



A Guide to the Revised Modern History Stage 6 Syllabus

The revised *Modern History Stage 6 Syllabus* will replace the current syllabus in Modern History Stage 6 (1999). It will be implemented in Year 11 in 2005 and will be first examined in the HSC in 2006.

What is similar?

While the revised Modern History Stage 6 Syllabus is different in many ways from the current syllabus, there are also many similarities. The revised syllabus continues to place emphasis on what students know and can do as a result of studying Modern History. The learning outcomes continue to be differentiated between Preliminary and HSC and to cater for the full range of students.

Most of the content builds on the current syllabus but has been reorganised and presented in a simpler format. The *Students learn about* and *Students learn to* statements continue to describe the scope and depth of the outcomes.

A 'problems and issues' approach is continued in the national and international studies of the HSC course through a focus on key features and issues. These provide direction to the teaching of the content of these options.

In the Preliminary course students will continue to undertake case studies ensuring there is no overlap or significant duplication with any topic attempted for the HSC Modern History or History Extension courses. To ensure a balanced program of study, the course continues to require that one case study must be from Europe, North America or Australia and one must be from Asia, the Pacific, Africa, the Middle East or Central/South America. The Preliminary core study remains *The World at the Beginning of the Twentieth Century*, though with greater flexibility in content choice.

World War I continues as the HSC core study. Students will continue to undertake one national and one international study for the HSC course from those listed in the syllabus. They will also continue to study one personality, now to be chosen from a separate *Personalities* section. Most of the personalities in the current syllabus have been retained.

Current programs may be modified to meet the requirements of the new syllabus and many existing units of work can form the basis of effective programs. Many existing resources will continue to be relevant.

The recent experience teachers have gained in implementing the *Modern History Stage 6 Syllabus* (1999) will assist in the implementation of the new syllabus.

What are the overall improvements?

The revised Modern History Stage 6 syllabus provides:

- fewer, simpler outcomes organised in relation to objectives showing continuity with those in the *Years 7–10 History Syllabus*
- a simpler structure with each part of the HSC course worth 25%
- a simpler, more accessible content framework
- content for each section of the syllabus that has been reorganised to ensure greater coherence and more comparable experiences for students across the whole course regardless of the options they study.

What is different?

Course structure (pp 9–10)

The Preliminary course in Modern History has been restructured into three parts:

- Part I Case Studies (50% of the course)
- Part II Historical Investigation (20% of the course)
- Part III Core Study: The World at the Beginning of the Twentieth Century (30% of the course).

The new Preliminary course requires study of at least two case studies, a historical investigation and a mandatory core study. The changes are designed to allow flexibility of programming while at the same time ensuring coherence and connections with the HSC course without overlap or significant duplication of that course.

The HSC course in Modern History is structured in four parts with a focus on the twentieth century:

- Part I Core Study: World War I 1914–1919 (25% of the course)
- Part II ONE National Study (25% of the course)
- Part III ONE Personality in the Twentieth Century (25% of the course)
- Part IV ONE International Study in Peace and Conflict (25% of the course).

Outcomes (p 11)

The outcomes:

- have been reduced in number
- are simpler and more accessible for students and teachers
- show continuity with the *Years 7–10 History Syllabus*.

Content (pp 14–74)

The major change to the content has been to refine and simplify the common framework that establishes links between the Preliminary and HSC courses and between the different parts of each course. The main elements of the framework continue to comprise the principal focus, the outcomes, and the *Students learn to* and *Students learn about* statements.

Changes to the content of the **Preliminary** course:

- There is greater flexibility and choice of case studies with teachers able to develop their own case studies within the prescriptions of List A and List B. At least two case studies must be undertaken.
- A historical investigation has been included that allows students to further develop relevant investigation, research and presentation skills.
- There is greater flexibility and choice of content for the core study, *The World at the Beginning of the Twentieth Century*. The core should be investigated using a source-based approach, providing students with valuable experience working with sources before they attempt the HSC core study.

Changes to the content of the **HSC** course content:

- The structure and content of the HSC core study, *World War I*, have been simplified. The dates for the study have been changed to 1914–1919 with the removal of the aftermath of the war.
- Key features and issues have been included at the beginning of each national and international study to provide direction for the teaching of the content of each option.
- New options have been included: *South Africa 1960–1994*, a new national study, and *Conflict in Europe 1935–1945*, a new international study.
- Amendments have been made to the international study in peace and conflict, *The United Nations as Peacekeeper 1946–2001*.
- A separate *Personalities* section has been developed with 27 personalities to choose from. The personality selected might or might not align with a student's national or international study. This provides greater flexibility of choice and the opportunity for a broader study of Modern History.
- The personalities, Pramoedya Ananta Toer and Malcolm Fraser, have been removed from the syllabus. The following personalities have been added to the syllabus: Yasser Arafat, Joseph Benedict Chifley, Mikhail Gorbachev, Ho Chi Minh, Douglas MacArthur, Nelson Mandela, Golda Meir, Robert Gordon Menzies, Bernard Law Montgomery, Ian Paisley, Eleanor Roosevelt, Woodrow Wilson, Isoruku Yamamoto.

Assessment (pp 75–80)

There are some changes to the internal assessment advice to simplify and improve assessment requirements. Teachers are now able to use their discretion in determining the manner in which they allocate tasks within course content.

The structure of the examination reflects the change to the structure of the syllabus. There are four sections to the examination, corresponding to the four parts of the HSC course. All students will complete the core questions in Section I, and students will answer the questions relating to the options they studied in Sections II, III and IV. Each section of the examination is worth 25 marks. The most significant change is that Section III now focuses on *Personalities in the Twentieth Century*. There will be one question in two parts that is generic to the 27 personalities.

A specimen paper package, consisting of the 2006 HSC Modern History specimen paper, sample marking guidelines and mapping grid is available from the Board's website at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/syllabus2000_lista.html

What support is available for implementing the revised syllabus?

Current resources are appropriate for use with the new syllabus although there may need to be some adjustments in the way teachers use them.

A Modern History Stage 6 Support Document is being developed by the Board of Studies. It will be placed on the Board of Studies website later in 2004 to assist teachers in the implementation of the revised syllabus.

School sectors and the History Teachers' Association of NSW provide ongoing support for the implementation of the Modern History Stage 6 syllabus.

The features of the content pages

10.2 Part II: National Studies

Percentage of course time: 25%

Principal focus: Students investigate **key features and issues** in the history of **ONE** country during a specific period of the twentieth century.

The principal focus is an overview linking key features and issues to the content of the national study.

Outcomes

Students:

- H1.1 describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies
- H1.2 analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies
- H2.1 explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century
- H3.1 ask relevant historical questions
- H3.2 locate, select and organise relevant information from different types of sources
- H3.3 evaluate sources for their usefulness and reliability
- H3.4 explain and evaluate differing perspectives and interpretations of the past
- H3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
- H4.1 use historical terms and concepts appropriately
- H4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

Outcomes are linked to content.

Students learn to:

- ask relevant historical questions
- locate, select and organise information from different types of sources, including ICT, to describe and analyse relevant features and issues
- describe and evaluate the role of key individuals, groups and events during the period
- explain and evaluate the significance of forces contributing to change and continuity during the period
- evaluate the usefulness and reliability of sources
- account for and assess differing perspectives and interpretations of the period
- present the findings of investigations on aspects of the national study, analysing and synthesising information from different types of sources
- communicate an understanding of relevant concepts, features and issues using appropriate and well-structured oral and/or written and/or multimedia forms including ICT.

Content is expressed in *Students learn to* statements in a consistent format to be used in conjunction with what *Students learn about*.

Students will undertake **ONE** national study from those listed:

- A Australia 1945–1975
- B China 1927–1949
- C Germany 1918–1939
- D India 1919–1947
- E Indonesia 1959–1998
- F Japan 1904–1937
- G Russia and the Soviet Union 1917–1941
- H South Africa 1960–1994
- I USA 1919–1941

List of options set for study.

The principal focus is an overview linking key features and issues to the content of the national study.

Option A: Australia 1945–1983

Principal focus: Students investigate the **key features and issues** of the history of Australia 1945–1983.

Key features and issues:

- Liberal and Labor visions for post-war Australia
- impact of communism
- conformity and protest
- changes in society
- nature and impact of immigration
- foreign policy and changing relations with the wider world

Key features and issues provide direction to the teaching of the content.

Students learn about:

1 Visions for post-war Australia

- the Labor Party and its vision for post-war Australia
- creation of the Liberal Party and its vision for post-war Australia
- reasons for the defeat of the Labor government in 1949

2 The Menzies era – conservatism in a changing world

- fear of communism
- the Australian Labor Party (ALP) split in 1954 and its consequences
- nature and impact of social and economic change in Australia in the 1950s and 1960s
- immigration, role of women, Aboriginal rights, popular culture
- reaction to the Vietnam War and development of popular protest movements

3 From Whitlam to Fraser

- the Labor Party in power: social, political and economic policies
- the 1975 ‘dismissal’ of the Whitlam government; an historical assessment of the Whitlam government
- nature and impact of social and economic change under Whitlam and Fraser

4 Foreign policy 1945–1983

- nature, aims and strategy of Australian foreign policy
- Australia and the Cold War
- changing relations with Asia and the Pacific

Content is expressed in *Students learn about* statement headings with accompanying content lists all to be studied in relation to the key features and issues.