**Significant Australian Events Timeline**  Due Date: Fri week 5

Name: Advisory:

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| **Humanities and Social Sciences** |
| LEARNING INTENTIONS |
| Students use a range of resources to determine Australia’s most significant historical events. |
| CONTENT DESCRIPTORS |
| Evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064) & (ACHGS073)  Apply geographical concepts to synthesise information from various sources and draw conclusions based  on the analysis of data and information, taking into account alternative points of view (ACHGS068) & (ACHGS077)  Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS070) & (ACHGS079)  Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164) & (ACHHS182)  Use historical terms and concepts (ACHHS165) & (ACHHS183)  Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175) & (ACHHS193) |
| ACHIEVEMENT STANDARDS |
| They analyse the causes and effects of events and developments and make judgments about their importance. Students explain the significance of these events and developments over the short and long term.  They explain the motives and actions of people at the time.  Students sequence events and developments within a chronological framework. |

**Task Summary:** Your task is to choose the 10 most important events in Australian history and present these in a chronological presentation .

**Groups:** Students will work in groups of 1-4 from HASS classes for this task.

**Tips:** Use the class timeline to get an idea of Australia’s historically significant events and how important they are and do some of your own research before deciding upon the 10 most important. This process will not be easy but you must decide quickly!

**Assessment:** In your presentation you must analyse the **causes and effects** of each of the 10 events, give an explanation of the events and explain both **why the event was so significant** at the time and why it is now. Use the **Achievement Standards** rubric provided to guide you.

**Achievement Standards rubric:**

|  | Chronological sequencing | Significance | Presentation | Referencing |
| --- | --- | --- | --- | --- |
| A | Students sequence events and developments within a chronological framework providing highly appropriate information and dates. | Students analyse the causes and effects of events and developments and make judgments about their importance. Students explain concisely the significance of these events and developments over the short and long term. | Students demonstrate creativity through a presentation in the form of an innovative video, vodcast, podcast, construction or other similar presentation method. | When evaluating sources, they analyse origin and purpose, and draw conclusions about their usefulness therefore citing relevant and reliable sources. |
| B | Students sequence events and developments within a chronological framework providing appropriate information and dates. | Students analyse the causes and effects of events and developments and make judgments about their importance. Students explain appropriately the significance of these events and developments over the short and long term. | Students demonstrate creativity through a presentation in the form of a Prezi, 3-dimensional timeline or other similar presentation method. | When evaluating sources, they analyse origin and purpose, and draw conclusions about their usefulness therefore citing relevant sources. |
| C | Students sequence events and developments within a chronological framework. | Students analyse the causes and effects of events and developments and make judgments about their importance. Students explain the significance of these events and developments over the short and long term. | Students demonstrate creativity through a presentation in the form of a conventional poster, PowerPoint or other simple presentation method. | When evaluating sources, they analyse origin and purpose, and draw conclusions about their usefulness therefore citing appropriate sources. |
| D | Students attempt to sequence events and developments within a chronological framework. | Poor explanation of significance. | Presentation method is unsuitable. | Referencing is inappropriate. |
| E | No chronological framework. | No explanation of significance. | No presentation. | No referencing. |