

MODERN HISTORY LIFE SKILLS STAGE 6

DRAFT OUTCOMES AND CONTENT FOR CONSULTATION

To be read in conjunction with the Modern History Stage 6 Draft Syllabus.

20 JULY – 31 AUGUST 2016

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Published by:

Board of Studies, Teaching and Educational Standards NSW

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D2016/49798

STAGE 6 LIFE SKILLS



for your information

The Modern History Life Skills Stage 6 outcomes and content are developed from the objectives of the Modern History Stage 6 Syllabus.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to the teaching, learning and assessment activities of the Modern History Stage 6 curriculum.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 6 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

The following points need to be taken into consideration:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- Modern History
- Special education needs
- Life Skills.

STAGE 6 LIFE SKILLS OBJECTIVES AND OUTCOMES



for your information

For students undertaking a course based on Life Skills outcomes and content:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.



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KNOWLEDGE AND UNDERSTANDING

Objectives

Students:

- develop knowledge and understanding of people, ideas, movements, events and developments of the modern world in their historical context
- develop an understanding of relevant problems and issues

Life Skills outcomes

A student:

MH6LS-1 explores methods and issues involved in the investigation of modern history

MH6LS-2 explores features and issues reflecting change and continuity in the modern world

MH6LS-3 explores key features, events and developments of the modern world

MH6LS-4 identifies differing perspectives of individuals and groups in the past

MH6LS-5 investigates the contribution and significance of key individuals, groups, ideas, events and developments in the modern world

MH6LS-6 investigates a range of historical sources and issues for understanding the past

SKILLS

Objectives

Students:

- undertake the process of historical inquiry, using historical concepts and skills to examine problems and issues
- communicate their understanding of history, sources and evidence, and historical interpretations

Life Skills outcomes

A student:

MH6LS-7 selects and uses a variety of sources to investigate the past

MH6LS-8 identifies differing interpretations and representations of the past

MH6LS-9 undertakes historical investigations using a variety of strategies to locate, select and organise information from a variety of sources

MH6LS-10 communicates historical knowledge and understanding using historical terms and concepts

VALUES AND ATTITUDES

Objectives

Students:

- appreciate the influence of the past on the present and the future
- value the contribution of the study of Modern History to lifelong learning and active and informed citizenship

STAGE 6 LIFE SKILLS AND RELATED SYLLABUS OUTCOMES

KNOWLEDGE AND UNDERSTANDING

<p>Objectives Students:</p> <ul style="list-style-type: none"> develop knowledge and understanding of people, ideas, movements, events and developments of the modern world in their historical context develop an understanding of relevant problems and issues 	
<p>Life Skills outcomes A student:</p>	<p>Related Year 11/12 outcomes A student:</p>
<p>MH6LS-1 explores methods and issues involved in the investigation of modern history</p>	<p>MH11-1 describes contemporary methods and issues involved in the investigation of modern history</p>
<p>MH6LS-2 explores features and issues reflecting change and continuity in the modern world</p>	<p>MH12-1 describes key features of continuity and change in the modern world</p>
<p>MH6LS-3 explores key features, events and developments of the modern world</p>	<p>MH11-2 explains historical features, events and developments of the modern world and how they shaped the past</p> <p>MH12-2 explains historical features, events and developments of the modern world by prioritising their causes and analysing the various ways they shaped the past</p>
<p>MH6LS-4 identifies differing perspectives of individuals and groups in the past</p>	<p>MH11-3 describes the different perspectives of individuals and groups and their role in events and developments</p> <p>MH12-3 accounts for the different perspectives and role of individuals and groups in their historical context</p>
<p>MH6LS-5 investigates the contribution and significance of key individuals, groups, ideas, events and developments in the modern world</p>	<p>MH11-4 assesses the significance of historical features, people, ideas, movements, events and developments in the modern world</p> <p>MH12-4 assesses the significance of historical features, people, ideas, movements, events and developments in the modern world, using different ways of interpreting historical significance</p>

<p>MH6LS-6 investigates a range of historical sources and issues for understanding the past</p>	<p>MH11-5 analyses relevant historical sources and issues in the investigation of the modern past</p> <p>MH12-5 analyses relevant historical issues that are problematic for understanding the modern past</p>
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SKILLS

<p>Objectives Students:</p> <ul style="list-style-type: none"> • undertake the process of historical inquiry, using historical concepts and skills to examine problems and issues • communicate their understanding of history, sources and evidence, and historical interpretations 	
<p>Life Skills outcomes A student:</p>	<p>Related Year 11/12 outcomes A student:</p>
<p>MH6LS-7 selects and uses a variety of sources to investigate the past</p>	<p>MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>MH12-6 critically analyses and interprets different types of sources for evidence to support an historical account or argument</p>
<p>MH6LS-8 identifies differing interpretations and representations of the past</p>	<p>MH11-7 identifies and accounts for differing interpretations and representations of the past</p> <p>MH12-7 explains and evaluates differing interpretations and representations of the past</p>
<p>MH6LS-9 undertakes historical investigations using a variety of strategies to select and organise information from a variety of sources</p>	<p>MH11-8 plans and conducts historical investigations and presents reasoned conclusions using evidence</p> <p>MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using evidence from a range of sources</p>
<p>MH6LS-10 communicates historical knowledge and understanding using historical terms and concepts</p>	<p>MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p>MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p>

STAGE 6 LIFE SKILLS CONTENT



for your information

The Modern History Life Skills Stage 6 course has an indicative time allocation of 120 hours in both the Year 11 and Year 12 courses. It is not necessary for students to address or achieve all of the Modern History Life Skills outcomes. The choice of units, outcomes and content within each course, and the time spent on the content, provides the flexibility to develop rigorous, meaningful and age-appropriate programs that can address individual learning needs, strengths, interests and aspirations, and support students transitioning into post-school contexts.

Teachers may choose the most relevant aspects of the content to meet the particular needs of individual students and identify the most appropriate contexts for the student to engage with the outcomes, for example school, community or workplace. Students will not be required to complete all of the content to demonstrate achievement of an outcome. Any examples provided under the content points are suggestions only. Teachers may use the examples provided or develop other examples to meet the particular needs of individual students.

The following units provide possible frameworks for addressing the Modern History Life Skills outcomes and content, and are suggestions only. Each unit provides possible topics or case studies for study of the content. Teachers have the flexibility to design units that will meet the needs and interests of their students.



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Unit	Content focus
Investigating Modern History - The nature, methods and issues of Modern History	Students develop an understanding of the nature of modern history through an investigation of relevant methods and issues.
Investigating Modern History - Case Studies	Students investigate relevant historical sources and issues to examine aspects of the history of the modern world.
Historical Investigation	The historical investigation is designed to provide opportunities for students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process. The outcomes addressed in the investigation build on the Years 7–10 History Life Skills outcomes.
The Shaping of the Modern World	Students lay the foundations for their twentieth-century studies by investigating forces and ideas that shaped the modern world and defined modernity.
Power and Authority in the Modern World	Students investigate the emergence and impact of authoritarianism on societies of the modern world.

Modern History Life Skills Stage 6 Draft outcomes and content for consultation

Unit	Content focus
National Studies	Students investigate the key features, issues, individuals, groups and events that shaped the history of a selected nation.
Peace and Conflict	Students investigate key features and issues of the history of particular studies in peace and conflict.
Change in the Modern World	Students study key features and issues of the history of an event and/or key personality.

LIFE SKILLS HISTORICAL CONCEPTS AND SKILLS

The following may be integrated with the case study and topics of the course.

The use of sources

Identify the origin, and purpose of historical sources ⚙️ ⚖️ 📖

Identify different types of sources and use them to describe historical events 📖 🗨️

Explore the usefulness of sources and develop ideas about history ⚙️ ⚖️ ✂️

Historical understanding

Explore the nature of change and continuity over time 🌐

Identify events and the causes of those events ⚙️

Recognise the significance of historical people and events ⚙️ 🌐 🗨️ ✂️

Recognise different perspectives of individuals and groups in the past ⚙️ 🌐 🗨️ ✂️

Identify different historical ideas about the past and how they differ 📖 🌐 ✂️

Explore how different opinions in history can shape understanding 🌐 ✂️

Historical investigation and research

Develop questions to investigate historical issues 🗨️

Develop a coherent research plan for historical inquiry 🗨️

Identify and locate relevant information from sources ⚙️ 📖 🗨️

Explanation and communication

Use historical terms and concepts ⚖️ 🌐 🗨️ ✂️

Acknowledge where information has come from 📖 🗨️

INVESTIGATING MODERN HISTORY - THE NATURE, METHODS AND ISSUES OF MODERN HISTORY

OUTCOMES

A student:

- > explores methods and issues involved in the investigation of modern history MH6LS-1
- > explores key features, events and developments of the modern world MH6LS-3
- > investigates a range of historical sources and issues for understanding the past MH6LS-6
- > selects and uses a variety of sources to investigate the past MH6LS-7
- > identifies differing interpretations and representations of the past MH6LS-8
- > communicates historical knowledge and understanding using historical terms and concepts MH6LS-10

Related Year 11 outcomes: MH11-1, MH11-6, MH11-7, MH11-9

CONTENT FOCUS

Students develop an understanding of the nature of modern history through an investigation of relevant methods and issues.




The following topics for this unit are suggestions only.



1. The investigation of sources and historic sites
2. The contestability of sources
3. The construction of modern histories
4. History and memory
5. The representation and commemoration of the past




LIFE SKILLS HISTORICAL CONCEPTS AND SKILLS

The following may be integrated with the study selected for 'Investigating Modern History'.


The use of sources


Identify the origin, and purpose of historical sources   




Identify different types of sources and use them to describe historical events  





Explore the usefulness of sources and develop ideas about history   




Historical understanding

Explore the nature of change and continuity over time 

Identify events and the causes of those events 

Recognise the significance of historical people and events    


Recognise different perspectives of individuals and groups in the past    




Identify different historical ideas about the past and how they differ   

Explore how different opinions in history can shape understanding  





Historical investigation and research

Develop questions to investigate historical issues 

Develop a coherent research plan for historical inquiry 

Identify and locate relevant information from sources   

Explanation and communication

Use historical terms and concepts    

Acknowledge where information has come from  

1. THE INVESTIGATION OF HISTORIC SITES AND SOURCES

CONTENT FOCUS

Students explore a range of sources available to historians, some scientific methods used to further the understanding of the past, and how sources can be used to develop our understanding of people, places and events.

CONTENT

Students:

- recognise different types of sources, for example, primary and secondary sources, print and digital sources 📄 🖱️
- identify some of the ways historians and archaeologists record history, for example, written accounts, photographs, drawings, listing and detailing artefacts located
- identify places where historians can find sources to investigate the past 📄 🖱️
- locate, select and organise a range of sources that are records of their personal history, for example, photographs, personal objects, videos, reports, awards
- recognise that sources can be used to answer questions about the past, for example, how people lived, why people may have lived that way, how and why life circumstances changed
- use sources to gain an understanding of events, personalities or places in the past 📄 🗄️ 🖱️
- use chronology to order events, personalities, changes and places from the past and in their own lives 📅
- describe how historians use archaeological and scientific techniques to investigate the past 📄
- explore the role of changing technologies in investigating and reconstructing the past 📄
- explore how historic sites can provide historians with an understanding of events, people and developments in the past ⚙️ 🌐
- use historical terms to communicate ideas about the past, using a range of formats 📄 🖱️

Examples that could be used to illustrate aspects of the content include: archaeology of Fromelles; life in The Rocks – 19th century; Quarantine Station; the nature of trench warfare in World War I; the investigation of a colonial site and what it reveals about the past.

2. THE CONTESTABILITY OF SOURCES

CONTENT FOCUS

Students explore the range and nature of sources available to historians in studying Modern History.

CONTENT

Students:

- identify how historians use sources to gather information about the past ⚙️
- describe the process historians use to decide if a source is reliable ⚙️
- explain how historians use historical context to understand sources ⚙️ ⚖️ 🌐
- explore the role of sources and evidence in arriving at the 'truth' about the past ⚙️ ⚖️ 🌐
- explore challenges in the process of undertaking an historical investigation, for example, supporting and contradictory evidence, validity and reliability of sources, problems of authenticity, selectivity of evidence, accuracy in recording findings ⚙️ ⚖️

Examples that could be used to illustrate aspects of the content include: the sinking of the Lusitania; Hitler's diaries; Pearl Harbor – a surprise attack?

3. THE CONSTRUCTION OF MODERN HISTORIES

CONTENT FOCUS

Students explore the making of modern histories, through the study of how histories are made through narratives, biographies, oral accounts, reports, artefacts and the formal writing of histories.

CONTENT

Students:

- explore the different ways history can be made, such as narrative history, biography, oral histories, anecdotes, news reports, artefacts and formal historical publications 🗣️🌐
- compare the accounts of local history given by a variety of people ⚙️
- recognise that people can have differing experiences of the same period in time ⚙️
- recognise that people have different perspectives about the past ⚙️
- identify the use of evidence in the construction of histories ⚙️🌐
- describe how historians decide what is important in the making of modern histories ⚙️
- engage with a range of historical texts and sources to explore a particular person, event or place from the past 📖📄
- identify different perspectives of the past in a range of historical texts and sources 🌐🗣️
- communicate ideas about a person, event or place from the past using different perspectives, for example, write a diary entry from the perspective of a soldier and a civilian during World War I 🗣️📖

Examples that could be used to illustrate aspects of the content include: the Holocaust; a study of an historical individual such as Queen Victoria, Eva Peron, Che Guevara, Charles Perkins; mutiny on the Bounty.

4. HISTORY AND MEMORY

CONTENT FOCUS

Students explore the ways people remember the past.

CONTENT

Students:

- identify methods used to remember the past ⚙️ 🌐
- describe the way stories are used to create and remember the past 🗣️ 🌐
- explain problems with using oral stories to remember the past ⚙️
- explore the use of evidence to construct and remember the past 📄
- engage with historical sources that tell us about the past 📖

Examples that could be used to illustrate aspects of the content include: British memories of World Wars One and Two; excerpts from memoirs or autobiographies; the Vietnam War as 'The American War'; the Stolen Generations.








5. THE REPRESENTATION AND COMMEMORATION OF THE PAST

CONTENT FOCUS

Students explore how the past is presented and remembered.

CONTENT

Students:

- identify the places where history can be displayed 
- describe the ceremonies individuals and groups carry out to remember the past  
- explore how history is displayed within the community in order to remember the past
- engage in ceremonies that commemorate the past 
- communicate their own point of view in relation to the significance of commemorations of the past   

Examples that could be used to illustrate aspects of the content include: the Yasukuni Shrine; Japanese history textbook controversy; film censorship; Contested Frontiers exhibit – National Museum of Australia; a critical analysis of an historical film or website.

INVESTIGATING MODERN HISTORY - CASE STUDIES

OUTCOMES

A student:

- > explores methods and issues involved in the investigation of modern history MH6LS-1
- > explores key features, events and developments of the modern world MH6LS-3
- > identifies differing perspectives of individuals and groups in the past MH6LS-4
- > investigates the contribution and significance of key individuals, groups, ideas, events and developments in the modern world MH6LS-5
- > investigates a range of historical sources and issues for understanding the past MH6LS-6
- > selects and uses a variety of sources to investigate the past MH6LS-7
- > identifies differing interpretations and representations of the past MH6LS-8
- > undertakes historical investigations using a variety of strategies to locate, select and organise information from a variety of sources MH6LS-9
- > communicates historical knowledge and understanding using historical terms and concepts MH6LS-10

Related Year 11 outcomes: MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine aspects of the history of the modern world.

The case studies for students undertaking Life Skills outcomes and content should develop students' historical knowledge, skills and understanding through the exploration of historical sources and content.

The following case studies for this unit are suggestions only. Teachers may develop their own case studies.

Examples of case studies from Europe, North America, Australia

1. People who changed Australia
2. The Environment Movement 1960s-1970s
3. The Women's Movement 1960s-1970s

Examples of case studies from Asia, the Pacific, Africa, the Middle East, Central/South America

4. Exploration and settlement in the Pacific
5. The British in India and Mahatma Gandhi
6. The survival of Tibet in the modern world

Note: These suggested case studies do not cover the Stage 6 Modern History case studies; People and events post-World War II, The decline and fall of the Romanov Dynasty, The Suffragette Movement, The trans-Atlantic slave trade, The Cuban Revolution and its impact in Latin America, The making of modern South Africa 1890-1910 and The Meiji Restoration. Teachers may choose to develop ideas and concepts from these case studies to address Life Skills outcomes if appropriate.

1. PEOPLE WHO CHANGED AUSTRALIA

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine Aboriginal and Torres Strait Islander people who changed Australia.

CONTENT

Students:

- recognise that relations between people from different cultures can be positive or negative 🌐
- identify examples of positive and negative relations that have developed between people of different cultures in the past 🏛️ 🌐 🗺️
- explore the concepts of relations and civil rights 🌐
- outline relations between Aboriginal peoples and non-Aboriginal peoples up until 1901 🗺️ 🌐 🗺️
- identify rights and freedoms of the Aboriginal People under the Australian constitution 1901 🗺️ 🏛️
- describe the role of the Australian Aboriginal Progressive Association, the Day of Mourning 1938 and the influence of William Cooper and Pearl Gibbs 🗺️ 🏛️
- recognise increasing awareness of the struggle of Aboriginal and Torres Strait Islander peoples through the Freedom Ride 🗺️ 🏛️
- describe the 1967 Referendum and the role of Faith Bandler 🗺️
- explain the significance of Eddie Mabo and the establishment of the the Native Title Act 1993 🗺️ 🏛️
- identify changing perceptions towards the impact of European contact with Aboriginal and Torres Strait Islander peoples 🗺️ 🏛️
- describe ways to change negative relations that exist between people of different cultures 🗺️ 🗺️
- explore significant personalities who changed Australia 🏛️ 🌐 🗺️ 🗺️

2. THE ENVIRONMENT MOVEMENT 1960s–1970s

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the Environment Movement 1960s–1970s.

CONTENT

Students:

- explore the concepts of environment and protection ✦
- describe the need to protect and conserve the environment ✦
- outline environmental protection agencies, societies and groups ✦ ⚖️ 🌐 🍷
- identify legislation passed to protect the environment ⚙️ ⚖️
- explore the international cooperation to protect the environment 🌐
- investigate a group or campaign, for example, Greenpeace, Friends of the Earth, The Wilderness Society, The Sierra Club, Lake Pedder, Franklin Dam, Green Bans ✦ ⚙️ ⚖️ 🍷

3. THE WOMEN'S MOVEMENT 1960s–1970s

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the Women's Movement 1960s–1970s.

CONTENT

Students:

- explore the concepts of women's rights, movements and discrimination ⚙️ ⚖️
- explore the rights of women in Western societies, for example, the United States, Australia, New Zealand, Great Britain and France at the start of the 20th century ⚖️
- outline the significance of World Wars I and II for women's rights and position in society ⚙️ ⚖️
- explore the change in women's demands for rights ⚙️
- explore post-war economic and technological improvements that changed women's lives, for example, new technologies in the home, the rise of consumerism and social networking 🖨️ ⭐
- explore post-war changes in social conditions affecting women, for example, birth control with the introduction of the contraceptive pill; improved pay and employment opportunities; campaigns against violence, war and discrimination; and the development of child care services 🌐
- identify the achievements of the women's movements ⚖️
- explore significant personalities and events in the fight for women's rights ⚖️ 🗳️ ✨

4. EXPLORATION AND SETTLEMENT IN THE PACIFIC

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine exploration and settlement in the Pacific.

CONTENT

Students:

- explore the concepts of colonisation and imperialism ⚙️
- describe the reasons and need for exploration 🌐
- recognise the sailing ship as the vehicle used to travel before air travel was available ⚓
- explain the problems faced by early explorers in the Pacific ⚙️
- investigate European exploration and settlement in the Pacific 🌐
- explore significant explorers and their discoveries ⚙️

5. THE BRITISH IN INDIA AND MAHATMA GANDHI

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the British in India and the role of Mahatma Gandhi.

CONTENT

- Students:
- recognise Gandhi's country of origin
- outline Gandhi's life and background 🗺️ ✎️
- explore the concept of civil rights 🌐 ✎️
- describe significant actions taken by Gandhi to secure civil rights for the people of India ⚖️
- explore Gandhi's use of nonviolent protests in his fight for civil rights ⚖️
- investigate the response to Gandhi's actions from both the people and government of India 🗣️ 🌐 ✎️
- describe the legacy of Gandhi ⚙️ ⚖️ 🌐

6. THE SURVIVAL OF TIBET IN THE MODERN WORLD

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine Tibet's relations with China.

CONTENT

Students:

- explore the concepts of independence and occupation ⚙️ ⚙️
- recognise countries that had to fight for their independence ⚖️
- locate Tibet on a map 🗺️
- explore social, cultural and/or political systems in Tibet ⚙️ ⚖️ 🌐
- identify the dominance of China in the Asia region and the occupation of Tibet ⚖️ 🌐
- describe the impact of Chinese occupation in Tibet ⚙️ ⚖️ 🌐
- explore the promotion of independence for Tibet 🌐
- explore the Dalai Lama as a person promoting independence ⚖️

HISTORICAL INVESTIGATION

OUTCOMES

A student:

- > explores methods and issues involved in the investigation of modern history MH6LS-1
- > explores key features, events and developments of the modern world MH6LS-3
- > identifies differing perspectives of individuals and groups in the past MH6LS-4
- > investigates the contribution and significance of key individuals, groups, ideas, events and developments in the modern world MH6LS-5
- > investigates a range of historical sources and issues for understanding the past MH6LS-6
- > selects and uses a variety of sources to investigate the past MH6LS-7
- > identifies differing interpretations and representations of the past MH6LS-8
- > undertakes historical investigations using a variety of strategies to locate, select and organise information from a variety of sources MH6LS-9
- > communicates historical knowledge and understanding using historical terms and concepts MH6LS-10

Related Year 11 outcomes: MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9

CONTENT FOCUS

Students may undertake an historical investigation, through which they further develop their historical skills.

The historical investigation is designed to provide opportunities for students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process. The outcomes addressed in the investigation build on the Years 7–10 History Life Skills outcomes.

Possible historical investigations could include:

- aspects of society as revealed through sources
- the impact of an historical event on people at the time
- the significance of an historical development
- tracing the development of an aspect of the past over time through a thematic approach
- the contribution of an historical site to our understanding of the past
- constructions of the modern world
- an interpretation or representation of an individual, group or event.

LIFE SKILLS HISTORICAL CONCEPTS AND SKILLS

The following may be integrated with the process of the 'Historical Investigation'.

The use of sources

Identify the origin, and purpose of historical sources ⚙️ 📄 📖

Identify different types of sources and use them to describe historical events 📄 📖

Explore the usefulness of sources and develop ideas about history ⚙️ 📄 ✎️

Historical understanding

Explore the nature of change and continuity over time 🌐

Identify events and the causes of those events ⚙️

Recognise the significance of historical people and events ⚙️ 🌐 📄 ✎️

Recognise different perspectives of individuals and groups in the past ⚙️ 🌐 📄 ✎️

Identify different historical ideas about the past and how they differ 📄 🌐 ✎️

Explore how different opinions in history can shape understanding 🌐 ✎️

Historical investigation and research

Develop questions to investigate historical issues 📄

Develop a coherent research plan for historical inquiry 📖

Identify and locate relevant information from sources ⚙️ 📄 📖

Explanation and communication

Use historical terms and concepts 📄 🌐 📖 ✎️

Acknowledge where information has come from 📄 📖

CONTENT

The process of investigation could involve:

- investigating the past using historical skills
- asking historical questions
- developing a personal connection to historical investigations
- developing a timeline of an historical event, personality, period or concept
- comprehending written and visual sources
- locating, selecting and organising relevant information from a variety of sources
- using a variety of sources to develop historical knowledge and understanding
- examining sources for their usefulness
- recognising different historical perspectives of people, events and issues
- recognising the significance of events and people in the past
- using historical terms and concepts appropriately
- presenting and communicating the findings of the historical investigation using appropriate oral and/or written and/or multimedia forms including ICT

THE SHAPING OF THE MODERN WORLD

OUTCOMES

A student:

- > explores methods and issues involved in the investigation of modern history MH6LS-1
- > explores key features, events and developments of the modern world MH6LS-3
- > identifies differing perspectives of individuals and groups in the past MH6LS-4
- > investigates the contribution and significance of key individuals, groups, ideas, events and developments in the modern world MH6LS-5
- > investigates a range of historical sources and issues for understanding the past MH6LS-6
- > selects and uses a variety of sources to investigate the past MH6LS-7
- > identifies differing interpretations and representations of the past MH6LS-8
- > undertakes historical investigations using a variety of strategies to locate, select and organise information from a variety of sources MH6LS-9
- > communicates historical knowledge and understanding using historical terms and concepts MH6LS-10

Related Year 11 outcomes: MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9

CONTENT FOCUS

Students lay the foundations for their twentieth-century studies by investigating forces and ideas that shaped the modern world and defined modernity.

The following topics for this unit are suggestions only. Teachers may develop their own topics.




1. World War I
2. The Industrial Age
3. Decolonisation and independence



Note: These suggested topics do not cover the Stage 6 Modern History topics The Enlightenment, The French Revolution and The Age of Imperialism. Teachers may choose to develop ideas and concepts from these topics to address Life Skills outcomes if appropriate.




LIFE SKILLS HISTORICAL CONCEPTS AND SKILLS

The following may be integrated with the study of 'The Shaping of the Modern World'.

The use of sources


Identify the origin, and purpose of historical sources   

Identify different types of sources and use them to describe historical events  





Explore the usefulness of sources and develop ideas about history   




Historical understanding

Explore the nature of change and continuity over time 

Identify events and the causes of those events 

Recognise the significance of historical people and events    


Recognise different perspectives of individuals and groups in the past    




Identify different historical ideas about the past and how they differ   

Explore how different opinions in history can shape understanding  





Historical investigation and research

Develop questions to investigate historical issues 

Develop a coherent research plan for historical inquiry 

Identify and locate relevant information from sources   

Explanation and communication

Use historical terms and concepts    

Acknowledge where information has come from  

1. WORLD WAR I

CONTENT FOCUS

Students explore aspects of World War I, such as the causes, the developments and the legacies that helped to define the modern world.

CONTENT

Students:

- identify the causes of World War I 🗓️
- identify the countries involved in World War I and locate these on a map 🗺️
- explore the reasons for World War I being the world's first global war ⚖️ 🌐
- investigate scientific and industrial developments in weaponry to 1918 📖
- explore advances in medicine and communications during World War I 📺
- explore how the experience of war varied for different groups of civilians 🌐 🧑
- identify the need for recruitment and conscription 🌐
- explore the impact and legacy of World War I ⚙️ ⚖️ 🌐 📖 🗺️

2. THE INDUSTRIAL AGE

CONTENT FOCUS

Students explore the Industrial Age and the far-reaching consequences that helped to define the modern world.

CONTENT

Students:

- recognise that 'industry' refers to manufacturing enterprises ★
- identify some common manufacturing industries in the modern world ★
- recognise how manufacturing industries were different during the Industrial Revolution ⚙️ 📄
- identify the main causes of the Industrial Revolution in the second half of the 18th century ⚙️
- explore key individuals involved in the period of the Industrial Revolution ⚙️
- investigate changes that occurred during the Industrial Revolution, for example, the mechanisation of the textile industry, the rise of factories, change in society, agricultural production, transport and communication. ⚙️ ⚙️ 🌐
- explore the experiences of factory owners, workers, women and children in the Industrial Revolution ⚙️ ★
- identify the challenges and response of officials during the Industrial Revolution
- explore the living and working conditions during the Industrial Revolution, for example, the environment, urbanisation and transportation. ⚙️ ⚙️ 🌐
- identify some differences between the industrial age and modern times ⚙️
- explore how technology has changed manufacturing industries 📄 ★

3. DECOLONISATION AND INDEPENDENCE

CONTENT FOCUS

Students explore decolonisation and independence, such as the concept of decolonisation and the far-reaching consequences that helped to define the modern world.

CONTENT

Students:

- explore the concept of colonisation ✖✖
- identify countries in Africa and Asia that were colonised
- explore the significance of independence for countries ✖✖ ⚖️
- identify individuals and groups that pushed for liberation and independence 🌐 ✖
- explore the ways in which people and groups fought for independence ✖
- explore the role of world recognition of human rights ⚖️
- investigate the decolonisation of a country in either Africa or Asia 🌐 ✖✖ ⚖️ 🌐 ✖

POWER AND AUTHORITY IN THE MODERN WORLD

OUTCOMES

A student:

- > explores features and issues reflecting change and continuity in the modern world MH6LS-2
- > explores key features, events and developments of the modern world MH6LS-3
- > identifies differing perspectives of individuals and groups in the past MH6LS-4
- > investigates the contribution and significance of key individuals, groups, ideas, events and developments in the modern world MH6LS-5
- > investigates a range of historical sources and issues for understanding the past MH6LS-6
- > selects and uses a variety of sources to investigate the past MH6LS-7
- > identifies differing interpretations and representations of the past MH6LS-8
- > undertakes historical investigations using a variety of strategies to locate, select and organise information from a variety of sources MH6LS-9
- > communicates historical knowledge and understanding using historical terms and concepts MH6LS-10

Related Year 12 outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9




CONTENT FOCUS



Students investigate the emergence and impact of authoritarianism on societies of the modern world.




LIFE SKILLS HISTORICAL CONCEPTS AND SKILLS

The following may be integrated with the study of 'Power and Authority in the Modern World'.


The use of sources


Identify the origin, and purpose of historical sources   


Identify different types of sources and use them to describe historical events  





Explore the usefulness of sources and develop ideas about history   




Historical understanding


Explore the nature of change and continuity over time 

Identify events and the causes of those events 

Recognise the significance of historical people and events    


Recognise different perspectives of individuals and groups in the past    

Identify different historical ideas about the past and how they differ   

Explore how different opinions in history can shape understanding  





Historical investigation and research


Develop questions to investigate historical issues 

Develop a coherent research plan for historical inquiry 

Identify and locate relevant information from sources   

Explanation and communication

Use historical terms and concepts    

Acknowledge where information has come from  

CONTENT

Students:

- recognise personal experiences of power and authority, for example, parents, teachers, doctors 🏠
- recognise power and authority in a society, for example, rulers, kings and queens, government, police 🏠
- recognise the difference and similarities between power and authority 🏠
- identify examples of individuals and groups who use power and authority positively and negatively, for example, the positive power and authority of teachers and police in contrast to the negative power of a bully or a criminal ⚖️
- identify measures in society that limit the power and authority of particular groups, for example, school rules, laws, political systems, such as democracy ⚖️
- explore the difference between democracy and dictatorship 🗳️
- explore examples of significant individuals in history who have used power and authority positively, for example, Martin Luther King Jr., Mother Theresa, Nelson Mandela ⚖️ 🌐
- explore examples of significant individuals in history who have used power and authority negatively, for example, Benito Mussolini, Kim Il-Sung, Pol Pot, Adolf Hitler ⚖️ 🌐
- investigate a significant individual who has had power and authority in the modern world and consider how they achieved their power and how they used their power and legacy, for example, Adolf Hitler (Germany), Benito Mussolini (Italy), Chiang Kai-Shek (China), Fidel Castro (Cuba), Ho Chi Minh (Vietnam), Kim Il-Sung (North Korea), Muammar Gaddafi (Libya), Pol Pot (Cambodia) ⚖️ 🌐

NATIONAL STUDIES

OUTCOMES

A student:

- > explores features and issues reflecting change and continuity in the modern world MH6LS-2
- > explores key features, events and developments of the modern world MH6LS-3
- > identifies differing perspectives of individuals and groups in the past MH6LS-4
- > investigates the contribution and significance of key individuals, groups, ideas, events and developments in the modern world MH6LS-5
- > investigates a range of historical sources and issues for understanding the past MH6LS-6
- > selects and uses a variety of sources to investigate the past MH6LS-7
- > identifies differing interpretations and representations of the past MH6LS-8
- > undertakes historical investigations using a variety of strategies to locate, select and organise information from a variety of sources MH6LS-9
- > communicates historical knowledge and understanding using historical terms and concepts MH6LS-10

Related Year 12 outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9

CONTENT FOCUS

Students investigate the key features, issues, individuals, groups and events that shaped the history of a selected nation.

The Life Skills content for this unit should be addressed in the context of one or more periods in a country's history. The following countries are suggestions only.

- A. China 1927–1949
- B. Japan 1904–1937
- C. Germany 1914–1933
- D. Russia and the Soviet Union 1917–1941
- E. USA 1919–1941
- F. Indonesia 1959–2005
- G. Iran 1953–1989
- H. Australia 1918–1949

LIFE SKILLS HISTORICAL CONCEPTS AND SKILLS

The following may be integrated with the selected national study.

The use of sources

Identify the origin, and purpose of historical sources ⚙️ 📄 📖

Identify different types of sources and use them to describe historical events 📄 📖

Explore the usefulness of sources and develop ideas about history ⚙️ 📄 ✎️

Historical understanding

Explore the nature of change and continuity over time 🌐

Identify events and the causes of those events ⚙️

Recognise the significance of historical people and events ⚙️ 🌐 📄 ✎️

Recognise different perspectives of individuals and groups in the past ⚙️ 🌐 📄 ✎️

Identify different historical ideas about the past and how they differ 📄 🌐 ✎️

Explore how different opinions in history can shape understanding 🌐 ✎️

Historical investigation and research

Develop questions to investigate historical issues 📄

Develop a coherent research plan for historical inquiry 📖

Identify and locate relevant information from sources ⚙️ 📄 📖

Explanation and communication

Use historical terms and concepts 📄 🌐 📖 ✎️

Acknowledge where information has come from 📄 📖

CONTENT

Students:

- explore factors contributing to the events 🛠️
- investigate the main features of the events 🛠️
- explore the impact of the events on the history of the individual nation, region or world as a whole 🛠️ 🌐
- explore how features and issues of the period reflect continuity and change over time, for example: 🛠️ 🌐
 - geographical, such as borders, imperialism, alliances/conflicts with neighbours, preservation of significant places and sites
 - social and political, such as roles of leaders/significant people, political ideologies and political parties, nationalism, foreign policy, alliances, social classes, belief systems, multiculturalism and racism
 - economic, such as transport, trade, globalisation, growth/decline
 - religious, such as belief systems, sacred places and sites, practices
- investigate key features of a particular conflict during this period 📖
- explore one or more significant individual from the selected period in relation to their: 🛠️ 🌐
 - historical context
 - personal background and the values and attitudes that influenced their actions
 - rise to prominence
 - significant events and achievements
 - contribution to the society and time in which they lived and the legacy of their contribution

PEACE AND CONFLICT

OUTCOMES

A student:

- > explores features and issues reflecting change and continuity in the modern world MH6LS-2
- > explores key features, events and developments of the modern world MH6LS-3
- > identifies differing perspectives of individuals and groups in the past MH6LS-4
- > investigates the contribution and significance of key individuals, groups, ideas, events and developments in the modern world MH6LS-5
- > investigates a range of historical sources and issues for understanding the past MH6LS-6
- > selects and uses a variety of sources to investigate the past MH6LS-7
- > identifies differing interpretations and representations of the past MH6LS-8
- > undertakes historical investigations using a variety of strategies to locate, select and organise information from a variety of sources MH6LS-9
- > communicates historical knowledge and understanding using historical terms and concepts MH6LS-10

Related Year 12 outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9

CONTENT FOCUS

Students investigate key features and issues of the history of particular studies in peace and conflict.




The following studies are suggestions only. Teachers may select their own historical study in peace and conflict.



- A. Arab–Israeli Conflict 1948–1996
- B. Conflict in Europe 1935–1945
- C. Conflict in Indochina 1945–1975
- D. Conflict in the Pacific 1937–1951
- E. The Cold War 1945–1991
- F. Conflict in the Gulf 1991–2011




LIFE SKILLS HISTORICAL CONCEPTS AND SKILLS

The following may be integrated with the 'Peace and Conflict' study selected.

The use of sources


Identify the origin, and purpose of historical sources   

Identify different types of sources and use them to describe historical events  





Explore the usefulness of sources and develop ideas about history   




Historical understanding

Explore the nature of change and continuity over time 

Identify events and the causes of those events 

Recognise the significance of historical people and events    


Recognise different perspectives of individuals and groups in the past    




Identify different historical ideas about the past and how they differ   

Explore how different opinions in history can shape understanding  





Historical investigation and research



Develop questions to investigate historical issues 

Develop a coherent research plan for historical inquiry 

Identify and locate relevant information from sources   

Explanation and communication

Use historical terms and concepts    

Acknowledge where information has come from  

CONTENT

Students:

- identify groups involved in the conflict, for example, countries, societies, religious groups †
- locate on a map the main places where the conflict occurred 🗺
- explore the causes of conflict ⚙️
- identify international involvement in the conflict
- investigate major events and issues in the development of the conflict ⚙️
- explore the role of key individuals, groups and/or organisations in the conflict
- explore each group's response to the conflict ⚙️ ⚖️
- investigate strategies, tactics and weaponry used by the countries involved in the conflict 🗡️
- explore political systems that may have led to or contributed to the conflict
- explore the attempts at peacemaking and the success of these attempts 🕊️
- investigate the impact of the conflict on the groups involved, region or world ⚙️

CHANGE IN THE MODERN WORLD

OUTCOMES

A student:

- > explores features and issues reflecting change and continuity in the modern world MH6LS-2
- > explores key features, events and developments of the modern world MH6LS-3
- > identifies differing perspectives of individuals and groups in the past MH6LS-4
- > investigates the contribution and significance of key individuals, groups, ideas, events and developments in the modern world MH6LS-5
- > investigates a range of historical sources and issues for understanding the past MH6LS-6
- > selects and uses a variety of sources to investigate the past MH6LS-7
- > identifies differing interpretations and representations of the past MH6LS-8
- > undertakes historical investigations using a variety of strategies to locate, select and organise information from a variety of sources MH6LS-9
- > communicates historical knowledge and understanding using historical terms and concepts MH6LS-10

Related Year 12 outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9

CONTENT FOCUS

Students study key features and issues of the history of an event and/or key personality.




The following events and key personalities are suggestions only. Teachers may select their own historical event and personality.



- A. Civil Rights in the USA 1946–1968 (Martin Luther King)
- B. Apartheid in South Africa 1960–1994 (Nelson Mandela)
- C. Pro-democracy movement in Burma 1962–2010 (Aung San Suu Kyi)
- D. The Cultural Revolution to Tiananmen Square 1966–1989 (Deng Xiaoping)
- E. The Nuclear Age 1945–2011 (Harry Truman)
- F. The Changing World Order 1945–2011 (Mikhail Gorbachev)



LIFE SKILLS HISTORICAL CONCEPTS AND SKILLS

The following may be integrated with the study selected for 'Change in the Modern World'.

The use of sources


Identify the origin, and purpose of historical sources   

Identify different types of sources and use them to describe historical events  





Explore the usefulness of sources and develop ideas about history   




Historical understanding

Explore the nature of change and continuity over time 

Identify events and the causes of those events 

Recognise the significance of historical people and events    


Recognise different perspectives of individuals and groups in the past    




Identify different historical ideas about the past and how they differ   

Explore how different opinions in history can shape understanding  





Historical investigation and research



Develop questions to investigate historical issues 

Develop a coherent research plan for historical inquiry 

Identify and locate relevant information from sources   

Explanation and communication

Use historical terms and concepts    

Acknowledge where information has come from  

CONTENT

Students:

- identify countries and groups involved in the event
- locate on a map the geographical region where the event took place 🗺
- identify factors contributing to the event ⚙️
- explore main features of the event, for example, political, social, economic, technological ⚙️ 🗺
- explore significant movements associated with the event, for example, the civil rights movement, communism 🗺 🗺
- investigate issues involved in the event, for example, rights and freedoms of individuals and groups, power and authority, democracy, oppression 🗺 🗺
- investigate the key personality involved in the event in relation to their: ⚙️
 - historical context
 - personal background and the values and attitudes that influenced their actions
 - rise to prominence
 - significant events and achievements
 - contribution and legacy
- explore resistance from individuals and groups
- explore government and military involvement
- investigate consequences and impacts of the event ⚙️
- explore contributions of the event to our world today, for example, technological impacts, changes to government systems ⚙️ 🗺