

NESA STAGE 3 Syllabus Support for the Australian Curriculum

Australia's Magna Carta Institute - Rule of Law Education supports the national curriculum and is committed to working with educators and students to provide resources, which can be used to teach about the principles of rule of law in Australia. All information in this document has been obtained from the ACARA (Australian Curriculum and Assessment Reporting Authority) website and is produced to assist teachers in delivering education about concepts in the rule of law, and how an Australian democratic society has developed from the time of European settlement and up until today. *The areas highlighted are relevant to the content provided by Rule of Law Education and should only be considered a guide to student studies.*

All material provided in this document has been supplied by the NSW Education Standards Authority. Further information can be found at: [History K-10 Syllabus \(2012\)](#)
[Education Standards Authority - Advice on assessment](#)

Links to the Australian Curriculum

HASS Humanities and Social Sciences Education - [ACARA Australian Curriculum website](#)

'Australia as a Nation'

This topic moves from colonial Australia to the development of Australia as a nation, particularly after 1901. Students explore the factors that led to Federation and experiences of democracy and citizenship over time. Students understand the significance of Australia's British heritage, the Westminster system and other models that influenced the development of Australia's system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia's economic and social development.

Objectives

Knowledge, understanding and skills (Early Stage 1 – 3)

Students:

- develop knowledge and understanding about the nature of history and key changes and developments from the past
- develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry.

Values and attitudes K–10

Students will value and appreciate:

- history as a study of human experience
- the opportunity to develop a lifelong interest in and enthusiasm for history
- the nature of history as reflecting differing perspectives and viewpoints
- the opportunity to contribute to a democratic and socially just society through informed citizenship
- the contribution of past and present peoples to our shared heritage.

Historical Concepts

<i>Continuity and change</i>	some things change over time and others remain the same, eg aspects of both continuity and change in Australian society throughout the twentieth century.
<i>Cause and effect</i>	events, decisions or developments in the past that produce later actions, results or effects, eg events and other reasons that led to migration to Australia; reasons for the struggle for rights and freedoms for various groups in Australia.
<i>Perspectives</i>	people from the past will have different views and experiences, eg differing attitudes of various groups to Federation or to granting rights and freedoms to women and Aboriginal peoples.
<i>Empathetic understanding</i>	an understanding of another's point of view, way of life and decisions made in a different time, eg differing attitudes and experiences of living in an Australian colony; understanding the experiences of Aboriginal and Torres Strait Islanders, women and migrants throughout the twentieth century.
<i>Significance</i>	the importance of an event, development or individual/group, eg determining the importance (significance) of various peoples' contributions to the development of a colony.
<i>Contestability</i>	historical events or issues may be interpreted differently by historians, eg British 'invasion' or 'settlement' of Australia.

Historical Skills

<i>Comprehension: chronology, terms and concepts</i>	<ul style="list-style-type: none"> • respond, read and write to show understanding of historical matters • sequence historical people and events (ACHHS098, ACHHS117) • use historical terms and concepts (ACHHS099, ACHHS118)
<i>Analysis and use of sources</i>	<ul style="list-style-type: none"> • locate information relevant to inquiry questions in a range of sources (ACHHS102, ACHHS121) • compare information from a range of sources (ACHHS103, ACHHS122)
<i>Perspectives and interpretations</i>	<ul style="list-style-type: none"> • identify different points of view in the past and present (ACHHS104, ACHHS123)
<i>Empathetic understanding</i>	<ul style="list-style-type: none"> • explain why the behaviour and attitudes of people from the past may differ from today
<i>Research</i>	<ul style="list-style-type: none"> • identify and pose questions to inform an historical inquiry (ACHHS100, ACHHS119) • identify and locate a range of relevant sources to support an historical inquiry (ACHHS101, ACHHS120)
<i>Explanation and communication</i>	<ul style="list-style-type: none"> • develop historical texts, particularly narratives and descriptions, which incorporate source material (ACHHS105, ACHHS124) • use a range of communication forms (oral, written, graphic) and digital technologies. (ACHHS106, ACHHS125)

Outcomes

A student:

HT3-3 identifies change and continuity and describes the causes and effects of change on Australian society

HT3-4 describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples

HT3-5 applies a variety of skills of historical inquiry and communication

Key inquiry questions:

1. Why and how did Australia become a nation?
2. How did Australian society change throughout the twentieth century?
3. Who were the people who came to Australia? Why did they come?
4. What contribution have significant individuals and groups made to the development of Australian society?

CONTENT

Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government (ACHHK113)

Students:

- identify the influences of Britain and the USA on Australian democracy 🇺🇸
- sequence key figures and events and explain their significance in the development of Australian democracy, eg Sir Henry Parkes, Edmund Barton, Louisa Lawson, Vida Goldstein 🇺🇸 📄 ⚙️
- outline local, state and federal government structures and responsibilities 🇺🇸

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women and children (ACHHK114)

Students:

- examine Australian human rights, past and present, affecting Aboriginal and/or Torres Strait Islander peoples, migrants, women and children 🤝 ⚖️ ♀️
- explain how Australian society has changed throughout the twentieth century for these groups ⚖️
- investigate the significance of ONE of the following in the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander peoples 🤝 🇺🇸 🎓
 - a. the Stolen Generations
 - b. the right to vote federally in 1962
 - c. the 1967 Referendum
 - d. the Mabo decision

Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war (ACHHK115)

The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, sciences, the arts, sport (ACHHK116)

Students:

- use sources such as oral history to research stories of migration to Australia, including the experiences of ONE Asian family, explaining reasons for migration 🗺️🌐🗣️
- explain how migrants have contributed to Australian society 🌐
- using a range of sources, research and describe the contribution of Aboriginal and Torres Strait Islander peoples and other groups to Australian society 🙌👉📺📖

By the end of Stage 3, students describe and explain the significance of people, groups, places and events to the development of the Australian colonies and then Australia as a nation. They describe and explain different experiences of people living in the Australian colonies and then in Australia as a nation. Students identify change and continuity and describe the causes and effects of change in Australian society. Students explore the factors that led to Federation and trace experiences of democracy and citizenship over time, including the struggles of various groups for rights and freedoms including Aboriginal and Torres Strait Islander peoples. Students engage with global connections through stories of various migrant groups and their contribution to Australia's economic and social development.

Students sequence events and people in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They locate, identify and use a range of sources to record relevant historical information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts, and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.