Course Description
Students will study significant developments and events during the 20th Century within the context of world conflict and social and political change. There will be a major focus on the context and course of World War Two; of the campaigns for civil rights in Australia and the USA; and on significant social developments in the post-WW2 world.

Achievement Standard (from http://www.australiancurriculum.edu.au/)
By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and development and explain their relative importance. They explain the context for people’s actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Learning Outcomes
- Demonstrates an understanding of significant developments during the 20th century
- Develops inquiry questions to gain in-depth understandings about the past
- Uses primary and secondary sources to process and synthesise information to use as evidence in historical inquiry
- Suggests reasons for different views and perspectives about the past
- Explains causes and effects of events in the past
- Explains the relative significance of events or people in the past
- Writes texts to communicate an understanding about the past
- Uses a range of communication forms including oral, graphic and digital technologies

Work Practice Outcomes
- Actively participates and contributes to the effectiveness of the class
- Respects the rights and property of others and brings required materials to class
- Uses class time productively, working independently and cooperatively
- Completes set tasks and meets work deadlines

Material Required
Students require a 96 page exercise book and a fully equipped pencil case (pens, pencils, scissors, ruler and glue stick). A USB thumb drive for storing ICT-based learning activities is highly recommended.

Typical Homework/Late Work Policy
Students are expected to catch up on missed work, revise notes and complete unfinished work for homework. Students should submit drafts of essays and assignments for feedback. Some class time will be available for assignment work. In order to properly assess a student’s performance against the Achievement Standard, teachers require multiple examples of written work. Therefore it is very important that students submit work on or before the due date. There is no guarantee that late assignments will be marked in time for reporting and therefore all extensions must be negotiated with the teacher prior to the due date. Students who submit no written work, or submit it late, may receive a D or E grade for this subject. Such a policy will better prepare Year 10 students for college expectations.

Assessment Items

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Research assignment</td>
<td>Week 5</td>
</tr>
<tr>
<td>Common source analysis task</td>
<td>Week 10</td>
</tr>
<tr>
<td>Exposition task</td>
<td>Week 14</td>
</tr>
<tr>
<td>Class participation</td>
<td>Ongoing</td>
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</tbody>
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Parent Signature ________________________              Student Signature _______________________ Date _______