9S05
different experiences and perspectives of colonisers, settlers and First Nations Australians and the impact of these experiences on changes to Australian society's ideas, beliefs and values AC9HH9K06	<input type="checkbox"/>	<input type="checkbox"/>	compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values AC9HH9S06
the development of Australian society in relation to other nations in the world by 1914, including the effects of ideas and movements of people AC9HH9K07	<input type="checkbox"/>	<input type="checkbox"/>	analyse different and contested historical interpretations AC9HH9S07
World War I (1914–1918) the causes of World War I and the reasons why Australians enlisted to fight in the war AC9HH9K08	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Communicating create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources AC9HH9S08
the places of significance where Australians fought, their perspectives and experiences, including the Gallipoli campaign, the Western Front and the Middle East AC9HH9K09	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
significant events and turning points of the war and the nature of warfare, including the Western Front Battle of the Somme and the Armistice AC9HH9K10	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
the effects of World War I on Australian society, such as the role of women, political debates about conscription, relationships with the British Empire, and the experiences of returned soldiers AC9HH9K11	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
the commemoration of World War I, including different historical interpretations and debates about the nature and significance of the Anzac legend and the war AC9HH9K12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
The Industrial Revolution and the movement of peoples (1750–1900) the social, economic, political, technological and/or environmental causes and effects of the Industrial Revolution on Europe in the late 18th and 19th century AC9HH9K13	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
the changing population movements and settlement patterns during the period 1750 to 1900 AC9HH9K014	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Content descriptions	Content descriptions		Units	
the short-, medium- and long-term effects of population movements and changing settlement patterns during this period, such as global demographic changes, transport, new ideas, and political and social reforms AC9HH9K15	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
the different perspectives and experiences of men, women and children during the Industrial Revolution, and their changing way of life AC9HH9K16	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
the ideas that emerged and influenced change in society, such as nationalism, capitalism, imperialism, socialism, egalitarianism and Chartism AC9HH9K17	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
the role of a significant individual or group such as agricultural and factory workers, inventors and entrepreneurs, landowners, politicians and religious groups in promoting and enacting some of the ideas that emerged during the Industrial Revolution AC9HH9K18	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Asia and the world (1750–1914) the key social, cultural, economic and political features of an Asian society during the 18th and early 19th Century AC9HH9K19	<input type="checkbox"/>	<input type="checkbox"/>		
the causes and effects of European contact, including colonisation, on an Asian society AC9HH9K20	<input type="checkbox"/>	<input type="checkbox"/>		
significant events, ideas, people, groups and/or movements in the development of an Asian society AC9HH9K21	<input type="checkbox"/>	<input type="checkbox"/>		
continuities and changes and their effects on the ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the 20th century in an Asian society AC9HH9K22	<input type="checkbox"/>	<input type="checkbox"/>		
different experiences and perspectives of colonisers and Asian peoples from the time and the impact of changes to society, including events, ideas, beliefs and values AC9HH9K23	<input type="checkbox"/>	<input type="checkbox"/>		
the development of an Asian society in relation to other nations in the world by 1914, including the effects of ideas such as nationalism and self-determination AC9HH9K24	<input type="checkbox"/>	<input type="checkbox"/>		

General capabilities			Cross-curriculum priorities			Units	
	1	2			1	2	
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>		Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>		Sustainability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Intercultural understanding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>					
Personal and social capability	<input type="checkbox"/>	<input checked="" type="checkbox"/>					

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Year 9 Humanities

Curriculum and assessment plan

Aviation High School

Level description	Context and cohort considerations (if applicable)
<p>The Year 9 curriculum involves the study of:</p> <p>Biomes and food security – focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> • What are the causes and consequences of change in places and environments, and how can this change be managed? • What are the future implications of changes to places and environments? • Why are interconnections and interdependencies important for the future of places and environments? 	<p>It is a mixed gender and ability cohort of approximately 100 students. They do Humanities three times a week, and a unit typically goes for a term with assessment occurring at the end of the term.</p>

Unit 1 — Biomes and Food Security
Duration: Semester 2, Term 3
<p>The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity; the effects on environments of human alteration of biomes to produce food, industrial materials and fibres. The environmental, economic and technological factors that impact agricultural productivity, in Australia and a country in Asia is a particular focus for the Biomes section. Challenges to sustainable food production and food security in Australia and appropriate management strategies is the focus of the Food Security unit.</p>

Unit 1	
	Timing
<p>Assessment — Food Security Assignment</p> <p>An evaluation of various options for improving food security for average Australians. Research Assignment with an evaluation and recommendation of an option. 3 weeks in class, use of Writer's Toolbox to submit drafts and final.</p>	Due Week 9

Unit 1	
Achievement standard	<p>By the end of Year 9, students explain how peoples' activities or environmental processes change the characteristics of places. They explain the effects of human activity on environments, and the effects of environments on human activity. They explain the features of biomes' distribution and identify implications for environments. They analyse the interconnections between people and places and environments. They identify and explain how these interconnections influence people, and change places and environments. Students analyse strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria.</p> <p>Students develop a range of questions about a geographical phenomenon or challenge. They collect, represent and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw evidence-based conclusions about the impact of the geographical phenomenon or challenge. They develop and evaluate strategies, predict impacts and make a recommendation. Students use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that acknowledge research findings.</p>
Moderation	Moderation occurs at draft stage in week 7 and then in faculty meetings in week 10.

Content descriptions	1	Skills	1
Knowledge and understanding			
Biomes and food security the distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity AC9HG9K01	☑	Questioning and researching using geographical methods develop a range of questions for a geographical inquiry related to a phenomenon or challenge AC9HG9S01	☑
the effects on environments of human alteration of biomes to produce food, industrial materials and fibres AC9HG9K02	☑	collect, represent and compare data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate AC9HG9S02	☑
the environmental, economic and technological factors that impact agricultural productivity, in Australia and a country in Asia AC9HG9K03	☑	Interpreting and analysing geographical data and information evaluate geographical data and information to make generalisations and predictions, explain patterns and trends and infer relationships AC9HG9S03	☑

Content descriptions		Content descriptions	
challenges to sustainable food production and food security in Australia and appropriate management strategies AC9HG9K04	<input type="checkbox"/>	Concluding and decision-making evaluate data and information to justify conclusions AC9HG9S04	<input checked="" type="checkbox"/>
Geographies of interconnections the ways changing transportation and technologies are used to connect people to services, information and people in other places AC9HG9K05	<input type="checkbox"/>	develop and evaluate strategies using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts AC9HG9S05	<input checked="" type="checkbox"/>
the effects on places of people's travel, recreational, cultural or leisure choices, and the strategies for managing the impacts on these places AC9HG9K06	<input type="checkbox"/>	Communicating create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings AC9HG9S06	<input checked="" type="checkbox"/>
the ways that places and people are interconnected with other places through trade in goods and services, at all scales AC9HG9K07	<input type="checkbox"/>		
the impacts of the production and consumption of goods on places throughout the world, and strategies to manage sustainability in these places AC9HG9K08	<input type="checkbox"/>		

General capabilities	
	1
Critical and creative thinking	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>
Ethical understanding	<input checked="" type="checkbox"/>
Intercultural understanding	<input checked="" type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>
Numeracy	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>

Cross-curriculum priorities	
	1
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input checked="" type="checkbox"/>
Sustainability	<input checked="" type="checkbox"/>

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Year 9 Humanities

Curriculum and assessment plan

Aviation High School

Level description	Context and cohort considerations (if applicable)
<p>Students focus on consumer and financial risks and rewards. They examine the needs and wants of a business, creating a small group entrepreneur start up that sells a product to their peers.</p> <ul style="list-style-type: none"> • How does creating and maintaining a competitive advantage benefit businesses? • What processes can be used to manage financial risks and rewards? 	<p>It is a mixed gender and ability cohort of approximately 100 students. They do Humanities three times a week, and a unit typically goes for a term with assessment occurring at the end of the term.</p>

Unit 1 — Entrepreneurship Unit
<p>Duration: Semester 2, Term 4</p>
<p>The processes that businesses use to create and maintain competitive advantage, including the role of entrepreneurs. How individuals and businesses manage consumer and financial risks and rewards. Students interpret information and data, explaining economic and business issues, trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts. For assessment, they develop and evaluate a response to an economic and business issue, using cost-benefit analysis or criteria to decide on a course of action</p>

Unit 1	
Assessment — Group Project Evaluation	Timing
Assessment Students work in groups developing a start up business that sells products to their peers during a Market Day event. Research Project with Group and Individual components. Booklet + report 7 weeks in class, 2 weeks report writing.	Due Week 9
Achievement standard By the end of Year 9, students explain the role of Australia's financial sector and its effect on economic decision-making by individuals and businesses. They explain the interdependence of participants in the global market and the effect on economic decision-making. They explain the reasons for trade and Australia's pattern of trade with Asia. They explain why businesses seek to create and maintain a competitive advantage. Students explain how individuals and businesses manage consumer and financial risks and rewards. Students develop and modify questions to investigate an economic and business issue. They locate, select and analyse information and data from a range of sources. They interpret and analyse information and data to explain economic trends and cause-and-effect relationships, and identify consumer and financial impacts. They develop a response to an economic and business issue, taking account of economic, business or financial factors. They evaluate a response using criteria and make decisions about how it is to be implemented. Students use economic and business knowledge, concepts and terms to develop descriptions, explanations and arguments that acknowledge research findings.	
Moderation Moderation occurs after the market day event, and then in Week 9 of the term.	

Content descriptions	Units		
Knowledge and understanding	1	Skills	1
the role of Australia's financial sector and its effect on economic decision-making by individuals, businesses and global markets AC9HE9K01	<input type="checkbox"/>	Questioning and researching develop and modify questions to investigate a contemporary economic and business issue AC9HE9S01	<input checked="" type="checkbox"/>
how economic decision-making involves the interdependence of consumers, businesses, the financial sector and government AC9HE9K02	<input type="checkbox"/>	locate, select and analyse information and data from a range of sources AC9HE9S02	<input checked="" type="checkbox"/>

Content descriptions	Units		
the reasons Australia trades with other nations, and the patterns of trade between Australia and Asia AC9HE9K03	<input type="checkbox"/>	Interpreting and analysing interpret information and data, explaining economic and business issues, trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts AC9HE9S03	<input checked="" type="checkbox"/>
processes that businesses use to create and maintain competitive advantage, including the role of entrepreneurs AC9HE9K04	<input checked="" type="checkbox"/>	Evaluating, concluding and decision-making develop and evaluate a response to an economic and business issue, using cost-benefit analysis or criteria to decide on a course of action AC9HE9S04	<input checked="" type="checkbox"/>
how individuals and businesses manage consumer and financial risks and rewards AC9HE9K05	<input checked="" type="checkbox"/>	Communicating create descriptions, explanations and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge research findings AC9HE9S05	<input checked="" type="checkbox"/>

General capabilities	
	1
Critical and creative thinking	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>
Numeracy	<input checked="" type="checkbox"/>
Personal and social capability	<input type="checkbox"/>

Cross-curriculum priorities	
	1
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>
Sustainability	<input checked="" type="checkbox"/>

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