

B O A R D O F S T U D I E S
N E W S O U T H W A L E S

Modern History

Stage 6

Syllabus

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1 The Higher School Certificate Program of Study

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

- provide a curriculum structure that 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 for Modern History in the Stage 6 Curriculum

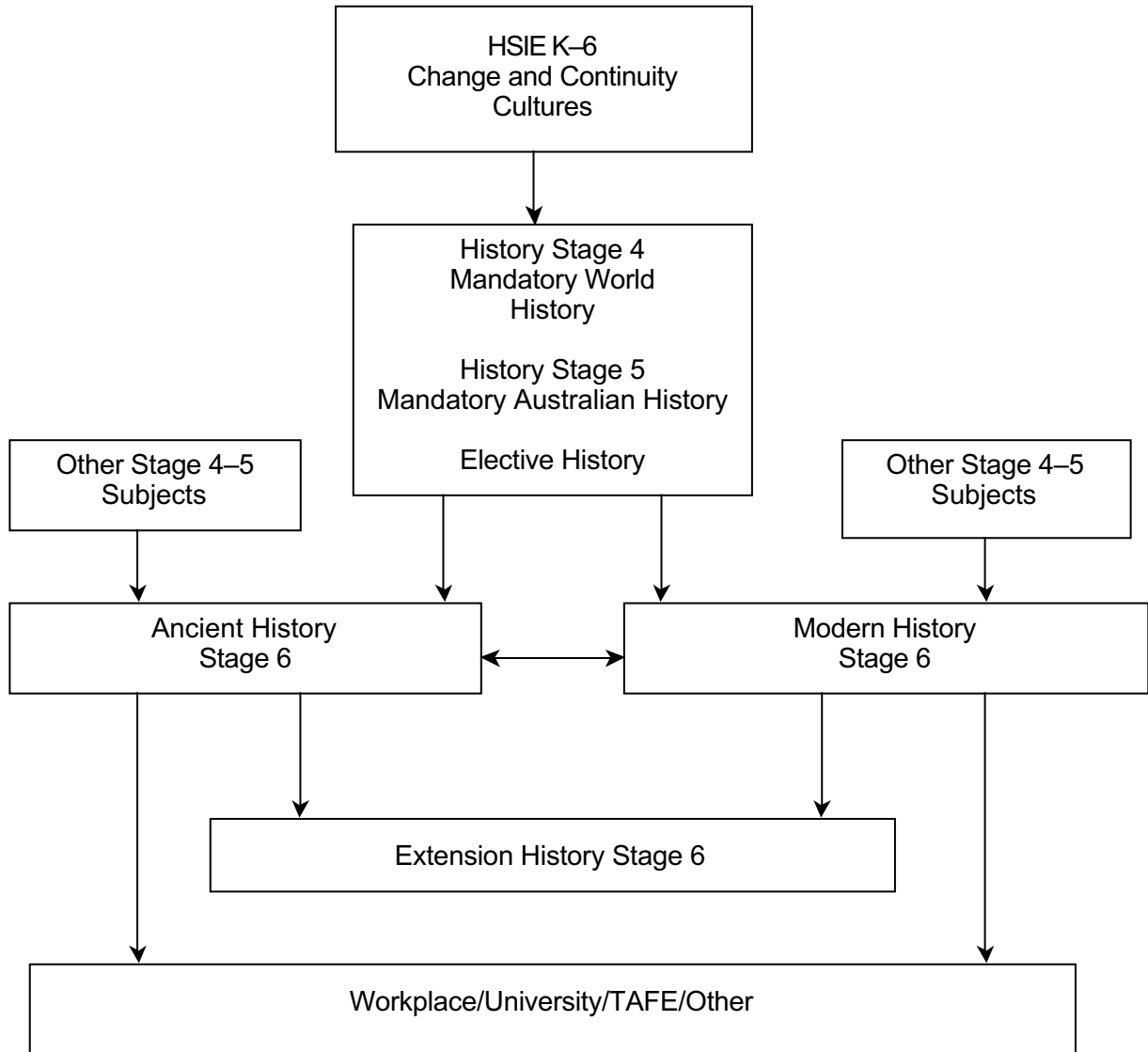
History is an inquiry into past human experience that helps make the present more intelligible. It is a key discipline through which students approach the world of words and ideas, the world of intelligent and literate discourse about the great issues that affect the common fate of humanity. History 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 of the nineteenth and twentieth centuries that have made their world what it is. It requires students to analyse the causes, progress and effects of these transformations and, finally, to make judgements about them. Furthermore, 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 competitive workforce. The fluent communication of thoughts and ideas gleaned from critical analysis of primary and secondary sources is a sought after skill in today's modern world. 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 for Modern History Stage 6 Students



In Stage 4 History (Mandatory), students are required to undertake an introductory unit about the purpose and nature of historical study, to learn how historians investigate and record the past and about heritage and conservation issues in relation to a study of the past. Students undertake studies in ancient and medieval societies and investigate contact between Indigenous and non-Indigenous people in Australia and one other area.

Stage 5 History (Mandatory) focuses on twentieth century Australian history. Students continue to develop the skills of historical enquiry through this study. It is assumed that students of Modern History Stage 6 have an understanding of the material presented in the Stages 4-5 (Mandatory) courses.

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:

- people, events and issues in the nineteenth and twentieth centuries
- change and continuity over time
- key historical terms, themes, concepts and ideologies
- significant historiographical issues

skills to:

- undertake historical enquiry
- communicate using appropriate historical text types

and responsible **values and attitudes** about:

- informed and active citizenship
- a just society
- the influence of the past on the present and the future
- the contribution of historical studies to lifelong learning.

6 Course Structure

Preliminary Course (120 indicative hours)

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

Students are required to study both Part I and Part II of the course.

Part I: Depth Studies — 80 %

At least THREE depth studies should be undertaken.

At least ONE depth study should be studied from List A and at least ONE from List B.

At least ONE depth study should be a PRE-TWENTIETH CENTURY study.

(The lists of depth studies are provided on pages 19–25.)

NB: There is no prescribed length and time for each study.

Part II: Core Study: The World at the Beginning of the Twentieth Century — 20 %

HSC Course (120 indicative hours)

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

Part I: Core Study: World War I and Its Aftermath 1914–1921 — 30%

Part II: ONE National Study, integrating the study of ONE Individual — 40 %

Part III: ONE International Study in Peace and Conflict — 30 %

Preliminary Course (120 indicative hours)	HSC Course (120 indicative hours)
<p>Part I: Depth Studies 80% At least THREE depth studies chosen from the list provided in section 8.1</p> <p>Depth studies are to include at least ONE from List A and ONE from List B. At least ONE depth study should be a PRE-TWENTIETH CENTURY study</p> <p>Part II: Core Study 20% The world at the beginning of the twentieth century</p>	<p>Part I: Core Study 30% World War I and Its Aftermath 1914–1921</p> <p>Part II: National Studies 40% Choose ONE from:</p> <ul style="list-style-type: none"> A. USA 1898–1941 B. Japan 1904–1941 C. China 1911–1949 D. Russia/Soviet Union 1917–1945 E. Germany 1918–1945 F. India 1919–1947 G. Australia in the World 1946–1996 H. Indonesia 1950–1998 <p>Integrating a study of ONE Individual listed in the National Study</p> <p>Part III: International Studies in Peace and Conflict 30% Choose ONE from:</p> <ul style="list-style-type: none"> A. The Pacific War 1937–1951 B. Cold War 1945–1991 C. The United Nations as Peacekeeper 1946–1999 D. Conflict in South Africa 1947–1994 E. Arab-Israel Conflict 1948–1996 F. Conflict in Indochina 1954–1979 G. Anglo-Irish Relations 1968–1998

7 Objectives and Outcomes

7.1 Table of Objectives and Outcomes

Objectives <i>A student develops knowledge and understanding about:</i>	Preliminary Course Outcomes <i>A student:</i>	HSC Course Outcomes <i>A student</i>
1. people events and issues in the nineteenth and twentieth centuries	P1.1 identifies the key features of different nineteenth and twentieth century historical investigations P1.2 describes the role of key individuals, groups, events and ideas in different nineteenth and twentieth century historical investigations	H1.1 describes and analyses the key features of specific periods of twentieth century national and international history H1.2 evaluates the role of key individuals, groups, events and ideas during specific periods of twentieth century national and international history
2. change and continuity over time	P2.1 identifies the forces that contributed to change and continuity in different nineteenth and twentieth century historical investigations and describes their significance	H2.1 explains the forces that contributed to change and continuity during specific periods of twentieth century national and international history and evaluates their relative significance
3. key historical terms, themes, concepts and ideologies	P3.1 uses historical terms and concepts appropriately within the contexts of nineteenth and twentieth century historical investigations	H3.1 uses historical terms and concepts appropriately within the contexts of twentieth century national and international historical investigations
4. significant historiographical issues	P4.1 identifies different types and varieties of sources P4.2 evaluates sources for their usefulness and reliability in relation to specific historical investigations P4.3 identifies different perspectives and interpretations of the past	H4.1 evaluates sources for their usefulness and reliability in relation to specific historical investigations H4.2 describes and evaluates different perspectives and interpretations of the past

<i>A student develops skills to:</i>	<i>A student:</i>	<i>A student:</i>
5. undertake historical enquiry	<p>P5.1 selects and organizes relevant historical information from a variety of sources</p> <p>P5.2 plans a historical investigation, analyses and synthesises historical information from a variety of perspectives and presents the findings of the investigation</p>	<p>H5.1 selects and organizes relevant historical information from a variety of sources</p> <p>H5.2 plans a historical investigation, analyses and synthesises historical information from a variety of perspectives and presents the findings of the investigation</p>
6. communicate using appropriate historical text types	<p>P6.1 communicates through well-structured texts to explain, argue, discuss, analyse and evaluate complex historical information, ideas and issues using appropriate written and oral forms</p> <p>P6.2 negotiates in groups to allocate tasks, establish roles, procedures and evaluation strategies to achieve appropriate goals within set deadlines in order to develop and complete historical investigations</p>	<p>H6.1 communicates through well-structured texts to explain, argue, discuss, analyse and evaluate complex historical information, ideas and issues using appropriate written and oral forms</p> <p>H6.2 uses planning and review strategies to manage effectively the competing demands of complex tasks making appropriate use of time and resources in order to complete historical investigations</p>

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	Outcomes
<i>A student develops values and attitudes about:</i>	<i>A student:</i>
7. informed and active citizenship	<ul style="list-style-type: none"> • 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
8. a just society	<ul style="list-style-type: none"> • 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
9. the influence of the past on the present and the future	<ul style="list-style-type: none"> • 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
10. the contribution of historical studies to lifelong learning	<ul style="list-style-type: none"> • demonstrates an awareness of the contributions of historical studies to lifelong learning

7.2 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 enquiry 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 investigation of the nature of historical problems contribute towards students' development of the key competency ***solving problems***.

8 Content: Modern History Preliminary Course

8.1 Part I — Depth Studies

Principal focus: students apply historical enquiry methods within a range of historical contexts to investigate significant social, political, economic and technological features, individuals and groups, events and other forces in the late eighteenth, nineteenth and twentieth centuries.

Percentage of Course Time — 80%

Outcomes

A student:

- P1.1 identifies the key features of different nineteenth and twentieth century historical investigations
- P1.2 describes the role of key individuals, groups, events and ideas in different nineteenth and twentieth century historical investigations
- P2.1 identifies the forces that contributed to change and continuity in different nineteenth and twentieth century historical investigations and describes their significance
- P3.1 uses historical terms and concepts appropriately within the contexts of nineteenth and twentieth century historical investigations
- P4.1 identifies different types and varieties of sources
- P4.2 evaluates sources for their usefulness and reliability in relation to specific historical investigations
- P4.3 identifies different perspectives and interpretations of the past
- P5.1 selects and organises relevant historical information from a variety of sources
- P5.2 plans a historical investigation, analyses and synthesises historical information from a variety of perspectives and presents the findings of the investigation
- P6.1 communicates through well-structured texts to explain, argue, discuss, analyse and evaluate complex historical information, ideas and issues using appropriate written and oral forms
- P6.2 negotiates in groups to allocate tasks, establish roles, procedures and evaluation strategies to achieve appropriate goals within set deadlines in order to develop and complete historical investigations.

Through the depth studies students learn to:

- ask appropriate and relevant historical questions about the modern world
- gather, select and organise information from a range of primary and secondary sources in response to specific historical questions about the modern world
- use available information technologies to gather information about the modern world

- describe major events, individuals and groups in context; political, social, economic and technological change and important ideas, ideologies and forces in the modern world
- make deductions and draw conclusions about the forces of change and continuity in the modern world
- weigh up the relative usefulness and reliability of sources in relation to major events, individuals and groups in context; political, social, economic and technological change and important ideas, ideologies and forces in the modern world
- identify gaps in the evidence and evaluate how these affect the usefulness and reliability of information about major events, individuals and groups in context; political, social, economic and technological change and important ideas, ideologies and forces in the modern world
- examine a range of perspectives and interpretations from historical sources about the modern world and consider why these views might differ
- argue points of view or interpretations about critical issues in the modern world and justify the viewpoints by using evidence appropriately
- construct coherent oral and written texts to explain and discuss major events, individuals and groups in context, political, social, economic and technological change and important ideas, ideologies and forces in the modern world
- plan, conduct and present the findings of investigations both as a member of a group and as an individual in relation to the modern world.

The organisation of the depth studies

The list of key features including social, political, economic and technological changes provides the primary focus for the depth studies. The other elements of the studies, that is, concepts, individuals and groups, significant historiographical issues and events are studied within the context of the key features.

Students learn about:

key features of the modern world

- political, economic, social and technological features of a society or period
- forces for change that emerged in the society or period
- the nature of the political, social, economic and technological change that occurred in the society or period
- the impact of change on the society or period studied and beyond

concepts to be studied in relation to the key features of the modern world

- autocracy
- capitalism
- communism
- decolonisation
- democracy

- imperialism
- industrialisation
- internationalism
- liberalism
- nationalism
- pan-nationalism
- racism
- revolution
- sectarianism
- self-determination
- socialism

as appropriate to the depth studies chosen

individuals and groups to be studied in relation to the key features of the modern world

- the historical context
- the 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

significant historiographical issues to be studied in relation to the modern world

- the variety of primary and secondary sources available for the depth studies
- the usefulness and reliability of the sources for investigating the depth studies
- recognition of the different perspectives and interpretations offered by the sources

events that provide a framework within which to examine the key features, concepts, individuals and groups of the modern world

- factors contributing to these 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 will undertake **AT LEAST THREE** depth studies from the lists below.

Students should study **AT LEAST ONE** from List A and **ONE** from List B.

AT LEAST ONE depth study should be a **PRE-TWENTIETH CENTURY** study.

List A	List B
<ol style="list-style-type: none"> 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 1932–3 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 15. One other nineteenth century European, North American or Australian study OR One topic developed from a European, North American or Australian HSC study but NOT attempted for the HSC 	<ol style="list-style-type: none"> 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 creation of Israel 1945–1948 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 15. One other nineteenth century Asian, African or Central/South American study OR One topic developed from an Asian, African or Central/South American HSC study but NOT attempted for the HSC

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

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

Choose at least ONE of the following depth studies.

LIST A Depth Studies

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 of 1916
- 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 1932–33 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 Zhirinovskiy
- War in Chechnya and attempts to maintain the Russian Federation
- Political problems emanating from the move towards parliamentary democracy in Russia

**A15. One other nineteenth century European, North American or Australian study
OR**

One topic developed from a European, North American or Australian HSC study but NOT attempted for the HSC

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

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

Choose at least ONE of the following depth studies:

LIST B Depth Studies

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 creation of Israel 1945–1948

- 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
- Partitioning of Palestine and the Israeli proclamation of independence — implications for the future

B7. Decolonisation in Indochina 1945–1954

- The impact of French imperialism on Indochina
- The rise of Vietnamese nationalism and war against the French
- Ho Chi Minh and his role in the growth of Vietnamese nationalism/communism
- The defeat of France and decolonisation in Cambodia, Laos and Vietnam

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-servicepeople 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

**B15. One other nineteenth century Asian, African or Central/South American study
OR**

**One topic developed from an Asian, African or Central/South American HSC study but
NOT attempted for the HSC**

8.2 Part II — Preliminary Core Study

The world at the beginning of the twentieth century

Principal focus: students apply historical enquiry methods to learn about the forces for change and continuity at work in the world of the early twentieth century as the background context for their study of the twentieth century.

Percentage of Course Time **20 %**

Outcomes

A student:

- P1.1 identifies the key features of different nineteenth and twentieth century historical investigations
- P1.2 describes the role of key individuals, groups, events and ideas in different nineteenth and twentieth century historical investigations
- P2.1 identifies the forces that contributed to change and continuity in different nineteenth and twentieth century historical investigations and describes their significance
- P3.1 uses historical terms and concepts appropriately within the contexts of nineteenth and twentieth century historical investigations
- P4.1 identifies different types and varieties of sources
- P4.2 evaluates sources for their usefulness and reliability in relation to specific historical investigations
- P4.3 identifies different perspectives and interpretations of the past
- P5.1 selects and organises relevant historical information from a variety of sources
- P5.2 plans a historical investigation, analyses and synthesises historical information from a variety of perspectives and presents the findings of the investigation
- P6.1 communicates through well-structured texts to explain, argue, discuss, analyse and evaluate complex historical information, ideas and issues using appropriate written and oral forms
- P6.2 negotiates in groups to allocate tasks, establish roles, procedures and evaluation strategies to achieve appropriate goals within set deadlines in order to develop and complete historical investigations.

Through the core study students learn to:

- ask appropriate and relevant historical questions in relation to the world at the beginning of the twentieth century

- gather, select and organise information from a range of primary and secondary sources in response to specific historical questions about the world at the beginning of the twentieth century
- use available information technologies to gather information in relation to the world at the beginning of the twentieth century
- describe major events, individuals and groups in context; political, social, economic and technological change and important ideas, ideologies and forces in relation to the world at the beginning of the twentieth century
- make deductions and draw conclusions about the forces of change and continuity in the world at the beginning of the twentieth century
- weigh up the relative usefulness and reliability of sources in relation to major events, individuals and groups in context; political, social, economic and technological change and important ideas, ideologies and forces in the world at the beginning of the twentieth century
- identify gaps in the evidence and evaluate how these affect the usefulness of information about major events, individuals and groups in context; political, social, economic and technological change and important ideas, ideologies and forces in the world at the beginning of the twentieth century
- examine and discuss a range of perspectives and interpretations from historical sources about the world at the beginning of the twentieth century and consider why these views might differ
- argue points of view or interpretations about critical issues in the world at the beginning of the twentieth century and justify the viewpoints by using evidence appropriately
- construct coherent oral and written texts to explain and discuss major events, individuals and groups in context, political, social, economic and technological change and important ideas, ideologies and forces in the world at the beginning of the twentieth century
- plan, conduct and present the findings of investigations both as a member of a group and as an individual in relation to the world at the beginning of the twentieth century.

The organisation of the study of the world at the beginning of the twentieth century

The list of key features provides the primary focus for the study. The other elements of the study, that is, concepts, individuals and groups, significant historiographical issues and events are studied within the context of the key features.

Students learn about:

key features of the world at the beginning of the twentieth century

- the unequal distribution of wealth and power between countries, between social classes, between men and women and responses to these
- attempts of industrialised nations to bring all areas of the world under their political, economic, social, cultural and religious influence and the colonial and economic rivalries that resulted from this

- nationalist demands and increased awareness of cultural identity
- the decline of dynastic authority
- the class system across different cultures and popular demands for social, economic and political reform
- population growth, increased urbanisation and the decline of the countryside
- slavery and worker exploitation and responses within individual cultures
- technological change and its economic, political, social and cultural impact
- emerging ideologies and their challenges to traditional social, political, economic and religious structures
- traditional diplomacy, aggression and war as instruments of foreign policy

concepts to be studied in relation to the key features of the world at the beginning of the twentieth century

- anarchism
- anti-semitism
- capitalism
- democracy
- imperialism
- industrialisation
- liberalism
- militarism
- nationalism
- socialism
- trade unionism
- traditional diplomacy
- urbanisation
- war

groups and individuals to be studied in relation to the key features of the world at the beginning of the twentieth century

- teachers select appropriate groups and individuals through whom students can study the key features and concepts of the period

significant historiographical issues in relation to a study of the world at the beginning of the twentieth century

- the variety of primary and secondary sources available for a study of the world at the beginning of the twentieth century
- the usefulness and reliability of sources for investigating the study
- recognition of the different perspectives and interpretations offered by the sources

events that provide a framework within which to examine the key features, concepts, groups and individuals in the study of the world at the beginning of the twentieth century

- teachers select appropriate events through which students can study the key features and concepts of the period.

HSC Course Content
Part I
World War I and Its Aftermath
1914 – 1921

9 Content: Modern History HSC Course

9.1 Part I — HSC Core Study

World War I and Its Aftermath 1914–1921

Principal Focus: students use a range of sources to investigate the political, social, economic and technological impact of World War I.

Percentage of Course Time **30%**

Students' prior learning about World War I

At Stage 5, students will have learned about Australia and World War I, including the reasons for Australian involvement in World War I; the main aspects of Australia's involvement at Gallipoli; how events at Gallipoli created the Anzac legend; arguments for and against the introduction of conscription; divisions among Australians as a consequence of the conscription debates and the impact of war on the role of women.

Outcomes

A student:

- H1.1 describes and analyses the key features of specific periods of twentieth century national and international history
- H1.2 evaluates the role of key individuals, groups, events and ideas during specific periods of twentieth century national and international history
- H2.1 explains the forces that contributed to change and continuity during specific periods of twentieth century national and international history and evaluates their relative significance
- H3.1 uses historical terms and concepts appropriately within the contexts of twentieth century national and international historical investigations
- H4.1 evaluates sources for their usefulness and reliability in relation to specific historical investigations
- H4.2 describes and evaluates different perspectives and interpretations of the past
- H5.1 selects and organises relevant historical information from a variety of sources
- H5.2 plans a historical investigation, analyses and synthesises historical information from a variety of perspectives and presents the findings of the investigation
- H6.1 communicates through well-structured texts to explain, argue, discuss, analyse and evaluate complex historical information, ideas and issues using appropriate written and oral forms
- H6.2 uses planning and review strategies to manage effectively the competing demands of complex tasks, making appropriate use of time and resources in order to complete historical investigations.

Students learn to:

- ask appropriate and relevant historical questions in relation to World War I and its aftermath

- gather, select and organise information about key features, concepts, individuals and groups, significant historiographical issues and events related to World War I and its aftermath
- use available information technologies to gather information on World War I and its aftermath
- examine the range of primary and secondary sources available to historians about World War I and its aftermath
- weigh up the relative reliability and usefulness of sources in relation to World War I and its aftermath
- identify gaps in the evidence and evaluate how these affect the usefulness of information about World War I and its aftermath
- describe and discuss the impact of World War I and its aftermath from a range of different perspectives
- assess a range of views and interpretations from historical sources about World War I and its aftermath and consider why these views might differ
- make deductions and draw conclusions about World War I and its aftermath as a force for change and continuity in the modern world
- argue points of view or interpretations about critical issues in relation to World War I and its aftermath and justify the viewpoints by using evidence appropriately
- plan, conduct and present the findings of historical investigations in relation to World War I and its aftermath
- construct coherent oral and written texts to explain and discuss key features, concepts, individuals and groups, significant historiographical issues and events in context, in relation to World War I and its aftermath.

The organisation of the study of World War I and its aftermath 1914–1921

The list of key features provides the primary focus for the study. The other elements of the study, that is, concepts, individuals and groups, significant historiographical issues and events are studied within the context of the key features.

Students learn about:

key features of World War I and its aftermath 1914–1921

- the reasons for the stalemate on the Western Front and attempts to break it
- the nature of trench warfare and life in the trenches
- *total war*
- recruitment, censorship and propaganda (Germany and Britain)
- changing attitudes of soldiers and civilians to the war over time: the outbreak of war; Christmas 1914; reactions following the Somme; peace movements (Germany and Britain)
- the impact of war on women's lives and experiences (Britain)
- post-war soldier and civilian expectations of the government as a result of war experiences (Britain 1918–1919)
- the roles and different goals of Clemenceau, Lloyd George and Wilson at the Paris Peace Conference

- the purpose and intent of the League of Nations

concepts to be studied in relation to the key features of World War I and its aftermath 1914–1921

- imperialism
- militarism
- nationalism/internationalism
- peacemaking

groups to be studied in relation to the key features of World War I and its aftermath 1914–1921

- civilians: the workforce and women
- military: officers, infantry
- political leaders

significant historiographical issues in relation to a study of World War I and its aftermath 1914–1921

- the variety of primary and secondary sources available for the study of World War I and its aftermath 1914–1921
- the usefulness and reliability of the sources for investigating the study
- recognition of the different perspectives and interpretations offered by the sources

major events that create a framework within which to examine the key features, concepts and groups in the study of World War I and its aftermath 1914–1921

1914	outbreak of war failure of military plans
1916	Battle of Verdun Battle of the Somme
1917	US entry into the war Battle of Passchendaele Russian withdrawal from the war Stockholm Peace Conference Papal Peace Note
1918	President Wilson's Fourteen Points the Spring Offensive the Armistice
1919	Paris Peace Conference Treaty of Versailles establishment of the League of Nations
1921	Germany notified of the sum demanded of her in reparations

HSC Course Content
Part II
National Studies

9.2 Part II — National Studies

Principal focus: students apply historical enquiry methods to investigate significant events, people, groups, ideas and forces for change and continuity in the history of one country during a significant period of its twentieth century national history.

Percentage of Course Time **40%**

Students will undertake ONE National Study from those listed. For each National Study students will also study ONE individual in the context of the key features of the study.

National Studies	Individuals
A. USA 1898–1941	A. William Randolph Hearst OR J Edgar Hoover
B. Japan 1904–1941	B. Emperor Hirohito OR Kita Ikki
C. China 1911–1949	C. Sun Yixian OR Zhu De
D. Russia/Soviet Union 1917–1945	D. Alexandra Kollontai OR Leon Trotsky
E. Germany 1918–1945	E. Leni Riefenstahl OR Albert Speer
F. India 1919–1947	F. Jawaharlal Nehru OR M A Jinnah
G. Australia In The World 1946–1996	G. Herbert Evatt OR Malcolm Fraser
H. Indonesia 1950–1998	H. Pramoedya Ananta Toer OR Sukarno

Outcomes

A student:

- H1.1 describes and analyses the key features of specific periods of twentieth century national and international history
- H1.2 evaluates the role of key individuals, groups, events and ideas during specific periods of twentieth century national and international history
- H2.1 explains the forces that contributed to change and continuity during specific periods of twentieth century national and international history and evaluates their relative significance
- H3.1 uses historical terms and concepts appropriately within the contexts of twentieth century national and international historical investigations
- H4.1 evaluates sources for their usefulness and reliability in relation to specific historical investigations
- H4.2 describes and evaluates different perspectives and interpretations of the past
- H5.1 selects and organises relevant historical information from a variety of sources
- H5.2 plans a historical investigation, analyses and synthesises historical information from a variety of perspectives and presents the findings of the investigation
- H6.1 communicates through well-structured texts to explain, argue, discuss, analyse and evaluate complex historical information, ideas and issues using appropriate written and oral forms
- H6.2 uses planning and review strategies to manage effectively the competing demands of complex tasks, making appropriate use of time and resources in order to complete historical investigations.

Through their national study students learn to:

- ask appropriate and relevant historical questions in relation to the national study in the period specified
- gather, select and organise information from a range of primary and secondary sources in response to specific historical questions about the nation's history during the specified period
- use available information technologies to gather information about the national study in the specified period
- describe major events, individuals and groups in context, political, social and economic change and important ideas, ideologies and forces within the national study in the period specified
- make deductions and draw conclusions about the forces for change and continuity within the national study in the specified period
- weigh up the relative reliability of sources in relation to major events, individuals and groups in context, political, social and economic change and important ideas, ideologies and forces within the national study in the specified period
- examine a range of perspectives and interpretations from historical sources about the national study in the specified period and consider why these views might differ

- argue points of view or interpretations about critical issues in relation to the national study in the specified period and justify the viewpoints by using evidence appropriately
- plan, conduct and present the findings of historical investigations in relation to the national study in the specified period
- construct coherent oral and written texts to explain, discuss, argue, analyse and evaluate major events, individuals, ideas, ideologies and forces for change and continuity in the national study in the specified period.

The following pages provide the details of the subject matter for each of the National Studies.

The organisation of the National Studies

The list of key features provides the primary focus for each national study.

The other elements of each national study, that is, concepts, groups, significant historiographical issues, events and ONE individual are studied within the context of the key features.

Option A: USA 1898–1941

Students learn about:

1. Key features of the USA 1898–1941

- survey of migration and American westward expansion, ‘manifest destiny’ and the end of the era of the American frontier
- impact of the American-Spanish war and Theodore Roosevelt’s ‘gunboat’ diplomacy on American expansion
- role of industrial growth, consumerism and migration in the development of American society and the economy
- reasons for class divisions in American society and their social and political implications up to the 1920s
- changes to race relations during the progressive era of American politics
- reasons for the development of isolationism in foreign policy in the 1920s and its domestic implications
- growth of social conservatism, anti-communism and changes to welfare policies during the 1920s and 1930s
- growth of racial tension and violence and its impact on the North and South of the USA
- implications of the Jazz Age for women and men
- the prohibition era and its impact on American society, especially in relation to the growing influence of gangsters
- the role and importance of Hollywood and the Americanisation of global culture
- the aims and application of the first and second New Deals
- the effectiveness of the New Deal policies and opposition to them up to 1941

2. Concepts to be studied in relation to the key features of the USA 1898–1941

- capitalism
- democracy
- industrialisation
- nationalism
- racism

3. Groups to be studied in relation to the key features of the USA 1898–1941

- Afro-Americans
- artists and entertainers
- business magnates
- Ku Klux Klan
- unionists

- 4. Significant historiographical issues in relation to a study of the USA 1898–1941**
- the variety of primary and secondary sources available for the study of the USA 1898–1941
 - the usefulness and reliability of the sources for investigating the national study
 - recognition of the different perspectives and interpretations offered by the sources
- 5. Events that provide a framework within which to examine the key features, concepts, groups and an individual in the study of USA 1898–1941**
- | | |
|---------|---|
| 1898 | USA defeats Spain and annexes the Philippines |
| 1905 | immigration to the USA exceeds one million per year |
| 1910 | comprehensive segregation ('Jim Crow') laws in most states
the foundation of the National Association for the Advancement of Coloured People (NAACP) |
| 1917 | entry of the USA into World War I |
| 1920 | Volstead Act introduces prohibition |
| 1921 | trial of Sacco and Vanzetti |
| 1921 | Henry Ford assembles the 'Tin Lizzie' (Model T Ford) |
| 1925 | the Scopes (Monkey) trial |
| 1927 | <i>The Jazz Singer</i> , the first 'talkie' movie |
| 1929 | crash of the New York stock exchange |
| 1931 | Al Capone jailed |
| 1932 | election of FD Roosevelt and the launching of the first New Deal |
| 1937–38 | recession in the USA |
- 6. ONE of the following individuals to be studied in relation to the key features of the USA 1898–1941**
- William Randolph Hearst
 - J Edgar Hoover.

Option B: Japan 1904–1941

Students learn about:

1. Key features of Japan 1904–1941

- survey of Japan's economic and military position both within the region and globally by 1904
- the importance of Japanese expansion and her status as a Great Power
- influence of World War I on Japan's economic growth
- regional and domestic repercussions of Japan's territorial expansion after World War I
- impact and importance of Japan's attempts to achieve a liberal democracy under the Meiji Constitution during the post-World War I period
- the political influence of the Yasuda, Sumitomo, Mitsubishi and Mitsui Zaibutsu on the Japanese political system
- impact of the Seiyukai and Minseito political parties on Japanese governments and political system
- impact of the Great Depression on Japanese democracy and militarism
- role and significance of the army and divisions within it on the political system
- nature and impact of Bushido, Shintoism, emperor-worship and the education system within Japanese society
- domestic and international impact of Japanese expansion into China
- the concept and significance of a 'New Order in East Asia' and the 'Greater East Asia Co-prosperity Sphere'
- the importance of Japan's relationship with the League of Nations
- strategic and political reasons for the Japanese attack on the American naval base at Pearl Harbor

2. Concepts to be studied in relation to the key features of Japan 1904–1941

- democracy
- imperialism
- liberalism
- militarism
- nationalism

- 3. Groups to be studied in relation to the key features of Japan 1904–1941**
- the Army
 - liberal democrats
 - political parties
 - secret societies
 - Zaibatsu
- 4. Significant historiographical issues in relation to a study of Japan 1904–1941**
- the variety of primary and secondary sources available for the study of Japan 1904–1941
 - the usefulness and reliability of the sources for investigating the national study
 - recognition of the different perspectives and interpretations offered by the sources
- 5. Events that provide a framework within which to examine the key features, concepts, groups and an individual in the study of Japan 1904–1941**
- | | |
|-----------|--|
| 1904–1905 | Russo-Japanese War |
| 1910 | Japan annexes Korea |
| 1915 | Twenty-One Demands presented to the Chinese government |
| 1918–1921 | premiership of Hara Kei |
| 1919 | Japan attends the Paris Peace Conference |
| 1921–1922 | Washington Conference |
| 1923 | earthquake in Tokyo |
| 1925 | franchise extended to all adult males over the age of 25 |
| 1929 | the Great Depression begins |
| 1931 | Japanese occupation of Manchuria |
| 1932 | party governments end following assassinations |
| 1936 | abortive military coup in Tokyo |
| 1936 | Anti-Comintern pact |
| 1937 | invasion of China (Marco Polo Bridge incident) |
| 1940 | occupation of French Indochina |
| 1941 | Japanese attack on Pearl Harbor and southward expansion |
- 6. ONE of the following individuals to be studied in relation to the key features of Japan 1904–1941**
- Emperor Hirohito
 - Kita Ikki.

Option C: China 1911–1949

Students learn about:

1. Key features of China 1911–1949

- results of the abdication of the Qing (Ch'ing or Manchu) dynasty
- political consequences of the presidency of Yuan Shikai (Yuan Shih-k'ai)
- impact of the Twenty-One Demands on China, the consequences of Chinese resistance to growing Japanese influence and the May Fourth and New Culture Movements
- the warlord era and its consequences for Chinese society
- consequences of the reorganisation of the Guomindang (GMD)/Kuomintang (KMT) and establishment of the First United Front
- reasons for the formation of the Chinese Communist Party (CCP) and its impact upon peasants and workers
- attempts at national integration by the Nanjing Government (Nanking Government) and the results of the disintegration of the First United Front
- relationship between the peasantry and the CCP within the Jiangxi (Kiangsi) Soviet and the consequences of the Long March
- attempts at national integration by the Nanjing (Nanking) Government
- the political and military responses adopted by the GMD and the CCP to the Japanese invasion of China
- the importance of foreign support for the GMD and the CCP
- factors that contributed to the second United Front between the GMD and the CCP
- the reasons for the development of Maoism during the Yan'an (Yenan) period
- the reasons for the success of the Communist forces against the Nationalists to 1949

2. Concepts to be studied in relation to the key features of China 1911–1949

- communism
- democracy
- militarism
- nationalism
- revolution

Groups to be studied in relation to the key features of China 1911–1949

- the Chinese Communist Party (CCP)
- the Guomindang (GMD)/Kuomintang (KMT)
- intellectuals
- peasantry
- warlords

3. Significant historiographical issues in relation to a study of China 1911–1949

- the variety of primary and secondary sources available for the study of China 1911–1949
- the usefulness and reliability of the sources for investigating the national study
- recognition of the different perspectives and interpretations offered by the sources

4. Events that provide a framework within which to examine the key features, concepts, groups and an individual in the study of China 1911–1949

1911	Revolution in China
1915	Twenty-One Demands
1919	May 4th Movement
1920	establishment of the Chinese Communist Party (CCP)
1924	First United Front
1925	the death of Sun Yixian (Sun Yat-sen)
1926–1928	Northern Expedition
1927	Shanghai massacre and establishment of Nanjing (Nanking) government
1931	Japanese invasion of Manchuria
1934–1935	Long March
1936	Second United Front of GMD and CCP to fight the Japanese
1937	Japanese invasion of China
1941	disintegration of the United Front
1946	Civil War in China
1949	proclamation of the Peoples' Republic of China

5. ONE of the following individuals to be studied in relation to the key features of China 1911–1949

- Sun Yixian (Sun Yat-sen)
- Zhu De (Chu Teh).

Option D: Russia and the Soviet Union 1917–1945

Students learn about:

1. Key features of Russia and the Soviet Union 1917–1945

- the nature of the Bolshevik Revolution in 1917
- the main features of communist ideology at the time of the Revolution and the initial social and political reforms of the Bolshevik government
- Civil War and the consolidation of Bolshevik power
- the aims, nature and impact of War Communism and the New Economic Policy (NEP)
- debate on modernisation within the Bolshevik Party and its outcomes
- features and outcomes of the power struggle between Trotsky and Stalin
- reasons for the triumph of Stalin as leader of the USSR
- competing emphases in Soviet foreign policy and relationships with the Western Powers
- the political, social and economic impact of the Five Year Plans and the persecution of the kulaks
- changing interpretations of the role of women and the impact of these on women's lives and experiences
- the transformation of Soviet social and cultural life under Stalin and the development of the cult of personality
- impact of the purges, show trials and 'the terror' in the Party and Soviet society
- cult of personality and Stalinism as totalitarianism
- the nature and impact of forces of opposition
- the changing role of the Bolshevik party and changing applications of its ideology
- impact of the Great Patriotic War and reasons for the Soviet victory

2. Concepts to be studied in relation to the key features of Russia and the Soviet Union 1917–1945

- communism
- industrialisation
- modernisation
- nationalism
- totalitarianism

3. Groups to be studied in relation to the key features of Russia and the Soviet Union 1917–1945

- the Communist Party of the Soviet Union (CPSU)
- cultural workers
- peasantry
- proletariat
- secret police

- 4. Significant historiographical issues in relation to a study of Russia and the Soviet Union 1917–1945**
- the variety of primary and secondary sources available for the study of Russia and the Soviet Union 1917–1945
 - the usefulness and reliability of the sources for investigating the national study
 - recognition of the different perspectives and interpretations offered by the sources
- 5. Events that provide a framework within which to examine the key features, concepts, groups and an individual in the study of Russia and the Soviet Union 1917–1945**
- | | |
|-----------|--|
| 1917 | the Bolshevik Revolution |
| 1918 | Treaty of Brest-Litovsk |
| 1918–1921 | Civil War |
| 1921 | the Kronstadt Uprising
introduction of the NEP
establishment of the Zhenotdel (the Women’s Department) |
| 1924 | the death of Lenin |
| 1928 | the introduction of collectivisation and industrialisation
Trosky’s expulsion from the Soviet Union |
| 1930 | abolition of the Zhenotdel |
| 1934 | Seventeenth Party Congress |
| 1939 | Molotov-Ribbentrop Pact |
| 1940 | assassination of Trotsky |
| 1941 | Nazi invasion of the Soviet Union begins the Great Patriotic War |
| 1943 | Battle of Stalingrad |
| 1945 | Soviet victory in the Great Patriotic War against Germany |
- 6. ONE of the following individuals to be studied in relation to the key features of Russia and the Soviet Union 1917–1945**
- Alexandra Kollontai
 - Leon Trotsky.

Option E: Germany 1918–1945

Students learn about:

1. Key features of Germany 1918–1945

- a survey of political, economic and social problems in the period 1918–1923
- characteristics of relative stability in the period 1924–1929
- collapse of the Weimar Republic 1929–1933
- foundations of the National Socialist German Workers' Party or Nazi Party (NSDAP) and its role, structures, policies and impact
- roles and impact of conservative parties and elites on the political process
- the social, economic and political impact of the Great Depression
- Hitler's accession to power and his role as Fuehrer
- consolidation of Nazi power 1933–1934
- conformity, dissent and resistance in response to the goal of Volksgemeinschaft (Peoples' Community)
- the transformation of German social and cultural life under Nazism
- nature and impact of Nazi propaganda, terror and repression within Germany and in occupied territories
- Nazi racial policy, anti-semitism and the Holocaust
- nature of Nazi foreign policy, its aims, strategies and military successes
- the Nazi war machine and its implications for the war effort
- support for, and opposition to, Nazism on the home front
- military defeat and the collapse of Nazism

2. Concepts to be studied in relation to the key features of Germany 1918–1945

- democracy
- militarism
- nationalism
- racism
- totalitarianism

3. Groups to be studied in relation to the key features of Germany 1918–1945

- the Jewish community
- Nazi Party including the SA and SS
- Wehrmacht (German fighting forces 1935–1945)
- women
- youth organisations

- 4. Significant historiographical issues in relation to a study of Germany 1918–1945**
- the variety of primary and secondary sources available for the study of Germany 1918–1945
 - the usefulness and reliability of the sources for investigating the national study
 - recognition of the different perspectives and interpretations offered by the sources
- 5. Events that provide a framework within which to examine the key features, concepts, groups and an individual in the study of Germany 1918–1945**
- | | |
|------|--|
| 1919 | Treaty of Versailles and creation of the Weimar Constitution |
| 1923 | the Munich Putsch — inflation and currency reform |
| 1929 | depression |
| 1933 | Hitler becomes Chancellor of Germany |
| 1934 | Hitler combines the positions of Chancellor and President |
| 1935 | the Nuremberg Laws |
| 1936 | re-militarisation of the Rhineland
the Berlin Olympics |
| 1938 | <i>Anschluss</i> (Union with Austria), the Sudetenland crisis and the Munich Agreement
<i>Kristallnacht</i> (Night of Broken Glass) |
| 1939 | Nazi-Soviet Pact followed by the invasion of Poland |
| 1941 | invasion of the Soviet Union |
| 1942 | The Wannsee Conference and the ‘Final Solution of the Jewish Question’ |
| 1943 | imposition of ‘total’ war
Nazi defeat at Stalingrad |
| 1945 | death of Hitler
fall of Berlin |
- 6. ONE of the following individuals to be studied in relation to the key features of Germany 1918–1945**
- Leni Riefenstahl
 - Albert Speer.

Option F: India 1919–1947

Students learn about:

1. Key features of India 1919–1947

- nature of British imperialism, the changing nature of British power in India and the slow pace of constitutional change
- increased Indian hostility to British policies and tactics of humiliation and repression
- differing Hindu and Muslim views of the concept of 'India' and the nature, roles, impact and effectiveness of the Congress Party and the All India Muslim League
- the growth and influence of communalism
- nature and significance of the Khilafat issue for Muslims, for Gandhi and for potential Hindu-Muslim unity
- nature, impact and significance of campaigns of resistance to British authority and oppression
- the evolution of the concept of Satyagraha
- nature, growth and impact of Indian nationalism and of the philosophy and politics of 'swaraj'
- role and influence of Mohandas K Gandhi (Mahatma Gandhi)
- sources, growth and consequences of Hindu-Muslim antagonism
- the impact of World War II on Anglo-Indian relations
- nature, impact and significance of Gandhi's social reform initiatives
- role of local issues in mobilising opposition to British rule
- the achievement of independence and the reasons for and consequences of partition

2. Concepts to be studied in relation to the key features of India 1919–1947

- communalism
- democracy
- imperialism
- nationalism
- self-determination

3. Groups to be studied in relation to the key features of India 1919–1947

- All India Muslim League
- the British Raj
- Congress Party
- the Khilafat movement
- the Untouchables (*Dalits*)

4. Significant historiographical issues in relation to a study of India 1919–1947

- the variety of primary and secondary sources available for the study of India 1919–1947
- the usefulness and reliability of the sources for investigating the national study
- recognition of the different perspectives and interpretations offered by the sources

5. Events that provide a framework within which to examine key features, concepts, groups and an individual in the study of India 1919–1947

1919	the Rowlatt Act and the Rowlatt Satyagraha massacre at Jalianwala Bagh in Amritsar Government of India Act
1920–1922	campaigns of non-cooperation
1921	the Salt Satyagraha and arrest of Gandhi
1930	Civil Disobedience Campaign
1930–1932	Round Table Conferences in London
1931	Gandhi-Irwin Pact
1932	The Communal Award
1935	Government of India Act
1937	elections that result in Congress gaining strong Hindu support electoral defeat for the Muslim League
1939	Congress provincial ministries resign
1942	the passage of the 'Quit India' resolution by Congress
1944	the Simla conference
1946	the Muslim League's 'Direct Action' Day
1947	partition of India and Indian independence

7. ONE of the following individuals to be studied in relation to the key features of India 1919–1947

- Jawaharlal Nehru
- Mohammad Ali Jinnah.

Option G: Australia in the World 1946–1996

Students learn about:

1. Key features of Australia in the World 1946–1996

- survey of the political aims of the major parties and foreign policy directions in Australia at the conclusion of World War II
 - reasons for Australia's changing relationship with Britain and the USA and the issue of communism up to the early 1950s
 - implications of decolonisation in Asia for Australian foreign policy
 - Australia's changing relationship with Indonesia, Japan and China
 - impact of the Anti-Communist Bill, the Petrov affair and the formation of the Democratic Labor Party (DLP) on Australian politics and foreign relationships
 - importance of the Cold War in Australia's relationship with western nations, the USSR and the United Nations
 - reasons for, and implications of, Australia's changing migration patterns from other countries to 1992
 - the effect of Australia's changing economic relationship with Asia on foreign policy
 - the implications and purpose of Australia's involvement in anti-communist wars in Korea, Malaysia and Vietnam and opposition to these wars and to US bases and Joint Facilities on Australian soil
 - the impact of the Whitlam government on Australia's traditional foreign relationship with the West, the USSR, 'third world' nations and the United Nations
 - foreign policy implications of, and changes to, overseas trade and uranium mining in the 1980s and 1990s
 - development of Australian policy towards East Timor 1975–1996

2. Concepts to be studied in relation to the key features of Australia in the world 1946–1996

- anti-communism
- capitalism
- democracy
- globalisation
- racism

3. Groups to be studied in relation to the key features of Australia in the world 1946–1996

- migrants and refugees
- political parties
- protesters on foreign policy issues
- security organisations

4. Significant historiographical issues in relation to a study of Australia in the World 1946–1996

- the variety of primary and secondary sources available for the study of Australia in the World 1946–1996
- the usefulness and reliability of the sources for investigating the national study
- recognition of the different perspectives and interpretations offered by the sources

5. Events that provide a framework within which to examine the key features, concepts, groups and an individual in the study of Australia in the world 1946–1996

1946	re-election of Chifley Labor Government
1949	election of Menzies Liberal Government
1950–1953	the Korean War
1951	formation of Australia, New Zealand and United States Treaty (ANZUS Treaty)
	defeat of Anti-Communist (Red) Bill
1954	Australia becomes a member of South East Asia Treaty Organisation (SEATO)
	Petrov Affair and the split in the Labor Party
1957	Japanese-Australia trade agreement signed
1963	agreement signed with USA to lease land at North West Cape for an American military base
1964	reintroduction of conscription
1965	Australia's first troops committed to fighting in Vietnam
1972	election of the Whitlam Government
1975	first Indo-Chinese refugees arrive in Australia
1976	first Vietnamese boat people arrive in Darwin
	Indonesian annexation of East Timor
1983	election of Hawke Labor Government and the beginning of the deregulation of the Australian economy
1984	floating of the Australian dollar and bank deregulation
1989	Timor Gap Treaty
1991	establishment of Asia Pacific Economic Conference (APEC)
1995	security treaty with Indonesia
1996	defeat of the Keating Labor Government

6. ONE of the following individuals to be studied in relation to the key features of Australia in the world 1946–1996

- Herbert Vere Evatt
- Malcolm Fraser.

Option H: Indonesia 1950–1998

Students learn about:

1. Key features of Indonesia 1950–1998

- survey of the nationalist movement in Indonesia during the Japanese occupation, and the Indonesian National Revolution 1945–1949
- Java's dominance of the Indonesian state and the implications of class, religious and political differences within Indonesia
- economic and political implications of Sukarno's Old Order and policy of Guided Democracy
- external and internal implications of Sukarno's policy of Konfrontasi
- the political and economic importance of Sukarno's relationship with the West, the Netherlands, China and the Soviet Union
- role of the Communist Party of Indonesia (PKI) within the Indonesian state
- emergence of the Irian Jaya (West New Guinea) dispute
- the reasons for, and the implications and outcomes of, the 1965 coup; the role of the Indonesian army in supporting Suharto; and the suppression of dissent throughout the archipelago
- reasons for economic growth under the New Order and its unequal distribution throughout Indonesian society
- the nature and importance of Indonesia's relationship with international organisations, particularly the United Nations and the Asia Pacific Economic Conference (APEC)
- influence and role of religious differences and the concept of 'Unity in Diversity'
- reasons for, and implications of, the Indonesian takeover of East Timor
- economic, political and social reasons for the downfall of the Suharto dynasty

2. Concepts to be studied in relation to the key features of Indonesia 1950–1998

- communism
- decolonisation
- democracy
- imperialism
- nationalism

3. Groups to be studied in relation to the key features of Indonesia 1950–1998

- ethnic minorities
- Indonesian armed forces (ABRI)
- Muslim political groups
- PKI
- pro-democracy organisations

4. Significant historiographical issues in relation to a study of Indonesia 1950–1998

- the variety of primary and secondary sources available for the study of Indonesia 1950–1998
- the usefulness and reliability of the sources for investigating the national study
- recognition of the different perspectives and interpretations offered by the sources

5. Events that provide a framework within which to examine the key features, concepts, groups and an individual in the study of Indonesia 1950–1998

1949	establishment of the Federated States of Indonesia
1955	first democratic elections
1957	Sukarno nationalises most Dutch business interests
1959	Sukarno outlaws political parties
1963	Irian Jaya handed over to Indonesia
1963	Sukarno launches Konfrontasi against Malaysia
1964	nationalisation of most foreign economic interests, notably English and American
1965	assassination of six top Indonesian generals; beginning of the coup and the massacres
1975	Indonesian invasion of East Timor
1991	Dili massacre
1994	Suharto hosts the APEC forum
1997	economic crisis
1998	Suharto's resignation

6. ONE of the following individuals to be studied in relation to the key features of Indonesia 1950–1998

- Pramoedya Ananta Toer
- Sukarno.

HSC Course Content
Part III
International Studies in Peace and Conflict

9.3 Part III — International Studies in Peace and Conflict

Principal focus: students will investigate the nature of conflict and the roles of people, groups, institutions, ideas and forces of change and continuity in attempts to resolve conflict in one modern world context.

Percentage of Course Time **30%**

Students will undertake one International Study in Peace and Conflict from those listed below:

International Studies in Peace and Conflict
A. Conflict in the Pacific 1937–1951
B. The Cold War 1945–1991
C. The United Nations as Peacekeeper 1946–1999
D. Conflict in South Africa 1947–1994
E. Arab-Israel Conflict 1948–1996
F. Conflict in Indochina 1954–1979
G. Anglo-Irish Relations 1968–1998

Outcomes

A student:

- H1.1 describes and analyses the key features of specific periods of twentieth century national and international history
- H1.2 evaluates the role of key individuals, groups, events and ideas during specific periods of twentieth century national and international history
- H2.1 explains the forces that contributed to change and continuity during specific periods of twentieth century national and international history and evaluates their relative significance
- H3.1 uses historical terms and concepts appropriately within the contexts of twentieth century national and international historical investigations
- H4.1 evaluates sources for their usefulness and reliability in relation to specific historical investigations
- H4.2 describes and evaluates different perspectives and interpretations of the past
- H5.1 selects and organises relevant historical information from a variety of sources
- H5.2 plans a historical investigation, analyses and synthesises historical information from a variety of perspectives and presents the findings of the investigation
- H6.1 communicates through well-structured texts to explain, argue, discuss, analyse and evaluate complex historical information, ideas and issues using appropriate written and oral forms
- H6.2 uses planning and review strategies to manage effectively the competing demands of complex tasks, making appropriate use of time and resources in order to complete historical investigations.

Through their international study in peace and conflict students learn to:

- ask appropriate and relevant historical questions in relation to the international study in peace and conflict during the specified period
- gather, select and organise information from a range of primary and secondary sources in response to specific historical questions about the international study in peace and conflict during the specified period
- use available information technologies to gather information about the international study in peace and conflict during the specified period
- describe major events, individuals and groups in context, political, social and economic change and important ideas, ideologies and forces in relation to the international study in peace and conflict during the specified period
- make deductions and draw conclusions about the forces for change and continuity in the international study in peace and conflict during the specified period
- weigh up the relative reliability of sources in relation to major events, individuals and groups in context, political, social and economic change and important ideas, ideologies and forces in relation to the international study in peace and conflict during the specified period

- examine a range of perspectives and interpretations from historical sources about the international study in peace and conflict during the specified period and consider why these views might differ
- argue points of view or interpretations about critical issues in the international study in peace and conflict during the specified period and justify the viewpoints by using evidence appropriately
- plan, conduct and present the findings of historical investigations in relation to the international study in peace and conflict during the specified period
- construct coherent oral and written texts to explain, discuss, argue, analyse and evaluate major events, individuals, ideas, ideologies and forces for change and continuity in the international study in peace and conflict during the specified period.

The following pages provide the details of the subject matter for each of the International Studies in Peace and Conflict.

The organisation of the International Studies in Peace and Conflict

The list of key features provides the primary focus for each International Study in Peace and Conflict.

The other elements of the International Studies in Peace and Conflict, that is, concepts, individuals and groups, significant historiographical issues and events are studied within the context of the key features.

Option A: Conflict in the Pacific 1937–1951

Students learn about:

1. Key features of the Conflict in the Pacific 1937–1951

- survey of the state of affairs in the Pacific in 1937, including the Japanese occupation of Manchuria and US isolationism
- Japanese militarism 1937–1941 and US, British and Dutch responses to it
- strategic and political reasons for bombing Pearl Harbor
- strategic and military implications of the fall of Singapore, Burma, Java and the Philippines
- the effect of war on civilians in Southeast Asia
- the effect of war on the home fronts in Japan, Australia and USA
- strategies used by allied forces against Japan 1942–1945
- reasons for the use of the A-Bomb and the subsequent controversy over its use
- Allied policy in the occupation of Japan
- overview of decolonisation in Southeast Asia 1942–1949

2. Concepts to be studied in relation to the key features of the Conflict in the Pacific 1937–1951

- communism
- decolonisation
- democracy
- imperialism
- nationalism

3. Groups to be studied in relation to the key features of the Conflict in the Pacific 1937–1951

- Allied occupation forces
- Asian peoples in occupied territories
- civilians: the workforce and women
- the Japanese armed forces
- prisoners of war

4. Significant historiographical issues in relation to the study of Peace and Conflict in the Pacific 1937–1951

- the variety of primary and secondary sources available for the study of the Conflict in the Pacific 1937–1951
- the usefulness and reliability of the sources for investigating the study
- recognition of the different perspectives and interpretations offered by the sources

5. Events that provide a framework within which to examine the key features, concepts and groups in the study of the Conflict in the Pacific 1937–1951

1937	US Neutrality Act
	Japan attacks China
1940–1941	Japanese occupation of Indochina
	bombing of Pearl Harbor
1942	fall of Singapore, Burma, Philippines, Netherlands East Indies
1943	Japanese defeats in the Battle of Midway, Guadalcanal, New Guinea
1945	Yalta and Potsdam Conferences
	A-Bomb dropped on Hiroshima and Nagasaki
	surrender of Japan
1945–51	Allied occupation of Japan
1949	communist victory in mainland China
1951	Peace Treaty with Japan.

Option B: The Cold War 1945–1991

Students learn about:

1. Key features of the Cold War 1945–1991

- economic, territorial and ideological factors that led to the division of the world into two opposed camps from 1945
- creation of a Cold War culture and its main characteristics
- concepts inherent in the terms: ‘superpowers’, ‘Iron Curtain’, ‘two camps’, ‘containment’, ‘peaceful co-existence’ and ‘domino theory’
- the nature and significance of US policies of containment and the domino theory as applied to the USSR
- military, political, economic and social policies adopted by the governments of the USA and USSR in response to the Cold War
- the development and consequences of the arms race in the USA and USSR and attempts to limit and control nuclear weaponry
- the significance of Summit meetings, particularly those involving Eisenhower and Khrushchev in 1960, and Reagan and Gorbachev in 1985
- the nature and significance of superpower rivalry in Africa and the Middle East
- the nature and significance of détente and the reasons for its demise
- survey of crises and conflict involving the USA and USSR to 1991 including one in depth from:
 - Berlin 1948–1949, 1961–1989
 - Korea 1950–1953
 - Cuba 1959–1962
 - Angola 1975–1988
 - Nicaragua 1980
 - Afghanistan 1979–1989
- reasons for the end of the Cold War conflict and an overview of the legacy of the conflict to 1991

2. Concepts to be studied in relation to the key features of the Cold War 1945–1991

- capitalism
- communism
- democracy
- imperialism

3. Groups to be studied in relation to the key features of the Cold War 1945–1991

- ‘doves’ and ‘hawks’
- military/industrial manufacturers
- nuclear protesters
- secret service organisations

4. Significant historiographical issues in relation to the study of the Cold War 1945–1991

- the variety of primary and secondary sources available for the study of the Cold War 1945–1991
- the usefulness and reliability of the sources for investigating the study
- recognition of the different perspectives and interpretations offered by the sources

5. Events that provide a framework within which to examine key features, concepts and groups in the study of the Cold War 1945–1991

1945	US use of the A-Bomb
1947	Truman outlines the policy of containment (the Truman Doctrine) the Marshall Plan
1948–1949	Berlin blockade and airlift
1949	USSR acquires the A-Bomb establishment of the North Atlantic Treaty Organisation (NATO)
1950–1953	war in Korea
1953	establishment of the Warsaw Pact
1954	formation of the South East Asia Treaty Organisation (SEATO)
1959	Fidel Castro becomes leader of Cuba
1961	creation of the Berlin wall
1962	Cuban missile crisis
1965–1975	war in Vietnam
1979	the Soviet invasion of Afghanistan
1980	Ronald Reagan becomes President of the USA
1985	Mikhail Gorbachev becomes leader of the Soviet Union
1989	the year of revolutions in Eastern Europe dismantling of the Berlin Wall
1991	Bush and Gorbachev sign the Strategic Arms Reduction Treaty (START) fall of the Communist government in the USSR.

Option C: The United Nations as Peacekeeper 1946–1999

Students learn about:

1. Key features of the United Nations as Peacekeeper 1946–1999

- survey of the creation and failure of the League of Nations
- economic, territorial and ideological factors that led to the creation and structure of the United Nations (UN)
- United Nations' interpretations of human rights and international law and the role of its agencies in assisting peace keeping
- establishment and agenda of the UN War Crimes Tribunal
- differing strategies employed by the UN in response to particular crises
- the causes, effects and strategies employed by the UN in response to TWO of the following crises:
 - Korea in 1950
 - Hungary in 1956
 - the Congo in 1960
 - Cyprus in 1964
 - the former Yugoslavia after 1989
 - Somalia, Rwanda and Angola in the 1990s
 - humanitarian aid to Burundi, Rwanda, Tanzania and Zaire in the 1990s
 - Cambodia up to the first elections in 1993
 - Iraq in 1979
- role of the USA in the UN
- role of the UN at the end of the twentieth century, including issues of intervention and national sovereignty

2. Concepts to be studied in relation to the key features of the United Nations as Peacekeeper 1946–1999

- communism
- democracy
- diplomacy
- humanitarianism
- internationalism

3. Groups to be studied in relation to the key features of the United Nations as Peacekeeper 1946–1999

- aggressors
- International Court of Justice
- negotiators
- UN Peacekeeping Forces
- UN Security Council

4. Significant historiographical issues in relation to the study of the United Nations as Peacekeeper 1946–1999

- the variety of primary and secondary sources available for the study of the United Nations as Peacekeeper 1946–1999
- the usefulness and reliability of the sources for investigating the study
- recognition of the different perspectives and interpretations offered by the sources

5. Events that provide a framework within which to examine the key features, concepts and groups in the study of the United Nations as Peacekeeper 1946–1999

1945	Charter of United Nations
1950	UN forces land in Korea
1953	Korean armistice
1956	Hungarian Government appeals to UN for support against Soviet invasion
1960	Independence for the Belgian Congo, renamed the Congo Republic UN armed intervention in the Congo Cyprus declared an independent republic
1962	U Thant elected Secretary-General of the UN
1964	UN peace force takes over in Cyprus UN troops withdrawn from the Congo
1971	Kurt Waldheim elected Secretary-General of the UN
1986	Boutros Boutros Ghali elected Secretary-General of the UN
1991	end of the Cold War
1992	UN peacekeeping forces despatched to former Yugoslavia civil war in Angola followed by UN intervention
1993	UN operation in Somalia
1994	UN assists in implementing the peace agreement in Rwanda
1995	UN War Crimes Tribunal established to prosecute human rights violations in the former Yugoslavia
1996	Kofi Annan elected Secretary-General of the UN
1999	elections in East Timor.

2000 Option D: Conflict in South Africa 1948–1994

Students learn about:

1. Key features of the Conflict in South Africa 1948–1994

- introductory survey of post-1945 decolonisation in Africa
- nature and operation of the vested interests of white farmers and industrialists in National Party politics
- segregation of people in towns and the countryside and its impact on the living conditions of black South Africans
- nature, impact and significance of the tactics of repression and oppression
- nature, impact and significance of resistance and responses to institutionalised racism and discrimination
- nature, growth and impact of the anti-apartheid movement within and beyond South Africa
- changing nature and tactics of the African National Congress (ANC) and the leadership of Nelson Mandela within it
- overview of the impact on South Africa of decolonisation in Rhodesia, Mozambique and Angola
- role and significance of the Bantustans and 'independent' black African states
- nature and significance of international sporting bans, sanctions and disinvestment in increasing pressure for the abolition of apartheid
- dismantling of apartheid and the changing role of the National Party
- role of the South African security forces in encouraging violence and division within black South African communities
- creation of a new government under the leadership of Nelson Mandela and the prospects for the resolution of conflict and development of a peaceful framework for race relations within South Africa

2. Concepts to be studied in relation to the key features of the Conflict in South Africa 1948–1994

- decolonisation
- democracy
- internationalism
- racism
- self-determination

3. Groups to be studied in relation to the key features of the Conflict in South Africa 1948–1994

- the African National Congress (ANC)
- the international anti-apartheid movement
- the Pan-Africanist Congress
- sporting groups
- youth

4. Significant historiographical issues in relation to the study of the Conflict in South Africa 1948–1994

- the variety of primary and secondary sources available for the study of the Conflict in South Africa 1948–1994
- the usefulness and reliability of the sources for investigating the study
- recognition of the different perspectives and interpretations offered by the sources

5. Events that provide a framework within which to examine the key features, concepts and groups in the study of Conflict in South Africa 1948–1994

- | | |
|------|--|
| 1948 | Dr Malan's National Party gains government with 39% of the vote |
| 1949 | prohibition of mixed marriages signals the beginning of the legislative framework of apartheid |
| 1950 | National Day of Protest (26 June) |
| 1952 | Defiance Campaign |
| 1955 | Congress of the People at Kliptown and the Freedom Charter |
| 1960 | Sharpeville Massacre |
| 1962 | arrest of Nelson Mandela and beginning of the 'Free Mandela' campaigns |
| 1963 | beginning of the Rivonia Trials |
| 1965 | unilateral declaration of independence in Rhodesia |
| 1974 | decolonisation in Angola and Mozambique |
| 1976 | students' uprising and massacre at Soweto |
| 1977 | Gleneagles Agreement |
| 1989 | Harara Declaration |
| 1991 | repeal of apartheid legislation |
| 1992 | Biopatong Massacre
the march on Ciskei
the ANC and the National Party sign the Record of Understanding |
| 1993 | establishment of an interim multi-racial administration |
| 1994 | ANC electoral victory and the accession to power of Nelson Mandela as the first black President of South Africa. |

Option E: Arab-Israel Conflict 1948–1996

Students learn about:

1. Key features of the Arab-Israel Conflict 1948–1996

- the effect of the creation of Israel on the Palestinian people, on neighbouring countries and on Jewish communities in Arab countries
- significance of the rise of pan-Arab nationalism and Gamal Abdul Nasser
- creation, aims, methods and effectiveness of the Palestine Liberation Organisation (PLO) from 1964
- policies and methods used by the Israeli and Arab governments and Palestinian people
- role and objectives of the superpowers in relation to events in the Middle East
- attitudes and policies of the Israeli Labor and Herud/Likud parties and of the PLO towards peace proposals
- causes of the events leading to the Israeli invasion of Lebanon in 1982 and the course of the war
- reasons and consequences of Jewish migration to Israel and Jewish settlements in Jerusalem and the West Bank
- regional and global impact of the Arab and Israeli peace initiatives from the 1970s to the 1990s
- continuing territorial disputes in the West Bank and Gaza Strip from 1987
- competing influences and interests of the ongoing conflict in Southern Lebanon and its regional implications for peace to 1996
- internal division and conflicts within Israel and the Arab states and the influences of Iran and Iraq in the region
- the significance of the assassination of Yitzhak Rabin and the election of Netanyahu in 1996

2. Concepts to be studied in relation to the key features of the Arab-Israel Conflict 1948–1996

- democracy
- imperialism
- nationalism
- sectarianism
- terrorism

3. Groups to be studied in relation to the key features of the Arab-Israel Conflict 1948–1996

- Jewish settlers
- Labour and Herut/Likud parties
- PLO/Fatah and Hamas
- Palestinian refugees
- religious groups

4. Significant historiographical issues in relation to the study of the Arab-Israel Conflict 1948–1996

- the variety of primary and secondary sources available for the study of the Arab-Israel Conflict 1948–1996
- the usefulness and reliability of the sources for investigating the study
- recognition of the different perspectives and interpretations offered by the sources

5. Events that provide a framework within which to examine the key features, concepts and groups in the study of Arab Israel Conflict 1948–1996

1948	creation of the State of Israel
1948–1949	'War of Independence' (Jewish) or 'The Disaster' (Arab)
1956	the Suez Crisis
1964	establishment of Fatah and the PLO
1967	Six Day War
1972	Black September and the Munich Massacre
1973	Yom Kippur War
1979	Israel-Egypt (Camp David) Peace Agreement
1982	Israeli invasion of Lebanon
1987	The Intifada
1988	formation of Hamas
1991	the Gulf War
1991	Madrid Peace Conference
1993	Oslo Accord
1994	Peace Treaty with Jordan
1995	assassination of Rabin
1996	election of Netanyahu.

Option F: Conflict in Indochina 1954–1979

Students learn about:

1. Key features of the conflict in Indochina 1954–1979

- the significance of the French defeat at the Battle of Dien Bien Phu; the significance of the Geneva Peace Agreement for Vietnam, Cambodia and Laos; the significance of the consequences of the failure to hold free elections in Vietnam in 1956
- sources, nature and development of the conflict in Vietnam from 1960
- the concepts of ‘containment’ and the ‘domino theory’ as applied to Vietnam and their impact on US policy making
- the nature of political, social, economic and military policies within South and North Vietnam and their consequences
- the nature and consequences of ‘infiltration’ from North into South Vietnam
- the nature and impact of growing US intervention in Indochina for both the US, the peoples of Indochina and the immediate region
- the commitment of US and Australian ground troops and the social, economic, political and military impact of their involvement for Indochina
- tactics and strategies adopted by the North Vietnamese army and the National Liberation Front (NLF) and the South Vietnamese and US responses to these
- the nature, impact and significance of anti-war movements
- regional and global impact of the spread of the war from Vietnam to Cambodia
- reasons for US withdrawal and the eventual defeat of the South Vietnamese forces
- the aims, nature and impact of Pol Pot’s regime over Democratic Kampuchea and the reasons for the invasion by Vietnam
- the economic, environmental and political repercussions of twenty years of war for Vietnam and Cambodia

2. Concepts to be studied in relation to the key features of the conflict in Indochina 1954–1979

- anti-communism
- communism
- decolonisation
- democracy
- imperialism

3. Groups to be studied in relation to key features of the conflict in Indochina 1954–1979

- the media
- nationalist leaders
- soldiers
- the Vietcong
- villagers of South Vietnam and Cambodia

4. The significant historiographical issues in relation to the study of the conflict in Indochina 1954–1979

- the variety of primary and secondary sources available for the study of the Conflict in Indochina 1954–1979
- the usefulness and reliability of the sources for investigating the study
- recognition of the different perspectives and interpretations offered by the sources

5. Events that provide a framework within which to examine key features, concepts and groups in the study of the conflict in Indochina 1954–1979

1954	French defeat at Dien Bien Phu Geneva Conference
1956	postponement of elections in Vietnam
1960	formation of the NLF and the beginning of its insurgency in South Vietnam
1963	overthrow of Diem
1964	Gulf of Tonkin incident
1965	commitment of US and Australian ground troops to Vietnam
1968	Tet offensive My Lai massacre commencement of the Paris Peace talks
1969	death of Ho Chi Minh
1970	confrontation at Kent State University US extends operations into Cambodia
1971	release of the Pentagon Papers
1973	defeat and withdrawal of US troops from Vietnam
1975	unification of Vietnam fall of Lon Nol regime in Cambodia
1979	Vietnamese victory over the Pol Pot regime.

Option G: Anglo-Irish Relations 1968–1998

Students learn about:

1. The key features of Anglo-Irish relations 1968–1998

- survey of the partition of Ireland, including the social, political and economic conditions from 1922 to 1968
- reasons for the rise of the civil rights movement and subsequent sectarian violence
- use of economic, social and political discrimination by the Stormont government against the Nationalist population
- intervention of the British army in Northern Ireland and its consequences
- the composition, aims and tactics of the Irish Republican Army (IRA) and Protestant militia groups
- growth and use of terror and violence in Northern Ireland from the late 1960s
- reasons for, and impact of, the spread of the IRA terrorist/military campaign to the British mainland
- consequences of British Government policies in Northern Ireland, Direct Rule, internment and the hunger strikes in the Maze prison
- the development of the peace movements and their impact upon Ireland and Britain
- the importance of the European Parliament for developments in Northern Ireland
- the changing roles and relationships of the Republic of Ireland with the governments of Northern Ireland and Britain
- the impact of changing and differing tactics, aims and policies within nationalist and loyalist organisations
- reasons for the ceasefire and commencement of the Peace Treaty
- differing attitudes towards, and implications of, the 1998 Peace Treaty

2. Concepts to be studied in relation to the key features of Anglo-Irish relations 1968–1998

- democracy
- imperialism
- nationalism
- sectarianism
- self-determination

3. Groups to be studied in relation to the key features of Anglo-Irish relations 1968–1998

- British Army
- Loyalist forces
- peacemakers
- political prisoners
- Provisional IRA (Provos)

4. Significant historiographical issues in relation to the study of Anglo-Irish relations 1968–1998

- the variety of primary and secondary sources available for the study of Anglo-Irish Relations 1968–1998
- the usefulness and reliability of the sources for investigating the study
- recognition of the different perspectives and interpretations offered by the sources

5. Events that provide a framework within which to examine key features, concepts and groups in the study of Anglo-Irish relations 1968–1998

- | | |
|-----------|--|
| 1968–1969 | Civil Rights Marches |
| 1969 | deployment of British troops |
| 1971 | establishment of Rev Ian Paisley's Democratic Unionist Party |
| 1972 | Birmingham pub bombing |
| 1972 | internment of civilians, Direct Rule from Britain commences |
| 1972 | Bloody Sunday |
| 1973 | the Sunningdale Agreement and power-sharing |
| 1976 | Women's Peace Movement founded |
| 1981 | death of hunger striker, Bobby Sands, in Maze prison |
| 1985 | Anglo-Irish Agreement |
| 1993 | Downing Street Declaration |
| 1994 | IRA and Loyalists commence a cease-fire
peace process commences |
| 1998 | signing of the Peace Treaty. |

10 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 for the HSC course
- 120 indicative hours are required to complete the course.

11 Post-school Opportunities

The study of Modern History Stage 6 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 Stage 6 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 in Vocational Education and Training (VET)

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 students of Modern History Stage 6 in relevant courses conducted by TAFE is described in the HSC/TAFE Credit Transfer Guide. This guide is produced by the Board of Studies 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 Stage 6. 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 Stage 6 so that the degree of recognition available can be determined.

12 Assessment and Reporting

12.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes.

In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Reporting refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

NSW Higher School Certificate results will be based on:

- **an assessment mark** submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examinations.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examinations and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

Standards Referencing and the HSC Examination

The Board of Studies will adopt a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate examination.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students — the *syllabus standards*
- the levels of achievement of the knowledge, skills and understanding — the *performance standards*.

Both *syllabus standards* and *performance standards* are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learned and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement on assessment and examination tasks.

12.2 Internal Assessment

The internal assessment mark submitted by the school will provide a summation of each student's achievements measured at points throughout the course. It should reflect the rank order of students and relative differences between students' achievements.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

The assessment components, weightings and areas of assessment to be applied to internal assessment are identified on page 77. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

12.3 External Examination

In Modern History Stage 6 the external examination is a written paper for external marking. The specifications for the examination in Modern History Stage 6 are on pages 79–80.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

12.4 Board Requirements for the Internal Assessment Mark In Board Developed Courses

For each course the Board requires schools to submit an assessment mark for each candidate.

The collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.

The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components, weightings and areas of assessment specified in the table on page 77.

Schools are required to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school must also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the HSC course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students
- ensure that students are aware that they can collect their Rank Order Advice at the end of the external examinations at their school.

12.5 Assessment Components, Weightings and Tasks

Preliminary Course

The suggested components, weightings and tasks for the Preliminary course are set out below.

Component	Weighting	Areas of Assessment
Part I Depth Study	80	Assessment should include: group work research oral source analysis examination/test items
Part II The World at the Beginning of the Twentieth Century	20	
Marks	100	

There should be a balance between the assessment of knowledge and understanding outcomes, skills outcomes and course content.

HSC Course

The internal assessment mark for Modern History Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments.

Component	Weighting	Areas of Assessment
Part I Core Study: World War I and its Aftermath 1914–1921	30	Assessment should include: oral 10 research 30 source analysis 20 examination/test items 40
Part II (a) National Study	20	
(b) One Individual in the context of the National Study	20	
Part III International Study in Peace and Conflict	30	
Marks	100	

There should be a balance between the assessment of knowledge and understanding, outcomes, skills outcomes and course content.

In designing an assessment program that maintains the weightings of each course component, the following distribution of areas of assessment should be observed:

Examination/test items — 40%

Non-examination test items — 60% comprising:

- Oral — 10%
- Research — 30%
- Source Analysis — 20%.

Teachers can use their discretion in determining the manner in which they allocate tasks within course components. It is suggested that 3–5 tasks are sufficient to assess the HSC course outcomes.

Guidelines for Areas of Assessment

The following guidelines may be useful for teachers in explaining each of the areas of assessment. It should be noted that these areas of assessment do not necessarily have to be discrete tasks. A single task may encompass more than one area of assessment, for example, an oral presentation may be based on a source analysis or the presentation of research may be in oral form.

Source analysis: the process of source analysis involves:

- comprehending sources
- locating details in sources
- comparing sources
- examining the purpose of the source, the author's motive, the audience and reliability of the source.

Students may be required to make written presentations based on the analysis of sources.

Research: the process of research involves:

- formulating or answering questions on a topic
- locating and organising information from a variety of sources (written, audiovisual, multimedia)
- evaluating the information and sources
- evaluating the methods used to obtain information
- organising and presenting information in appropriate, coherent and logical forms.

For this area of assessment all aspects of research should be assessed. Teachers may wish to monitor students' work by allocating marks on work in progress. Students' research may be submitted solely in written form or students may be required to make a formal oral presentation on some aspect of the task.

Oral: for this area of assessment students are required to make a formal oral presentation, which they prepare in advance.

12.6 HSC External Examination Specifications

Time allowed: 3 hours

Section I

(30 marks)

World War I and its Aftermath 1914–1921

- There will be THREE short-answer questions related to the source material provided:
 - Question 1 will require students to extract relevant information from some or all of the sources in context. This question may contain a number of parts.
 - Question 2 will require students to use at least two sources and apply their own knowledge to a historical issue.
 - Question 3 will require students to assess sources in terms of usefulness, reliability and/or perspectives.
- All questions will be compulsory.
- All questions will be of equal value.

Section II National Study

(40 marks)

- There will be sixteen questions, two for each National Study.
- All questions will be of equal value.
- Candidates must attempt both questions relating to their chosen National Study.
- The first question will be an extended response question on the National Study. It will offer an internal choice.
- The second question will have two parts – one for each individual in the context of the National Study. Candidates must attempt one part.
- Each part will have two short response sub-parts:
 - sub-part (i) will require a descriptive/narrative response
 - sub-part (ii) will require an analytical response.
- Each sub-part will be compulsory.
- Each sub-part will be of equal value.

Section III

(30 marks)

International Study in Peace and Conflict

- There will be SEVEN extended response questions, ONE for each International Study in Peace and Conflict.
- There will be an internal choice.
- All questions will be of equal value.
- Guidelines to assist students will be provided for each question.
- Candidates must attempt ONE question.

12.7 Summary of Internal and External Assessment

Internal Assessment	Weighting	External Assessment	Weighting
World War I and its Aftermath 1914–1921	30	A written examination consisting of three sections: World War I and its Aftermath 1914–1921	30
National Study	40	(All questions compulsory)	
International Study in Peace and Conflict	30	<ul style="list-style-type: none"> • Three short answer questions • All questions to be answered 	
In designing an assessment program that maintains the weightings of each course component the following distribution of areas of assessment should be observed:		National Study	40
source analysis	20%	(a)	
research	30%	<ul style="list-style-type: none"> • Two extended response essay questions for each national study • ONE to be answered 	
oral	10%	(b)	
examination/test items	40%	<ul style="list-style-type: none"> • Two short responses for each individual in the context of the National Study • BOTH questions to be answered for the individual chosen 	
		International Study in Peace and Conflict	30
		<ul style="list-style-type: none"> • TWO extended response essay questions for each international study in peace and conflict • ONE to be answered 	
Marks	100	Marks	100

12.8 Reporting Student Performance Against Standards

Student performance in an HSC course will be reported against standards on a course report. The course report includes a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an internal assessment mark and an examination mark. It will also show, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for Band 1) includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks will be determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

13 Glossary

content	the substance or subject matter to be studied by students in Stage 6 Modern History. Knowledge and understanding, skills, and values and attitudes are integrated into the syllabus content.
core study	the compulsory study undertaken by all students in Stage 6, by which Higher School Certificate performance scales are measured. In the case of Modern History Stage 6, World War I and Its Aftermath 1914–1921 has been designated as the core study.
depth studies	allow students to investigate the forces for political, social, economic and technological change in the modern world within different eighteenth, nineteenth and twentieth century historical contexts.
evidence	the information that tends to prove or disprove a conclusion. It can be used to establish the fact or point in question.
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.
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.
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.
source	any written or non-written materials that can be used to investigate the past. A source becomes 'evidence' (see above) when it is used to support or refute a viewpoint.