



**Modern History
Senior Years**

Writing Brief

February 2016

© 2016 Copyright Board of Studies, Teaching and Educational Standards NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies, Teaching and Educational Standards for and on behalf of the Crown in right of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form, or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies, Teaching and Educational Standards NSW, except as permitted by the *Copyright Act 1968*.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies, Teaching and Educational Standards NSW
- to acknowledge that the Material is provided by the Board of Studies, Teaching and Educational Standards NSW
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies, Teaching and Educational Standards NSW.

The Material may contain third-party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies, Teaching and Educational Standards NSW has made all reasonable attempts to locate owners of third-party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer.

Phone: (02) 9367 8289

Fax: (02) 9279 1482

Email: mila.buraga@bostes.nsw.edu.au

Published by

Board of Studies, Teaching and Educational Standards NSW

GPO Box 5300

Sydney NSW 2001

Australia

www.bostes.nsw.edu.au

DSSP-26988
D2016/3759

Contents

1. Introduction	4
2. Modern History key	6
3. Rationale	7
4. The place of the Modern History Senior Years syllabus in the K–12 curriculum	9
5. Aim	10
6. Objectives	11
7. Outcomes	12
8. Course structure	13
9. Content	15
10. Learning across the curriculum	21
11. Senior Years Life Skills advice	23
12. Modern History Senior Years Life Skills outcomes	24
13. Modern History Senior Years Life Skills content	26
14. Glossary	28
15. Assessment and reporting	29
16. Appendix I	30
17. Appendix II	31

1. Introduction

In 2014, the Board of Studies, Teaching and Educational Standards NSW (BOSTES) commenced a review of NSW senior secondary syllabuses for English, Mathematics, Science and History learning areas to determine directions for the incorporation of the senior secondary Australian curriculum. BOSTES conducted consultation in August and September 2014 on proposed directions outlined in [NSW Senior Secondary Review & Evaluation: English, Mathematics, Science and History](#).

The broad directions for each learning area, developed following consultation, were endorsed by BOSTES in December 2014 and are available in Appendix I of this writing brief.

The development of the *Modern History Senior Years Writing Brief* takes account of the broad directions and feedback gathered through consultation conducted in October and November 2015. Option 2, including the core study, 'Power and authority 1919–1939', was considered to be the most appropriate option.

The purpose of the writing brief is to inform the directions for draft syllabus development. The writing brief is structured according to the elements of a Senior Years syllabus. Each element includes proposed actions and key considerations for writers in the writing of the draft syllabus. These elements are:

- Rationale
- The place of the Modern History Senior Years syllabus in the K–12 curriculum
- Aim
- Objectives
- Outcomes
- Course structure
- Content, including how Australian curriculum content may be incorporated
- Glossary.

The draft syllabus package will include the elements of a syllabus and Australian curriculum content identified with codes, learning across the curriculum content identified by icons, further information about meeting the diversity of learners, and internal and external assessment.

The draft syllabus for Modern History will be developed and available for consultation during 2016.

A summary of the BOSTES syllabus development process is available at <http://www.boardofstudies.nsw.edu.au/syllabuses/syllabus-development/>.

Diversity of learners

NSW senior secondary syllabuses will be inclusive of the learning needs of all students. The draft syllabuses will be designed to accommodate teaching approaches that support student diversity under the sections 'Students with special education needs', 'Gifted and talented students' and 'Students learning English as an additional language or dialect (EAL/D)'.

For example:

Special education needs

All students with special education needs are entitled to participate in and progress through the curriculum. Some students may require additional support or adjustments to teaching, learning and assessment activities. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content and demonstrate achievement of outcomes.

Most students with special education needs will undertake regular Board Developed courses and/or Board Endorsed courses. Students with special education needs can access Years 11 and 12 outcomes and content in a range of ways. They should choose the most appropriate courses for the HSC in keeping with their goals, interests and learning needs.

Students may engage with:

- syllabus outcomes and content with adjustments to teaching, learning and/or assessment activities
- selected outcomes and content appropriate to their learning needs
- selected Years 11–12 Life Skills outcomes and content appropriate to their learning needs provided in the Modern History Senior Years draft syllabus.

Australian curriculum

BOSTES began its syllabus development process for Stage 6 English, Mathematics, Science and History in 2014. This follows state and territory Education Ministers' endorsement of senior secondary Australian curriculum in these learning areas as the agreed and common base for development of state and territory senior secondary courses. It was also agreed that states and territories would have the flexibility to integrate the approved senior secondary Australian curriculum as appropriate. The Writing Brief determines how Australian curriculum content can be modified, reordered and supplemented in each learning area, while remaining compatible with the NSW Senior Years assessment and examinations structures.

2. Modern History key

i for your information

The following codes will be used in the Modern History Senior Years syllabus.

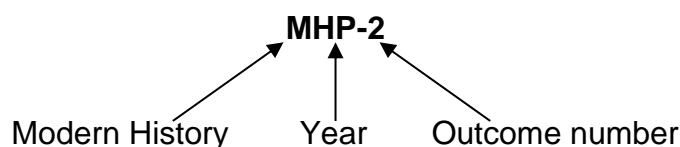
Outcome coding

Syllabus outcomes will be coded in a consistent way. The code identifies the subject, Year and outcome number.

Years of learning will be represented by the following codes:

Year	Code
Year 11	P
Year 12	H

In the Modern History syllabus, outcome codes indicate the subject, Year and outcome number. For example:



Coding of Australian curriculum content

Australian curriculum content descriptions included in the syllabus will be identified.

Actions for writers and key considerations

- Identify Australian curriculum content descriptions by using Australian curriculum codes.
- The code should appear in brackets at the end of each content description.

3. Rationale

 for your information

The rationale describes the distinctive nature of the subject and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum, including:

- why the subject exists
- the theoretical underpinnings
- what makes the subject distinctive
- why students would study the subject
- how it contributes to the purpose of the Senior Years curriculum
- how it prepares students for post-school pathways.

Proposed rationale for Modern History Senior Years

The study of Modern History engages students in an investigation of the forces that have shaped today's world based on the analysis and interpretation of sources. It enables students to trace the historical background of contemporary issues and to identify the significance of individuals, ideas and events of the recent past in today's world. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them.

The study of Modern History requires students to comprehend and apply distinctive skills and concepts in their investigation of political, cultural and social developments that have defined the modern world. Investigations of individuals and groups, ideas, developments and events within national, regional and global contexts require students to engage with evidence from a range of primary and secondary sources. Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form and the distinctive characteristics of modern historical representation. Students are encouraged to discover, analyse and use evidence from a variety of sources to deconstruct and construct historical accounts.

Modern History provides students with opportunities to satisfy their interest and curiosity about people and events that have had a significant impact on the modern world. It provides insight into the motivation and role of individuals and groups as well as the origin and impact of ideas and developments that have transformed political, cultural and social life. It enables students to acquire knowledge and to understand how knowledge is constructed. Modern History provides opportunities for students to explore historical problems, to pose their own questions and to create their own histories using the information technology available to them. Engaging students in the practice of history fosters a deeper understanding of Australian perspectives and our increasingly complex global society.

The Modern History syllabus continues to develop the historical skills and understandings taught in the *History K–10 Syllabus*. Students develop transferable skills associated with the process of historical inquiry and dealing with the nature of historical evidence and arguments. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. Students develop increasingly sophisticated historiographical skills and historical understanding, from the close study of people and events to the analysis and interpretation of broader developments that have shaped the modern world.

The skills, knowledge and understanding that students acquire through studying Modern History provide a firm foundation for further study, the world of work and informed Australian and global citizenship, and for lifelong learning. It teaches a critical and intelligent approach to understanding events and interpretations as well as the effective communication of informed accounts conveying detail, ideas and judgements.


Actions for writers and key considerations

The rationale should be amended to provide a clearer focus on:

- the nature, purpose and intrinsic appeal of the study of Modern History
- the intentions of the course.

Review the alignment of the rationale to other areas of the draft syllabus, including the aim, objectives, outcomes and content.


4. The place of the Modern History Senior Years syllabus in the K–12 curriculum

 for your information

NSW syllabuses will include a diagram that illustrates how the syllabus relates to the learning pathways K–12. This section places the Senior Years syllabus in the K–12 curriculum as a whole.

This diagram will be included in the draft syllabus.

5. Aim

 for your information

In NSW syllabuses, the aim provides a statement(s) of the overall purpose of the syllabus. It indicates the general educational benefits for students from programs based on the syllabus.

The aim, objectives, outcomes and content of a syllabus are clearly linked and sequentially amplify details of the intention of the syllabus.

Proposed aim for Modern History Senior Years

Modern History Senior Years will enable students to develop knowledge and understanding of the modern world, the skills of critical analysis and synthesis, and values and attitudes essential for an appreciation of the people and forces that have shaped the modern world; to develop a lifelong interest in the study of history; and to prepare them for informed and active citizenship in the contemporary world.

Actions for writers and key considerations

- Review and refine the aim as appropriate with consideration of the distinctive nature of Modern History, for example the opportunity to study ideas.
- Review the aim to ensure consistency of length, detail and complexity with other Senior Years syllabuses.

6. Objectives

 for your information

In NSW syllabuses, objectives provide specific statements of the intention of a syllabus. They amplify the aim and provide direction to teachers on the teaching and learning process emerging from the syllabus. They define, in broad terms, the knowledge, understanding, skills, values and attitudes to be developed through study in the subject. They act as organisers for the intended outcomes.

Proposed objectives for Modern History Senior Years

Knowledge, understanding and skills

Students:

- develop knowledge and understanding of key features, issues, individuals and events from the late eighteenth century to the present
- undertake the process of historical inquiry, applying key historical concepts and skills
- communicate an understanding of history.

Values and attitudes

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.

Actions for writers and key considerations

- Review and refine the objectives as appropriate to ensure they represent the distinctive nature of Modern History.

7. Outcomes

i for your information

In NSW syllabuses, outcomes provide detail about what students are expected to achieve at the end of each Stage in relation to the objectives. They indicate the knowledge, understanding and skills expected to be gained by most students as a result of effective teaching and learning. They are derived from the objectives of the syllabus.

Proposed outcomes for Modern History Senior Years

Up to 10 outcomes will be developed during draft syllabus writing. The following table presents a sample of some of the proposed outcomes.

<p>Objectives</p> <p>Students:</p> <ul style="list-style-type: none"> develop knowledge and understanding of key features, issues, individuals and events from the late eighteenth century to the present undertake the process of historical inquiry, applying key historical concepts and skills communicate an understanding of history 	
<p>Year 11 outcome</p> <p>A student:</p>	<p>Year 12 outcome</p> <p>A student:</p>
<ul style="list-style-type: none"> explains key features, events and developments and how they shaped aspects of the modern world interprets different types of sources for evidence to support a historical account or argument identifies and accounts for differing interpretations and representations of the past 	<ul style="list-style-type: none"> explains and analyses key features, events and developments and how they shaped aspects of the modern world analyses and interprets different types of sources for evidence to support a historical account or argument explains and evaluates differing interpretations and representations of the past

Actions for writers and key considerations

- Develop 8–10 outcomes that describe the knowledge, understanding and skills to be demonstrated.
- The outcomes need to reflect progression from Stage 5 to the Year 12 course.
- Ensure the outcomes align with and amplify the objectives.
- Consider the number of verbs within each outcome as appropriate.
- Include the concepts of historical thinking, such as perspectives, significance and contestability.

8. Course structure

i for your information

The following provides an outline of the Year 11 and Year 12 course structure for the Modern History Senior Years syllabus with indicative course hours and the arrangement of course content, along with outlining relationships between specific components and between core and options.

Proposed course structure for Modern History Senior Years

	Modern History	Indicative hours
Year 11 course (120 hours)	Investigating Modern History <ul style="list-style-type: none"> – the nature and methods of Modern History – case studies 	60
	Historical Investigation	20
	The shaping of the Modern World	40
Year 12 course (120 hours)	Core Study – Power and authority between the wars	30
	National studies	30
	Peace and conflict	30
	Political and social change	30

Actions for writers and key considerations

- The interrelationship between topics within each option needs to be articulated more clearly as well as the links and progression between Year 11 and Year 12.
- The Historical Investigation should be included as a stand-alone topic in Year 11 and the option of a school-developed case study should be retained.
- The overall course structure should not create a militarised focus on modern history at the expense of social history.
- Specify that the Historical Investigation may be integrated with other aspects of the course.
- Include a requirement that the Historical Investigation must not significantly overlap any topic undertaken in the Year 12 Modern History or History Extension courses.
- Organise case studies in the Year 11 course into two lists – List A and List B – to ensure a balanced selection of case studies. List A is to cover Europe, North America and Australia; and List B – Asia, the Pacific, Africa, the Middle East and Central/South America.

- Identify opportunities for including social history as appropriate within the content of specific topics.

9. Content

i for your information

In NSW syllabuses for Senior Years, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for each Year. In considering the intended learning, teachers will make decisions about the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

Organisation of the content

The Modern History Senior Years syllabus will be organised in the following way:

Year 11 course

Course component	Proposed topics/content focus
Investigating Modern History	<p>The nature, sources and methods of studying Modern History through the investigation of key problems and issues – related to areas such as: archives; battlefield archaeology; oral history; public history – memorials, history in film, documentary and the media.</p> <p>Case studies (focus on the 18th to 20th centuries) <i>Students study TWO case studies – to include some studies in social and cultural history</i></p> <p>Examples include:</p> <ul style="list-style-type: none"> • Exploration and settlement in the Pacific • The decline and fall of the Romanov Dynasty • The Cuban Revolution and its impact in Latin America
Historical Investigation	<p>The application of processes and concepts to the investigation of a historical question, problem or issue <i>Students undertake ONE historical investigation</i></p>

<p>The shaping of the Modern World</p>	<p>Formative events/developments that shaped the modern world that provide a context for the study of the Year 12 course – 18th and 19th centuries moving into the 20th century</p> <p><i>Students study TWO formative events/developments</i></p> <p>Examples include:</p> <ul style="list-style-type: none"> • World War I • The Enlightenment • The French Revolution • The Age of Imperialism (<i>to include opportunity to study the Australian context</i>) • Decolonisation • Independence
--	---

Year 12 course

Course component	Proposed topics/content focus
<p>Core Study – Power and authority between the wars</p>	<p>The rise of dictatorship and fascism leading to World War II:</p> <ul style="list-style-type: none"> – overview of dictatorships/military regimes that arose in Europe and Asia between the wars and key individuals <p><i>Through a focus on specific contexts, students will investigate:</i></p> <ul style="list-style-type: none"> – the weakening of democratic features and methods of control and persecution – the impact on society
<p>National studies</p>	<p><i>Students study key features and issues of the history of ONE of the following:</i></p> <ol style="list-style-type: none"> 1. China, 1927–1949 2. Japan, 1904–1937 3. Germany, 1918–1939 4. Russia and the Soviet Union, 1917–1941 5. USA, 1919–1941 6. Indonesia, 1959–2005 7. Iran, 1953–1989 8. Australia (<i>to include the relationship between Aboriginal and non-Aboriginal Australians</i>)
<p>Peace and conflict</p>	<p><i>Students study key features and issues of the history of ONE of the following:</i></p> <ol style="list-style-type: none"> 1. Arab–Israeli Conflict, 1948–1996 2. Conflict in Europe, 1935–1945 3. Conflict in Indochina, 1954–1979 4. Conflict in the Pacific, 1937–1951 5. The Cold War, 1945–1991 6. Conflict in the Gulf, 1991–2003 (<i>Gulf War and the US Invasion of Iraq</i>)

<p>Political and social change</p>	<p><i>Students study key features and issues of the history of ONE of the following after 1945 which includes a personality or group:</i></p> <ol style="list-style-type: none">1. Civil Rights in the USA, 1946–1968 (<i>Martin Luther King</i>)2. Apartheid in South Africa, 1960–1994 (<i>Nelson Mandela</i>)3. Pro-democracy movement in Burma, 1962–2010 (<i>Aung San Suu Kyi</i>)4. The Cultural Revolution to Tiananmen Square, 1966–1989 (<i>Mao Zedong</i>)5. The Nuclear Age, 1945–2011 (<i>to include for example, Maralinga, French Nuclear Testing in the Pacific, Chernobyl, social and cultural impact of the threat of nuclear war, the contribution of nuclear energy, North Korea</i>)6. The Changing World Order (<i>Mikhail Gorbachev</i>)
------------------------------------	---

Sample content page:

Civil Rights in the USA, 1946–1968

Time allocation: 30 indicative hours

Principal focus: Students investigate the key features and issues in the history of the civil rights movement in the USA.

Key features and issues:

- nature and impact of segregation and discrimination
- role and impact of civil rights groups
- opposition to civil rights
- influence of changing social attitudes
- contribution of key individuals to social and political change
- successes of the civil rights movement

Outcomes

The student:

- explains and analyses key features, events and developments and how they shaped aspects of the modern world
- interprets and analyses different types of sources for evidence to support a historical account or argument
- explains and evaluates differing interpretations and representations of the past.

Content

Overview

- the reasons for the circumstances of African Americans in the United States at the turn of the 20th century (ACHMH084)

The situation for African Americans

- the extent of racial segregation and various forms of discrimination (ACHMH084)

Struggles for civil rights

- formation and role of groups supporting civil rights and their ideas for change (ACHMH085)
- the methods employed by civil rights movements in the United States across the period: local and national boycotts, direct action and political agitation (ACHMH087)
- the opposition to civil rights: the Lily-White Movement, the Ku Klux Klan, and the White Citizens' Council (ACHMH088)

The influence of Martin Luther King

- the ideas and aims of Martin Luther King (ACHMH086)
- his efforts to achieve change for African Americans (ACHMH086)
- the assassination of Martin Luther King
- historical assessment of the significance of Martin Luther King in the struggle for civil rights (ACHMH086)

Achievements of the civil rights movement

- the significance of key events in bringing about social and political change: the role of African Americans in World War II, the Montgomery Bus Boycott, the desecration of Little Rock High School, the Freedom Rides, the March on Washington, the 'Mississippi Freedom Summer' of 1964 (ACHMH089)
- the significance of legislative change, *Civil Rights Act* (1964), and the attitudes of US presidents (ACHMH090)
- the influence of the US civil rights movement beyond the US (ACHMH091)

Actions for writers and key considerations

- Review the list of topics, including their focus and scope, and identify any that may need to be reconsidered or replaced. The overall structure of the course should be maintained.
- Review the appropriateness of the titles of course components and topics.
- Ensure that issues of significant repetition and overlap are addressed in the scoping and development of topics:
 - with Stage 5 History
 - within the Year level, including between the core and other topics
 - between Years 11 and 12
 - between Modern History Senior Years and History Extension.
- Review and amend relevant content from the current Modern History Stage 6 syllabus to ensure a contemporary representation of topics.
- Analyse and select Australian curriculum content, and modify, reorder and supplement to align with and complement draft syllabus content as appropriate.
- Year 11 case studies and topics should provide opportunities for coverage of the 18th and 19th-century foundations of Year 12 topics.
- Case studies and topics selected should be interesting and engaging for a diversity of learners, based on a range of accessible sources.
- There is a need for greater clarification of the scope, timeframe and content of the core study and other topics, to ensure they can be taught in the time available.
- Consider how attempts at peace-making can be integrated into content within the 'Peace and conflict' studies.

- Opportunities for the study of women and women's history should be included as appropriate.
- Consider an overview and depth approach for Year 12 topics where appropriate, as a means of clarifying the scope and focus of topics to ensure they can be taught within the specified indicative time allocation.
- Consider a 'key features and issues' section for each topic to provide clarity about the content focus.
- Ensure there is scope within each topic for engaging with historical sources and interpretations – to provide opportunities for depth of study to enable conceptual and skills development.
- Appropriate and authentic opportunities to develop knowledge, understanding, skills, values and attitudes specific to learning across the curriculum areas should be identified by icons.
- Identify, by underlining, specific terms for inclusion in and links to a glossary.

10. Learning across the curriculum

 for your information




NSW syllabuses provide a context within which to develop core skills, knowledge and understanding considered essential for the acquisition of effective, higher-order thinking skills that underpin successful participation in further education, work and everyday life including problem-solving, collaboration, self-management, communication and information technology skills.

BOSTES has described learning across the curriculum areas that are to be included in syllabuses. In Senior Years syllabuses, the identified areas will be embedded in the descriptions of content and identified by icons. Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the BOSTES *Statement of Equity Principles*, the *Melbourne Declaration on Educational Goals for Young Australians (December 2008)* and in the Australian Government's *Core Skills for Work Developmental Framework (2013)*.

Knowledge, understanding, skills, values and attitudes derived from the learning across the curriculum areas will be included in BOSTES syllabuses, while ensuring that subject integrity is maintained.

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:




- Aboriginal and Torres Strait Islander histories and cultures 
- Asia and Australia's engagement with Asia 
- Sustainability 

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- Intercultural understanding 
- Literacy 
- Numeracy 
- Personal and social capability 

BOSTES syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 
- Difference and diversity 
- Work and enterprise 

Sample learning across the curriculum area for Modern History Senior Years

Literacy

Literacy is of fundamental importance in the study of Modern History. Students access historical content through a variety of print, oral, visual, spatial and electronic forms, including letters, speeches, biographies, photographs, films, artefacts, sites and archived material. They learn to interpret and extrapolate meaning from a variety of sources to identify evidence. They analyse and evaluate texts for authority, reliability, relevance and accuracy. Students have opportunities to create a wide range of texts to communicate, explore, discuss, explain and argue a point of view, selecting and employing text structure and language knowledge to express their thoughts and ideas logically and fluently, supported by evidence. They learn to monitor their own language use for accuracy in the use of historical terms, clarity of ideas and explanations, conciseness of expression and use language effectively to articulate a position.

Actions for writers and key considerations

- For each learning across the curriculum area develop a succinct statement that describes how the subject provides opportunities to develop knowledge, understanding, skills, values and attitudes related to the area and its relevance.

11. Senior Years Life Skills advice

 for your information

The Senior Years Life Skills outcomes and content are developed from the Senior Years objectives of the Modern History Senior Years 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 Senior Years curriculum.

If the adjustments do not provide a student with sufficient access to some or all of the Senior Years 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.

The Modern History Senior Years draft syllabus will provide information, consistent with the information provided in K–10 syllabuses, which relate to:

- who is eligible to undertake Senior Years Life Skills outcomes and content
- how Life Skills outcomes and content should be implemented
- assessment and reporting of Life Skills outcomes and content.

12. Modern History Senior Years Life Skills outcomes

i for your information

Life Skills outcomes are presented alongside Senior Years outcomes below, and may be used to explore content related to each outcome.

The Life Skills outcomes can also be viewed as two outcomes tables:

- a table of Life Skills outcomes, which shows the syllabus objectives and all Life Skills outcomes
- a table of Life Skills and related syllabus outcomes, which shows the relationship between Life Skills and Senior Years outcomes.

Proposed Life Skills outcomes for Modern History Senior Years

<p>Objectives</p> <p>Students:</p> <ul style="list-style-type: none"> • develop knowledge and understanding of key features, issues, individuals and events from the late eighteenth century to the present • undertake the process of historical inquiry, applying key historical concepts and skills • communicate an understanding of history 		
<p>Life Skills outcomes</p> <p>A student:</p>	<p>Year 11 outcomes</p> <p>A student:</p>	<p>Year 12 outcomes</p> <p>A student:</p>
<ul style="list-style-type: none"> • explores key features, events and developments of the modern world • selects and uses information from sources to support a point of view • describes different points of view about the past 	<ul style="list-style-type: none"> • explains key features, events and developments and how they shaped aspects of the modern world • interprets different types of sources for evidence to support a historical account or argument • identifies and accounts for differing interpretations and representations of the past 	<ul style="list-style-type: none"> • explains and analyses key features, events and developments and how they shaped aspects of the modern world • interprets and analyses different types of sources for evidence to support a historical account or argument • explains and evaluates differing interpretations and representations of the past

Actions for writers and key considerations

- Life Skills outcomes should be developed from the syllabus objectives.
- There should be a continuum of learning from the Stage 5 History Life Skills outcomes and content.
- Outcomes should be aligned with the Modern History course outcomes where appropriate.

13. Modern History Senior Years Life Skills content

i for your information

The Senior Years Life Skills outcomes and content provide the basis for developing a rigorous, relevant, accessible and meaningful age-appropriate program. Outcomes and content should be selected based on the learning needs, strengths, goals and interests of each student. Students are not required to complete all of the content to demonstrate achievement of an outcome.

Proposed Life Skills content for Modern History Senior Years

Civil Rights in the USA, 1946–1968

Time allocation: 30 indicative hours

Principal focus: Students investigate the key features in the history of the civil rights movement in the USA.

Outcomes

The student:

- explores key features, events and developments of the modern world
- selects and uses information from sources to support a point of view
- describes different points of view about the past

Content

1. Overview

- the position of African Americans in the United States at the turn of the 20th century
- early steps in the recognition of civil rights for African Americans to 1954

2. The situation for African Americans

- the treatment and experiences of African Americans

3. Struggles for civil rights

- the different groups that supported civil rights and their aims
- the methods used by civil rights groups in the United States including popular protest
- groups that opposed civil rights and the reasons for their opposition

4. The influence of Martin Luther King

- key events in life of Martin Luther King
- the actions of Martin Luther King to gain support for the civil rights movement

- the assassination of Martin Luther King
- the importance of Martin Luther King in the struggle for civil rights

5. Achievements of the civil rights movement

- the contribution of key events in bringing about change for African Americans, including changes in law
- the support of US presidents for the civil rights movement

Actions for writers and key considerations

- Life Skills content should be developed from the Life Skills outcomes.
- Content developed for Life Skills should align with the Modern History course structure and topics as appropriate.
- Consider appropriate content for Life Skills, such as historical personalities.

14. Glossary


 for your information

One glossary will be developed for each Senior Years learning area. The glossary to be developed for the Modern History Senior Years draft syllabus will explain terms that will assist teachers in the interpretation of the subject. The glossary will be based on the NSW K–10 History glossary and Australian curriculum Senior Years History glossary.

Actions for writers and key considerations

- Identify and underline words and/or terms additional to those in the K–10 History glossary in the content for inclusion in the Senior Years History glossary.

15. Assessment and reporting

 for your information

BOSTES continues to promote a standards-referenced approach to assessing and reporting student achievement in NSW, and the importance of assessment for, of and as learning as essential components of quality teaching and learning.

Information on assessment and reporting for the Year 11 and Year 12 courses will be reviewed and developed for draft syllabus consultation in 2016.

The information will include:

- mandatory components and weightings for school-based assessment of the Year 12 course
- HSC examination specifications which describe the format of the HSC examination program for Modern History.

16. Appendix I

Broad directions from consultation

The following broad directions for syllabus development have been informed through consultation with stakeholders. These broad directions will guide the development of the NSW History Stage 6 syllabuses.

1. In the revision of the courses, consideration be given to how the courses provide flexibility to meet the needs of all students.
2. The Ancient History core study ('Pompeii and Herculaneum') be retained, the amount of content reduced, a review of gender equity in personalities be conducted, and thematic studies options including Australian/Indigenous and Pacific archaeology and further Asian topics be considered.
3. In reviewing the content for the Modern History course, the choice of topics and the relevance of the core, included in the HSC course be revised to provide opportunities for more contemporary study and breadth of choice.
4. In the revision and development of the Ancient History and Modern History courses, the historical investigations be retained and the content reviewed to strengthen the work of the historian and to ensure an appropriate scope of content for students undertaking both courses.
5. In the revision and development of the Ancient History and Modern History courses consideration be given to ensuring an appropriate progression between the Year 11 and Year 12 content.
6. Further consideration be given to the role, revision and development of the History Extension course, examination and syllabus, including a reduction in content and clarity of course structure.
7. Options for the development of outcomes and content to enable students to study both Ancient History and Modern History Life Skills courses be investigated.
8. The rationale, outcomes and content of the History Life Skills course be reviewed to better meet the needs of the students for whom the course is intended, as well as to provide an appropriate progression from Stage 5 History Life Skills outcomes and content and alignment with the regular Stage 6 History courses where appropriate.

17. Appendix II

Key matters raised during draft writing brief consultation and actions

Key matters	Actions
<p>The need to focus on the development of conceptual understanding and critical historical skills</p>	<p>Opportunities for development of conceptual understanding and historical skills will be investigated in the syllabus development phase.</p>
<p>The preference for Option 2, including the Core Study, 'Power and Authority 1919–1939', with a review of specific aspects of the course structure, topics and content.</p>	<p>Option 2 will form the basis for the Modern History course.</p>
<p>The need for the course structure and topics to provide for depth of study and flexible approaches to support a range of pathways.</p>	<p>The structure, topics and content will be determined through analysis of feedback to provide clarity and coherence.</p>
<p>The need to clarify the focus and scope of topics, including the core topic in Option 2. .</p>	<p>The focus and scope of the Core Study and other topics will be reviewed and clarified.</p>
<p>The need for the Modern History course to cater for the diversity of students in the Senior Years.</p>	<p>The scope and breadth of course content will be reviewed to provide greater flexibility to meet the diversity of learners.</p>