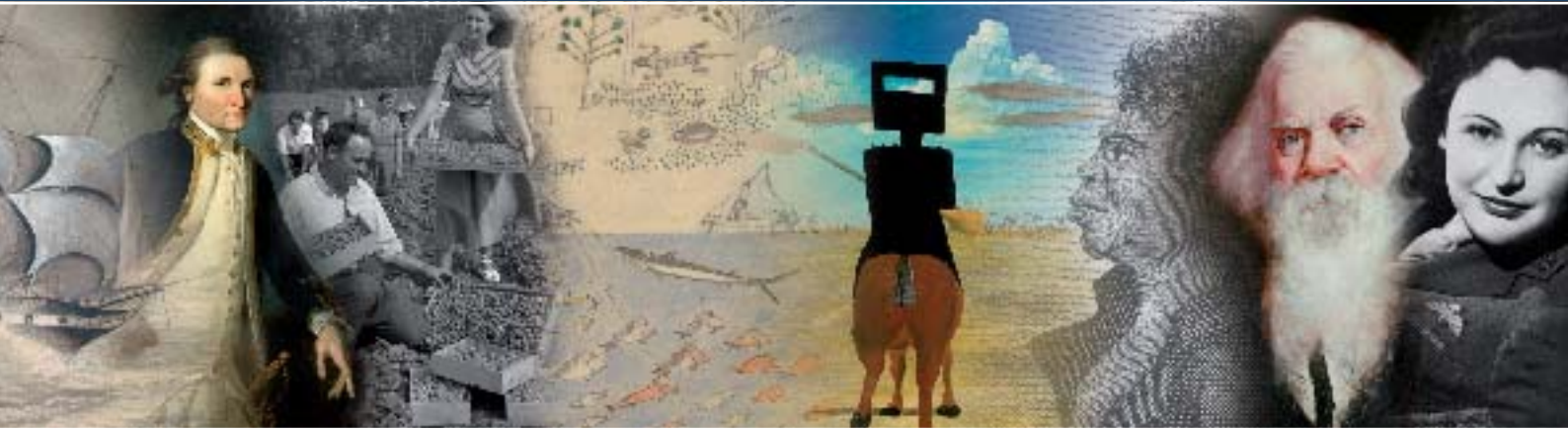




Guide to the Teaching of **Australian History** in Years 9 and 10





Foreword by the Prime Minister

I am pleased to be able to present this *Guide to the Teaching of Australian History in Years 9 and 10* for use in Australian schools.

Last year I called for a root and branch renewal of the teaching of Australian history in our schools.

Under the leadership of Education Minister Julie Bishop, the Government convened an Australian History Summit in August 2006 to begin that process of renewal.

Work commissioned for the Summit highlighted the need to restore a coherent sequenced narrative of our national story to a central place in school curriculums.

Teaching young Australians about our shared past plays an important role in preparing them to be informed and active citizens. It provides them with a better appreciation of their heritage and of the national community of which they are a part. We need to ensure that today's (and future) young Australians have an opportunity to learn about their national story.

The Guide sets out a framework of topics, key events and people that have shaped our nation. It also outlines the range of skills which the study of Australian History can help to develop.

I would like to thank those who have shaped this Guide. This includes all those who participated in the Australian History Summit in August 2006; Associate Professor Tony Taylor who was commissioned to do further work; and finally members of the Australian History external reference group (Professor Geoffrey Blainey, Dr Nicholas Brown, Dr Gerard Henderson and Mrs Elizabeth Ward) who helped develop and refine this Guide.

I commend this publication to teachers and parents as a resource that can inspire and encourage young Australians to better understand their nation's past.

(John Howard)

Purpose of the *Guide*

History is about people in the past and a world that no longer exists. It seeks to provide students with the capacity to understand such a world and to engage better with the present.

This *Guide* provides a rationale and objectives for the study of Australian history in Years 9 and 10 as a separate subject in schools across Australia. It outlines:

- the skills students should acquire through this study;
- a programme of study built around a series of Topics and key Milestones which inform a chronological approach; and
- a range of historical perspectives to provide a context for these Topics and to help students pursue in-depth studies.

This programme will complement a sequenced introduction to Australian history from Year 3 to Year 8. It recognises that students will also have studied other history, such as ancient and medieval history, by the time they start Year 9 and seeks to enhance the historical skills they have acquired.

It complements the coverage of historical perspectives in the national *Statements of Learning for Civics and Citizenship* for Year 9 and of the history of Australian democracy in the sample national testing of student learning in civics and citizenship carried out every three years at Year 10. It assumes that the teaching of civics and citizenship will continue in parallel to the study of Australian history.

The *Guide* does not specify required outcomes and related assessment techniques at this stage, nor does it offer a guide to teaching resources. Consideration of outcomes, assessment techniques, and detailed curriculum and associated resources required to support the programme will be the next priority.



Rationale

History as a discipline

History as a separate subject with unique attributes

The development of historical understanding is founded on a clear identification of history as a separate discipline-based subject in the mid-to-later years of compulsory schooling. Key elements of an education in history at this level include:

- a) investigating, interpreting and evaluating diverse forms of evidence;
- b) accounting for continuity and change through an illustrative and explanatory narrative; and
- c) appreciating the ways in which values and actions in the past can challenge a sense of the familiar and accepted in students' own experience.

The study of history includes collecting, analysing, evaluating and using sources and considering the provenance and significance of evidence-based accounts of events and people in the past.

Placing events into a narrative sequence enhances students' knowledge and understanding of history. Constructing a narrative sequence requires students to reflect on causes, influences, outcomes and consequences. It also requires the capacity to relate facts to a sense of significance and to comprehend contexts that may be outside their experience.

The use of basic techniques of historical investigation helps students to understand and explain why people thought and acted as they did in the context of their time, to deal with conflicting accounts of the past, to develop a sense of narrative and construct narrative-based explanations of past events. These tasks require the skills of critical judgement, reflection and empathy.



Australian history: why it matters

Why learning Australian history is important

The study of Australian history will help students:

- a) enquire into, know, understand and evaluate the development of the nation in which they live;
- b) develop an understanding of the history of Australia within a global context; and
- c) foster an interest in lifelong learning about Australia's past.

Learning Australian history provides a context for students to understand their identity. It helps them understand the story of the people who have created the community of which they are a part. In coming to know that story they will learn something more about themselves and reflect on the society Australia should become.

Understanding the past helps make sense of the present and explain continuity and change. It links with the study of literature, art, architecture, music, geography and science. It helps develop research, reasoning, language and interpretative skills. Such study should be stimulating, memorable, challenging and enjoyable.

Indigenous students and students from recent migrant backgrounds will acquire an understanding of their identity and the contribution of their forebears to Australia's history.

EXPLANATORY NOTES

The development of the nation: The history of Australia provides the single most important disciplinary perspective from which students can know, understand and evaluate the development of the nation in which they live. It helps them learn about Australia's democratic traditions, its institutions, its sense of national identity, the life and values of its citizens and its cultural diversity. These understandings should be informed by a sense of relevant local, regional, state, national and global contexts and influences, an awareness of the past and present experiences of distinct groups within Australian society, and the heritage and influence of Australia's Indigenous peoples. The story of Australia encompasses settlement and expansion, consolidation and enrichment, struggle and triumph, dependence and self-determination, and war and peacetime. An historical perspective allows students to appreciate Australian social, political, economic, religious and environmental values and how they have changed over time.

Global context: The Australian narrative is a vivid story which in some ways is similar to the experiences of other pre-contact, colonial and post-colonial societies. The process of post-15th century European national development, expansion and colonisation, with its concomitant spread of intellectual and economic movements, has been a major imperative in world history. Australia has been involved, and involved itself in, the unfolding story of European world influence, a role now increasingly revised by new global socio-political forces. Australia played, and continues to play, a unique part as a post-colonial, predominantly European settler society, geographically situated within an Asian sphere of influence.

Lifelong learning: Much of the evidence for Australia's past is all around us. An engagement with issues of natural and cultural heritage provides a firm foundation for the education of a historically literate student. Increasingly, students' awareness of history is also shaped beyond the classroom—for example in visits to museums, art galleries, memorials, religious institutions and heritage sites. As part of their preparation for a world after school, this *Guide* will encourage and enable students to engage with issues such as the classification and management of heritage assets, conservation priorities, and associated concerns about social and cultural sustainability.

Uniqueness of Australian history

As affirmed in the Communiqué from the Australian History Summit (held in Canberra on 17 August 2006):

“Australia’s history is longer than that of many European countries, and is in many ways unique. Australia is one of the world’s oldest, continuous democracies. A knowledge of our history is therefore vital. Nearly all of the crucial public debates embody an appeal to history. We are convinced of the urgent need for a nation wide revival in the teaching of Australian History and its global, environmental and social contexts. We urge that steps be taken to enlist all States and Territories and relevant authorities in the task.”



Objectives

Historical literacy skills

By the end of Year 10, students should be able to construct a sequenced narrative in Australian history and be able to:

- know and clarify for themselves issues associated with the use of evidence, including location of sources, provenance, reliability, and completeness;
- appreciate and critically evaluate the diversity of sources available from museums, art galleries, churches, sacred sites, the built city, suburban and rural environments, letters, diaries, newspapers, cartoons, posters, literature including short stories, poetry, drama, music, and the world wide web;
- understand the value of causation, motivation, empathy and significance as historical concepts;
- explain the impact of science and technology in historical enquiry;
- analyse and account for difference in historical interpretation;
- describe and assess the significance of key events in Australian history and understand the broader context of these key events by making connections to wider (including global) social, political, economic and environmental factors; and
- apply, where relevant, Indigenous, gender, and beliefs and values perspectives to the historical enquiry.



Historical Knowledge and Understanding

The programme of study covers Australian history from Indigenous arrival in the continent to Australia in 2000, and is based on a sequence of nine Topics, within which key events, termed Milestones, are identified. The Topics, large-scale historical concepts, place the Milestones in their historical context.

The Milestones represent the essential content of the Year 9 and 10 programme of study. They are not exclusive and the list is not exhaustive. Other Milestone Events may be included in particular Topics.

Each Topic and series of Milestones should be approached with reference to the nine historical perspectives summarised at the end of this *Guide*. Again these perspectives are not exhaustive: they are intended to prompt a full consideration of the significance of issues covered.

To indicate the range of such resources, particularly as increasingly available in digitised forms, each Topic includes a selection of representative historical figures who will illuminate relevant themes from a biographical perspective and most of whom can be readily studied through the *Australian Dictionary of Biography Online* and the internet. Teachers may seek to include other figures according to specific interest and approaches.

The *Guide* is intended for Years 9 and 10 but study of the first three Topics could commence in Year 8. To allow in-depth study of the Topics, at least 150 hours class time of Australian history is recommended over either a two or three year period.

The explanatory notes provide advisory points on the teaching of the Topics.

By the end of Year 10, secondary school students should know and understand the significance of the Topics and their historical settings in local, regional and global contexts and be able to construct and communicate a sequenced narrative of Australian history.

Summary of curriculum structure

Study of Topics

First peoples
Early encounters
British colonies (1788–1850)
Emerging nation (1851–1900)
The New Commonwealth (1901–1919)
The Roaring Twenties and the Lean Thirties (1920–1938)
World War II and post-war reconstruction (1939–1949)
Building Modern Australia: Times of Prosperity and Social Change (1950–1975)
Australia and the Shrinking Globe (1976–2000)

Consideration of Perspectives

Aboriginal and Torres Strait Islander
Regional and Global
Biographical
Beliefs and Values
Economic
Everyday life
Gender
Environmental
Local

Acquisition of Skills

- Construct a sequenced narrative in Australian history.
- Know and clarify for themselves issues associated with the use of evidence, including location of sources, provenance, reliability, completeness.
- Appreciate and critically evaluate the diversity of sources available from museums, art galleries, churches, sacred sites, the built city, suburban and rural environments, letters, diaries, newspapers, cartoons, posters, literature including short stories, poetry, drama, music, and the world wide web.
- Understand the value of causation, motivation, empathy and significance as historical concepts.
- Explain the impact of science and technology in historical enquiry.
- Analyse and account for difference in historical interpretation.
- Describe and assess the significance of key events in Australian history and understand the broader context of these key events by making connections to wider (including global) social, political, economic and environmental factors.
- Apply, where relevant, Indigenous, gender and beliefs and values perspectives to the historical enquiry.

Curriculum structure—topics, milestone events, people, and explanatory notes

Note on the inclusion of significant people in this Guide: The names included against each significant period are not intended to compete with the Milestone Events listed. Both people and events are necessarily interwoven. The names listed are suggestions to assist in the study of each period. Different states, territories, and localities, may wish to focus on, or include, different people of significance from those listed in this Guide.

First peoples

Milestone Events	Explanatory Notes
<p>Indigenous settlement of Australia (40–60,000 years ago)</p> <p>The seas begin to rise (15,000 years ago)—rising seas eventually isolate Australia and separate Tasmania</p>	<p>First peoples: An understanding of Australia's first peoples is vital. This Topic will introduce students to archaeological and other evidence for original migration, exploration and settlement, patterns of living, daily work and leisure, and seasonal movements. Students should consider practices of land use and adaptation to and of the environment including the extent and impact of 'fire-stick farming'. Students should appreciate differing interpretations of the evidence for this long period of Australian history. Amongst the many fascinating aspects of this period are the likely effects of the rising seas and massive climatic change on the first peoples' way of life; the extent to which their society was innovative or traditional, peaceful or warlike, rich or poor; and the effects of their relative isolation from the outside world. Students should be introduced to the spiritual dimension of Aboriginal existence and particularly to the creation stories ('the Dreaming') of many Aboriginal peoples, to art and ceremony, and to the wide diversity of languages. Wherever possible, local resources should be used in developing this Topic.</p>

Early encounters

Milestone Events	Explanatory Notes
<p>1606 First Dutch contact: Cape York peninsula</p> <p>1720s First annual visits by Macassans from Indonesian archipelago</p> <p>1770 James Cook explores the east coast of Australia</p>	<p>Early encounters: This Topic centres on understanding European conceptions of the mythical <i>Terra Australis</i> (southern land) and the motivations for European exploration and expansion in the southern Indian and Pacific Oceans. Students should learn about the economic, religious, scientific and strategic influences on Dutch, Spanish, Portuguese, French and British exploration, and study Indigenous encounters with explorers and fishermen (including Macassans from the Indonesian archipelago). Teachers might explore a range of literary and visual materials in developing this Topic, and consult the websites of relevant museums.</p>
<p>People (in alphabetical order)</p> <p>Joseph Banks, scientist; James Cook, navigator; William Dampier, mariner; Dirk Hartog, mariner; Jean-François de Galaup La Pérouse, navigator; Pedro Fernandez de Quiros, navigator.</p>	



British colonies 1788–1850

Milestone Events		Explanatory Notes
1788	British convict settlement, Sydney	<p>British colonies: This Topic deals with European settlement of Australia and its impact on Indigenous people and the environment. Students should examine the processes of European social, cultural and economic adaptation to a 'new land'. European settlement should be considered in the context of the industrial revolution and the British Empire. This Topic provides an opportunity to examine the social and economic origins of convict transportation to New South Wales and Van Diemen's Land as well as the establishment of penal settlements (such as Moreton Bay). Issues of assignment, punishment and emancipation should be explored, particularly the social and political tensions associated with them. This period saw the foundation of distinctive 'free' colonies in South Australia and at Swan River. Students may also take into account changing social and political structures, economic growth, the spread of settlement and the emergence of staple industries in the colonies. Students should consider the reasons for a turn to free, often assisted, immigration to the colonies, and the significance of such demographic change. In considering this Topic there must be a consideration of Indigenous responses to dispossession and European settlement.</p>
1803	Risdon Cove settlement, Van Diemen's Land	
1810–15	Governor Macquarie tries to benefit Aborigines	
1824	Convict settlement, Moreton Bay	
1829	Swan River settlement	
1830s	Squatters and sheep now occupy vast areas	
1835	Settlement of the Port Phillip Bay area, Victoria	
1836	South Australia proclaimed	
1838	Myall Creek massacre	
1840	British government suspends transporting of convicts to New South Wales	
<p>People (in alphabetical order)</p>		
<p>Woollarawarre Bennelong, Aboriginal emissary; Caroline Chisholm, philanthropist; Eumarrah, Aboriginal leader; Edward John Eyre, explorer; John Glover, artist; Richard Johnson, clergyman; John Dunmore Lang, clergyman; Lachlan Macquarie, Governor; Samuel Marsden, chaplain; Pemulwuy, Aboriginal warrior; Arthur Phillip, Governor; Mary Reibey, convict and businesswoman; George Robinson, protector of Aborigines; Charles Sturt, explorer; Edward Gibbon Wakefield, author.</p>		

Emerging nation 1851–1900

Milestone Events		Explanatory Notes
1851	Gold rushes begin	<p>Emerging nation: While maintaining a sense of the political, social, economic and religious character of the separate colonies, this Topic concentrates on the developments that most powerfully shaped a sense of shared identity and interests leading to nationhood. Students should learn about the contribution of 19th century commerce to Australian society and communications, the global context of the Australian economy, the coordination of settlement and land use (the Selection Acts of 1860s), and patterns of environmental impact. They should also consider missionary and colonial activity directed to 'protection' of Indigenous Australians. Concerns over educational provision and exposure to economic insecurity, and the emergence of union and labour movements (including their relation to the foundation of the Australian Labor Party in 1891) should be considered. Women's movements also emerged leading to women's right to vote and stand in elections in South Australia in 1895. Students should consider the impact of the gold rushes and other mineral discoveries around Australia which resulted in pressure for political representation and the consolidation of urban centres. Attention should be given to the cultural expression of a sense of national identity (in journalism, literature and the arts) but also points of vulnerability evident in racist protest and policy and sectarian division. This Topic should conclude with an assessment of the character of Australian society by the end of the nineteenth century and a consideration of the factors leading to Federation in 1901 (including the Federation movement and the Federation Conventions: 1891, 1897–98).</p>
1856–57	Self-government and democratic parliaments	
1860–61	Burke and Wills expedition	
1868	First Australian cricket tour of England	
1872	Telegraph line by land and sea from Europe to Adelaide completed	
1872	'Free, secular and compulsory education' introduced in Victoria	
1889	9 x 5 art exhibition, Melbourne	
1890s	Economic depression and strikes in the East but gold boom in the West; long 'Federation Drought' begins	
<p>People (in alphabetical order)</p>		
<p>Fred Cato, philanthropist; Patrick Durack, pioneer; Adam Lindsay Gordon, poet and horseman; George Goyder, surveyor-general; Patrick 'Paddy' Hannan, prospector; Ned Kelly, bushranger; Peter Lalor, politician; Louisa Lawson, newspaper proprietor; Henry Lawson, author; Mary Helen MacKillop, religious sister; Nellie Melba, opera singer; Johnny Mullagh, Aboriginal cricketer; Charles O'Connor, engineer; Henry Parkes, Premier; Banjo Paterson, poet; Charles Rasp, discoverer of Broken Hill; Tom Roberts, artist; Catherine Helen Spence, writer; William Guthrie Spence, trade unionist; Mei Quong Tart, Sydney merchant; Trugernanner (Truganini), Aboriginal survivor; Ethel Turner, author; Tommy Wills, cricketer and footballer.</p>		

The New Commonwealth 1901–1919

Milestone Events		Explanatory Notes
1901	Commonwealth of Australia formed	<p>The New Commonwealth: Understanding the new Commonwealth includes the study of federation and its consequences (the Federation Tripecta of ‘White Australia’, ‘New Protection’ and the regulated family wage), the origins of World War I and Australia’s role, including the role of Australian troops in the Dardanelles, Middle East and Western Front campaigns and the impact of Gallipoli on the formation of the ANZAC legend. Students should learn about the impact of global and regional migration movements, domestic population anxieties, and debates and policies on who could be an Australian. Australia’s role in the global women’s suffrage movement; the social, political and economic impact of the trade union movement; and the winning of international recognition by Australian painters, writers and singers should also be explored. Students should learn about the impact of the Great War, and the conscription plebiscites in particular, on domestic politics and of the international recognition accorded to Australia through the Paris Peace Conference (including the mandate for Papua and New Guinea).</p>
1901	‘White Australia’ policy consolidated (Immigration Restriction Act)	
1902	Australia becomes first nation where women not only vote but also stand for parliament	
1906–07	The ‘New Protection’ and Harvester Judgement	
1911	Separation of Northern Territory from South Australia	
1914	Australia enters World War I	
1915	Australian soldiers fight at Gallipoli	
1915	Newcastle steelworks opened	
1916–17	Conscription plebiscites	
1917	Transcontinental railway line opened between Kalgoorlie and Port Augusta	
1918–19	Armistice on the Western Front and post war Treaties	
1918–19	Influenza epidemic	
People <i>(in alphabetical order)</i>		
Edmund Banfield, author; Edmund Barton, Prime Minister; Octavius Beale, manufacturer; William Henry Bragg, physicist; Les Darcy, boxer; Alfred Deakin, Prime Minister; Fanny Durack, swimmer; Albert Facey, author; David John Garland, clergyman; Vida Goldstein, feminist; Henry Bournes Higgins, politician and judge; Jacky Howe, shearer; Billy Hughes, Prime Minister; Albert Jacka, soldier; Hugh Victor McKay, manufacturer; Daniel Mannix, archbishop; John Monash, soldier; John Shaw Neilson, poet; Ethel Florence Lindesay (Henry Handel) Richardson, author; Helena Rubinstein, manufacturer.		



The Roaring Twenties and the Lean Thirties 1920–1938

Milestone Events		Explanatory Notes
1924	Compulsory voting introduced for federal elections	<p>The Roaring Twenties and the Lean Thirties: This Topic begins with a consideration of the short and long term social and cultural impact of the war (including repatriation of servicemen and women) and the causes of economic growth and social change in the immediate post-war period. The 1920s can be associated with an expansion in the consumption of mass produced goods, and a revolution in communications and entertainment associated with cinema, recorded music and radio broadcasting. The 1920s also saw a growing reliance on rural industries which facilitated the emergence of the Country Party. It was also a time of industrial transformation and unrest. Students should learn about the Depression, its causes and its impact on different groups of Australians in the 1930s. Both decades need to be studied with an awareness of international developments and Australia's response to, Nazism, Communism and growing international tensions in Asia and Europe. The transitions through this period can be seen in the arts, a new environmental awareness and in attitudes towards the condition and heritage of Indigenous Australians. Students should be encouraged to explore the local and regional dimensions of change, evaluating oral testimony where accessible.</p>
1927	Federal Parliament meets in Canberra for the first time	
1928	The Flying Doctor Service established	
1929	Great Depression begins	
1932	Sydney Harbour Bridge opened	
1932	Australian Broadcasting Commission established	
1932–33	'Bodyline' cricket controversy	
1933	Western Australia votes to secede	
1938	Sesquicentenary of British settlement; the Aboriginal Day of Mourning	
<p>People (in alphabetical order)</p>		
<p>Daisy Bates, welfare worker; Charles Bean, historian; Don Bradman, cricketer; Stanley Melbourne Bruce, Prime Minister; William Cooper, Aboriginal leader; Edith Cowan, politician; John Flynn, founder of Flying Doctor Service; Muriel Heagney, trade unionist; Isaac Isaacs, Governor General; Elizabeth Kenny, nurse; Michael James Leahy, explorer; Lottie Lyell, actress; Joseph Lyons, Prime Minister; Douglas Mawson, explorer; Albert Namatjira, artist; Margaret Preston, artist; Grace Cossington Smith, artist; Jessie Street, feminist; Alfred Traeger, engineer; David Unaipon, preacher, author and inventor; R.M. Williams, businessman.</p>		

World War II and post-war reconstruction 1939–1949

Milestone Events		Explanatory Notes
1939	Black Friday bushfires	<p>World War II and post-war reconstruction: This Topic centres on the domestic and international impact of World War II. Students should understand the origins of World War II; Australia's role in the northern hemisphere air, land and sea campaigns 1939–1942; the Australian contribution to land, sea and air campaigns against Japanese military expansion 1941–1945; and Australia's changing relations with the United States and Britain arising from these commitments. They should explore the effect of the full mobilization of national resources on the 'home front', particularly its impact on women's employment and social role. Consideration should be given to the broader social and political dimensions of change in this period including the formation of the Liberal Party of Australia and the nature of industrial unrest. Students should also take into account new social and economic policies, the impact of full employment and rising living standards. They should understand both the national and international context of Australia's post-war immigration policy—what drove people to emigrate, how they were selected and received, and the ways in which their presence affected Australian society and concerns over national identity and citizenship. Australia's enhanced international profile, including its role in the formation of United Nations and in the Pacific region should be discussed, as should commitments to schemes of national development (such as the Snowy Mountains Scheme) and the application of science to such tasks. Archival and cinematic resources might enhance discussion of these themes.</p>
1939	Australia enters World War II	
1942	Singapore falls, Darwin bombed, battle of Coral Sea, Kokoda Track	
1945	End of World War II	
1945	Post-war migration programme	
1948	First Holden car	
1948	Herbert Vere Evatt elected President of the United Nations General Assembly	
1949	Start of Snowy Mountains scheme	
<p>People (in alphabetical order)</p>		
<p>Thomas Blamey, soldier; Vivian Bullwinkel, nurse; Arthur Calwell, politician; Charles and Elsa Chauvel, film producers; Ben Chifley, Prime Minister; John Curtin, Prime Minister; Howard Florey, scientist; Bruce Kingsbury, soldier; Essington Lewis, industrialist; Jean Macnamara, scientist; Chips Rafferty, actor; Kenneth Slessor, poet; Christina Stead, author.</p>		

Building Modern Australia: Times of Prosperity and Social Change 1950–1975

Milestone Events		Explanatory Notes
1950	Myxomatosis trials begin	<p>Building Modern Australia: Times of Prosperity and Social Change: This Topic spans from the 'long boom' of the 1950s and 1960s to the economic uncertainties and reforms of the 1970s, examining the consolidation of an Australian 'way of life', the factors explaining Australia's prosperity, the international context for economic growth and then vulnerability, and the impact of the Cold War on domestic politics and international commitments, especially Australia's involvement in the Korean and Vietnam wars. Students should gain an understanding of changing patterns of consumption and leisure and consider the experience and impact of immigration, taking account of policies framed by concepts of assimilation, integration and multiculturalism. In making connections between social, cultural and political change, they might also reflect on the emergence of new social and protest movements, reflecting changes in gender relations and family structures, in attitudes to race and ethnicity, and to human rights and morality. Sources drawn from popular culture might be particularly explored in this Topic.</p>
1950	Australia joins in Korean War	
1951	ANZUS treaty with the United States	
1955	One millionth 'new Australian'	
1956	First commercial television broadcast in Australia; Melbourne Olympics	
1957	Australia Japan commerce agreement	
1962	Australian involvement in Vietnam War begins	
1966	Resignation of Robert Menzies, Prime Minister 1949–66	
1966	End of 'White Australia' policy	
1967	Constitutional referendum on Aborigines carried	
1974	Equal minimum pay rates for men and women	
1975	Family Law Act passed	
1975	Papua New Guinean Independence	
1975	Dismissal of Whitlam Labor Government	
People <i>(in alphabetical order)</i>		
<p>Robin Boyd, architect; Richard Gardiner Casey, politician; H C 'Nugget' Coombs, economist; Russell Drysdale, artist; Herbert Vere Evatt, politician; Dawn Fraser, swimmer; John Landy, athlete; James McAuley, poet; Robert Gordon Menzies, Prime Minister; Doug Nicholls, footballer, pastor, and Governor; Johnny O'Keefe, singer; John Olsen, artist; Vladimir and Evdokia Petrov, defectors; Francis Ratcliffe, conservationist; Ken Rosewall, tennis player; Ella Simon, Aboriginal activist; Joan Sutherland, singer; Robert Tudawali, actor; Patrick White, author; Fred Williams, artist; Judith Wright, poet.</p>		

Australia and the Shrinking Globe 1976 to 2000

Milestone Events		Explanatory Notes	
1976	Arrival of the first Vietnamese 'boat people'	<p>Australia and the Shrinking Globe: From the mid-1970s onwards Australia has been increasingly exposed to, and involved in, major global realignments. Through this Topic students should reflect on the social, economic and political impact of these developments and evaluate their consequences, including the displacement of populations following the end of the Cold War, social movements arguing for the recognition of rights and identity, campaigns for environmental protection, Indigenous land rights and reconciliation, and the impact of trade liberalisation. Students should consider the changing demographic (ageing, 'sea-changer') patterns and ethnic profile of Australian society through this period, the altering economic, social, religious and sporting profile of the nation, and changes in Australia's regional and global relations. The 2000 Sydney Olympics offers a case study of Australia presenting itself to the world, and provides a useful point for concluding discussion.</p>	
1980	Multicultural television begins with SBS		
1983	High Court rules against Franklin dam in Tasmania		
1983–85	Australian dollar floated and banks deregulated		
1986	The first sealed road around Australia is completed near Fitzroy Crossing		
mid 1980s to early 1990s	'New Protection' rapidly ending		
1988	Bicentennial commemorations		
1989	Introduction of internet to Australia		
1992	Mabo Judgment		
1999	Australian-led intervention in East Timor		
2000	Sydney Olympics		
People (in alphabetical order)			
<p>Selection of figures for this topic should be guided by the milestones, available materials and reflect issues covered in the explanatory notes. Such figures might include: Graeme Clarke, medical scientist; Peter Cosgrove, military leader; Malcolm Fraser, Prime Minister; Cathy Freeman, athlete; Bob Hawke, Prime Minister; and many others.</p>			



Historical Perspectives

Students should incorporate a range of perspectives into their study of Topics. These perspectives assist in appreciating the diversity of Australia’s historical experience and in the development of analytical and writing skills through the extended consideration of change and continuity over time. Perspectives to be considered include:

- a) Aboriginal and Torres Strait Islander Perspectives
- b) Regional and Global Perspectives
- c) Biographical Perspectives
- d) Beliefs and Values Perspectives
- e) Economic Perspectives
- f) Everyday life Perspectives
- g) Gender Perspectives
- h) Environmental Perspectives
- i) Local Perspectives.

Explanatory Notes

Aboriginal and Torres Strait Islander Perspectives: For most of the long span of human occupation of Australia, prior to European settlement, the Indigenous experience defines Australian history. Since 1788, Aboriginal and Torres Strait Islander perspectives inform central aspects of Australian history, providing a vital point of reference in understanding themes covered in a study of Australian history.

Regional and Global Perspectives: No aspect of Australian history—intellectual, scientific, cultural, political, social, economic, technological, religious or environmental—can be fully appreciated without awareness of Australia’s relationships with external influences, a comparative view of Australian experience of major trends, or of the contribution of Australians to overseas developments.

Biographical Perspectives: The study of individual lives provides a vivid understanding of values, experiences and aspirations in context, correcting for ahistorical generalisations and making a range of potential sources—diaries, material and visual culture, testimony and memory—available for consideration. Students should not only study the lives of well-known Australians but also representative lives which illuminate aspects of the nation’s story. Such an approach should encourage students to relate their own personal and family history to broader Australian developments.

Beliefs and Values Perspectives: The study of beliefs and values includes, for example, issues such as the influence of Christian churches and liberal democratic philosophies on the development of Australia’s political, social and economic institutions and practices. It also enables a deeper understanding of the motivations shaping crucial relationships in Australian history, leading to tolerance or prejudice, respect or misunderstanding.

Economic Perspectives: Students should reflect on the study of prosperity and its distribution in Australia, the roles of government, businesses and individuals in managing economic processes, and the impact of changing markets, technologies and scales of production in shaping society and affecting the livelihoods of the people.

Everyday life Perspectives: History is enriched by the capacity to connect narratives to everyday experience, both in understanding the nature of that experience and in expanding the range of sources available for study, including archaeological, musicological, archival and oral records. Wherever possible, Topics should be expanded and anchored through such materials, encouraging reflection on the processes of collecting, conserving and presenting such materials.



Gender Perspectives: A gendered approach encourages students to reflect on the different historical experiences of women and men, and to explore the ways in which historical forces in themselves shape understandings of women's and men's roles in society, politics and the economy. An awareness of issues of gender can thus add a crucial dimension to the understanding of change over time and the evaluation of Milestones in the historical narrative.

Environmental Perspectives: History occurs in place and time and there is no more recurrent theme in Australian history than the need to understand the environment as a resource, a hazard, a source of belief or belonging, a gift or a casualty of processes of settlement. Environmental perspectives enrich the study of history by integrating the constraints and opportunities of the material and the local with broader questions of ideals and ideas as they motivate individuals and society.

Local Perspectives: The Topics help students to chart the development of the Australian nation. At the same time, there will be other key events and people in Australian history that have both a national and a local significance. Different states and territories may want to include their own key events and schools too could include additional events or emphasise particular events of local significance to their own state/territory or events of national importance which took place in other states/territories. Local perspectives help students to relate the history of their own communities to broader Australian developments.



Images

The images on the front cover and above include:

Lady Nelson, 187-?, watercolour, National Library of Australia; *Portrait of Captain James Cook RN*, 1782, by John Webber, oil on canvas, courtesy of the National Portrait Gallery, Purchased 2000 by the Commonwealth Government with the generous assistance of Robert Oatley and John Schaeffer; *A prosperous migrant farmer and his helpers are gathering the strawberry crop for the nearby Brisbane market*, between 1910 and 1962, Frank Hurley, courtesy of the Hurley Negative Collection, National Library of Australia; *An untitled drawing of fishing and native flora and fauna*, 1850, Micky of Ulladulla, National Library of Australia; *Ned Kelly*, 1946, Sidney Nolan, enamel on composition board, courtesy of the National Gallery of Australia; *Benelong, a native of New Holland*, 179-?. Neele, Samuel John; 1758–1824. 1 print: engraving; 18.8 x 15.2 cm (s.m.), National Library of Australia; *Sir Henry Parkes*, 1892, Sydney, Tom Roberts, Australia, 1856–1931, oil on canvas, 66.0 x 56.0cm, Elder Bequest Fund 1901, Art Gallery of South Australia, Adelaide; *Nancy Wake*, highly decorated woman member of the allied escape route organisation in occupied France 1940–1943, Australian War Memorial Negative Number P00885.001.

Pages 4 & 5: *wounded soldier*: An Australian Army soldier carrying a wounded comrade to a dressing station near North Beach, Anzac Cove, Australian War Memorial, Negative Number H10363.

Page 7: *An untitled drawing of fishing and native flora and fauna*, 1850, Micky of Ulladulla; (Background Image), *An untitled drawing of fishing and native flora and fauna*, 1850, Micky of Ulladulla, National Library of Australia.

Page 8: *Lady Nelson*, 187-?, watercolour, courtesy of the National Library of Australia.

Pages 8 & 9: (Background Image), *General Chart of Terra Australis or Australia*: Showing the Parts Explored between 1798 and 1803 by Matthew Flinders Commr. of H.M.S. Investigator, by Matthew Flinders (1814), the first complete map of Australia, National Library of Australia.

Page 10: *Benelong, a native of New Holland*, 179-?. Neele, Samuel John; 1758–1824. 1 print: engraving; 18.8 x 15.2 cm (s.m.), National Library of Australia.

Pages 12 & 13: *Intercolonial Conference*, Sydney, 1881, January 14, group of delegates, gelatin silver; 21 x 25 cm. or smaller, National Library of Australia.

Pages 14 & 15: (Background Image), *An untitled drawing of fishing and native flora and fauna*, 1850, Micky of Ulladulla, National Library of Australia.

Page 17: *Ned Kelly*, 1946, Sidney Nolan, enamel on composition board, courtesy of the National Gallery of Australia.

