

# YEAR 9/10 AUSTRALIAN HISTORY

## INSTRUCTIONS:

- Print this document off and keep it in your History workbook
  - As you read this document, underline **all** of the key/main words
  - Tick off each syllabus dot point, as you make a point form summary in your work book on that point.
- (You will need these summaries to revise from before your assessment tasks and exams)

### Topic 1\*      Australia to 1914

This topic provides a foundation for students' study of Australia in the twentieth century. It offers an overview of the nature of pre-World War I society. This study will focus on the lives of Australian people, the background to Federation, the political rights of different groups and the impact of the *Immigration Restriction Act*.

#### Inquiry questions

- What was life like in Australia at the turn of the century?
- How and why did Federation occur?
- What were the voting rights of various groups in Australia at Federation?
- How and why was the *Immigration Restriction Act* of 1901 introduced?

<b>Students learn about:</b>	<b>Students learn to:</b>
<ul style="list-style-type: none"><li>• how people lived in Australia around the turn of the century</li><li>• working conditions in Australia around the turn of the century</li><li>• the reasons for Federation</li><li>• the Australian Constitution</li><li>• voting rights of different groups in Australia at Federation</li><li>• the composition of Australia's population at Federation</li><li>• the origins and implementation of the <i>Immigration Restriction Act 1901</i></li><li>• social legislation 1901–1914, including<ul style="list-style-type: none"><li>– Harvester Judgement: basic wage</li><li>– invalid and old-age pension schemes</li><li>– maternity allowance scheme</li></ul></li></ul>	<ul style="list-style-type: none"><li>• use primary sources to describe features of lifestyle of a variety of social groups</li><li>• identify the working conditions of men, women and children</li><li>• explain the arguments for and against Federation</li><li>• describe the main features of the Australian Constitution</li><li>• identify the voting rights of Aboriginal peoples, women and other groups at Federation</li><li>• identify the ethnic composition of Australia at Federation</li><li>• outline the reasons for the introduction of the <i>Immigration Restriction Act 1901</i></li><li>• explain how the <i>Immigration Restriction Act 1901</i> was used to restrict immigration</li><li>• outline the major social legislation of the new Federal Government that affected living and working conditions in Australia</li></ul>

\* **N.B. Topics \_\_ - \_\_ are the sections that will be emphasised in the (200\_ ) School Certificate Exam. They will be emphasised in the short answer questions and extended response questions.**

## Topic 2 Australia and World War I

Australia's involvement in World War I has been regarded by many as a defining event in our history. Students will examine the experiences of soldiers at Gallipoli and develop an understanding of the Anzac tradition through an analysis of the Anzac legend. Students have the opportunity to consider how the tensions of war created social and political divisions within Australia.

### Inquiry questions

- Why did Australia become involved in World War I?
- What were the experiences of Australians in the Gallipoli campaign?
- How and why was the Anzac legend created?
- What was the impact of World War I on the Australian home front 1914–18?

<b>Students learn about:</b>	<b>Students learn to:</b>
<ul style="list-style-type: none"><li>• Australia as a member of the British Empire and Australia's regional context</li><li>• Australia's involvement in World War I</li> <li>• the Gallipoli campaign</li> <li>• the creation of the Anzac Legend</li> <li>• the conscription issue in WWI</li> <li>• the experiences of ONE of the following during World War I in Australia:<ul style="list-style-type: none"><li>– persons of German descent</li><li>– women</li><li>– indigenous peoples</li></ul></li><li>• Australia's commemoration of World War I</li></ul>	<ul style="list-style-type: none"><li>• describe Australia's relationship with Britain in 1914</li><li>• explain the reasons for Australia's involvement in World War I</li><li>• identify the places where Australians fought in World War I</li><li>• describe the experiences of Australians in the Gallipoli campaign using a variety of sources, including a database or website</li><li>• explain how and why the Anzac Legend was created</li><li>• explain how and why the conscription debate divided Australian society</li><li>• describe the experiences of a particular group during World War I in Australia</li> <li>• outline the ways that Australia has commemorated World War I over time</li></ul>

### Topic 3 Australia between the Wars

This topic offers students CHOICE in their study of specific aspects of Australia’s social, cultural and political development between the wars, including the experiences of individuals and groups and defining moments in Australia’s inter-war history.

Topics may be chosen from only the 1920s or the 1930s or may be a combination of both decades.

#### Inquiry questions

- What were the differing experiences of various groups during the interwar period?
- What was the contribution and significance of at least ONE Australian, ONE important event and ONE political development during the interwar period?

<b>Students learn about:</b>		<b>Students learn to:</b>
<i>At least ONE study to be chosen from EACH of Sections A, B, C and D in EITHER the 1920s AND/OR the 1930s</i>		
<b>1920s</b> <b>Section A: Group</b> <ul style="list-style-type: none"> <li>• the varying experiences of at least ONE of the following:               <ul style="list-style-type: none"> <li>– returned soldiers</li> <li>– women</li> <li>– workers</li> </ul> </li> </ul>	<b>1930s</b> <ul style="list-style-type: none"> <li>• the varying experiences of at least ONE of the following:               <ul style="list-style-type: none"> <li>– the unemployed</li> <li>– the wealthy</li> <li>– stolen children</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• describe the experiences of the chosen group/s</li> </ul>
<b>Section B: Individual</b> <ul style="list-style-type: none"> <li>• the contribution and significance of at least ONE significant individual from the 1920s eg:               <ul style="list-style-type: none"> <li>– Rev John Flynn</li> <li>– Dame Nellie Melba</li> <li>– Sir Charles Kingsford Smith</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• the contribution and significance of at least ONE significant individual from the 1930s eg:               <ul style="list-style-type: none"> <li>– Sir Donald Bradman</li> <li>– Margaret Preston</li> <li>– Nancy Walton</li> <li>– Roy Rene</li> <li>– Sir Isaac Isaacs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• outline the achievements of the chosen individual</li> <li>• explain the contribution and significance of the chosen individual to Australian history</li> </ul>
<b>Section C: Event</b> <ul style="list-style-type: none"> <li>• the significance of at least ONE important event eg:               <ul style="list-style-type: none"> <li>– construction of Canberra</li> <li>– the Conniston massacre</li> <li>– introduction of ‘talkies’</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• the significance of at least ONE important event eg:               <ul style="list-style-type: none"> <li>– the death of Phar Lap</li> <li>– opening of Sydney Harbour Bridge</li> <li>– the Aboriginal Day of Mourning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• outline the main features and/or developments of the chosen event</li> <li>• explain the significance of the event to Australian history</li> </ul>
<b>Section D: Political Development</b> <ul style="list-style-type: none"> <li>• the significance of ONE of the following for Australia’s political development:               <ul style="list-style-type: none"> <li>– compulsory and preferential voting</li> <li>– founding of the Country Party</li> <li>– growth of unionism and establishment of ACTU</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• the significance of ONE of the following for Australia’s political development:               <ul style="list-style-type: none"> <li>– dismissal of Jack Lang</li> <li>– the responses of governments to the Great Depression</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• outline the main developments and/or features of the chosen study</li> <li>• assess the significance of the chosen study to Australia’s political development</li> </ul>

## Topic 4 Australia and World War II

The Second World War had a major impact on the generation who fought and lived through it. Australia's relationship with Britain and the United States was fundamentally altered. In this topic, students will explore the experiences of Australians on both the war front and the home front. Internal choice offers opportunities to study issues and events of particular interest or local significance in more depth.

### Inquiry questions

- Why was Australia involved in World War II?
- What were some of the experiences of Australians as a result of their involvement in the war?
- What was the impact of the war on the Australian home front?
- How did Australia's relationship with Britain and the USA change during World War II?

<b>Students learn about:</b>	<b>Students learn to:</b>
<ul style="list-style-type: none"><li>• Australia's involvement in WWII</li> <li>• the experiences of Australians serving in WWII, with particular emphasis on ONE of the following:<ul style="list-style-type: none"><li>– Kokoda or another New Guinea campaign</li><li>– prisoners of war</li><li>– a campaign in another theatre of war</li><li>– Australian nurses serving in the war</li></ul></li> <li>• the impact of the war on Australian civilians with a particular emphasis on ONE of the following:<ul style="list-style-type: none"><li>– the bombing of Darwin</li><li>– the Japanese submarine attack on Sydney</li><li>– the internment of 'enemy aliens'</li><li>– a significant local event or issue</li></ul></li> <li>• wartime government controls including<ul style="list-style-type: none"><li>– conscription</li><li>– manpower controls</li><li>– rationing</li><li>– censorship</li></ul></li> <li>• the changing roles of Australian women in WWII</li> <li>• Australia's changing relations with Britain and the USA during WWII</li></ul>	<ul style="list-style-type: none"><li>• explain the reasons for Australia's involvement in WWII</li> <li>• identify the places where Australians fought in WWII</li> <li>• describe the experiences of Australians serving in WWII, with emphasis on the chosen study</li>  <li>• explain the impact of the war on Australian civilians with a particular emphasis on the chosen event or issue</li>  <li>• describe the controls on civilian life imposed by the wartime government</li> <li>• outline the arguments for and against such controls in wartime.</li> <li>• describe the changing roles of women during WWII</li> <li>• explain how and why Australia's relationship with Britain and the USA changed during WWII</li></ul>

## Topic 5      Australia in the Vietnam War Era

This era was one of enormous social change and may be seen as a watershed in Australia's post-war history. Students will examine the reasons for Australia's involvement in the Vietnam War and the social, political and cultural changes that resulted from it.

### Inquiry questions

- How did the Australian government respond to the threat of communism after WWII?
- Why did Australia become involved in the Vietnam War?
- How did various groups respond to Australia's involvement in the Vietnam War?
- What was the impact of the war on Australia and/or neighbouring countries?

<b>Students learn about:</b>	<b>Students learn to:</b>
<ul style="list-style-type: none"><li>• Australia's response to the threat of communism in Asia after WWII including:<ul style="list-style-type: none"><li>– Korean War</li><li>– ANZUS Treaty</li><li>– SEATO Alliance</li></ul></li><li>• the response to the threat of communism within Australia including:<ul style="list-style-type: none"><li>– referendum to ban the Communist Party</li><li>– the Petrov Affair</li></ul></li><li>• Australia's involvement in the Vietnam War</li><li>• differing views of Australia's involvement in the Vietnam War eg:<ul style="list-style-type: none"><li>– supporters of the war</li><li>– conscientious objectors</li><li>– the moratorium movement</li></ul></li><li>• the impact of the war on ONE of the following:<ul style="list-style-type: none"><li>– Vietnam veterans and families</li><li>– Indo-Chinese refugees</li><li>– Australian culture</li><li>– Australia's relations with Asia</li></ul></li></ul>	<ul style="list-style-type: none"><li>• sequence the key events in Australia's response to the threat of communism in Asia after WWII</li><li>• explain the purpose of the treaties Australia contracted during this period</li><li>• outline the key developments in Australia's response to communism within Australia</li><li>• explain the reasons for Australia's involvement in the Vietnam War</li><li>• explain the reasons why different groups within Australia supported or opposed Australia's involvement in the Vietnam War</li><li>• select appropriate sources that reflect different perspectives about Australia's involvement in the Vietnam War</li><li>• assess the impact of the war on the chosen study</li></ul>

## Topic 6 Changing Rights and Freedoms

Through their study of this topic, students will have the opportunity to gain an understanding of the experiences of different cultural and social groups in Australia during the 20<sup>th</sup> century and their struggle for recognition and civic rights.

### Inquiry question

- How have the rights and freedoms of Aboriginal peoples and other groups in Australia changed during the post-war period?

<b>Students learn about:</b>			<b>Students learn to:</b>
<i>When studying each part, ie Change over Time, Group and Events/Issues, Section A is compulsory, plus EITHER Section B OR Section C</i>			
<b>Section A: Aboriginal Peoples</b>	<b>Section B: Migrants</b>	<b>Section C: Women</b>	
<p><b>Change over Time</b></p> <ul style="list-style-type: none"> <li>• changing government policies towards Aboriginal peoples over time, including: <ul style="list-style-type: none"> <li>– protection</li> <li>– assimilation</li> <li>– integration</li> <li>– self-determination</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• the changing patterns of migration 1945–2000</li> </ul>	<ul style="list-style-type: none"> <li>• the achievements of the women’s movement in the post-WWII period</li> </ul>	<ul style="list-style-type: none"> <li>• account for continuity and/or change over time in the relevant study</li> </ul>
<p><b>Group</b></p> <ul style="list-style-type: none"> <li>• the varying experiences of: <ul style="list-style-type: none"> <li>– the stolen generations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• the experiences of ONE of the following: <ul style="list-style-type: none"> <li>– a migrant group in post-WWII period</li> <li>– ‘enemy’ aliens in WWI or WWII</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• the experiences of ONE of the following: <ul style="list-style-type: none"> <li>– women during the Great Depression</li> <li>– women’s liberationists in post-WWII period</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• examine the experiences of the chosen group/s using a range of sources</li> </ul>
<p><b>Events/Issues</b></p> <ul style="list-style-type: none"> <li>• the role of the following in the struggle of Aboriginal peoples for rights and freedoms: <ul style="list-style-type: none"> <li>– 1967 Referendum</li> <li>– Land Rights and Native Title</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• the role of ONE of the following in the history of post-WWII migration: <ul style="list-style-type: none"> <li>– Snowy Mountains Scheme</li> <li>– 1970s boat people</li> <li>– multiculturalism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• the role of ONE of the following in the changing rights and freedoms of Australian women: <ul style="list-style-type: none"> <li>– women’s suffrage</li> <li>– women in parliament</li> <li>– equal pay for women</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• outline the important developments in a key event/issue relating to the chosen study</li> <li>• explain the significance of the event/issue for the changing rights and freedoms of the chosen study</li> </ul>

## Topic 7      People Power and Politics in the Post-war Period

This topic is designed to facilitate students' knowledge and understanding of some key political issues and developments of the post-WWII period, both within Australia and in Australia's international relationships. An important focus of this unit is the role played by both individuals and groups in the democratic process. Students are encouraged to explore the different perspectives of those engaged in political action and to critically evaluate both the processes and the outcomes of such action.

### Inquiry questions

- What role has Australia played in international affairs in the post-war period?
- What have been some important political developments in post-war Australian history?
- How have significant individuals and groups exercised their democratic rights in the post-war period?

Students learn about:	Students learn to:																
<p><i>Section A is mandatory. A choice of ONE event/individual from Section B and ONE Prime Minister in Section C.</i></p>																	
<p><b>Section A: Australia as a Global Citizen</b></p> <ul style="list-style-type: none"> <li>• Australia's role in the following:           <ul style="list-style-type: none"> <li>– United Nations, including UNESCO, and UN conventions</li> <li>– regional agreements, including Colombo Plan, APEC</li> </ul> </li> </ul> <p><b>Section B: People Power</b></p> <table border="0"> <tr> <td><b>Events / Issues</b></td> <td><b>Individuals</b></td> </tr> <tr> <td>– Freedom Rides</td> <td>– Charles Perkins</td> </tr> <tr> <td>– Women's Liberation</td> <td>– Germaine Greer</td> </tr> <tr> <td>– Green bans</td> <td>– Jack Munday</td> </tr> <tr> <td>– Whitlam dismissal</td> <td>– Sir John Kerr</td> </tr> <tr> <td>– Green politics</td> <td>– Bob Brown</td> </tr> <tr> <td>– Republicanism</td> <td>– Paul Keating</td> </tr> <tr> <td>– One Nation</td> <td>– Pauline Hanson</td> </tr> </table> <p><b>Section C: Prime Ministers and Policies</b></p> <ul style="list-style-type: none"> <li>– one Prime Minister in the post-war period</li> </ul>	<b>Events / Issues</b>	<b>Individuals</b>	– Freedom Rides	– Charles Perkins	– Women's Liberation	– Germaine Greer	– Green bans	– Jack Munday	– Whitlam dismissal	– Sir John Kerr	– Green politics	– Bob Brown	– Republicanism	– Paul Keating	– One Nation	– Pauline Hanson	<ul style="list-style-type: none"> <li>• outline key developments in Australia's role within the UN in the post-war period</li> <li>• assess an achievement of Australia in its role within the UN</li> <li>• explain the purpose of Australia's regional agreements</li> <li>• examine the role of the significant individual in the chosen study</li> <li>• assess the significance of the chosen study for Australia in the post-war period</li> <li>• outline and explain a major policy or issue of the term of office of the chosen Prime Minister</li> <li>• assess the contribution of the chosen Prime Minister to Australia's post-war development</li> </ul>
<b>Events / Issues</b>	<b>Individuals</b>																
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**Topic 8: Australia’s Social and Cultural History in the Post-War Period**

This topic offers students an opportunity to learn about some major social and cultural trends of the post-war period, within a specific decade, and to appreciate the role they have played in shaping the present.

In your choice of decade you may wish to integrate other post-war topics.

**Inquiry question**

- What have been the major social and cultural features of a post-war decade?

<p><b>Students learn about:</b></p> <p><i>Post-war Australia</i></p> <ul style="list-style-type: none"><li>• The impact of changing technology on everyday life in post-war Australia:<ul style="list-style-type: none"><li>– housing</li><li>– home appliances</li><li>– entertainment</li><li>– transport</li><li>– communications</li></ul></li></ul> <p><i>Decade Study</i></p> <ul style="list-style-type: none"><li>• The social and cultural features of ONE post-war decade including:<ul style="list-style-type: none"><li>– fashion</li><li>– music</li><li>– entertainment</li><li>– sport</li><li>– British or American influences on popular culture</li></ul></li></ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"><li>• outline the impact of the main technological changes over time on everyday life in post-war Australia, based on a selection of sources</li><li>• describe the main social and cultural features of the chosen decade</li><li>• outline the main influences of Britain or the USA on Australian popular culture of the chosen decade</li><li>• assess the impact of the chosen decade in shaping Australian identity</li></ul>
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