BOARD OF STUDIES
NEW SOUTH WALES

Modern History

Stage 6
Syllabus

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1 Background

The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Rationale

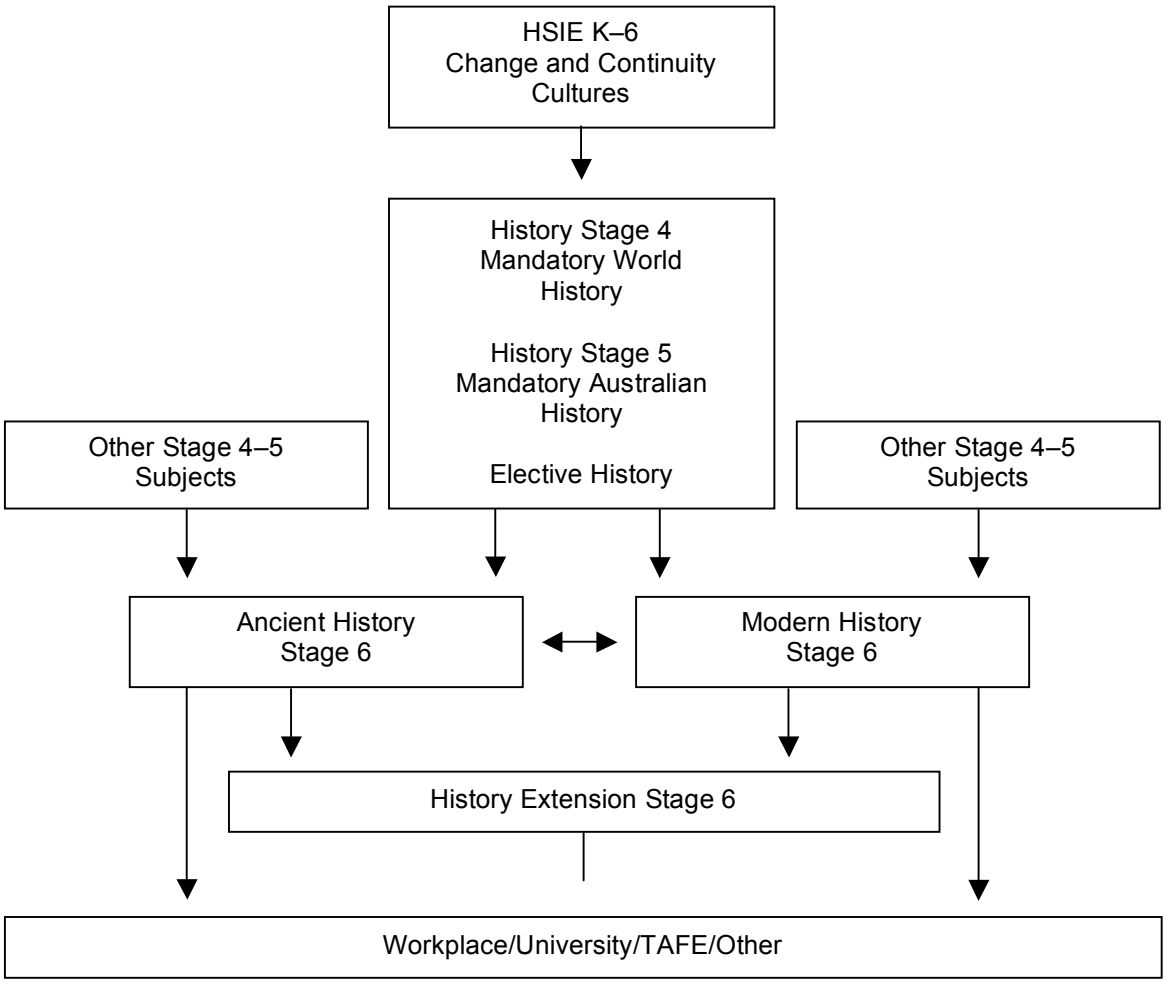
The study of history is an inquiry into past human experience that helps make the present more intelligible. History has been described as a contested dialogue between past and present, where the concerns of the present illuminate a consideration of the past, while the experiences of the past contribute to an understanding of the present. The study of history allows students to perceive the world in a variety of ways as they develop powers of deduction and reasoning and learn to make sense of an increasingly complex global society.

The study of Modern History Stage 6 has a distinctive role in the school curriculum as it challenges students to consider the great social, technological, economic, political and moral transformations from the late eighteenth century to the present. It requires students to analyse the causes, progress and effects of these transformations and, finally, to make judgements about them. Modern History Stage 6 is especially relevant to the lives of students, as the events and issues that form its content are, in many cases, still current.

The study of Modern History Stage 6 also contributes to the development of skills that are of great importance in today's workforce. The fluent communication of thoughts and ideas gleaned from the critical analysis of primary and secondary sources is a sought after skill. The ability to deconstruct texts and narratives, pose intelligent questions, test hypotheses and make critical use of information technologies is essential to living and working in the twenty-first century.

Within the Australian context, the knowledge, skills, values and attitudes acquired through a study of Modern History Stage 6 are essential ingredients in the promotion of a democratic, harmonious, progressive and tolerant society. Modern History Stage 6 helps empower students to become responsible and active citizens who will recognise the factors affecting change and continuity in human affairs. This broad understanding encourages students to develop an appreciation of different views and to be aware of how such views contribute to individual and group actions in various local, national and international contexts.

3 Continuum of Learning



In Stage 4 History (Mandatory) students are required to undertake an introductory unit *Investigating History* which explores the purpose and nature of history, the process used by historians to investigate and record the past and issues of heritage and conservation in relation to a study of the past. In Stage 4, all students undertake studies of Aboriginal and Indigenous Peoples, Colonisation and Contact History and have the optional study of Shaping the Modern World.

Stage 5 History (Mandatory) focuses on twentieth-century Australian history. Students continue to develop the skills of historical inquiry through this study. An understanding of the Stages 4–5 (Mandatory) material is assumed knowledge for Modern History students in Stage 6.

4 Aim

Modern History Stage 6 is designed to enable students to acquire knowledge and understanding, the skills of critical analysis and synthesis, and values and attitudes essential to an appreciation of 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.

5 Objectives

Through the study of Modern History Stage 6 students will develop:

knowledge and understanding about:
1 key features, issues, individuals and events from the late eighteenth century to the present
2 change and continuity over time

skills to:
3 undertake the process of historical inquiry
4 communicate an understanding of history

and responsible **values and attitudes** about:
5 informed and active citizenship
6 a just society
7 the influence of the past on the present and the future
8 the contribution of historical studies to lifelong learning.

6 Course Requirements

For the Preliminary course:
- 120 indicative hours are required to complete the course

For the HSC course:
- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course.

7 Course Structure

Preliminary Course (120 indicative hours)

The Preliminary course is structured to provide students with opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as background for their HSC studies.

Students are required to study Parts I, II and III of the course.

Part I: Case Studies – 50%
At least TWO case studies should be undertaken.
ONE case study must be from Europe, North America or Australia. List A on page 18 provides examples of these.
ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. List B on page 18 provides examples of these.

Note: there is no prescribed length or time for each case study.

Part II: Historical Investigation – 20%
The investigation can be integrated into any aspect of the Preliminary course and need not be completed as one project. It may be conducted individually or as part of a group. The investigation must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

Further detail on the investigation is provided on page 23.

Part III: Core Study: The World at the Beginning of the Twentieth Century – 30%
Students will investigate the Preliminary core study using a source-based approach.

HSC Course (120 indicative hours)

Students are required to study Parts I, II, III and IV of the course.

Part I: Core Study: World War I 1914–1919: A Source-based Study	**25% of course time**
Part II: ONE National Study	**25% of course time**
Part III: ONE Personality in the Twentieth Century	**25% of course time**
Part IV: ONE International Study in Peace and Conflict	**25% of course time**

Preliminary Course **(120 indicative hours)**	**HSC Course** **(120 indicative hours)**
Part I: Case Studies – 50% At least TWO case studies should be undertaken. ONE case study must be from Europe, North America or Australia. List A on page 18 provides examples of these. ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. List B on page 18 provides examples of these. **Part II: Historical Investigation – 20%** The investigation can be integrated into any aspect of the Preliminary course and need not be completed as one project. It may be conducted individually or as part of a group. The investigation must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses. **Part III: Core Study – 30%** The World at the Beginning of the Twentieth Century Students will investigate the Preliminary core study using a source-based approach.	**Part I: Core Study – 25%** **World War I 1914–1919: A Source-based Study** **Part II: National Studies – 25%** Choose ONE from those listed on page 28. **Part III: Personalities in the Twentieth Century – 25%** Choose ONE from those listed on page 39. **Part IV: International Studies in Peace and Conflict – 25%** Choose ONE from those listed on page 67.

8 Objectives and Outcomes

8.1 Objectives and Outcomes

Objectives **A student develops knowledge and understanding about:**	**Preliminary Course Outcomes** **A student develops the skills to:**	**HSC Course Outcomes** **A student develops the skills to:**
1 key features, issues, individuals and events from the eighteenth century to the present	P1.1 describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present P1.2 investigate and explain the key features and issues of selected studies from the eighteenth century to the present	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
2 change and continuity over time	P2.1 identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present	H2.1 explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century
3 the process of historical inquiry	P3.1 ask relevant historical questions P3.2 locate, select and organise relevant information from different types of sources P3.3 comprehend and analyse sources for their usefulness and reliability P3.4 identify and account for differing perspectives and interpretations of the past P3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources	H3.1 ask relevant historical questions H3.2 locate, select and organise relevant information from different types of sources H3.3 analyse and 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
4 communicating an understanding of history	P4.1 use historical terms and concepts appropriately P4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms	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

Values and Attitudes

Values and attitudes are inherent in the subject matter of Modern History Stage 6 and the skills that are developed in it. They result from learning experiences and reflection.

Students need to develop values and attitudes that promote a democratic and just society.

Objectives **A student develops values and attitudes about:**	**A student:**
5 informed and active citizenship	• demonstrates an appreciation of the nature of various democratic institutions • demonstrates an appreciation of the individual rights, freedoms and responsibilities of citizenship and democracy • demonstrates respect for different viewpoints, ways of living, belief systems and languages in the modern world
6 a just society	• articulates concern for the welfare, rights and dignity of all people • displays a readiness to counter disadvantage and change racist, sexist and other discriminatory practices • demonstrates respect for human life
7 the influence of the past on the present and the future	• demonstrates an awareness of the ways the past can inform and influence the present and the future • recognises the impact of contemporary national and global developments on countries and regions, lifestyles, issues, beliefs and institutions
8 the contribution of historical studies to lifelong learning	• demonstrates an awareness of the contributions of historical studies to lifelong learning

8.2 Key Competencies

Modern History Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the *Modern History Stage 6 Syllabus* to enhance student learning.

The key competencies of ***collecting, analysing and organising information*** and ***communicating ideas and information*** reflect core processes of historical inquiry and are explicit in the objectives and outcomes of the syllabus.

The other key competencies are developed through the methodologies of the syllabus and through classroom pedagogy in the following ways:

- students work as individuals and as members of groups to conduct historical investigations, and through this, the key competencies ***planning and organising activities*** and ***working with others and in teams*** are developed
- when students construct timelines or analyse statistical evidence, they are developing the key competency ***using mathematical ideas and techniques***
- during investigations, students will need to use appropriate information technologies and so develop the key competency ***using technology***
- finally, the exploration of issues and the investigation of the nature of historical problems contribute towards students' development of the key competency ***solving problems***.

9 Content: Preliminary Course

9.1 Overview of the Content

The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the eighteenth century to the present using the methods of historical inquiry.

When studying the Preliminary course students should have opportunities to investigate significant historiographical issues including:
- the variety of primary and secondary sources available
- the usefulness and reliability of the sources
- the different perspectives and interpretations offered by the sources.

The Preliminary course comprises Part I: Case Studies, Part II: Historical Investigation, and Part III: Core Study: The World at the Beginning of the Twentieth Century.

Parts I, II and III of the Preliminary course can be studied in any order.

Part I: Case Studies

Case studies are inquiry-based investigations into key features, issues, individuals, groups, events or concepts in modern history. They are oriented towards the problems and issues of investigating the past.

Case studies in the Preliminary course are intended to provide students with opportunities to:
- study the various ways historians perceive, investigate, describe, explain, record and construct the past, the types of questions they ask, the explanations they give, the issues they raise
- describe, explain, understand, question, analyse and interpret sources.

Case studies provide a historical context within which students can learn about the methods used by historians and a range of specialists to investigate the past and develop the understanding and competencies that underpin subsequent studies across Stage 6.

The list of key features on page 16 provides the primary focus for the case studies. The other elements of the studies, the concepts, individuals and groups and events, are studied within the context of the key features.

Part II: Historical Investigation

The historical investigation is designed to provide opportunities for all students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process.

Students may:
- investigate a case study of their own, an aspect of a case study or an aspect of the Preliminary core study
- undertake the historical investigation individually or as a member of a group.

The historical investigation can be integrated into any aspect of the Preliminary course and need not be completed as one project.

Part III: Core Study: The World at the Beginning of the Twentieth Century

Students shall investigate the Preliminary core study using a source-based approach.

Sources are any written or non-written materials that can be used to investigate the past. Historians base their research on sources relevant to their inquiry. They analyse sources to discover if they hold any evidence that will be relevant to their particular historical inquiry.

The evidence is the information contained in the source. Historians can retrieve it by asking relevant questions. Thus a source is not the same as evidence. A source becomes evidence if it is used to answer a question on the past. It may be evidence for one aspect of history but not for another. Some sources contain useful information but often not all the evidence that is needed in the inquiry.

Using sources is an important part of the process of historical inquiry. The historical inquiry process involves posing questions, finding information, assessing the reliability of sources, analysing and interpreting the evidence contained in the sources and publishing the findings.

By adopting a source-based approach to investigate the Preliminary core study students gain experience of working as historians. As well, they develop knowledge and skills to help underpin their investigation of the HSC core study.

9.2 Part I: Case Studies

Principal focus: Students apply historical inquiry methods within a range of historical contexts to investigate key features, issues, individuals, groups, events, concepts and other forces in the eighteenth, nineteenth and twentieth centuries.

Outcomes

Students:

P1.1 describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present
P1.2 investigate and explain the key features and issues of selected studies from the eighteenth century to the present
P2.1 identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present
P3.1 ask relevant historical questions
P3.2 locate, select and organise relevant information from different types of sources
P3.3 comprehend and analyse sources for their usefulness and reliability
P3.4 identify and account for differing perspectives and interpretations of the past
P3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
P4.1 use historical terms and concepts appropriately
P4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

Students learn to:

- ask relevant historical questions about selected studies of the modern world
- locate, select and organise information from different types of sources, including information and communication technologies (ICT), to describe and analyse relevant features and issues of selected studies of the modern world
- analyse the major events and issues relevant to selected studies of the modern world
- assess the forces for change and continuity within selected studies of the modern world
- describe and evaluate the role of key individuals and groups in selected studies of the modern world
- account for and assess differing perspectives and interpretations of significant events, people and issues in selected studies of the modern world
- present the findings of investigations on selected studies of the modern world, 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.

Students learn about:

key features and issues of the modern world

- political, economic, social and technological features of the selected case study
- forces for change that emerged in the period of the selected case study
- the nature of the political, social, economic and technological change that occurred in the period of the selected case study
- the impact of change on the society or period of the selected case study

concepts (where relevant to the case study)

- autocracy
- capitalism
- communism
- decolonisation
- democracy
- feminism
- globalisation
- imperialism
- industrialisation
- internationalism
- liberalism
- nationalism
- pan-nationalism
- racism
- revolution
- sectarianism
- self-determination
- socialism
- terrorism

individuals and groups in relation to

- their historical context
- their personal background and the values and attitudes that influenced their actions
- significant events and achievements
- their contribution to the society and time in which they lived and the legacy of this contribution

events in relation to

- factors contributing to the events
- main features of the events
- impact of the events on the history of an individual nation, region and/or the world as a whole.

Students undertake at least **TWO** case studies.
Teachers may develop their own case studies.

ONE case study must be from Europe, North America or Australia – see examples below.

ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America – see examples below.

Case studies must not overlap or duplicate significantly any topic attempted in the HSC Modern History or History Extension courses.

List A: Examples of Case Studies from Europe, North America and Australia	**List B: Examples of Case Studies from Asia, the Pacific, Africa, the Middle East and Central/South America**
1 The trans-Atlantic slave trade 2 The Reign of Terror in France 1792–95 3 The social consequences of industrialisation in Britain in the early nineteenth century 4 The decline and fall of the Romanov dynasty 5 Yankees and Confederates in the American states in the mid-nineteenth century 6 Bismarck and the unification of the German states 7 The Paris Commune 1871 8 Emmeline Pankhurst and the Suffragette Movement 9 The 1916 Easter Rebellion in Ireland and its consequences 10 Bodyline bowling and the 1932–1933 Anglo-Australian test series 11 The failure of the League of Nations 12 The Civil Rights Movement in the USA in the 1950s and 1960s 13 The struggle for Indigenous rights in Canada in the late twentieth century 14 Post-Communist Russia	1 The Indian Mutiny 1857 2 The Meiji Restoration: nature and impact 3 The Boxer Rebellion in China 4 The making of modern South Africa 1890–1910 5 The Netherlands East Indies in the early twentieth century 6 The origins of the Arab-Israeli Conflict 1880s–1947 7 Decolonisation in Indochina 1945–1954 8 Nuclear testing in the Pacific 1950s to 1960s 9 The Cuban Revolution and its impact in Latin America 10 Allende, Pinochet and the 1973 military coup in Chile 11 Ayatollah Khomeini and Muslim Fundamentalism 12 Aung San Suu Kyi and the pro-democracy movement in Burma 13 Tibet's fight for survival in the modern world 14 The Chinese Government and Tiananmen Square

A brief outline of possible areas of focus for each case study in List A is provided on the following pages.

The case studies must be taught using the framework provided under 'students learn to' and 'students learn about' on pages 16–17.

LIST A: Examples of case studies from Europe, North America and Australia

A1 The trans-Atlantic slave trade
- the slave trade as an aspect of western imperial and economic expansion in both Africa and America
- the economic, social and political impact of the slave trade on Indigenous peoples
- the role of the plantation owners in the slave trade
- the fight for the abolition of the slave trade

A2 The Reign of Terror in France 1792–1795
- overview of events 1789–1792
- Robespierre and the Terror
- Madame Guillotine and her victims
- the end of the Terror

A3 The social consequences of industrialisation in Britain in the early nineteenth century
- main characteristics of the Industrial Revolution
- relationship between industrialisation and the growth of towns
- living and working conditions for working-class people
- economic and social divisions between rich and poor

A4 The decline and fall of the Romanov dynasty
- Nicholas II as autocrat
- political, social and economic grievances in early twentieth-century Russia
- the Tsar's failure to address the problems of Russia
- the role of World War I in the fall of the tsarist regime

A5 Yankees and Confederates in the American states in the mid-nineteenth century
- the South and States' Rights
- slavery and human rights
- the North and the issue of national unity
- results of the Civil War

A6 Bismarck and the unification of the German states
- the role of liberalism and nationalism in creating a sense of German unity
- Bismarckian foreign policy
- wars of national unification against Austria and France
- the immediate consequences of German unification

A7 The Paris Commune 1871
- divisions between Paris and the rest of France following the Franco-Prussian War
- how and why the Commune was set up
- aims and structure of the Commune
- national and regional impact of the defeat of the Commune

A8 Emmeline Pankhurst and the Suffragette Movement
- social and political roles of women in nineteenth-century Britain
- aims and tactics of the Suffragette Movement
- political and social gains of the movement by the end of World War I
- the role of Emmeline Pankhurst

A9 The 1916 Easter Rebellion in Ireland and its consequences
- causes of the Easter Rebellion
- events of the Easter Rebellion
- consequences of the rebellion in heightening demands for Irish independence
- roles of significant individuals in the rebellion, eg Patrick Pearse, James Connolly

A10 Bodyline bowling and the 1932–1933 Anglo-Australian test series
- role of test-cricket in Anglo-Australian relations
- reasons for the development of bodyline bowling
- controversy over bodyline bowling in the 1932–1933 test series
- social and imperial implications of the bodyline controversy

A11 The failure of the League of Nations
- structure, goals and membership of the League of Nations
- early successes of the League
- the Corfu Incident and the Greco-Bulgarian dispute as examples of problems in decision-making
- reasons for the League's failure

A12 The Civil Rights Movement in the USA in the 1950s and 1960s
- segregation in the USA in the 1960s
- Martin Luther King and the use of non-violence to achieve civil rights objectives
- the development of more radical methods and individuals in the 1960s, eg Malcolm X and the Black Panthers
- achievements of the Civil Rights Movement

A13 The struggle for Indigenous rights in Canada in the late twentieth century
- British and French colonisation of Canada
- the impact of colonisation on Indigenous peoples
- recognition of Indigenous land rights in Canada during the twentieth century
- international reaction to the Canadian solution

A14 Post-Communist Russia
- problems resulting from attempts to implement a western-style market economy
- the roles of individuals, eg Boris Yeltsin and Vladimir Zhirinovsky
- war in Chechnya and attempts to maintain the Russian Federation
- political problems emanating from the move towards parliamentary democracy in Russia

Teachers may develop their own case study. The case study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

A brief outline of possible areas of focus for each case study in List B is provided on the following pages.

The case studies must be taught using the framework provided under 'students learn to' and 'students learn about' on pages 16–17.

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

B1 The Indian Mutiny 1857
- reasons for the British presence in India
- forces and events that led to the 1857 Indian Mutiny
- the course of the Mutiny
- the impact of the Mutiny on Anglo-Indian relations

B2 The Meiji Restoration: nature and impact
- internal conditions in Japan that allowed modernisation to take place
- how and why Japanese modernisation was carried out
- consequences of modernisation for Japan, the region and the Emperor
- growth of Japanese militarism and imperialism following the Restoration

B3 The Boxer Rebellion in China
- origins, aims and membership of the secret society of 'Righteous and Harmonious Fists' (the Boxers)
- role and motivation of the Empress Ci Xi in encouraging the Boxers
- nature, extent and impact of the rebellion
- consequences of the rebellion and its implications for China and the Qing dynasty

B4 The making of modern South Africa 1890–1910
- British colonies, the Boer Republic and African kingdoms c1890
- diamonds, gold and African labour transforms the Veld
- the South African War (Boer War) 1899–1902
- creation of the Union of South Africa and its racial compromises

B5 The Netherlands East Indies in the early twentieth century
- rubber, oil and the economic importance of the outer islands
- the conquest of Bali and integration of the Indies
- the Ethical Policy and the impact of Kartini
- the emergence of ethnic, Muslim, secular and communist nationalist movements

B6 The origins of the Arab-Israeli Conflict 1880s–1947
- Zionism – its origins and aspirations
- conflicting Arab and Jewish responses to the Balfour Declaration
- the nature of Arab and Jewish responses to the question of a Jewish homeland post-World War II
- the UN partition of Palestine

B7 Decolonisation in Indochina 1945–1954
- the impact of French imperialism on Indochina
- the rise of Vietnamese nationalism and war against the French
- the growth of Vietnamese nationalism/communism
- the defeat of France

B8 Nuclear testing in the Pacific 1950s to 1960s

- geographic, ideological and political motives for the testing of nuclear weapons by western powers in the Pacific
- the use of the Marshall Islands, Mururoa Atoll and Australia for nuclear testing
- the role, responsibility and compliance of local authorities and governments concerning the testing of nuclear devices
- impact of nuclear fallout on the Indigenous peoples and ex-service people involved

B9 The Cuban Revolution and its impact in Latin America

- forces leading to revolution in Cuba in 1959
- Fidel Castro and his leadership of revolutionary Cuba
- key features of revolutionary Cuba
- Cuban influence in Latin America

B10 Allende, Pinochet and the 1973 military coup in Chile

- national and international implications of the election of Allende
- the role of Pinochet and the USA in overthrowing the Allende Government
- key events and features of the military coup
- national and international implications of the rule of the Pinochet military government

B11 Ayatollah Khomeini and Muslim fundamentalism

- the nature and rise of Islamic fundamentalism in the Middle East
- the Shah of Iran and his overthrow by the Khomeini forces in 1979
- impact of the Khomeini regime on Iran
- international impact of Islamic fundamentalism

B12 Aung San Suu Kyi and the pro-democracy movement in Burma

- rise of the military in Burma
- rise and role of the pro-democracy movement
- significance of Aung San Suu Kyi
- the reaction of military leaders in response to the pro-democracy movement

B13 Tibet's fight for survival in the modern world

- China's hegemony in her immediate region
- social, cultural and political factors and the move to Tibetan independence
- the roles of key individuals in promoting Tibetan independence, eg the Dalai Lama
- impact of the continuing Chinese occupation of Tibet

B14 The Chinese Government and Tiananmen Square

- the role of dissidents in China in the 1970s and 1980s
- the origins and nature of events in Tiananmen Square in June 1989
- response of the Chinese Government under Deng Xiaoping
- national and international repercussions of suppression in the dissident movement

Teachers may develop their own case study. The case study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

9.3 Part II: Historical Investigation

The historical investigation is designed to provide opportunities for all 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 those in the Years 7–10 History syllabus. Modern History students will access the Preliminary Stage 6 outcomes at different levels depending on their previous experiences and abilities. The investigation also provides the context for a practical application of the key competencies described on page 13.

The historical investigation should extend a particular area of individual student or group interest. The investigation can be integrated into any aspect of the Preliminary course and need not be completed as one project.

Students should be encouraged to select a topic and presentation style that reflects their individual interests and abilities.

Possible historical investigations could include:
- a case study
- aspects of a case study
- aspects of the Preliminary core study
- significant individuals or groups
- significant events
- aspects of society
- a thematic study
- historical debates
- historical concepts
- historical sites
- constructions of the modern world by the media.

The investigation should not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

The process of investigation involves:
- planning and conducting historical investigations
- comprehending written sources
- locating, selecting and organising relevant information from a variety of sources
- using a variety of sources to develop a view about historical issues
- analysing sources for their usefulness and reliability
- identifying different historical perspectives and interpretations evident in sources
- formulating historical questions and hypotheses relevant to the investigation
- using historical terms and concepts appropriately
- synthesising information from a range of sources to develop and support a historical argument
- presenting and communicating the findings of the historical investigation using appropriate and well-structured oral and/or written and/or multimedia forms including ICT.

History Extension will further develop investigative, research and presentation skills for those students who choose to take the course.

9.4 Part III: Core Study: The World at the Beginning of the Twentieth Century

Principal focus: Students lay the foundations for their twentieth-century studies by investigating the forces and ideas for change and continuity that shaped the early twentieth-century world using the methods of historical inquiry.

Outcomes

Students:

P1.1 describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present
P1.2 investigate and explain the key features and issues of selected studies from the eighteenth century to the present
P2.1 identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present
P3.1 ask relevant historical questions
P3.2 locate, select and organise relevant information from different types of sources
P3.3 comprehend and analyse sources for their usefulness and reliability
P3.4 identify and account for differing perspectives and interpretations of the past
P3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
P4.1 use historical terms and concepts appropriately
P4.2 communicate a knowledge and understanding of historical features and issues using appropriate and well-structured oral and written forms

Students learn to:

- ask relevant historical questions about the world at the beginning of the twentieth century
- locate, select and organise information from different types of sources, including ICT, to describe and analyse relevant features and issues of the world at the beginning of the twentieth century
- analyse the major events and issues relevant at the turn of the century
- assess the forces for change and continuity at the turn of the century
- describe and evaluate the role of key individuals and groups at the turn of the century
- evaluate the usefulness and reliability of sources
- account for and assess differing perspectives and interpretations of significant events, people and issues at the beginning of the twentieth century
- present the findings of investigations on aspects of the period, 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.

Students learn about *SOME OR ALL* of the following:

1 The nature of European society
- rich and poor
- urbanisation and industrialisation
- social change
- forms of government

2 Imperialism
- reasons for the growth of imperialism
- impact of imperialism on Africa and/or Asia and/or the Middle East and/or the Pacific
- colonial rivalries

3 Emerging forces and ideas
- politics of the working class: socialism, trade unionism, Marxism
- anarchism
- nationalism
- internationalism, globalisation
- democracy, liberalism

4 Causes of World War I
- long-term and short-term causes

Aspects of this study may be integrated in the case studies and/or developed into an historical investigation.

10 Content: HSC Course

Students are required to study Parts I, II, III and IV of the course.

10.1 Part I: Core Study: World War I 1914–1919: A Source-based Study

Percentage of course time: 25%

Principal focus: Students use different types of sources and acquired knowledge to investigate key features, issues, individuals, groups and events in the study of World War I.

Students' prior learning about World War I
At Stage 5, students will learn about Australia and World War I, including the reasons for Australia's involvement; the places where Australians fought; the experiences of Australians at Gallipoli; how and why the Anzac legend was created; the conscription debate in Australia; experiences of one group in Australia during World War I and the ways that Australia has commemorated World War I over time.

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
H3.2 locate, select and organise relevant information from different types of sources
H3.3 analyse and 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

Students learn to:

- ask relevant questions in relation to World War I
- locate, select and organise information from different types of primary and secondary sources, including ICT, about key features and issues related to World War I
- make deductions and draw conclusions about key features and issues of World War I
- evaluate the usefulness, reliability and perspectives of sources
- account for and assess differing historical interpretations of World War I
- use historical terms and concepts appropriately
- present the findings of investigations on aspects of World War I, analysing and synthesising information from different types of sources
- communicate an understanding of the features and issues of World War I using appropriate and well-structured oral and/or written and/or multimedia forms including ICT.

In investigating for the source-based study, students shall develop knowledge and skills to respond to different types of sources and relevant historiographical issues related to World War I.

Students learn about:

1 War on the Western Front
- the reasons for the stalemate on the Western Front
- the nature of trench warfare and life in the trenches dealing with experiences of Allied and German soldiers
- overview of strategies and tactics to break the stalemate including key battles: Verdun, the Somme, Passchendaele
- changing attitudes of Allied and German soldiers to the war over time

2 The home fronts in Britain and Germany
- total war and its social and economic impact on civilians in Britain and Germany
- recruitment, conscription, censorship and propaganda in Britain and Germany
- the variety of attitudes to the war and how they changed over time in Britain and Germany
- the impact of the war on women's lives and experiences in Britain

3 Turning points
- impacts of the entry of the USA and of the Russian withdrawal
- Ludendorff's Spring Offensive and the Allied response

4 Allied Victory
- events leading to the Armistice, 1918
- reasons for the Allied victory and German collapse
- the roles and differing goals of Clemenceau, Lloyd George and Wilson in creating the Treaty of Versailles

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.

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 analyse and 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

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.

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

A Australia 1945–1983
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

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

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

Option B: China 1927–1949

Principal focus: Students investigate the **key features and issues** of the history of China 1927–1949.

Key features and issues:
- quest for political stability and national unification
- nature and impact of nationalism
- nature and impact of communism
- development and impact of Maoism
- nature, impact of and response to Japanese imperialism
- reasons for the Communist victory

Students learn about:

1 The Nationalist decade 1927–1937
- political, economic and social issues in the Chinese Republic in 1927
- the Northern Expedition and its impact
- achievements and limitations of the Guomindang (GMD/Kuomintang) Nationalist Government

2 The rise of Mao Zedong
- Chinese Communist Party (CCP) ideology
- rise and consolidation of Maoism
- the Long March and its political and social consequences

3 Resistance to Japan
- military, social and economic impact of Japanese invasions from 1931
- differing aims and strategies of the GMD and CCP towards the Japanese invasion of China
- role and impact of the leadership of Mao Zedong (Mao Tse-tung) and Jiang Jieshi (Chiang Kai-shek)
- political and social significance of the Yan'an (Yenan) period

4 The triumph of the Chinese Communist Party
- the Civil War and military success of the CCP
- reasons for the communist victory

Option C: Germany 1918–1939

Principal focus: Students investigate the **key features and issues** of the history of Germany 1918–1939.

Key features and issues:
- successes and failures of democracy
- nature and role of nationalism
- influence of the German army
- nature and influence of racism
- changes in society
- the nature and impact of Nazism
- aims and impact of Nazi foreign policy

Students learn about:

1 Weimar Republic
- emergence of the Democratic Republic and the impact of the Treaty of Versailles
- political, economic and social issues in the Weimar Republic to 1929
- collapse of the Weimar Republic 1929–1933
- impact of the Great Depression on Germany

2 The rise of the Nazi Party
- rise of the Nazi Party (NSDAP) from 1923
- Hitler's accession to power
- initial consolidation of Nazi power 1933–1934

3 Nazism in power
- Hitler's role in the Nazi state
- Nazism as totalitarianism
- the role of propaganda, terror and repression; SA and SS; opposition to Nazism
- social and cultural life in the Nazi state: role of Hitler Youth, women, religion
- Nazi racial policy; anti-Semitism: policy and practice to 1939

4 Nazi foreign policy
- nature of Nazi foreign policy: aims and strategies to September 1939
- impact of ideology on Nazi foreign policy to September 1939

Option D: India 1919–1947

Principal focus: Students investigate the **key features and issues** of the history of India 1919–1947.

Key features and issues:
- changing nature of imperialism
- nature and impact of nationalism
- nature and impact of *satyagraha*
- reasons for the growth and impact of communalism
- differing views of democracy
- independence and partition

Students learn about:

1 Gandhi and nationalism in the 1920s
- political, economic and social issues in India in 1919
- nature, impact and significance of campaigns of resistance 1919–1922
- the role, ideas and impact of Gandhi

2 Congress consolidation in the 1930s
- significance of the Salt Satyagraha
- changes in British power: the Round Table Conferences; the Government of India Act 1935
- 1937 elections and formation of Congress ministries

3 Muslims and politics in the 1930s
- the rise of communalism
- role of Mohammad Ali Jinnah
- growth of the All-India Muslim League
- the demand for Pakistan

4 The road to Independence and Partition
- the impact of World War II on Anglo-Indian relations
- impact of the 'Quit India' Movement
- reasons for and the nature of Independence
- reasons for and the nature of Partition

Option E: Indonesia 1959–1998

Principal focus: Students investigate the **key features and issues** of the history of Indonesia 1959–1998.

Key features and issues:
- nature and impact of nationalism
- nature and impact of *Pancasila*
- challenge of communism
- role and influence of the army
- nature, impact and collapse of the New Order
- challenge of regionalism
- aims and impact of foreign policy

Students learn about:

1 Guided Democracy 1959–1963
- political, social and economic issues in Indonesia in 1959
- *Pancasila*: principles and constitution
- Sukarno's role in politics
- nature of Indonesian foreign policy: aims and strategies

2 The 1965 coup
- reasons for and nature of the coup
- results of the coup
- role of Suharto

3 The New Order
- ideology of the New Order
- nature and impact of political, economic and foreign policies
- role of the army
- nature and impact of religious and regional issues

4 Collapse of the New Order
- political, social and economic challenges to the Suharto regime
- problems of East Timor and other regions
- reasons for the end of the Suharto era
- Indonesia's foreign relations in the 1990s

Option F: Japan 1904–1937

Principal focus: Students investigate the **key features and issues** of the history of Japan 1904–1937.

Key features and issues:
- nature and role of nationalism
- nature and impact of internationalism
- successes and failures of democracy
- changes in society
- nature, growth and impact of imperialism
- nature and impact of militarism
- tensions between tradition and modernisation
- aims and impact of Japanese foreign policy

Students learn about:

1 Japan as an emerging power
- impact of Japanese expansion: Russo-Japanese War, annexation of Korea
- status as a great power: 21 Demands, role in World War I, Washington Conference
- political, social and economic issues in Japan by 1921

2 Challenges to traditional power and authority in the 1920s
- the introduction of limited liberal democracy
- political influence of the *zaibatsu*
- impact of the *Seiyukai* and other political parties on Japanese political systems and governments
- challenges of the *genro*, bureaucracy and army to party politics

3 Rise of militarism in the 1930s
- political and economic impact of the Great Depression
- development and impact of modernisation and urbanisation
- role and significance of the army and political divisions within it
- hostility towards the *zaibatsu* and the collapse of party politics
- differing domestic responses to militarism

4 Japanese foreign policy
- nature of Japanese foreign policy: aims and strategy to 1937
- impact of ideology on Japanese foreign policy to 1937

Option G: Russia and the Soviet Union 1917–1941

Principal focus: Students investigate the **key features and issues** of the history of Russia and the Soviet Union 1917–1941.

Key features and issues:
- communism in theory and practice
- Bolshevik consolidation of power
- changes in society
- leadership conflict and differing visions for the USSR
- purpose and impact of collectivisation and industrialisation
- nature and impact of Stalinism
- aims and impact of Soviet foreign policy

Students learn about:

1 Bolshevik consolidation of power
- Lenin and the Bolshevik Revolution in 1917
- main features of Communist (Bolshevik) ideology at the time of the revolution
- social and political reforms of the Bolshevik government
- significance of the Treaty of Brest-Litovsk
- the Civil War and aims, nature and impact of War Communism
- the New Economic Policy (NEP)

2 Stalin's rise to power
- power struggle between Trotsky and Stalin and its immediate aftermath
- reasons for the triumph of Stalin as leader of the USSR

3 The Soviet State under Stalin
- Stalin's role in the Soviet state
- introduction of collectivisation and industrialisation (Five Year Plans)
- Stalinism as totalitarianism
- impact of purges, show trials and 'the Terror' on the Communist Party and Soviet society
- impact of Stalinism on society, culture and the economy

4 Soviet foreign policy
- changing nature of Soviet foreign policy: aims and strategies 1917–1941
- impact of changing ideology on Soviet foreign policy 1917–1941

Option H: South Africa 1960–1994

Principal focus: Students investigate the **key features and issues** of the history of South Africa 1960–1994.

Key features and issues:
- democracy: differing visions
- nature and impact of *apartheid*
- resistance to *apartheid*
- role and impact of state terror and repression
- changes in society
- reasons for the collapse of *apartheid*
- international responses to *apartheid*

Students learn about:

1 The *apartheid* system
- political, economic, social and demographic issues in South Africa in 1960
- *apartheid*: ideology, policy and practice
- impact of *apartheid* on rural and urban communities

2 National resistance to *apartheid*
- the nature, growth and impact of the African National Congress and one other anti-*apartheid* movement within South Africa
- significance of the Sharpeville massacre 1960
- role of Mandela's leadership of the ANC
- significance of Steven Biko and the Black Consciousness Movement

3 Repression and control by South African governments
- the nature, impact and significance of tactics of repression and oppression
- role of South African security forces
- role and significance of Bantustans and independent black states
- relations with neighbouring African countries
- international responses to South African policies

4 End of *apartheid*
- political, economic and social factors contributing to the end of *apartheid*
- international factors contributing to the end of *apartheid*
- problems facing the National Party and the ANC in the transition to democracy in South Africa

Option I: USA 1919–1941

Principal focus: Students investigate the **key features and issues** of the history of USA 1919–1941.

Key features and issues:
- nature and impact of industrialisation
- nature and impact of consumerism
- the Great Depression
- racism in American society
- changes in society
- influence of conservatism
- American capitalism
- government intervention
- American foreign policy and extent of isolationism

Students learn about:

1 Politics in the 1920s
- Republican economic policies
- long-term causes of the Great Depression
- the Great Crash of 1929

2 The Great Depression and its impact
- effects of the Depression on different groups in society: workers, women, farmers, Afro-Americans
- attempts to halt the Depression: the Hoover Presidency, the FDR years
- assessment of the New Deal

3 US society 1919–1941
- implications of growing urbanisation and industrialisation
- growth and influence of consumerism including entertainment
- social tensions: immigration restrictions, religious fundamentalism, Prohibition, crime, racial conflict, anti-communism and anti-unionism

4 US foreign policy
- nature, aims and strategies of US foreign policy 1919–1941
- impact of domestic pressures on US foreign policy 1919–1941

10.3 Part III: Personalities in the Twentieth Century

Percentage of course time: 25%

Principal focus: Through the study of a modern personality, students gain an understanding of the role of the individual in a period of national or international history.

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 analyse and 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

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
- assess the impact of the personality on twentieth-century history
- analyse the contribution of the personality to the period in which they lived
- account for and assess differing perspectives and interpretations of the personality
- evaluate the usefulness and reliability of sources
- present the findings of investigations on aspects of the personality, 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.

Students will undertake study of **ONE** personality from those listed.

The personality selected may or may not align with a student's national or international study giving teachers and students greater flexibility of choice and the opportunity for a broader study of Modern History.

1 Yasser Arafat 1929 to 2000
2 Joseph Benedict Chifley 1885–1951
3 Herbert Evatt 1894–1965
4 Mikhail Gorbachev 1931 to 2000
5 Emperor Hirohito 1901–1989
6 Ho Chi Minh 1890–1969
7 Kita Ikki 1883–1937
8 William Randolph Hearst 1863–1951
9 J Edgar Hoover 1895–1972
10 Mohammed Ali Jinnah 1876–1948
11 Alexandra Kollontai 1873–1952
12 Douglas MacArthur 1880–1964
13 Nelson Mandela 1918 to 2000
14 Golda Meir 1898–1978
15 Robert Gordon Menzies 1894–1978
16 Bernard Law Montgomery 1887–1976
17 Jawaharlal Nehru 1889–1964
18 Ian Paisley 1926 to 2000
19 Leni Riefenstahl 1902–2003
20 Eleanor Roosevelt 1884–1962
21 Albert Speer 1905–1981
22 Achmad Sukarno 1901–1970
23 Sun Yixian (Sun Yat-sen) 1866–1925
24 Leon Trotsky 1879–1940
25 Woodrow Wilson 1856–1924
26 Isoruku Yamamoto 1884–1943
27 Zhu De (Chu Teh) 1886–1976

Option 1: Yasser Arafat 1929 to 2000

Principal focus: Through the study of Yasser Arafat, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- creation of the 'Palestinian issue' in 1948
- development, aims and policies of the Palestinian Liberation Organisation (PLO)
- the issue of terrorism
- the Arab–Israeli peace process

2 Background
- family background and education
- early student activism in Cairo

3 Rise to prominence
- foundation of Al Fatah and leadership of the PLO
- development of terrorism campaign 1968–1972
- change from terrorism to diplomacy
- relocation of PLO headquarters from Jordan to Lebanon to Tunis to Gaza and the reasons for these relocations
- role in the peace process

4 Significance and evaluation
- autocratic style of leadership and its effects on the Palestinian cause
- aims and methods used to achieve Palestinian goals
- evaluation: for example terrorist, peacemaker?

Option 2: Joseph Benedict Chifley 1885–1951

Principal focus: Through the study of Joseph Benedict Chifley, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- the Labor movement in Australia in the first half of the twentieth century
- the struggle for social equity: from the Great War to post–World War II

2 Background
- family background and education
- engine driver and trade union official

3 Rise to prominence
- from Member of Federal Parliament to Treasurer
- role as Prime Minister
- role as Opposition leader

4 Significance and evaluation
- Chifley's vision for a post–World War II Australia
- the Snowy Mountains Scheme, post-war immigration, Trans Australian Airlines (TAA), and proposed bank nationalisation
- evaluation: for example politician, true believer?

Option 3: Herbert Evatt 1894–1965

Principal focus: Through the study of Herbert Evatt, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- the Labor movement in Australia in the first half of the twentieth century
- the creation of the United Nations

2 Background
- family background and education
- lawyer, judge, politician

3 Rise to prominence
- member of Parliament, Attorney-General and Minister for External Affairs
- role in the formation of the United Nations and as the first President of the UN General Assembly
- role as leader of the Opposition: opposed to dissolution of the Communist Party, the Petrov Affair, ALP split

4 Significance and evaluation
- role as jurist, diplomat and politician
- significance in Australia and overseas
- evaluation: for example idealist, flawed genius?

Option 4: Mikhail Gorbachev 1931 to 2000

Principal focus: Through the study of Mikhail Gorbachev, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- Cold War and détente
- Soviet invasion of Afghanistan
- the Brezhnev era
- Reagan's renewal of the Cold War
- Soviet economic and social problems
- nationalist movements within and outside the USSR

2 Background
- family background and education
- early roles within the Communist Party
- technocrat

3 Rise to prominence
- General Secretary of the Communist Party
- death of Andropov and Chernenko
- policies of *Glasnost* and *Perestroika*

4 Significance and evaluation
- relations with the USA
- relations with Eastern Europe
- end of the Cold War
- collapse of Eastern Europe
- evaluation: for example visionary, traitor to communism?

Option 5: Emperor Hirohito 1901–1989

Principal focus: Through the study of Emperor Hirohito, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- overview of the social, political, military and economic structures of the Showa period
- traditional role of the emperor in Japanese society
- relationship between militarism and the role of the emperor

2 Background
- family background and education
- role as a prince
- succession to the throne in 1926

3 Rise to prominence
- role in government and foreign policy 1926–1941
- relationship with the militarists

4 Significance and evaluation
- role during World War II
- role during the Allied Occupation of Japan 1945–1951
- role in Japan's resurgence 1951–1989
- evaluation: for example, more than just a figurehead?

Option 6: Ho Chi Minh 1890–1969

Principal focus: Through the study of Ho Chi Minh, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- decolonisation in Indochina
- Japanese conquest during World War II
- rise of Asian nationalism and communism
- the Cold War and the policy of containment

2 Background
- family and education in Vietnam
- Western influences and travels: France and USSR

3 Rise to prominence
- formation of the Indochina Communist Party
- experiences in China
- development of Viet Minh and propaganda units
- resistance to Japanese occupation

4 Significance and evaluation
- Declaration of Independence
- the French War (First Indochina War)
- Geneva Conference
- the Second Indochina War
- role and impact as a revolutionary and war leader
- evaluation: for example nationalist, communist?

Option 7: Kita Ikki 1883–1937

Principal focus: Through the study of Kita Ikki, students gain an understanding of the role of this personality in a period of national or international history.

1 Historical context
- legacy of the Meiji era: political, social, economic
- World War I: Japanese participation and its impact
- nature of the growth of Japanese nationalism and imperialism
- the weakness of Taisho governments in establishing liberal democracy

2 Background
- family background and education
- membership of the Black Dragon Society, supporting revolution in China

3 Rise to prominence
- 'The Unofficial History of the Chinese Revolution' (writing)
- 'Plan for the Reorganisation of Japan'
- banning of the Plan in 1920
- political activism, including 1925 arrest for protesting Hokkaido land sales
- support for the Plan from young Army Officers

4 Significance and evaluation
- writer as political activist and agent of change
- impact on Japanese militarist – nationalists
- influence on ideas of Japanese imperialism in Asia
- influence on ideas of the role of the Emperor
- influence on 26 February 1936 coup
- evaluation: for example genuine patriot, fanatical propagandist?

Option 8: William Randolph Hearst 1863–1951

Principal focus: Through the study of William Randolph Hearst, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- emergence of the United States as a major power
- role and power of the media in twentieth-century USA

2 Background
- family background and education
- inheritance and expansion of media interests

3 Rise to prominence
- member of US Congress
- development of media empire: the press, radio, film and television
- growing fortune and political influence: the Spanish–American War

4 Significance and evaluation
- nature of Hearst's influence on public opinion: 'yellow journalism', opposition to the League of Nations, racist sentiments
- establishment of the humanitarian Hearst Foundation
- evaluation: for example embodiment of the American dream, egomaniacal bigot?

Option 9: J Edgar Hoover 1895–1972

Principal focus: Through the study of J Edgar Hoover, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- the period of the USA's emergence as a world power
- growth of social conservatism and anti-communism
- the Prohibition era
- the Great Depression

2 Background
- family background and education
- entry into the civil service as a clerk in the Library of Congress
- law degree 1916; appointment as an intelligence clerk in the Department of Justice 1917

3 Rise to prominence
- appointed as a special minister to Attorney General A Mitchell Palmer
- coordination of the Palmer Raids 1919
- appointed as Director of the Federal Bureau of Investigation (FBI) 1924
- role of the FBI during World War II
- post-war period: relationship to US presidents

4 Significance and evaluation
- Hoover's creation of the FBI as one of the world's great law enforcement agencies
- creation of iconic media images of the FBI and J Edgar Hoover
- the challenge of finding the 'real' J Edgar Hoover
- evaluation: for example super-patriot, flawed egomaniac?

Option 10: Mohammed Ali Jinnah 1876–1948

Principal focus: Through the study of Mohammed Ali Jinnah, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- British imperialism in India
- rise of Muslim identity
- rise of Indian nationalism

2 Background
- family background and education
- early career as a lawyer
- Congress and All India Muslim League (AIML) leader

3 Rise to prominence
- differences with Gandhi
- the Nehru Report
- the Round Table Conferences
- return to India in the 1930s and revival of the Muslim League

4 Significance and evaluation
- impact of the 1937 election
- development of the Muslim League as a mass party
- the demand for Pakistan
- role during World War II
- Independence and Partition
- Governor-General of Pakistan
- evaluation: for example nationalist, communalist?

Option 11: Alexandra Kollontai 1873–1952

Principal focus: Through the study of Alexandra Kollontai, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- political dissent in pre-revolutionary Russia
- the 1917 revolution
- establishment of the Bolshevik/Communist state
- role of women in Bolshevik/Communist Russia

2 Background
- family background and education
- political activity prior to 1917

3 Rise to prominence
- role in the 1917 revolution
- appointment as Commissar for Social Welfare

4 Significance and evaluation
- changing relationship with Lenin
- participation in the Workers' Opposition
- role in the *Zhenotdel*
- writings on women and relationships
- evaluation: for example visionary, naïve?

Option 12: Douglas MacArthur 1880–1964

Principal focus: Through the study of Douglas MacArthur, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- rise of the United States as a world power in the 1950s
- development of American foreign policy
- war in the Pacific 1941–1945 and Korea 1950–1953

2 Background
- family background and education
- military training at West Point
- early travels in Asia

3 Rise to prominence
- early military career in Washington
- experiences in France during World War I
- role as Superintendent at West Point
- appointment as Army Chief of Staff 1930
- head of US military mission to the Philippines 1935–1941

4 Significance and evaluation
- responsibility for the defeat in the Philippines 1941
- command of Allied Forces in the Pacific
- return to the Philippines 1944 and Japanese surrender
- career in Japan as Supreme Commander of Allied Forces in the Pacific 1945–1951
- role during the Korean War
- dismissal by President Truman
- evaluation: for example war hero, political opportunist?

Option 13: Nelson Mandela 1918 to 2000

Principal focus: Through the study of Nelson Mandela, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- decolonisation after World War II
- rise of National Party and creation of the *apartheid* state
- nature of the *apartheid* system
- varieties of resistance to *apartheid*

2 Background
- family background and education
- career as lawyer

3 Rise to prominence
- Youth League and Program of Action
- Membership of African National Congress (ANC)

4 Significance and evaluation
- Defiance Campaign and Freedom Charter
- *Umkhonto we Sizwe* 'The Spear of the Nation' (MK)
- Rivonia Trial
- imprisonment on Robben Island
- 'Free Mandela' campaign
- dismemberment of the *apartheid* system
- presidential years
- evaluation: for example revolutionary, conservative nationalist?

Option 14: Golda Meir 1898–1978

Principal focus: Through the study of Golda Meir, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- the work of the Zionist organisation leading to the creation of Israel
- the establishment of Israel
- the Arab–Israeli wars of 1967 and 1973

2 Background
- family background and education
- migration to Palestine

3 Rise to prominence
- role in *Histradut* and international Zionism
- signatory of Israel's Declaration of Independence

4 Significance and evaluation
- diplomatic and political roles in the 1950s and 1960s
- role as Prime Minister: attitude to the Occupied Territories
- role as Prime Minister in the 1973 war
- evaluation: for example trail-blazing stateswoman, inflexible adversary?

Option 15: Robert Gordon Menzies 1894–1978

Principal focus: Through the study of Robert Gordon Menzies, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- Australia's relations with Great Britain in the twentieth century
- fear of communism and the Cold War

2 Background
- family background and education
- influence of university education and the law

3 Rise to prominence
- Member of Victorian and Federal Parliaments
- role as Federal Attorney-General
- Prime Minister 1939–1941: failed wartime leader
- Opposition leader and the birth of the Liberal Party

4 Significance and evaluation
- election victory in 1949
- 1950s: decade of stability and prosperity?
- continuing electoral success
- the Queen's man
- evaluation: for example great leader, political opportunist?

Option 16: Bernard Law Montgomery 1887–1976

Principal focus: Through the study of Bernard Law Montgomery, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- background to the Second World War in Europe
- overview of the course of the war in North Africa and Europe
- post-war Europe

2 Background
- family background and education
- military career stretching from the trenches of the Great War to the Nuclear Age

3 Rise to prominence
- service in Palestine in 1938
- service in France at the beginning of World War II; evacuation from Dunkirk
- commander of the 8th Army in North Africa and the Battle of El Alamein
- role in the D Day invasion in 1944 and the final defeat of Germany in 1945
- post-war NATO command

4 Significance and evaluation
- nature and significance of Montgomery's contribution to the Allied victories in North Africa and Europe
- disputes and rivalry with American generals
- evaluation: for example military genius, egotistical opportunist?

Option 17: Jawaharlal Nehru 1889–1964

Principal focus: Through the study of Jawaharlal Nehru, students gain an understanding of the role of this personality in a period of national or international history.

1 Historical context
- British imperialism in India
- rise of Indian nationalism and Gandhi
- growth of independent India 1947–1964

2 Background
- family background and education
- early career in the law
- involvement in nationalist politics

3 Rise to prominence
- roles in Non-Cooperation, the Salt *Satyagraha* and Civil Disobedience
- elected as Congress President
- roles in 1937 elections and Congress ministries
- roles during World War II and in Interim Government

4 Significance and evaluation
- role as a nationalist leader and relationship with Gandhi
- Prime Minister 1947–1964: socialism, secularism and democracy
- leader of the Third World
- evaluation: for example world statesman, a leader who failed to live up to his promise?

Option 18: Ian Paisley 1926 to 2000

Principal focus: Through the study of Ian Paisley, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- sectarianism
- divisions within Irish society
- Ulster's place within the United Kingdom

2 Background
- family background and education
- ordination to the Presbyterian ministry 1946
- founding of the Free Presbyterian Church of Ulster 1951
- anti-ecumenism

3 Rise to prominence
- member of the Northern Ireland Parliament and the British House of Commons
- foundation of the Democratic Unionist Party 1971
- opposition to power sharing
- effect of sectarian oratory

4 Significance and evaluation
- opposition to British policies towards Northern Ireland in the 1980s and 1990s
- election to the Northern Irish Assembly 1999
- influence and reputation beyond Northern Ireland
- evaluation: for example embittered demagogue, loyalist?

Option 19: Leni Riefenstahl 1902–2003

Principal focus: Through the study of Leni Riefenstahl, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- growth of German cinema in Weimar Germany
- rise of Hitler and the Nazi Party
- the Berlin Olympics
- post-war de-Nazification

2 Background
- family background and education
- early career as dancer and film actor

3 Rise to prominence
- direction of 'The Blue Light' 1932
- 1933 meeting with Hitler at Wilmershaven
- ban on Jews working in the film industry
- commission for 'Victory of Faith' (Nazi Party rally 1933)

4 Significance and evaluation
- relationship with Hitler
- 'Triumph of the Will' and 'Berlin Olympiad'
- international honours and criticism
- post-war arrest
- 1960s Nuba photography
- controversies in later life
- evaluation: for example Nazi propagandist, feminist pioneer?

Option 20: Eleanor Roosevelt 1884–1962

Principal focus: Through the study of Eleanor Roosevelt, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- the USA in the first half of the twentieth century
- the Great Depression

2 Background
- family background and education
- marriage to Franklin Roosevelt in 1905 and domestic role

3 Rise to prominence
- support for Roosevelt during his early political career
- strength and encouragement following Roosevelt's paralysis with poliomyelitis
- involvement in the Women's Committee of New York State Democratic Party

4 Significance and evaluation
- First Lady from 1933 to 1945: the eyes and ears of the President
- role in World War II
- spokesperson in the United Nations
- evaluation: for example humanitarian and role model, presumptuous First Lady?

Option 21: Albert Speer 1905–1981

Principal focus: Through the study of Albert Speer, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- rise of the Nazi party and the personal charisma of Adolf Hitler
- development of the Nazi state after 1933
- Nazi war effort to 1945
- Nuremberg War Crimes Trials

2 Background
- family background and education
- introduction to Nazism and his reasons for joining the Nazi party

3 Rise to prominence
- early work for the Nazi party
- appointment as 'First Architect of the Reich'
- the 'Germania' project and the new Reich Chancellery
- work as Armaments Minister

4 Significance and evaluation
- relationship with Hitler
- involvement with anti-Semitic activities in connection with the Germania project – the question of the 'Jew-flats'
- use and abuse of forced labour
- knowledge of and links with the concentration camp system
- reaction to Hitler's 'scorched earth' policy in 1945
- the significance of Speer's work as Minister for Armaments and War Production to the overall German war effort
- evaluation: for example, the 'Good Nazi'?

Option 22: Achmad Sukarno 1901–1970

Principal focus: Through the study of Achmad Sukarno, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- decolonisation in South-East Asia
- Japanese conquest during World War II
- rise of Asian nationalism
- War of Independence against the Dutch

2 Background
- family background and education
- involvement in student nationalist politics in Bandung
- oratorical skills

3 Rise to prominence
- chairman and co-founder of Indonesian Nationalist Party (PNI)
- 1929 trial speech
- *Partindo* membership, re-arrest and exile
- role during Japanese Occupation

4 Significance and evaluation
- declaration of *Pancasila* principles
- role in gaining independence
- systems of 'Guided Democracy'
- presidential-style politics
- *Konfrontasi*
- Non-aligned Movement
- 1965 coup
- evaluation: for example father of the nation, traditional ruler?

Option 23: Sun Yixian (Sun Yat-sen) 1866–1925

Principal focus: Through the study of Sun Yixian (Sun Yat-sen), students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- collapse of the Qing (Ch'ing or Manchu) dynasty
- growth of nationalist and revolutionary forces in China

2 Background
- family background and education
- experiences overseas
- formation of early political ideas

3 Rise to prominence
- unsuccessful rebellion against the Chinese Government 1895
- political activities in Europe and the United States
- marriage into the Soong family

4 Significance and evaluation
- development of the Three Peoples' Principles
- role as provisional President of Chinese Republic 1911
- formation of the *Guomindang* (GMD/Kuomintang)
- First United Front with the Chinese Communist Party 1923
- creation of iconic images of Sun Yixian (Sun Yat-sen) by both the CCP and GMD
- evaluation: for example, father of the Chinese Revolution?

Option 24: Leon Trotsky 1879–1940

Principal focus: Through the study of Leon Trotsky, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- politics in pre-revolutionary Russia
- the 1917 revolution
- establishment of the Bolshevik/Communist state
- power struggle with Stalin

2 Background
- family background and education
- development of political ideals

3 Rise to prominence
- emerging political role 1905–1917
- role in 1917 revolution

4 Significance and evaluation
- role as Commissar for Foreign Affairs
- role as Commissar for War
- power struggle following the death of Lenin
- expulsion from the Communist Party
- life and activities in exile
- evaluation: for example practical revolutionary, naïve idealist?

Option 25: Woodrow Wilson 1856–1924

Principal focus: Through the study of Woodrow Wilson, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- USA in the Progressive era
- the legacies of Taft and Roosevelt

2 Background
- family background and education
- marriage and family
- career at Princeton University
- Governor of New Jersey

3 Rise to prominence
- 1912 presidential election
- economic and financial reforms
- death of first wife, courtship and second marriage
- USA in World War I: neutral 1914–1917 and belligerent 1917–1918
- Paris Peace Conference
- the League fight
- stroke and incapacity

4 Evaluation
- Wilson as champion of liberal internationalism
- role in attempting to mediate an end to World War I
- poor civil liberties record and poor attitude to women's suffrage
- role in the foundation of the League of Nations
- 1919–1920: lame duck presidency
- evaluation: for example politician, true believer?

Option 26: Isoruku Yamamoto 1884–1943

Principal focus: Through the study of Isoruku Yamamoto, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- Japan's rise as a world power to 1941
- outbreak of war in the Pacific
- successes and failures of Japan's war effort

2 Background
- family background and education
- early naval career
- education at Harvard

3 Rise to prominence
- career as Japanese naval attaché in Washington in 1936
- career as Vice-Minister for the Navy
- appointment as Naval Commander in Chief 1941

4 Significance and evaluation
- the attack on Pearl Harbour
- the Battle of Midway
- Yamamoto's death and its consequences for Japan
- evaluation: for example, the reluctant warrior?

Option 27: Zhu De (Chu Teh) 1886–1976

Principal focus: Through the study of Zhu De (Chu Teh), students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
- development of the Chinese revolution from 1911
- success of communist forces in 1949
- growth of the Peoples' Republic of China

2 Background
- family background and education
- role as a war lord 1916–1920
- political and military experiences in Europe
- membership of the Chinese Communist Party

3 Rise to prominence
- early association with Mao Zedong (Mao Tse-tung)
- role in the development of the Red Army and guerrilla warfare

4 Significance and evaluation
- leadership during the Long March
- political and military career in Yan'an (Yenan)
- communist Commander in Chief during Sino-Japanese War
- Commander in Chief of Peoples' Liberation Army after 1949
- Deputy Chairman of Peoples' Republic 1954–1959
- Chairman of National Peoples' Congress 1959–1967
- denounced during the Cultural Revolution
- evaluation: for example military genius, 'party hack'?

10.4 Part IV: International Studies in Peace and Conflict

Percentage of course time: 25%

Principal focus: Students investigate **key features and issues** of **ONE** International Study in Peace and Conflict.

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 analyse and 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

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 analyse the origins of conflict in the relevant study
- analyse the major events and issues in the development of the conflict
- describe and evaluate the role of key individuals and groups during the conflict
- evaluate the success of attempts to resolve the conflict
- evaluate the usefulness and reliability of sources
- account for and assess differing perspectives and interpretations of the conflict
- present the findings of investigations on aspects of the conflict, analysing and synthesising information from different types of sources
- communicate an understanding of relevant features and issues using appropriate and well-structured oral and/or written and/or multimedia forms including ICT.

Students will undertake **ONE** International Study in Peace and Conflict from those listed:

A Anglo-Irish Relations 1968–1998
B Conflict in Europe 1935–1945
C Conflict in Indochina 1954–1979
D Conflict in the Pacific 1937–1951
E The Arab–Israeli Conflict 1948–1996
F The Cold War 1945–1991
G The United Nations as Peacekeeper 1946–2001

Option A: Anglo-Irish Relations 1968–1998

Principal focus: Students investigate **key features and issues** in the history of Anglo-Irish relations 1968–1998.

Key features and issues:
- nature and impact of sectarianism
- differing interpretations of nationalism
- differing forms of terrorism and their impact on Northern Ireland and the British mainland
- roles of paramilitary groups
- changing tactics of the conflicting groups
- impact of the conflict on the civilian population
- attempts at peacemaking

Students learn about:

1 Growth of conflict in Northern Ireland 1968–1972
- rise of the civil rights movement in Northern Ireland in the 1960s
- causes of sectarian violence between Catholics and Protestants
- reasons for and impact of British policies and actions in Northern Ireland
- reaction in Northern Ireland and Britain to the imposition of Direct Rule

2 Continuing conflict and movements towards peace 1973–1983
- reasons for and impact of the spread of the IRA campaigns to the British mainland
- the Maze prison protests and attempts to achieve political representation
- widespread dissatisfaction with the cycle and culture of violence
- popular movements towards peace

3 Formal attempts at peacemaking 1985–1997
- aims, policies and tactics within nationalist and loyalist organisations
- consequences of the 1985 Anglo-Irish agreement
- significance of the 1994 paramilitary ceasefires
- new approaches to the old problem of Northern Ireland: Tony Blair (UK) and Bertie Ahearn (Republic of Ireland)

4 A lasting peace?
- reasons for the Good Friday Agreement 1998
- support and opposition
- the Good Friday Agreement and its implementation in 1998
- assessment of the changes in Anglo-Irish relations 1968–1998

Option B: Conflict in Europe 1935–1945

Principal focus: Students investigate **key features and issues** in the history of the conflict in Europe 1935–1945.

Key features and issues:
- causes of the conflict
- aims and strategies of the Allied and Axis powers
- turning points of the war
- impact of war on civilians
- origins, nature and impact of the Holocaust
- reasons for the Allied victory

Students learn about:

1 Growth of European tensions
- dictatorships in Germany and Italy
- the League of Nations and collapse of collective security: Abyssinia, the Spanish Civil War
- Britain, France and the policy of appeasement: an assessment
- significance of the Nazi–Soviet Non-Aggression Pact

2 Course of the European war
- German advances: the fall of Poland, the Low Countries and France
- the air war and its effects: The Battle of Britain and the Blitz, the bombing of Germany
- Operation Barbarossa, the Battle of Stalingrad and the significance of the Russian campaign
- Battle of El Alamein and the significance of the conflict in North Africa to the European War

3 Civilians at war
- social and economic effects of the war on civilians in Britain and EITHER Germany OR the Soviet Union
- Nazi racial policies: the Holocaust and the persecution of minorities

4 End of the conflict
- 'D' Day and the liberation of France
- Russian counter offensives 1944
- final defeat 1944–1945
- Nuremburg War Crimes trials

Option C: Conflict in Indochina 1954–1979

Principal focus: Students investigate **key features and issues** in the history of the conflict in Indochina 1954–1979.

Key features and issues:
- nature and role of nationalism
- nature and role of communism
- nature and consequences of US involvement
- strategies and tactics
- impact of the war on civilians in Indochina
- attempts at peacemaking
- reasons for communist victory

Students learn about:

1 Indochina after the French
- consequences of the Vietnamese victory against the French
- consequences of the Geneva Peace Agreement for the Vietnamese people to 1964
- political, social, economic and military developments within North and South Vietnam

2 The USA and Indochina
- political and social issues in Indochina by 1960
- nature and development of US policy towards Indochina generally and Vietnam in particular
- impact of direct US military involvement in Vietnam and the consequences for Vietnam and Cambodia

3 The Second Indochina War
- nature and effectiveness of the strategy and tactics employed by the North Vietnamese Army and the National Liberation Front (NLF), and by the South Vietnamese and the USA
- impact of the 1968 Tet Offensive
- impact of the war on civilians in Indochina
- impact of the spread of the Vietnam War to Cambodia
- nature and significance of anti-war movements in the USA
- the defeat of the South Vietnamese forces

4 Pol Pot's Regime
- rise to power of the Khmer Rouge in Cambodia
- nature, aims and methods of Pol Pot

Option D: Conflict in the Pacific 1937–1951

Principal focus: Students investigate **key features and issues** in the history of the conflict in the Pacific 1937–1951.

Key features and issues:
- imperialism and responses to it
- nature and impact of nationalism
- Japanese and Allied strategies
- impact of the war on the home fronts of Japan and Australia
- impact of the war in Occupied Territories in South-East Asia
- use of the A-bomb
- reasons for the Japanese defeat
- aims and consequences of the Allied Occupation of Japan

Students learn about:

1 Growth of Pacific tensions
- economic and political issues in the Pacific by 1937
- Japanese foreign policy 1937–1941
- US and British policies in the Pacific 1937–1941
- strategic and political reasons for bombing Pearl Harbour

2 Course of the Pacific War
- Japanese advance 1941–1942 and the impact of the fall of the Philippines, Singapore, Burma and the Dutch East Indies
- turning points in the war: Battle of the Coral Sea, Battle of Midway, Battle of Guadalcanal, New Guinea
- strategies used by Allied forces against Japan 1942–1945

3 Civilians at war
- social, political and economic effects on civilians in occupied territories in South-East Asia
- life under Occupation: collaboration and resistance, the use of slave labour
- the effect of the war on the home fronts in Japan and Australia

4 End of the conflict
- reasons for the use of the A-bomb and the subsequent controversy over its use
- reasons for the Japanese defeat
- War Crimes Tribunals and the status of the Emperor
- Allied Occupation of Japan to 1951

Option E: The Arab–Israeli Conflict 1948–1996

Principal focus: Students investigate **key features and issues** in the history of the Arab-Israeli conflict 1948–1996.

Key features and issues:
- origins and development of the conflict
- nature and impact of nationalism
- changing Palestinian and Israeli responses to the conflict
- nature and consequences of Israeli occupation of the Occupied Territories
- terrorism/violence and their impact on Israeli and Palestinian communities
- attempts at peacemaking
- international involvement in the conflict

Students learn about:

1 Origins of tension
- the War of Independence (Israeli) or The Catastrophe (Palestinian) 1948
- consequences of the war for Israel and the Palestinians to 1967
- political and social issues in Arab–Israeli relations in 1967

2 War and peace
- causes, course and consequences of the 1967 (Six Day) War
- creation, aims, methods and effectiveness of the Palestinian Liberation Organisation (PLO) 1964–1974
- causes, course and consequences of the 1973 (Yom Kippur) War, including the Camp David Treaty
- role and objectives of the superpowers in relation to events in the Middle East

3 The Occupied Territories and Lebanon
- attitudes and policies of the Israeli Labour and Likud parties towards the Occupied Territories
- rise and significance of the Israeli settler movement in the Occupied Territories
- reasons for the Israeli invasions of Lebanon in 1978 and 1982
- the significance of the war for Israel and the Palestinians

4 The peace process
- the *Intifada* 1987–1994: Palestinian resistance and Israeli response
- successes and setbacks in the peace process 1987–1996
- support and opposition for the peace process among Israelis and Palestinians
- significance of the assassination of Yitzhak Rabin and the election of Netanyahu in 1996

Option F: The Cold War 1945–1991

Principal focus: Students investigate **key features and issues** in the history of the Cold War 1945–1991.

Key features and issues:
- origins and development of the Cold War
- influence of the ideologies of communism and capitalism on the Cold War
- origins, nature and impact of détente on the Cold War
- changing policies, strategies and responses to the Cold War
- impact of crises on changing superpower relations
- the arms race and disarmament
- reasons for the end of the Cold War

Students learn about:

1 Origins of the Cold War 1945–1953
- 1945 conferences and the emergence of the superpowers
- emerging differences between the superpowers
- the Truman Doctrine and its consequences
- impact of the early crises: the Berlin blockade and airlift, China becoming communist in 1949 and the Korean War

2 Development of the Cold War to 1968
- policy of containment, domino theory and the emergence of peaceful co-existence
- superpower rivalry: the arms race and space race
- nature and impact of crises: Berlin Wall 1961, Cuba 1962, Czechoslovakia 1968

3 Détente
- economic and political reasons for détente
- geopolitical developments: Vietnam, Sino-Soviet split, the Middle East
- features and consequences of détente

4 Renewal and end of the Cold War
- Soviet invasion of Afghanistan and its impact
- US attitudes and policies under Reagan
- Soviet attitudes and policies under Gorbachev
- disarmament agreements 1987–1991
- collapse of communism in Eastern Europe and the USSR

Option G: The United Nations as Peacekeeper 1946–2001

Principal focus: Students investigate the **key features and issues** in the history of the United Nations as peacekeeper 1946–2001.

Key features and issues:
- origins and goals of the UN
- tensions between internationalism and national sovereignty
- role and effectiveness of the UN in diplomacy and peacekeeping
- role and effectiveness of the UN's humanitarian agencies
- enforcement of UN resolutions
- contribution of the UN to disarmament
- effect of the Cold War on UN activities
- changing nature and role of the UN

Students learn about:

1 Origins and early challenges of the United Nations
- reasons for the creation of the UN
- key provisions and articles of the Charter of the UN and the Declaration of Human Rights
- the Security Council, the General Assembly, the Secretariat and the role of the veto
- impact of the creation of Israel, Communist China and the Korean War

2 The development of the UN
- effect of the Cold War on UN activities
- pursuit of nuclear disarmament
- impact of Third World countries and changing membership on the UN
- assessment of the role and impact of the UN as international peacekeeper in any TWO of the following conflicts: Angola, Cambodia, Congo, Cyprus, Arab-Israeli conflicts 1967 and 1973, Kashmir, Nicaragua, West Papua/Irian Jaya

3 Challenges to peace
- major challenges facing the international community: racism, refugees, child soldiers, landmines, poverty, gender inequity, war crimes, illiteracy, AIDS
- role and effectiveness of the UN and its agencies in dealing with poverty, racism, refugees and AIDS

4 The UN since the end of the Cold War
- debate over the role and structure of the UN since the end of the Cold War
- nature of the relationship with major powers and alliances
- continuing efforts to promote disarmament and prevent nuclear proliferation
- assessment of the role and impact of the UN as international peacekeeper in any TWO of the following conflicts: the Gulf War and its aftermath; the former Yugoslavia; Somalia 1993 and Rwanda 1994; East Timor 1999–2001

11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Modern History syllabus is contained in *Assessment and Reporting in Modern History Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Modern History are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc

12 Post-school Opportunities

The study of Modern History provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Modern History assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to Modern History students in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide.* This guide is produced by the Board of Studies NSW and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Modern History. This information can be found on the TAFE NSW website (www.tafensw.edu.au/mchoice).

Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in Modern History so that the degree of recognition available can be determined.

13 Glossary

anarchism	an ideology that argues a society can be run without rules or a government and that the abolition of these things will lead to freedom, equality and justice
anti-ecumenism	opposed to the doctrines and practice of the ecumenical movement and hence to the unity of the Christian churches
anti-Semitism	hostility or hatred towards peoples of Semitic origins but is used to mean anti-Jewish
apartheid	a policy of racial segregation, exploitation and oppression developed by white minority South African governments
appeasement	a policy attributed to European governments in the 1930s that met the expansionist policies of Nazi Germany by offering concessions
autocracy	absolute rule or government by one person
Bolshevism	an ideology advocating the seizure of power by a revolutionary elite in the name of the proletariat
capitalism	an economic system that encourages individuals to make profits through investments and the private ownership of goods, property and the means of production, distribution and exchange
case studies	case studies are inquiry-based investigations into key features, issues, individuals, groups, events or concepts in modern history. They are oriented towards the problems and issues of investigating the past. Case studies in the Preliminary course are intended to provide students with opportunities to: • study the various ways in which historians perceive, investigate, record and construct the past, the types of questions they ask, the explanations they give and the issues they raise • understand, question, analyse and interpret sources.
collectivisation	the socialist policy of joining together small farms and other enterprises under group or state ownership
communism	a theory or system of social organisation promoting shared ownership of property and the means of production by the community as a whole or the state
communalism	a theory that a nation should be organised around different regional communities and that a nation is merely a federation of such states. In India these communities are mostly religious.
conservatism	opposition to radical change with a tendency to support existing institutions

consumerism	an aspect of capitalism that encourages the consumption of goods and services
containment	a specific US Cold War foreign policy aimed at limiting the spread of communism
decolonisation	the process of colonies being freed from imperial rule through their own initiatives or the granting of self-government
democracy	society based on the idea of equality where the government is run by the people or their freely elected representatives
détente	easing the strained relations between the super powers during the Cold War
evidence	the information that tends to prove or disprove a conclusion. It can be used to establish a fact or to support an argument
feminism	a doctrine or movement advocating equal rights for women in social and political life
fundamentalism	any religious movement that stresses rigid adherence to literal interpretations of its religious texts
globalisation	the process of bringing together all of the world's economies for the purposes of trade and a common culture
government intervention	where a government involves itself directly and actively in the regulation of economic and business activities
Guomindang	nationalist political party in China that became the government from 1927 to 1949
historiography	the study of how history is constructed. It involves the critical analysis and evaluation of the reliability of evidence, as well as the way history has been written in the past
ideology	a framework of beliefs that guides actions
imperialism	where one country possesses, governs or controls other countries beyond its own borders
industrialisation	the process of moving towards large-scale mechanised industry, usually accompanied by urbanisation, rather than agriculture, crafts and trading
internationalism	the promotion of the belief in global cooperation rather than national rivalry

interpretation	a way of understanding and explaining what has happened in the past. The discipline of history acknowledges that there is often more than one view of what has happened in the past
Intifada	an uprising conducted by the Palestinian people in the Occupied Territories against the state of Israel
isolationism	a view in American foreign policy that argues that the best interests of the United States lay in avoiding international entanglements
Konfrontasi	foreign policy conducted by the Indonesian government during the 1960s towards Malaysia and Singapore
liberal democracy	a form of democracy where majority rule is underpinned by liberal rights such as freedom of speech, assembly and religious beliefs, and the right to private property, privacy and due legal process
liberalism	commitment to individual freedoms such as freedom of trade, speech, press, association and religion
Maoism	an ideology expounded by Mao Zedong in China that emphasised the revolutionary role of the peasants in achieving communism
Marxism	a political and economic theory developed by Karl Marx and Frederick Engles that called for the abolition of private property and emphasised the role of the state in providing work and benefits for all leading eventually to a socialist order and a classless society
militarism	the belief that strong armed forces, discipline and obedience will solve political and social problems
modernisation	the process of becoming modern, accepting change and modern values
multiculturalism	a policy of valuing and maintaining the distinctive identities of all cultural groups within a society
nationalism	the promotion of the interests of one's own nation above all others
national sovereignty	supreme and independent power or authority that is claimed by a state or cultural or ethnic group
New Order	term used to describe the policies of the Suharto government in promoting the values of national unity, modernisation and capitalism in Indonesia
Pancasila	the five values that formed the basis of the Indonesian state after independence: faith in one god, humanism, nationalism, representative government and social justice
pan-nationalism	nationalism that crosses national borders

perspective	a point of view or standpoint from which historical events, problems and issues can be analysed, eg a gender perspective (either masculine or feminine) on the past
Prohibition	a policy developed by American governments during the 1920s that made the sale of alcohol illegal
proletariat	the working or unpropertied class who rely on the sale of their labour for an income
racism	the belief in the superiority of one race of people over others
regionalism	a movement that developed in Indonesia's provinces emphasising the need for each region to maintain its own identity and independence
revolution	sudden and radical change in society; a complete overthrow of an established government or political system
Satyagraha	'truth force' or 'holding on to the truth' – a non-violent method of resistance developed in India by Mahatma Gandhi to ensure political or social change
sectarianism	the reinforcement of divisions between religious groups
self-determination	the right of each group of people to decide their own identity, culture and political and social systems without reference to the wishes of any other nation
socialism	a system where wealth, land and property are owned and controlled by the community as a whole rather than being privately owned
source	any written or non-written material that can be used to investigate the past. A source becomes 'evidence' (see above) when it is used to support or refute a position
Stalinism	a system of government originating in the Soviet Union under Joseph Stalin
terrorism	the use and threat of violence for political purposes
Third World	term used during the Cold War that referred to developing nations that did not identify themselves with either the USA or Soviet blocs
totalitarianism	system of government where the state seeks to gain complete control over its citizens and does not recognise or tolerate parties of differing opinion
urbanisation	a process, usually accompanied by industrialisation, where people move from traditional life in the countryside to towns and cities

warlordism	a system where power is controlled by regional military leaders and the central government has broken down, especially in China 1916–1928
zaibatsu	huge economic and industrial organisations formed by a few Japanese families after the Meiji Restoration
Zionism	a movement formerly for re-establishing, now for advancing, the Jewish national state of Israel