

**MODERN HISTORY
STAGE 6**

**DRAFT SYLLABUS FOR
CONSULTATION**

20 JULY – 31 AUGUST 2016

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CONTENTS

[THE BOSTES SYLLABUS DEVELOPMENT PROCESS](#)

[INTRODUCTION](#)

[MODERN HISTORY KEY](#)

[RATIONALE](#)

[THE PLACE OF THE MODERN HISTORY STAGE 6 DRAFT SYLLABUS IN THE K–12 CURRICULUM](#)

[AIM](#)

[OBJECTIVES](#)

[OUTCOMES](#)

[COURSE STRUCTURE AND REQUIREMENTS](#)

[ASSESSMENT](#)

[CONTENT](#)

[MODERN HISTORY YEAR 11 COURSE CONTENT](#)

[MODERN HISTORY YEAR 12 COURSE CONTENT](#)

[GLOSSARY](#)

THE BOSTES SYLLABUS DEVELOPMENT PROCESS

BOSTES began its syllabus development process for Stage 6 English, Mathematics, Science and History in 2014. This followed state and territory Education Ministers' endorsement of senior secondary Australian curriculum.

The development of the Stage 6 syllabuses involved expert writers and opportunities for consultation with teachers and other interest groups across NSW in order to receive the highest-quality advice across the education community.



A number of key matters at consultations were raised, including the need for the curriculum to cater for the diversity of learners, the broad range of students undertaking Stage 6 study in NSW, development of skills and capabilities for the future, school-based assessment and providing opportunities for assessing and reporting student achievement relevant for post-school pathways.

There was broad support that changes to curriculum and assessment would contribute to the reduction of student stress. BOSTES will continue to use NSW credentialling processes aligned with Stage 6 assessment and HSC examination structures.

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

ASSISTING RESPONDENTS

The following icons are used to assist respondents:

 for your information	This icon indicates general information that assists in reading or understanding the information contained in the document. Text introduced by this icon will not appear in the final syllabus.
 consult	This icon indicates material on which responses and views are sought through consultation.

CONSULTATION

The *Modern History Stage 6 Draft Syllabus* is accompanied by an online consultation [survey](#) on the BOSTES website. The purpose of the survey is to obtain detailed comments from individuals and systems/organisations on the syllabus. Please comment on both the strengths and the weaknesses of the draft syllabus. Feedback will be considered when the draft syllabus is revised.

The consultation period is from 20 July to 31 August 2016.

Written responses may be forwarded to:

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INTRODUCTION

STAGE 6 CURRICULUM

Board of Studies, Teaching and Educational Standards NSW (BOSTES) Stage 6 syllabuses have been developed to provide students with opportunities to further develop skills which will assist in the next stage of their lives, whether that is academic study, vocational education or employment.

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

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding, values 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.

The Stage 6 syllabuses reflect the principles of the BOSTES *K–10 Curriculum Framework and Statement of Equity Principles*, and the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008). The syllabuses build on the continuum of learning developed in the K–10 syllabuses.

The Stage 6 syllabuses provide a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for students to succeed in and beyond their schooling. In particular, the literacy and numeracy skills needed for future study, employment and life are provided in Stage 6 syllabuses in alignment with the *Australian Core Skills Framework (ACSF)*.

The syllabuses have considered agreed Australian curriculum content and included content that clarifies the scope and depth of learning in each subject.

Stage 6 syllabuses support a standards-referenced approach to assessment by detailing the essential knowledge, understanding, skills, values and attitudes students will develop and outlining clear standards of what students are expected to know and be able to do. In accordance with the *Statement of Equity Principles*, Stage 6 syllabuses take into account the diverse needs of all students. The syllabuses provide structures and processes by which teachers can provide continuity of study for all students.

DIVERSITY OF LEARNERS

NSW Stage 6 syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity including Students with special education needs, Gifted and talented students and Students learning English as an additional language or dialect (EAL/D).

STUDENTS WITH SPECIAL EDUCATION NEEDS

All students are entitled to participate in and progress through the curriculum. Schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with special education needs can access the Stage 6 outcomes and content in a range of ways. Students may engage with:

- syllabus outcomes and content with adjustments to teaching, learning and/or assessment activities
- selected outcomes and content appropriate to their learning needs
- selected Stage 6 Life Skills outcomes and content appropriate to their learning needs.

Decisions regarding adjustments should be made in the context of collaborative curriculum planning with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- Modern History
- Special education needs
- Life Skills.

GIFTED AND TALENTED STUDENTS

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students.

Generally, gifted students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness. Gifted and talented students may also possess learning difficulties and/or difficulties that should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents and students with reference to documents and advice available from BOSTES and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

STUDENTS LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of the Modern History Stage 6 syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

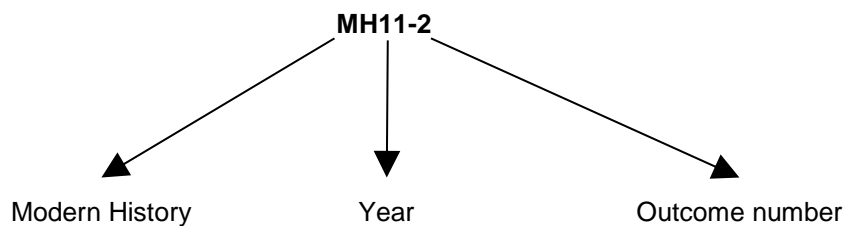
MODERN HISTORY KEY

The following codes and icons are used in the *Modern History Stage 6 Draft Syllabus*.

OUTCOME CODING

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

In the *Modern History Stage 6 Draft Syllabus*, outcome codes indicate the subject, Year and outcome number. For example:

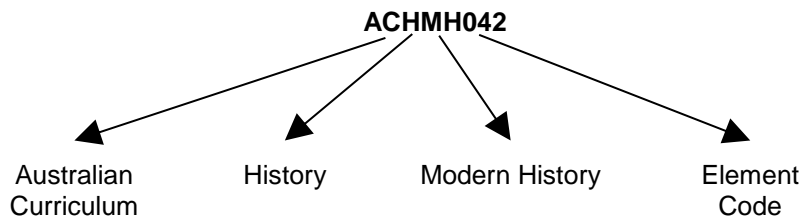


Outcome code	Interpretation
MH11-1	Modern History, Year 11 – Outcome number 1
MH12-4	Modern History, Year 12 – Outcome number 4
MH6LS-6	Modern History, Stage 6, Life Skills – Outcome number 6

CODING OF AUSTRALIAN CURRICULUM CONTENT

Australian curriculum content descriptions included in the syllabus are identified by an Australian curriculum code which appears in brackets at the end of each content description, for example:

The different forms of imperialism, including trade, exploitation of resources and strategic considerations (ACHMH042).



Where a number of content descriptions are jointly represented, all description codes are included, eg (ACHMH042, ACHMH044).


LEARNING ACROSS THE CURRICULUM ICONS

Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the *Modern History Stage 6 Draft Syllabus*.

Cross-curriculum priorities


 Aboriginal and Torres Strait Islander histories and cultures


 Asia and Australia's engagement with Asia

 Sustainability

General capabilities


 Critical and creative thinking


 Ethical understanding

 Information and communication technology capability


 Intercultural understanding


 Literacy

 Numeracy

 Personal and social capability

Other learning across the curriculum areas

 Civics and citizenship

 Difference and diversity

 Work and enterprise

RATIONALE



for your information

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

- why the subject exists
- the theoretical underpinnings
- what makes the subject distinctive
- why students would study the subject
- how it contributes to the purpose of the Stage 6 curriculum
- how it prepares students for post-school pathways.



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The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the world politically, culturally and socially. Modern History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that defined the modern world.

Modern History enables students to trace the historical background of contemporary issues and to identify the significance of individuals, ideas and events. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them.

The study of Modern History requires students to use historical concepts and skills in their investigation of people, ideas, movements, events and developments of the modern world within national, regional and global contexts. Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form and the distinctive characteristics of modern historical representation. Students are encouraged to discover, analyse and use evidence from a range of sources to construct and analyse historical accounts.


Modern History provides students with opportunities to satisfy their interest and curiosity about people and events that have had a significant impact on the modern world. It provides insight into the motivation and role of individuals and groups as well as the origin and impact of ideas and developments that have transformed societies. It enables students to acquire knowledge and to understand how knowledge is constructed. Modern History provides opportunities for students to explore historical problems, to pose their own questions and to create their own histories using the information technology available to them.

The Modern History syllabus continues to develop the historical skills and understandings taught in the History K–10 Syllabus. Students develop transferable skills associated with the process of historical inquiry and dealing with the nature of historical evidence and arguments. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. Students develop increasingly sophisticated historiographical skills and historical understanding, from


the close study of people and events to the analysis and interpretation of broader developments that have shaped the modern world.

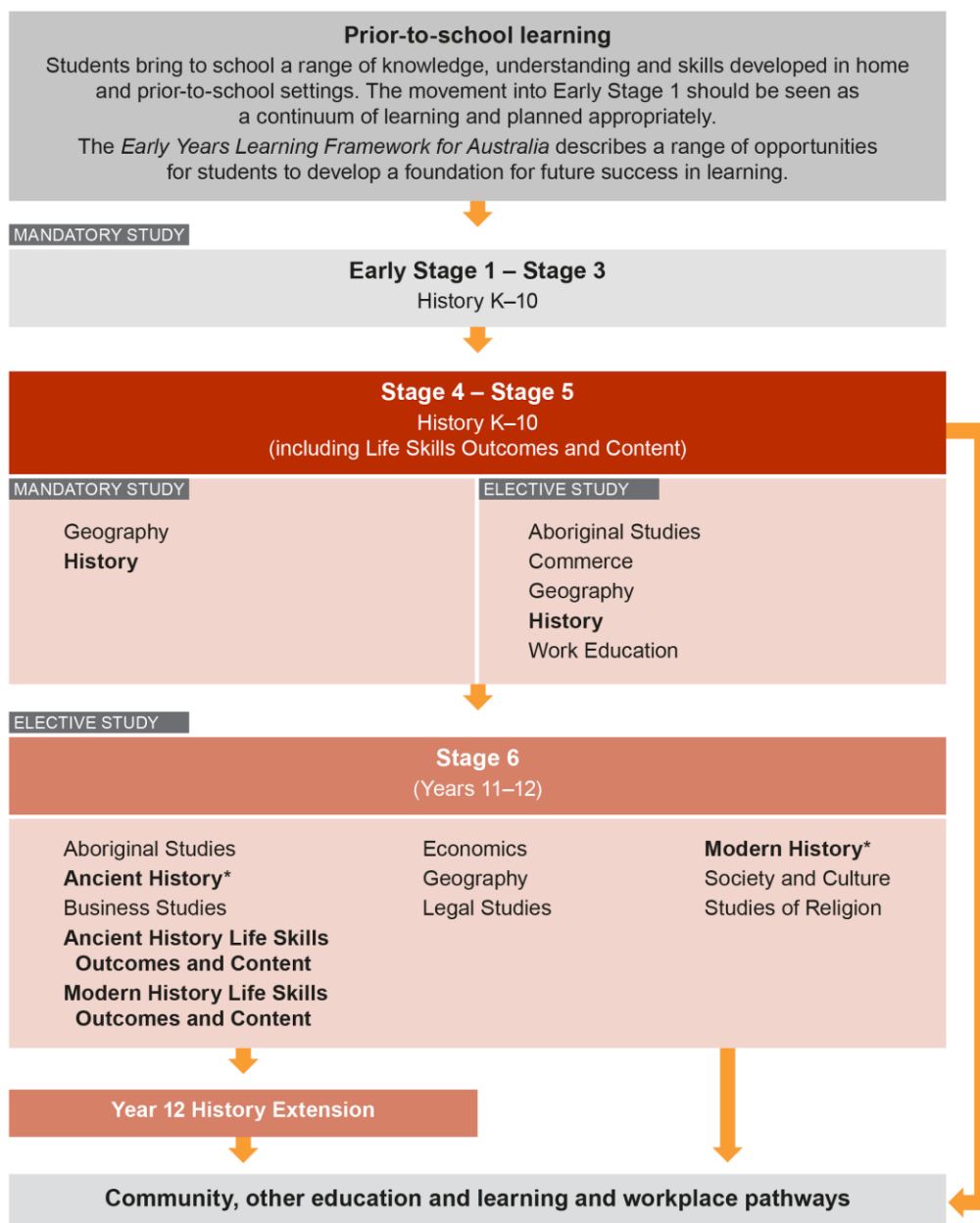
The skills, knowledge and understanding that students acquire through studying Modern History provide a firm foundation for further study; the world of work; informed, responsible and active citizenship; and lifelong learning. It fosters a critical and intelligent approach to understanding events and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

THE PLACE OF THE MODERN HISTORY STAGE 6 DRAFT SYLLABUS IN THE K–12 CURRICULUM

 for your information

NSW syllabuses include a diagram that illustrates how the syllabus relates to the learning pathways in K–12. This section places the Modern History Stage 6 syllabus in the K–12 curriculum as a whole.

 consult



* Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension. Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

AIM



for your information

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

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



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The study of Modern History in Stage 6 enables students to develop knowledge and understanding of the modern world, the skills of critical analysis and synthesis, and values and attitudes essential for an appreciation of the people, forces and ideas 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.

OBJECTIVES



for your information

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



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KNOWLEDGE AND UNDERSTANDING

Students:

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

SKILLS

Students:

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

VALUES AND ATTITUDES

Students:

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

OUTCOMES



for your information

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



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TABLE OF OBJECTIVES AND OUTCOMES – CONTINUUM OF LEARNING

KNOWLEDGE AND UNDERSTANDING

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

SKILLS

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

COURSE STRUCTURE AND REQUIREMENTS



for your information

The following provides an outline of the Year 11 and Year 12 course structure for the *Modern History Stage 6 Draft Syllabus* with indicative course hours and the arrangement of course content, along with outlining relationships between specific components and between core and options.



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	Modern History	Indicative hours
Year 11 course (120 indicative hours)	Investigating Modern History <ul style="list-style-type: none"> • The nature, methods and issues of Modern History • Case Studies 	60
	Historical Investigation	20
	The Shaping of the Modern World	40
Year 12 course (120 indicative hours)	Core: Power and Authority in the Modern World	30
	National Studies	30
	Peace and Conflict	30
	Change in the Modern World	30

Year 11 Course (120 indicative hours)

The Year 11 course is structured to provide students with opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as background for their Year 12 studies.

Students are required to study the three areas of the Year 11 course, as listed below.

1. Investigating Modern History – 60 indicative hours

- (a) The nature, methods and issues of Modern History
- (b) Case Studies

Students undertake:

- at least **TWO** options from ‘The nature, methods and issues of Modern History’ AND
- at least **TWO** case studies. Teachers may develop their own case studies.

ONE case study must be from Europe, North America or Australia.

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

The table in the ‘Investigating Modern History - Case Studies’ section of this syllabus provides case study options schools may wish to pursue.

Note: Each study should be a minimum of 10 indicative hours.

2. Historical Investigation – 20 indicative hours

The investigation can be integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or as part of a group.

The investigation must not overlap with or duplicate significantly any topic attempted in the Year 12 Modern History or History Extension courses.

Further detail on the investigation is provided within the Historical Investigation section of this syllabus.

3. The Shaping of the Modern World – 40 indicative hours

Students lay the foundations for their 20th-century studies by investigating forces and ideas that shaped the modern world and defined modernity.

At least **ONE** study from 'The Shaping of the Modern World' should be undertaken.

A range of possible studies is provided within 'The Shaping of the Modern World' section of this syllabus.

Year 12 Course – 120 indicative hours

The course comprises a study of:

Core Study: Power and Authority in the Modern World

ONE 'National Studies' topic

ONE 'Peace and Conflict' topic

ONE 'Change in the Modern World' topic

ASSESSMENT



for your information

The key purpose of assessment is to gather valid and useful information about student learning and achievement. It is an essential component of the teaching and learning cycle. School-based assessment provides opportunities to measure student achievement of outcomes in a more diverse way than the HSC examination.

BOSTES continues to promote a standards-referenced approach to assessing and reporting student achievement. Assessment for, as and of learning are important to guide future teaching and learning opportunities and to give students ongoing feedback. These approaches are used individually or together, formally or informally, to gather evidence of student achievement against standards. Assessment provides teachers with the information needed to make judgements about students' achievement of outcomes.

Ongoing stakeholder feedback, analysis of BOSTES examination data and information gathered about assessment practices in schools has indicated that school-based and external assessment requirements require review and clarification. The HSC Reforms outline changes to school-based and HSC assessment practices to:

- make assessment more manageable for students, teachers and schools
- maintain rigorous standards
- strengthen opportunities for deeper learning
- provide opportunities for students to respond to unseen questions, and apply knowledge, understanding and skills to encourage in-depth analysis
- support teachers to make consistent judgements about student achievement.

Students with special education needs

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the assessment activity. Schools can make decisions to offer adjustments to coursework and school-based assessment.

Life Skills

Students undertaking Years 11–12 Life Skills courses will study selected outcomes and content. Assessment activities should provide opportunities for students to demonstrate achievement in relation to the outcomes, and to apply their knowledge, understanding and skills to a range of situations or environments.

The following general descriptions have been provided for consistency. Further advice about assessment, including in support materials, will provide greater detail.

Assessment for Learning	<ul style="list-style-type: none"> enables teachers to use formal and informal assessment activities to gather evidence of how well students are learning teachers provide feedback to students to improve their learning evidence gathered can inform the directions for teaching and learning programs.
Assessment as Learning	<ul style="list-style-type: none"> occurs when students use self-assessment, peer-assessment and formal and informal teacher feedback to monitor and reflect on their own learning, consolidate their understanding and work towards learning goals.
Assessment of Learning	<ul style="list-style-type: none"> assists teachers to use evidence of student learning to assess student achievement against syllabus outcomes and standards at defined key points within a Year or Stage of learning.
Formal assessment	<ul style="list-style-type: none"> tasks which students undertake as part of the internal assessment program, for example a written examination, research task, oral presentation, performance or other practical task tasks appear in an assessment schedule and students are provided with sufficient written notification evidence is gathered by teachers to report on student achievement in relation to syllabus outcomes and standards, and may also be used for grading or ranking purposes.
Informal assessment	<ul style="list-style-type: none"> activities undertaken and anecdotal evidence gathered by the teacher throughout the learning process in a less prescribed manner, for example class discussion, questioning and observation used as part of the ongoing teaching and learning process to gather evidence and provide feedback to students can identify student strengths and areas for improvement.
Written examination	<ul style="list-style-type: none"> a task undertaken individually, under formal supervised conditions to gather evidence about student achievement in relation to knowledge, understanding and skills at a point in time, for example a half-yearly, yearly or trial HSC examination a task which may include one or more unseen questions or items, assessing a range of outcomes and content.



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Modern History Draft Assessment Requirements

The draft guidelines for school-based assessment provide specific advice about the number of formal assessment tasks, course components and weightings, and the nature of task types to be administered in Year 11 and Year 12.

The components and weightings for Year 11 and Year 12 are mandatory.

Year 11

- There will be 3 formal assessment tasks
- The maximum weighting for each formal assessment task is 40%
- One task may be a formal written examination
- One task must be an historical investigation with a weighting of 20–30%.

Component	Weighting %
Knowledge and understanding of course content	40
Historical skills in: <ul style="list-style-type: none"> • analysis, synthesis and evaluation of historical information from a variety of sources • evaluation of historical interpretations. 	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	100

Year 12

- There will be no more than 4 formal assessment tasks
- The maximum weighting for each formal assessment task is 40%
- One task may be a formal written examination, eg a trial HSC, with a maximum weighting of 25%
- One task must relate to the 'National Studies' topic selected with a weighting of 20–30%.

Component	Weighting %
Knowledge and understanding of course content	40
Historical skills in: <ul style="list-style-type: none"> • analysis, synthesis and evaluation of historical information from a variety of sources • evaluation of historical interpretations. 	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	100

Modern History Draft Examination Specifications

Sections
Section I – Power and Authority in the Modern World Part A - Objective and short response questions Part B - One extended response <i>Questions may include sources</i>
Section II – Peace and Conflict One short response question and one extended response question for each topic <i>The extended response question will be based on an historical interpretation</i>
Section III – Change in the Modern World One question for each topic made up of parts <i>Questions may include sources</i>

HSC examination specifications will be reviewed following finalisation of syllabuses.

Updated assessment and reporting advice will be provided when syllabuses are released.

The Assessment Certification Examination website will be updated to align with the new syllabus implementation timeline.

CONTENT

For Kindergarten to Year 12 courses of study and educational programs are based on the outcomes and content of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for each Year. In considering the intended learning, teachers will make decisions about the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully transition to their selected post-school pathway.

LEARNING ACROSS THE CURRICULUM



for your information

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

BOSTES has described learning across the curriculum areas that are to be included in syllabuses. In Stage 6 syllabuses, the identified areas will be embedded in the descriptions of content and identified by icons. Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the BOSTES *Statement of Equity Principles*, the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008) and in the Australian Government's *Core Skills for Work Developmental Framework* (2013).

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

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

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability ♻️

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

The general capabilities are:

- Critical and creative thinking 🧠
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 🧑

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

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



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Aboriginal and Torres Strait Islander histories and cultures 🖐️

Aboriginal and Torres Strait Islander histories and cultures includes the study of ideas that have influenced movements for change, the progress towards recognition and equality for Aboriginal and Torres Strait Islander peoples, and the focus of continued efforts. In the study of Modern History this understanding is deepened through the study of other indigenous peoples and through the exploration of their interaction with others.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures teachers are encouraged to consider involving local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications.

Asia and Australia's engagement with Asia 🌐

Asia and Australia's engagement with Asia includes the paths of development taken by Asian nations (and how they differ from the European experience), the distinctive and changing character of Asia, the growing influence of Asia in the world, and how Australia's engagement with Asia in the modern period has changed over time – culturally, economically and politically.

Sustainability 🌱

Sustainability provides opportunities to study of the effects of developments such as the Industrial Revolution on the environment, the anti-nuclear movement, and movements for environmental sustainability in the modern period.

Critical and creative thinking ✨

Critical and creative thinking is integral to the historical inquiry process. There are opportunities for students to delve deeply and broadly into the implications of any missing or questionable information in their investigation of historical topics. The demands of historical inquiry include the ability to pose intelligent questions, interrogate, select and cross-reference sources, and develop interpretations based on an assessment of the evidence and reasoning. Students identify possible weaknesses in their own positions, and analyse, evaluate and synthesise alternative interpretations and representations of the past.

Ethical understanding

Ethical understanding provides opportunities for students to explore and understand the diverse perspectives and circumstances that shaped the actions and possible motivations of people in the past compared with those of today. Students have opportunities both independently and collaboratively to explore the values, beliefs and principles that were the basis for the judgements and actions of people in the past.

Information and communication technology capability

Information and Communication Technology (ICT) capability is important in the inquiry process, particularly in relation to investigation, analysis and communication. Students use digital tools and strategies to locate, access, process and analyse information. They use ICT skills and understandings to investigate and identify the provenance and credibility of evidence and to communicate historical information. Students have opportunities to scrutinise websites and the interpretations and representations of the past they convey, including how and why such sites are constructed, the audiences they serve and their goals in, for example, commemoration, preservation, education, scholarship. They develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the historical inquiry process.

Intercultural understanding

Intercultural understanding is a vital part of historical learning in Modern History. Students explore the different beliefs and values of a range of cultural groups and develop an appreciation of the diversity in the modern period. They have opportunities to develop an understanding of the nature, causes and consequences of conflict, dispossession and interdependence. Students develop an understanding of different contemporary perspectives, the historical contexts for those perspectives, their historical influence on the relationships between different groups within society, and how they contribute to individual and group actions in the contemporary world.

Literacy

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

Numeracy

Numeracy is useful in the historical inquiry process, which requires students to recognise patterns and relationships chronologically and spatially through the use of scaled timelines and maps. Students have opportunities to support their views with data, some of which is numerical in nature. They develop numeracy capability when they analyse, interpret and draw conclusions from statistical information, for example in relation to change over time.

Personal and social capability

Personal and social capability skills are developed and practised in Modern History by students enhancing their communication skills and participating in teamwork. Students have opportunities to work both collaboratively in teams and also independently as part of their learning and research in Modern History. Students develop advanced research and presentation skills to express and justify their views effectively to others. Through the study of individuals and groups in the past and their source work in particular, students will be provided with an opportunity to develop their ability to appreciate the perspectives and experiences of others through the practice of empathy. Students develop increasing social awareness through the study of relationships between individuals and diverse social groups in the modern world.

Civics and citizenship

In Modern History, students have the opportunity to study the development of political institutions across the world as part of their learning and research. They learn about contested power and authority within and between nations and develop increasing social and political awareness. This promotes students' participation in Australia's democracy by equipping them with the knowledge, skills, values and dispositions of active and informed citizenship.

Difference and diversity

Modern History is well placed to develop students' knowledge and understanding about the difference and diversity amongst peoples across time and space. Students learn to identify and empathise with the varying perspectives of individuals and groups over time and attempt to understand the actions, values, attitudes and motives of people from the past. This focus on difference and diversity provides students with the opportunity to explore similarities and differences between today and the past. Such an approach enables students to investigate the circumstances of those whom society has marginalised because of their beliefs, gender, race and socioeconomic status.

Work and enterprise

In Modern History there are opportunities to investigate and examine the living and working conditions of the people of the past and their experience under changing social, economic and technological developments. Students are enabled to understand how their own rights and responsibilities in the contemporary workplace have been achieved in the context of earlier generations' struggles for rights and freedoms through contested struggles over power and authority in the political, economic and social settings in different societies and nations.

ORGANISATION OF CONTENT

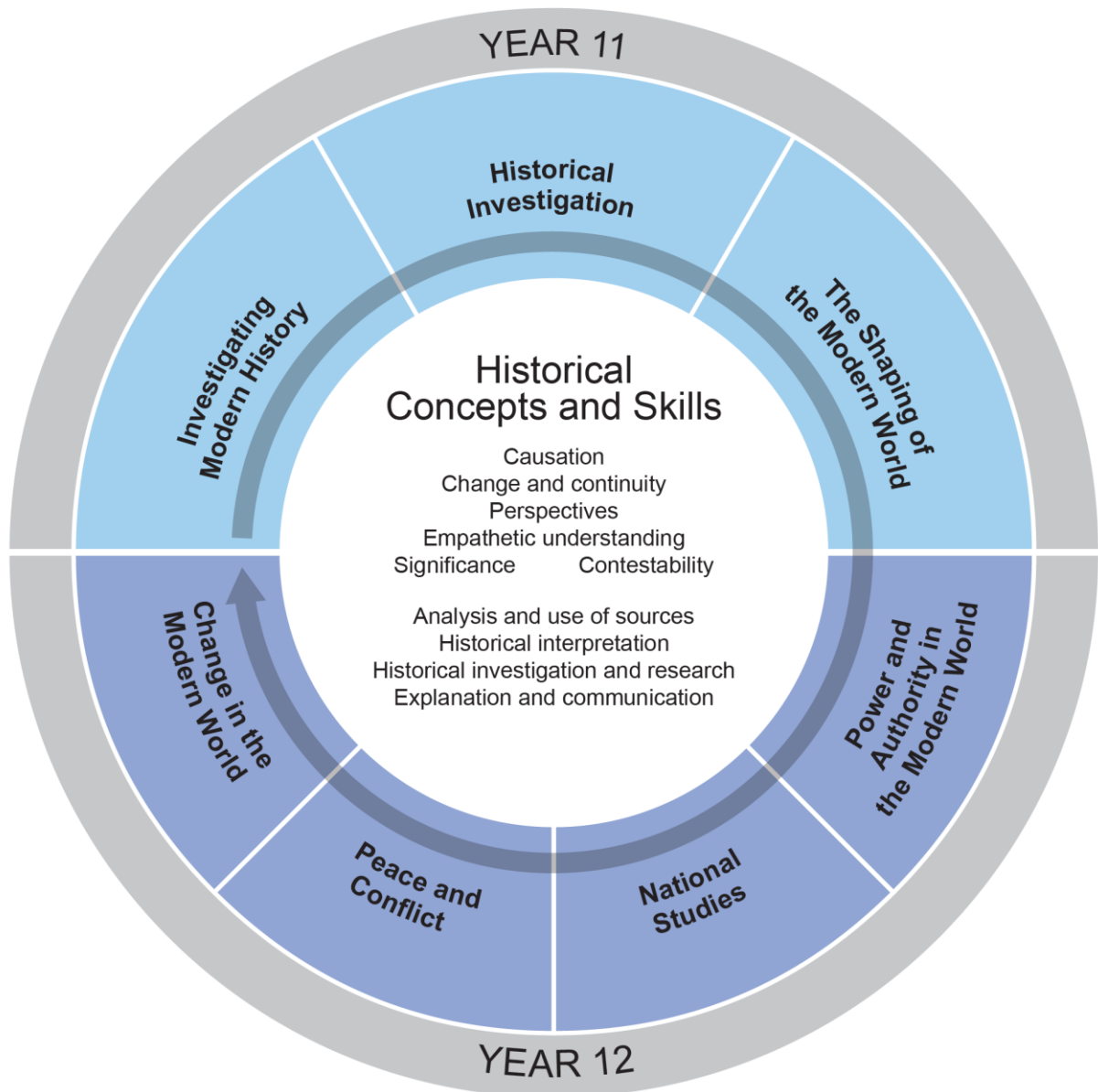


for your information

The following provides a diagrammatic representation of the relationships between syllabus content.



consult



MODERN HISTORY YEAR 11 COURSE CONTENT



consult

The Year 11 course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the 18th century to the present using the methods of historical inquiry.

	Modern History	Indicative hours
Year 11 course (120 indicative hours)	Investigating Modern History <ul style="list-style-type: none"> • The nature, methods and issues of Modern History • Case Studies 	60
	Historical Investigation	20
	The Shaping of the Modern World	40

Students are required to study all three sections of the course. The 'Historical concepts and skills' content is to be integrated throughout the course. The case studies and topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

The course comprises the following sections:

Investigating Modern History – 60 indicative hours

- (a) The nature, methods and issues of Modern History
- (b) Case Studies

Students undertake:

- at least **TWO** options from 'The nature, methods and issues of Modern History' AND
- at least **TWO** case studies. Teachers may develop their own case studies.

ONE case study must be from Europe, North America or Australia.

ONE case study must be from Asia, the Pacific, Africa, the Middle East, Central/South America.

The table in the 'Investigating Modern History – Case Studies' section of this syllabus provides case study options schools may wish to pursue.

Case studies must not overlap with or duplicate significantly any topic attempted in the Year 12 Modern History or History Extension courses.

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

Case studies in the Year 11 course are intended to provide students with opportunities to:

- study the various ways historians investigate and construct the past, the types of questions they ask, the explanations they give, the issues they raise
- question, analyse and interpret sources.

Case studies provide an historical context within which students can learn about relevant methods and issues.

Note: Each study should be a minimum of 10 indicative hours.

Historical Investigation – 20 indicative hours

The investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest. The investigation can be integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or as part of a group.

The investigation must not overlap with or duplicate significantly any topic attempted in the Year 12 Modern History or History Extension courses.

Further detail on the investigation is provided within the 'Historical Investigation' section of this syllabus.

The Shaping of the Modern World – 40 indicative hours




At least **ONE** study from 'The Shaping of the Modern World' should be undertaken.





A range of possible studies is provided within 'The Shaping of the Modern World' section of this syllabus.




HISTORICAL CONCEPTS AND SKILLS




The following are to be integrated with the content of the course.

Analysis and use of sources

Use the context, purpose, origin and audience of sources to identify their meaning at the time and their value in an historical inquiry (ACHMH007)   



Analyse and account for the different perspectives of individuals and groups in the past as revealed in a range of sources (ACHMH010)    

Analyse, interpret and synthesise evidence from different types of sources to make reasoned claims (ACHMH008)   

Evaluate the contestability of sources and their reliability and usefulness for a particular historical question or inquiry (ACHMH009)   

Historical interpretation




Analyse the extent and nature of continuity and change over time (ACHMH001)  

Identify and prioritise varying causes to develop historical arguments about causation (ACHMH001)  

Form judgements about historical significance, recognising that significance may be attributed in different ways and for different purposes    


Analyse problems of historical interpretation (ACHMH011)   



Evaluate critically different historical interpretations of the past (ACHMH011)    

Evaluate contested views about the past, including contemporary perspectives (ACHMH012)   




Historical investigation and research





Frame questions to guide historical inquiry and develop a coherent research plan (ACHMH004) 

Develop, test and modify interpretations in the process of historical inquiry (ACHMH003) 

Identify, analyse, organise and synthesise relevant information from a range of sources (ACHMH005)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, that are substantiated with relevant evidence from sources (ACHMH013)   

Communicate historical understanding in forms appropriate to purpose and audience, by selecting and using historical knowledge, concepts and terms (ACHMH014)    

Acknowledge sources as appropriate within historical accounts and arguments (ACHMH015)  

INVESTIGATING MODERN HISTORY – THE NATURE, METHODS AND ISSUES OF MODERN HISTORY (60 INDICATIVE HOURS)

OUTCOMES

A student:

- > describes contemporary methods and issues involved in the investigation of modern history MH11-1
- > analyses and interprets different types of sources for evidence to support an historical account or argument MH11-6
- > identifies and accounts for differing interpretations and representations of the past MH11-7
- > communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH11-9

Related Life Skills outcomes: MH6LS-1, MH6LS-3, MH6LS-6, MH6LS-7, MH6LS-8, MH6LS-10

CONTENT FOCUS

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

Students investigate at least **TWO** of the following:




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





The studies selected must address the outcomes listed above.




HISTORICAL CONCEPTS AND SKILLS




The following are to be integrated with the study of 'Investigating Modern History'.

Analysis and use of sources



Use the context, purpose, origin and audience of sources to identify their meaning at the time and their value in an historical inquiry (ACHMH007)   



Analyse and account for the different perspectives of individuals and groups in the past as revealed in a range of sources (ACHMH010)    


Analyse, interpret and synthesise evidence from different types of sources to make reasoned claims (ACHMH008)   

Evaluate the contestability of sources and their reliability and usefulness for a particular historical question or inquiry (ACHMH009)   

Historical interpretation




Analyse the extent and nature of continuity and change over time (ACHMH001)  

Identify and prioritise varying causes to develop historical arguments about causation (ACHMH001)  

Form judgements about historical significance, recognising that significance may be attributed in different ways and for different purposes    

Analyse problems of historical interpretation (ACHMH011)   



Evaluate critically different historical interpretations of the past (ACHMH011)    

Evaluate contested views about the past, including contemporary perspectives (ACHMH012)   




Historical investigation and research





Frame questions to guide historical inquiry and develop a coherent research plan (ACHMH004) 

Develop, test and modify interpretations in the process of historical inquiry (ACHMH003) 

Identify, analyse, organise and synthesise relevant information from a range of sources (ACHMH005)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, that are substantiated with relevant evidence from sources (ACHMH013)   

Communicate historical understanding in forms appropriate to purpose and audience, by selecting and using historical knowledge, concepts and terms (ACHMH014)    

Acknowledge sources as appropriate within historical accounts and arguments (ACHMH015)  






1. THE INVESTIGATION OF HISTORIC SITES AND SOURCES

CONTENT FOCUS

Students investigate the significance of historic sites and sources, including the contribution of science, in developing our understanding of the past.

CONTENT

Students investigate:

- the nature, range and importance of archives to historians of modern history and the digitisation of archival records  
- the reconstruction of historical sites and site chronology using evidence 
- the contribution of archaeological and scientific techniques in the investigation of the past, including site surveys, excavation, forensic examination, DNA analysis and exhumation (ACHMH008) 
- the contribution of historic sites and oral testimony to an understanding of events, developments and life in the past (ACHMH008) 

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

2. THE CONTESTABILITY OF SOURCES

CONTENT FOCUS

Students investigate the problems relating to the contestability of sources available to historians.

CONTENT

Students investigate:

- how historians test hypotheses about the past through the corroboration of sources 🗝️ ⚙️ ⚖️
- problems associated with the evaluation of sources: authenticity; and reliability and usefulness for particular historical inquiries
- the importance of understanding the historical context in the interpretation of sources (ACHMH011) 🗝️ ⚙️ ⚖️ 🌐
- the role of sources and evidence in the evaluation of different theories about the past 🗝️ ⚙️ ⚖️ 🌐

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

3. THE CONSTRUCTION OF MODERN HISTORIES

CONTENT FOCUS

Students investigate the methods and issues associated with constructing accounts about the past.

CONTENT

Students investigate:

- an overview of different types of histories, including narrative history, biography, social and cultural history 🗑️🌐
- the role of evidence, interpretation and perspective in the construction of historical accounts ⚙️🌐
- problems associated with the construction of modern histories: the abundance of documentary material, the incomplete nature of evidence and political controls on access to source materials, including classified records 🗑️⚙️📄📺🌐
- the role of selectivity, emphasis and omission in the construction of historical accounts ⚙️📄🌐

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

4. HISTORY AND MEMORY

CONTENT FOCUS

Students investigate the methods and issues associated with the expression of memories about the past.

CONTENT

Students investigate:

- the nature of history compared to memoir, including oral accounts and national ceremonies 🗣️🌐
- the contribution of oral history to our understanding of the past 🗣️⚙️⚖️🌐★
- the tensions between national memory and different perspectives on the past 🗣️⚙️⚖️🌐
- an example of how memory can turn into myth
- the variety of expressions of collective memory and a critical examination of an expression of memory as reflected through a film, monument, statue or oral account ⚙️⚖️

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

5. THE REPRESENTATION AND COMMEMORATION OF THE PAST

CONTENT FOCUS

Students investigate the ways in which the past is represented and commemorated.

CONTENT

Students investigate:

- the public nature of history and the uses of history 🌐
- how history is represented through ONE of the following: memorials, museums, the media, film, documentaries and online 🖱️ ⚖️ 🌐
- the need for critical analysis of representations of the past and historical methods that can be used for this purpose 🖱️
- the various ways the past is commemorated, including the role of nationalism and nation-building ⚖️ 🌐 🗳️

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

INVESTIGATING MODERN HISTORY – CASE STUDIES

OUTCOMES

A student:

- > describes contemporary methods and issues involved in the investigation of modern history MH11-1
- > explains historical features, events and developments of the modern world and how they shaped the past MH11-2
- > describes the different perspectives of individuals and groups and their role in events and developments MH11-3
- > assesses the significance of historical features, people, ideas, movements, events and developments in the modern world MH11-4
- > analyses relevant historical sources and issues in the investigation of the modern past MH11-5
- > analyses and interprets different types of sources for evidence to support an historical account or argument MH11-6
- > identifies and accounts for differing interpretations and representations of the past MH11-7
- > plans and conducts historical investigations and presents reasoned conclusions using evidence MH11-8
- > communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH11-9

Related Life Skills outcomes: MH6LS-1, MH6LS-3, MH6LS-4, MH6LS-5, MH6LS-6, MH6LS-7, MH6LS-8, MH6LS-9, MH6LS-10

CONTENT FOCUS

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

Students study **TWO** case studies, choosing **ONE** from List A and **ONE** from List B. Teachers may develop their own case studies.

List A: Examples of case studies from Europe, North America, Australia	List B: Examples of case studies from Asia, the Pacific, Africa, the Middle East, Central/South America
A1. People and events post-World War II A2. People who changed Australia A3. The decline and fall of the Romanov dynasty A4. The Environment Movement 1960s–1970s A5. The Suffragette Movement A6. The Trans-Atlantic slave trade A7. The Women’s Movement 1960s–1970s	B1. Exploration and settlement in the Pacific B2. The Cuban Revolution and its impact in Latin America B3. The British in India and Mahatma Gandhi B4. The making of modern South Africa 1890–1910 B5. The Meiji Restoration B6. The survival of Tibet in the modern world

The studies selected must address the outcomes listed above.

Case studies must not overlap with or duplicate significantly any topic attempted in the Year 12 Modern History or History Extension courses.

Teacher-developed case studies must include the aspects of study identified in the following framework:

- methods of investigating the modern past as relevant
- key historical features and issues
- the role of individuals and groups in their historical context
- key events, their causes and how they shaped the past
- the impact of the events on the history of an individual nation, region and/or the world as a whole.

A1: PEOPLE AND EVENTS POST-WORLD WAR II

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine people and events post-World War II.

CONTENT

Students investigate:

- the emergence of Western societies from the impact of World War II and people's reactions to the end of the war
- the nature of post-World War II reconstruction in Australia, Great Britain and the United States, including the nature of economic and social change (ACHMH125) ⚙️
- the impact of changing technology on everyday life in post-war Australia: housing, home appliances, transport and communications ⚙️ 📺
- people's changing awareness of, and involvement in, social and political issues ⚙️
- reactions to key events of the post-war period, for example the Petrov Affair, the Vietnam War, March on Washington, Landing on the Moon, the Fall of the Berlin Wall 📺
- the contribution of music in raising awareness of social issues in the post-war period, for example in relation to civil rights, peace and environment movements 📺
- the role of a key individual or group in the post-war period such as John Lennon, the Beatles, Yothu Yindi
- a relevant historical problem or issue ⚙️ 🌐

A2: PEOPLE WHO CHANGED AUSTRALIA

CONTENT FOCUS

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

CONTENT

Students investigate:

- the nature of relations between Aboriginal and non-Aboriginal peoples in Australia at the turn of the 20th century, including the status and rights of Aboriginal peoples in the Australian Constitution in 1901 🇺🇸 ⚙️ ⚖️ 🌐 🗳️ 🗳️ 🗳️
- the development of the modern Aboriginal political movement, including the founding of the Australian Aboriginal Progressive Association, the Day of Mourning 1938 and the influence of William Cooper and Pearl Gibbs 🇺🇸 ⚖️ 🌐 🗳️ 🗳️ 🗳️
- the contribution of Charles Perkins in raising awareness of discrimination towards Aboriginal peoples and achieving advances for Aboriginal peoples 🇺🇸 ⚖️ 🌐 🗳️ 🗳️ 🗳️
- the motivations and role of Faith Bandler in the 1967 Referendum and her contribution in changing views towards human rights and social justice issues 🇺🇸 ⚖️ 🌐 🗳️ 🗳️ 🗳️
- the role of Eddie Mabo in campaigning for Aboriginal and Torres Strait Islander land and sea rights and the implications of the Native Title decision 1992 🇺🇸 ⚖️ 🌐 🗳️ 🗳️ 🗳️
- attitudes towards the historical experiences and rights of Aboriginal and Torres Strait Islander peoples at the end of the 20th century, including movements towards reconciliation 🇺🇸 ⚙️ ⚖️ 🌐 🗳️ 🗳️ 🗳️
- a relevant historical problem or issue ⚙️ 🌐

A3: THE DECLINE AND FALL OF THE ROMANOV DYNASTY

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the decline and fall of the Romanov dynasty.

CONTENT

Students investigate:

- the sources of Russian imperial history, including archives and memoirs 📖
- origins and nature of the Russian Empire
- the Romanov empire at the time of Nicholas II, including political, economic and social grievances
- the role of Nicholas II as autocrat ⚙️ 🌐 🏰
- the role of World War I in the collapse of the Romanov dynasty ⚙️ 🌐
- the transfer of power from the Romanov regime to the Provisional Government
- a relevant historical problem or issue: eg execution of the Romanovs, the role of ethnic minorities in the Russian empire under Nicholas II ⚙️

A4: THE ENVIRONMENT MOVEMENT 1960s–1970s

CONTENT FOCUS

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

CONTENT

Students investigate:

- early awareness and the first environmental protection societies ✦ ⚖️ 🌍 🌿
- the significance of Rachel Carson's work, including *Silent Spring*
- the Wilderness Preservation Act and the National Wilderness Preservation System, 1964 ✦
- the impact of Earth Day 1970 ✦
- Club of Rome and responses to *The Limits to Growth*, 1972
- the significance of the United Nations Conference on the Human Environment in Stockholm, 1972 and the role of Indira Gandhi ⚖️
- the formation and achievements of Environmental Protection Agencies ✦
- case study of an environmental group or campaign, eg Lake Pedder, Franklin Dam, Green Bans ✦ ⚙️ ⚖️ 🌿
- a relevant historical problem or issue ⚙️

A5: THE SUFFRAGETTE MOVEMENT

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the Suffragette Movement.

CONTENT

Students investigate:

- social and political roles of women in 19th-century Britain, the United States or Australia ⚙️ ⚖️ 🌐
- aims and tactics of the Suffragette Movement ⚖️ ⚙️
- the various responses to those who campaigned for the right to vote 🌐
- political and social gains of the movement by the end of World War I ⚙️ ⚖️ 🌐
- the impact of World War I on the progress of the movement
- the role of Emmeline Pankhurst ⚙️ 🌐 🗳️
- the legacy of the Suffragette Movement ⚖️ 🌐 🗳️
- a relevant historical problem or issue ⚙️

A6: THE TRANS-ATLANTIC SLAVE TRADE

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the Trans-Atlantic slave trade.

CONTENT

Students investigate:

- the slave trade as an aspect of Western imperial and economic expansion in both Africa and America 🌐 🌍 🌎
- the motivations for the trading in slaves 🌐 🌍
- the nature of the slave trade in Africa and the treatment of slaves compared to the 'New World' 🌐 🌍
- the economic, social and political impact of the slave trade on the slaves and on the slave-owning classes 🌐 🌍
- the role of the plantation owners in the slave trade 🌐 🌍
- anti-slavery campaigns that led to the abolition of the slave trade 🌐 🌍
- a relevant historical problem or issue 🌐

A7: THE WOMEN'S MOVEMENT 1960s–1970s

CONTENT FOCUS

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

CONTENT

Students investigate:

- the legal and political entitlements of women in Western societies, for example the United States, Australia, New Zealand, Great Britain and France at the start of the 20th century (ACHMH062) 🌐
- ✚
- the significance of World Wars I and II for women and the effect of international agreements (ACHMH064) 🌐
- the contribution of Betty Friedan on the changing nature of women's demands (ACHMH065) 🗳️
- post-war economic and technological improvements that changed women's lives: new technologies in the home, the rise of consumerism (ACHMH066) ⚙️
- post-war changes in social conditions affecting women, for example birth control with the introduction of the contraceptive pill, improved pay and employment opportunities, affirmative action, campaigns against violence, war and discrimination (ACHMH067) ⚙️ 🌐
- the achievements and legacies of women's movements (ACHMH069) ⚙️ 🌐
- a relevant historical problem or issue ⚙️

B1: EXPLORATION AND SETTLEMENT IN THE PACIFIC

CONTENT FOCUS

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

CONTENT

Students investigate:

- origins and nature of the Age of Discovery and advances in sailing and navigation to the 18th century 🗺️ 🌐
- European exploration and settlement of the Pacific, including Magellan and Drake
- the Spanish Manila-Acapulco Transpacific Trade Route, 1564
- Dutch and Portuguese settlements in the Western Pacific
- Anglo-French rivalries and reasons for voyages of 'scientific discovery' to the South Pacific, including Cook, de Bougainville and Lapérouse 🗺️ 🌐 🗺️
- the mutiny on the Bounty and the settlement on Pitcairn Island 🌐
- the discovery of Norfolk Island and the changing nature of settlement over time
- a relevant historical problem or issue, eg Norfolk Island's relationship with Australia 🗺️

B2: THE CUBAN REVOLUTION AND ITS IMPACT IN LATIN AMERICA

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the Cuban Revolution and its impact in Latin America.

CONTENT

Students investigate:

- political, economic and social conditions in Cuba under President Batista 🌐
- causes of the revolution in Cuba ⚙️ ⚖️ 🌐
- the nature and course of the revolution: the creation of the communist state and relations with the USA ⚙️ 🌐
- ideology of Fidel Castro and Che Guevara and their influence across Latin America ⚙️ ⚖️ 🌐
- nature of guerrilla warfare and the activities of revolutionaries 🌐
- aftermath of the revolution 🌐
- international reactions and foreign policy ⚙️ ⚖️ 🌐
- a relevant historical problem or issue ⚙️

B3: THE BRITISH IN INDIA AND MAHATMA GANDHI

CONTENT FOCUS

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

CONTENT

Students investigate:

- the background and early years of Gandhi
- Gandhi's Jain pacifist beliefs 🌐
- civil rights activism in South Africa ⚖️
- Gandhi, India and World War I 🌐
- the nature of British rule in India and Gandhi's relationship with the British ⚙️ ⚖️ 🌐
- the Salt March, Quit India and the tactics of nonviolent non-cooperation ⚙️ 🌐
- Gandhi's response to the British partition plan ⚖️ 🌐 🏛️
- the influence of Gandhi on political independence and civil rights movements since his death ⚙️ ⚖️ 🌐
- a relevant historical problem or issue ⚙️

B4: THE MAKING OF MODERN SOUTH AFRICA 1890–1910

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the making of modern South Africa 1890–1910.

CONTENT

Students investigate:

- British colonies, the Boer Republic and African kingdoms c.1890 🗝️ ⚖️ 🌐
- the discovery of diamonds and gold, and the transformation of the Veld by African labour ⚖️ 🌐
- the nature of race relations in South Africa 🗝️ ⚖️ 🌐
- causes, course and consequences of the South African War (Boer War) 1899–1902 ⚖️ 🌐
- creation of the Union of South Africa and its racial compromises 🗝️ ⚖️ 🌐
- a relevant historical problem or issue ⚙️

B5: THE MEIJI RESTORATION

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the Meiji Restoration.

CONTENT

Students investigate:

- key developments that allowed modernisation to take place in Japan, for example the decline of the *bakufu*, the changed role of the samurai and the arrival of the 'Black Ships' and Commodore Perry 🏰 🌐
- 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 🌐
- the significance of the Meiji Restoration in Japan, Asia and the reactions of the West ⚙️ ⚖️ 🌐
- a relevant historical problem or issue ⚙️

B6: THE SURVIVAL OF TIBET IN THE MODERN WORLD

CONTENT FOCUS

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

CONTENT

Students investigate:

- the assertion of Chinese influence in Tibet under Mao Zedong 🌐 ⚙️ 🌐
 - China's hegemony in the immediate region and different perspectives of this position 🌐 ⚙️ 🌐
 - the conflict between the Tibetan resistance and China: the 1959 Tibetan Uprising 🌐 ⚙️ ⚖️ 🌐
 - the impact of the Cultural Revolution on Tibet 🌐 ⚙️ 🌐
 - international responses to the political situation in Tibet 🌐 🌐
 - social, cultural and political factors and the move to Tibetan independence 🌐 ⚙️ ⚖️ 🌐
 - the roles of key individuals in promoting Tibetan independence, eg the Dalai Lama 🌐 🙏
 - a relevant historical problem or issue, eg the impact of the Chinese occupation of Tibet 🌐 ⚙️ ⚖️
- 🌐

HISTORICAL INVESTIGATION (20 INDICATIVE HOURS)

OUTCOMES

A student:

- > describes contemporary methods and issues involved in the investigation of modern history MH11-1
- > explains historical features, events and developments of the modern world and how they shaped the past MH11-2
- > describes the different perspectives of individuals and groups and their role in events and developments MH11-3
- > assesses the significance of historical features, people, ideas, movements, events and developments in the modern world MH11-4
- > analyses relevant historical sources and issues in the investigation of the modern past MH11-5
- > analyses and interprets different types of sources for evidence to support an historical account or argument MH11-6
- > identifies and accounts for differing interpretations and representations of the past MH11-7
- > plans and conducts historical investigations and presents reasoned conclusions using evidence MH11-8
- > communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH11-9

Related Life Skills outcomes: MH6LS-1, MH6LS-3, MH6LS-4, MH6LS-5, MH6LS-6, MH6LS-7, MH6LS-8, MH6LS-9, MH6LS-10

CONTENT FOCUS

Students engage in ONE historical investigation, through which they further develop their skills.

The historical investigation is designed to provide opportunities for all students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process. The outcomes addressed in the investigation build on those in the History Years 7–10 syllabus. Modern History students will access the Year 11 outcomes at different levels depending on their previous experiences and abilities. The investigation also provides the context for a practical application of the general capabilities.

The historical investigation should extend a particular area of individual student or group interest. The investigation can be integrated into any aspect of the Year 11 course and need not be completed as one project.

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

Possible historical investigations include:

- aspects of society as revealed through sources
- the causes and impacts of an historical event
- the significance of an historical development
- tracing the development of an aspect of the past over time through a thematic approach
- the analysis of an historical debate
- the contribution of an historical site to our understanding of the past
- constructions of the modern world
- the nature of social and cultural change in a decade of the 20th century
- an interpretation or representation of an individual, group or event.




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





The investigation must not overlap with or duplicate significantly any topic attempted in the Year 12 Modern History or History Extension courses.




HISTORICAL CONCEPTS AND SKILLS




The following are to be integrated with the 'Historical Investigation'.

Analysis and use of sources



Use the context, purpose, origin and audience of sources to identify their meaning at the time and their value in an historical inquiry (ACHMH007)   



Analyse and account for the different perspectives of individuals and groups in the past as revealed in a range of sources (ACHMH010)    



Analyse, interpret and synthesise evidence from different types of sources to make reasoned claims (ACHMH008)   

Evaluate the contestability of sources and their reliability and usefulness for a particular historical question or inquiry (ACHMH009)   

Historical interpretation




Analyse the extent and nature of continuity and change over time (ACHMH001)  

Identify and prioritise varying causes to develop historical arguments about causation (ACHMH001)  

Form judgements about historical significance, recognising that significance may be attributed in different ways and for different purposes    

Analyse problems of historical interpretation (ACHMH011)   



Evaluate critically different historical interpretations of the past (ACHMH011)    

Evaluate contested views about the past, including contemporary perspectives (ACHMH012)   




Historical investigation and research





Frame questions to guide historical inquiry and develop a coherent research plan (ACHMH004) 

Develop, test and modify interpretations in the process of historical inquiry (ACHMH003) 

Identify, analyse, organise and synthesise relevant information from a range of sources (ACHMH005)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, that are substantiated with relevant evidence from sources (ACHMH013)   

Communicate historical understanding in forms appropriate to purpose and audience, by selecting and using historical knowledge, concepts and terms (ACHMH014)    

Acknowledge sources as appropriate within historical accounts and arguments (ACHMH015)  

CONTENT

- The process of historical investigation involves:
 - planning and conducting historical investigations using historical concepts
 - formulating historical questions and hypotheses relevant to the investigation ⚙️
 - locating and interrogating a range of sources 📄 📱
 - selecting and organising relevant information from sources 📄 📱
 - identifying different perspectives evident in sources ⚙️ ⚖️ 🌐
 - analysing sources for their usefulness and reliability for the question(s) asked ⚙️
 - developing and/or examining historical interpretations ⚙️ 📄 📱
 - using sources to develop a view about an historical issue ⚙️ 📄 📱
 - synthesising information from a range of sources to develop and support a reasoned historical account or argument ⚙️
 - using historical terms and concepts appropriately 📄
 - presenting and communicating the findings of an historical investigation using appropriate and well-structured oral, written and/or multimedia forms, including ICT 📄 📱

THE SHAPING OF THE MODERN WORLD (40 INDICATIVE HOURS)

OUTCOMES

A student:

- > explains historical features, events and developments of the modern world and how they shaped the past MH11-2
- > describes the different perspectives of individuals and groups and their role in events and developments MH11-3
- > assesses the significance of historical features, people, ideas, movements, events and developments in the modern world MH11-4
- > analyses relevant historical sources and issues in the investigation of the modern past MH11-5
- > analyses and interprets different types of sources for evidence to support an historical account or argument MH11-6
- > identifies and accounts for differing interpretations and representations of the past MH11-7
- > plans and conducts historical investigations and presents reasoned conclusions using evidence MH11-8
- > communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH11-9

Related Life Skills outcomes: MH6LS-1, MH6LS-3, MH6LS-4, MH6LS-5, MH6LS-6, MH6LS-7, MH6LS-8, MH6LS-9, MH6LS-10

CONTENT FOCUS

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

Students study at least **ONE** of the following topics, which focuses on a key historical development.




1. World War I
2. The Enlightenment
3. The French Revolution
4. The Age of Imperialism
5. The Industrial Age
6. Decolonisation and independence





The study(ies) selected must address the outcomes listed above.




HISTORICAL CONCEPTS AND SKILLS




The following are to be integrated with the topics selected.

Analysis and use of sources



Use the context, purpose, origin and audience of sources to identify their meaning at the time and their value in an historical inquiry (ACHMH007)   



Analyse and account for the different perspectives of individuals and groups in the past as revealed in a range of sources (ACHMH010)    

Analyse, interpret and synthesise evidence from different types of sources to make reasoned claims (ACHMH008)   

Evaluate the contestability of sources and their reliability and usefulness for a particular historical question or inquiry (ACHMH009)   

Historical interpretation




Analyse the extent and nature of continuity and change over time (ACHMH001)  

Identify and prioritise varying causes to develop historical arguments about causation (ACHMH001)  

Form judgements about historical significance, recognising that significance may be attributed in different ways and for different purposes    

Analyse problems of historical interpretation (ACHMH011)   



Evaluate critically different historical interpretations of the past (ACHMH011)    

Evaluate contested views about the past, including contemporary perspectives (ACHMH012)   




Historical investigation and research





Frame questions to guide historical inquiry and develop a coherent research plan (ACHMH004) 

Develop, test and modify interpretations in the process of historical inquiry (ACHMH003) 

Identify, analyse, organise and synthesise relevant information from a range of sources (ACHMH005)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, that are substantiated with relevant evidence from sources (ACHMH013)   

Communicate historical understanding in forms appropriate to purpose and audience, by selecting and using historical knowledge, concepts and terms (ACHMH014)    

Acknowledge sources as appropriate within historical accounts and arguments (ACHMH015)  

TOPIC 1: WORLD WAR I

CONTENT FOCUS

Students investigate developments of World War I and its far-reaching consequences that helped to define the nature of the modern world.

CONTENT

Students investigate:

- the influence of nationalism, imperialism and militarism on Great Power rivalry by the end of the 19th century 🌐
- outbreak of war in 1914 and why it became the world's first global conflict 🌐 🌐
- scientific and industrial developments in weaponry and mechanisation of modern warfare to 1918
- advances in medicine and communications in World War I
- the changing nature of war and its social and economic impact on civilians 🌐 🌐
- the impact of the war on women's lives and the changing role of women 🌐 🌐
- recruitment, conscription, censorship and propaganda 🌐
- an overview of the reasons for the allied victory
- the idea of 'total war'; the end of 'empire'; and World War I as 'the war to end all wars' ⚙️ 🌐 🌐
🌐 🌐
- the question of 'What is modernity?' in relation to the nature and legacy of World War I ⚙️ 🌐 🌐

TOPIC 2: THE ENLIGHTENMENT

CONTENT FOCUS

Students investigate the Enlightenment, and its far-reaching consequences that helped to define the nature of the modern world.

CONTENT

Students investigate:

- historical forces contributing to the Enlightenment, including the declining power of the church and monarchies (ACHMH016) 🌐
- the Early Enlightenment and the scientific revolution
- the High Enlightenment and the role of the French Philosophes (ACHMH017)
- the challenge of key Enlightenment ideas including rationalism, secularism and humanism ⚙️ 🌐
- the emergence of new movements and secret societies, including the Freemasons and the Illuminati
- the impact of the Enlightenment on the 18th and 19th centuries (ACHMH019) ⚙️
- the broader significance of the Enlightenment beyond the 19th century, such as the rise of democracies in parts of the world and civil rights movements (ACHMH021) ⚙️ ⚖️
- the question of 'What is modernity?' in relation to the nature and legacy of the Enlightenment ⚙️
⚖️ 🌐

TOPIC 3: THE FRENCH REVOLUTION

CONTENT FOCUS

Students investigate the French Revolution and its far-reaching consequences that helped to define the nature of the modern world.

CONTENT

Students investigate:

- causes of the Revolution, including the influence of the Enlightenment (ACHMH028) 🌐
- impact of key ideas, including liberty, equality, fraternity, citizenship and inalienable rights (ACHMH030) ⚙️ 🌐 🗳️
- role of individuals and groups in the French Revolution such as Louis XVI and Robespierre, bourgeoisie and peasants (ACHMH029) 🗳️
- end of the '*ancien régime*', changes to the social structure and the revolutionary wars (ACHMH031)
- the counter-revolution and the 'Reign of Terror'; end of monarchy, democracy and rise of the middle class (ACHMH032) 🗳️
- impact of the Revolution, the rise of Napoleon and the growth of nationalism (ACHMH033) ⚙️ 🗳️ 🌐 🗳️
- the broader influence of the French Revolution, such as the abolition of serfdom, inherited privilege 🌐
- the question of 'What is modernity?' in relation to the nature and legacy of the French Revolution ⚙️ 🗳️ 🌐

TOPIC 4: THE AGE OF IMPERIALISM

CONTENT FOCUS

Students investigate the age of imperialism and its far-reaching consequences that helped to define the nature of the modern world.

CONTENT

Students investigate:

- the characteristics of European imperialism in the 19th century (ACHMH041) 🌐
- different forms of imperialism: trade, exploitation of peoples and resources and strategic considerations (ACHMH042, ACHMH044) 🗝️ ⚖️ 🌐
- overview of the extent of imperial expansion by 1914 in Africa, Asia and the Pacific (ACHMH043) 🗝️ 🌐
- key ideas of the 'imperial age' including nationalism, the glorification of 'empire', the concept of 'social Darwinism' and the 'Christian mission' (ACHMH044)
- the social implications of 'New Imperialism' 🗝️ ⚖️ 🌐 ✳️
- case study of a 'settler colony', to be chosen from the Australian colonies, South Africa, New Zealand or Canada (ACHMH045) 🗝️
- the resistance and resilience of Indigenous groups in response to colonisation 🗝️
- the significance of imperialism in this period and beyond, including the spread and influence of Christianity, the growth of world trade and capitalism, and the growth of imperial rivalry and militarism (ACHMH046) ⚙️ ⚖️ 🌐
- the question of 'What is modernity?' in relation to the nature and legacy of imperialism ⚙️ ⚖️ 🌐

TOPIC 5: THE INDUSTRIAL AGE

CONTENT FOCUS

Students investigate the Industrial Age and its far-reaching consequences that helped to define the nature of the modern world.

CONTENT

Students investigate:

- the causes of the Industrial Revolution in the second half of the 18th century (ACHMH034) 🌐
- the impact of new processes and ideas on economic life, for example: the development of mining; the mechanisation of the textile industry; the rise of the factory system and production lines; the development of steel and new forms of transport and communications (ACHMH036) ⚙️ 🌐 🌐
- the emergence of key ideas and ideologies that supported or challenged the Industrial Revolution (ACHMH037) 🌐
- the experiences of factory owners, workers, women and children in the Industrial Revolution; and various responses to the Industrial Revolution, for example Factory Acts (1802-1850) (ACHMH038, ACHMH039) 🌐 ⭐
- problems of public health in urban and industrial areas, and medical advances – vaccinations, Germ Theory, penicillin, antiseptics 🌐
- the significance of the Industrial Revolution in Britain up to the 1890s for the organisation and use of labour as a commodity, for living and working conditions, for the environment, urbanisation and transportation (ACHMH040) ⚙️ 🌐 🌐
- the progression of the Industrial Age to the Information Age ⚙️
- the question 'What is modernity?' in relation to the nature and legacy of the Industrial Age ⚙️ 🌐 🌐

TOPIC 6: DECOLONISATION AND INDEPENDENCE

CONTENT FOCUS

Students investigate decolonisation and independence and its far-reaching consequences that helped to define the nature of the modern world.

CONTENT

Students investigate:

- the impact of World Wars I and II on European empires 🌐 🌐 🌐
- an overview of the emergence of movements for decolonisation in the modern world, the key groups and individuals that pressed for liberation, the ideas that influenced them, and their struggle to achieve independence (ACHMH080) 🌐 🌐
- the significance of international movements for change that supported the decolonisation process, for example the emerging recognition of the rights of Indigenous peoples, movements for international peace and cooperation, and the recognition of human rights (ACHMH081) 🌐 🌐
- the rise of non-violent independence movements, wars of independence, the role of external powers 🌐
- study of the causes, nature and outcomes of decolonisation in ONE country – suggested studies include Algeria, Indonesia, Kenya or South Africa
- the question of ‘What is modernity?’ in relation to the nature and legacy of decolonisation and independence 🌐 🌐 🌐

MODERN HISTORY YEAR 12 COURSE CONTENT

	Modern History	Indicative hours
Year 12 course (120 indicative hours)	CORE: Power and Authority in the Modern World	30
	National Studies	30
	Peace and Conflict	30
	Change in the Modern World	30

Year 12 Course (120 indicative hours)

The course comprises a study of:

Core: Power and Authority in the Modern World

ONE 'National Studies' topic




ONE 'Peace and Conflict' topic





ONE 'Change in the Modern World' topic




HISTORICAL CONCEPTS AND SKILLS




The following are to be integrated with the content of the course.

Analysis and use of sources



Use the context, purpose, origin and audience of sources to identify their meaning at the time and their value in an historical inquiry (ACHMH007)   



Analyse and account for the different perspectives of individuals and groups in the past as revealed in a range of sources (ACHMH010)    





Analyse, interpret and synthesise evidence from different types of sources to make reasoned claims (ACHMH008)   

Evaluate the contestability of sources and their reliability and usefulness for a particular historical question or inquiry (ACHMH009)   

Historical interpretation




Analyse the extent and nature of continuity and change over time (ACHMH001)  

Identify and prioritise varying causes to develop historical arguments about causation (ACHMH001)  

Form judgements about historical significance, recognising that significance may be attributed in different ways and for different purposes    


Analyse problems of historical interpretation (ACHMH011)   



Evaluate critically different historical interpretations of the past (ACHMH011)    

Evaluate contested views about the past, including contemporary perspectives (ACHMH012)   




Historical investigation and research





Frame questions to guide historical inquiry and develop a coherent research plan (ACHMH004) 

Develop, test and modify interpretations in the process of historical inquiry (ACHMH003) 

Identify, analyse, organise and synthesise relevant information from a range of sources (ACHMH005)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, that are substantiated with relevant evidence from sources (ACHMH013)   

Communicate historical understanding in forms appropriate to purpose and audience, by selecting and using historical knowledge, concepts and terms (ACHMH014)    

Acknowledge sources as appropriate within historical accounts and arguments (ACHMH015)  

CORE: POWER AND AUTHORITY IN THE MODERN WORLD (30 INDICATIVE HOURS)

OUTCOMES

A student:

- > describes features of continuity and change in the modern world MH12-1
- > explains historical features, events and developments of the modern world by prioritising their causes and analysing the various ways they shaped the past MH12-2
- > accounts for the different perspectives and role of individuals and groups in their historical context MH12-3
- > assesses the significance of historical features, people, ideas, movements, events and developments in the modern world, using different ways of interpreting historical significance MH12-4
- > analyses relevant historical issues that are problematic for understanding the modern past MH12-5
- > critically analyses and interprets different types of sources for evidence to support an historical account or argument MH12-6
- > explains and evaluates differing interpretations and representations of the past MH12-7
- > plans and conducts historical investigations and presents reasoned conclusions, using evidence from a range of sources MH12-8
- > communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH12-9

Related Life Skills outcomes: MH6LS-2, MH6LS-3, MH6LS-4, MH6LS-5, MH6LS-6, MH6LS-7, MH6LS-8, MH6LS-9, MH6LS-10




CONTENT FOCUS





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




HISTORICAL CONCEPTS AND SKILLS




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

Analysis and use of sources



Use the context, purpose, origin and audience of sources to identify their meaning at the time and their value in an historical inquiry (ACHMH007)   



Analyse and account for the different perspectives of individuals and groups in the past as revealed in a range of sources (ACHMH010)    


Analyse, interpret and synthesise evidence from different types of sources to make reasoned claims (ACHMH008)   

Evaluate the contestability of sources and their reliability and usefulness for a particular historical question or inquiry (ACHMH009)   

Historical interpretation




Analyse the extent and nature of continuity and change over time (ACHMH001)  

Identify and prioritise varying causes to develop historical arguments about causation (ACHMH001)  

Form judgements about historical significance, recognising that significance may be attributed in different ways and for different purposes    

Analyse problems of historical interpretation (ACHMH011)   



Evaluate critically different historical interpretations of the past (ACHMH011)    

Evaluate contested views about the past, including contemporary perspectives (ACHMH012)   




Historical investigation and research





Frame questions to guide historical inquiry and develop a coherent research plan (ACHMH004) 

Develop, test and modify interpretations in the process of historical inquiry (ACHMH003) 

Identify, analyse, organise and synthesise relevant information from a range of sources (ACHMH005)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, that are substantiated with relevant evidence from sources (ACHMH013)   

Communicate historical understanding in forms appropriate to purpose and audience, by selecting and using historical knowledge, concepts and terms (ACHMH014)    

Acknowledge sources as appropriate within historical accounts and arguments (ACHMH015)  

CONTENT

Overview – Non-examinable content

Emergence of authoritarian regimes (approximately 10% of Core)

Students investigate:

- Emergence of authoritarian regimes in the interwar period
 - impact of World War I and the reconstruction of Europe ✨ ⚖️ 🌐
 - emergence of mass societies by the 1920s 🌐
 - overview of the key political philosophies of interwar Europe: liberalism, socialism and fascism
 - reasons for the weakening of democratic institutions in the 1920s and 30s in Europe and Asia ✨
 - emergence and nature of dictatorships and military governments in Europe and Asia ✨ ⚖️ 🌐

Focus of study – Examinable content

Nazi Germany – A source-based study (approximately 60% of Core)

Students investigate:

- Nazi Germany 1933–1939
 - a chronological overview of Hitler's rise to power
 - the nature of Hitler's dictatorship in Germany
 - key features of Nazi ideology (ACHMH130) ✨
 - methods of control in Hitler's dictatorship including coercion, persecution, propaganda and the mass media (ACHMH130, ACHMH131) ✨ ⚖️ 🌐 ✨
 - political and economic effects of Hitler's dictatorship in Germany to 1939 ✨
 - social and cultural impacts of Hitler's dictatorship in Germany to 1939 ✨ ⚖️ 🌐
 - impact of the Nazi dictatorship on specific groups in Germany: political groups, youth, women and Jews (ACHMH132) ✨ ⚖️ 🌐 ✨ ✨
 - the nature of opposition and resistance to the Nazi regime ⚖️
 - Nazism as totalitarianism ✨ ⚖️ 🌐

20th-Century Study in Power and Authority (approximately 30% of Core)

- Students select ONE of the following individuals: Benito Mussolini – Italy, Chiang Kai-shek – China, Fidel Castro – Cuba, Ho Chi Minh – Vietnam, Kim Il-Sung – North Korea, Muammar Gaddafi – Libya, Pol Pot – Cambodia, in order to investigate:
 - the background and rise to power of the chosen authority figure
 - the nature of the chosen individual's power and authority, including methods of control ⚖️ ✨
 - the political, economic and social impacts of the individual and their regime, including foreign policy ✨ ⚖️ 🌐
 - the impact of the individual and their regime on specific groups: different social classes, women, ethnic minorities and religious groups ✨ ⚖️ 🌐 ✨

NATIONAL STUDIES (30 INDICATIVE HOURS)

OUTCOMES

A student:

- > describes features of continuity and change in the modern world MH12-1
- > explains historical features, events and developments of the modern world by prioritising their causes and analysing the various ways they shaped the past MH12-2
- > accounts for the different perspectives and role of individuals and groups in their historical context MH12-3
- > assesses the significance of historical features, people, ideas, movements, events and developments in the modern world, using different ways of interpreting historical significance MH12-4
- > analyses relevant historical issues that are problematic for understanding the modern past MH12-5
- > critically analyses and interprets different types of sources for evidence to support an historical account or argument MH12-6
- > explains and evaluates differing interpretations and representations of the past MH12-7
- > plans and conducts historical investigations and presents reasoned conclusions, using evidence from a range of sources MH12-8
- > communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH12-9

Related Life Skills outcomes: MH6LS-2, MH6LS-3, MH6LS-4, MH6LS-5, MH6LS-6, MH6LS-7, MH6LS-8, MH6LS-9, MH6LS-10

CONTENT FOCUS

Students investigate the key features, issues, individuals, groups and events that shaped the history of a selected nation. Students are to investigate ONE country during a specific period of the 20th century.

Students study key features and issues of the history of ONE of the following:




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





The study selected must address the outcomes listed above.




HISTORICAL CONCEPTS AND SKILLS




The following are to be integrated with the selected national study.

Analysis and use of sources



Use the context, purpose, origin and audience of sources to identify their meaning at the time and their value in an historical inquiry (ACHMH007)   



Analyse and account for the different perspectives of individuals and groups in the past as revealed in a range of sources (ACHMH010)    

Analyse, interpret and synthesise evidence from different types of sources to make reasoned claims (ACHMH008)   

Evaluate the contestability of sources and their reliability and usefulness for a particular historical question or inquiry (ACHMH009)   

Historical interpretation




Analyse the extent and nature of continuity and change over time (ACHMH001)  

Identify and prioritise varying causes to develop historical arguments about causation (ACHMH001)  

Form judgements about historical significance, recognising that significance may be attributed in different ways and for different purposes    

Analyse problems of historical interpretation (ACHMH011)   



Evaluate critically different historical interpretations of the past (ACHMH011)    

Evaluate contested views about the past, including contemporary perspectives (ACHMH012)   




Historical investigation and research





Frame questions to guide historical inquiry and develop a coherent research plan (ACHMH004) 

Develop, test and modify interpretations in the process of historical inquiry (ACHMH003) 

Identify, analyse, organise and synthesise relevant information from a range of sources (ACHMH005)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, that are substantiated with relevant evidence from sources (ACHMH013)   

Communicate historical understanding in forms appropriate to purpose and audience, by selecting and using historical knowledge, concepts and terms (ACHMH014)    

Acknowledge sources as appropriate within historical accounts and arguments (ACHMH015)  

OPTION A: CHINA 1927–1949

CONTENT FOCUS

Students investigate the key features and issues in the history of China, 1927–1949.

Key features and issues

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

CONTENT

Students investigate:

Overview

- The Nationalist decade 1927–1937
 - political, economic and social issues in the Chinese Republic in 1927 (ACHMH164) 🌐 🌐
 - the Northern Expedition and its impact (ACHMH164) 📖 🌐
 - achievements and limitations of the Guomindang (GMD/Kuomintang) Nationalist Government (ACHMH166) 📖 🌐

Focus of study

- The rise of Mao Zedong
 - Chinese Communist Party (CCP) ideology (ACHMH166) 🌐 🌐
 - rise and consolidation of Maoism 🌐
 - the Long March and its political and social consequences (ACHMH165) ⚙️ 🌐
- Resistance to Japan
 - military, social and economic impact of Japanese invasions from 1931 🌐
 - differing aims and strategies of the GMD and CCP towards the Japanese invasion of China 📖 🌐
 - role and impact of the leadership of Mao Zedong and Chiang Kai-shek (ACHMH170) ⚙️ 📖 🌐
 - political and social significance of the Yan'an (Yenan) period (ACHMH165) ⚙️ 📖 🌐
- The triumph of the Chinese Communist Party
 - the Civil War and military success of the CCP 🌐 📖
 - reasons for the communist victory ⚙️ 📖

OPTION B: JAPAN 1904–1937

CONTENT FOCUS

Students investigate the key features and issues in the history of Japan 1904–1937.

Key features and issues

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

CONTENT

Students investigate:

Overview

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

Focus of study

- Challenges to traditional power and authority in the 1920s
 - the introduction of limited liberal democracy
 - political influence of the *zaibatsu* 🌐
 - impact of the *Seiyukai* and other political parties on Japanese political systems and governments ✨ 🏛️ 🌐
 - challenges of the *genro*, bureaucracy and army to party politics
- Rise of militarism in the 1930s
 - political and economic impact of the Great Depression 🌐
 - development and impact of modernisation and urbanisation 🌐
 - role and significance of the army and political divisions within it 🏛️
 - hostility towards the *zaibatsu* and the collapse of party politics
 - differing domestic responses to militarism ✨ 🏛️ 🌐
- Japanese foreign policy
 - nature of Japanese foreign policy: aims and strategy to 1937 🌐 🏛️
 - impact of ideology on Japanese foreign policy to 1937 ✨ 🏛️ 🌐

OPTION C: GERMANY 1914–1933

CONTENT FOCUS

Students investigate the key features and issues of the history of Germany 1914–1933.

Key features and issues

- influence of militarism and nationalism in conflict in 1914
- significance, nature and failure of the army's plan of attack in 1914
- war of attrition and defeat of the army
- successes and failures of democracy
- nature and role of nationalism from 1918
- influence of the army after World War I
- nature and influence of racism
- changes in society
- the nature and impact of Nazism

CONTENT

Students investigate:

Overview

- Germany 1914–1919
 - influence of militarism and nationalism as causes for aggression in 1914 ✨ ⚖️ 🌐
 - the Schlieffen Plan and its failure eventuating in a war of attrition
 - reasons for Germany's defeat in 1918 (ACHMH128) 🗳️
 - role of the army and *Reichstag* in negotiating the Armistice
 - the German (November) Revolution: role of government, Spartacists, army and *Freikorps* ✨
⚖️ 🌐
 - signing of the Treaty of Versailles, June 1919 🌐

Focus of study

- Weimar Republic
 - emergence of the Democratic Republic (ACHMH129)
 - impact of the Treaty of Versailles ✨ ⚖️ 🌐
 - the 'golden years' 1924–1928
 - political, economic and social issues in the Weimar Republic 1918–1923 (ACHMH129)
- The rise of the Nazi Party
 - the rise of the Nazi Party (NSDAP) from 1923 (ACHMH130)
 - Hitler's role as leader of the Nazi Party; the cult of the Führer ✨ ⚖️ 🌐 🗳️
 - Hitler's ideas: *ein Volk, ein Reich* (one people, one empire), *Blut und Boden* (Blood and Soil), *Lebensraum* (living space), *Volksgemeinschaft* (people's community), racial hygiene and anti-semitism (ACHMH130) ⚖️ 🗳️
 - the role of propaganda, terror and repression to 1933: SA and SS (ACHMH131) ✨ ⚖️ 🌐
- The collapse of the Weimar Republic 1929–1933
 - political, economic and social impact of the Great Depression on Germany (ACHMH129) 🌐 ✨
 - political rivalries and failure to achieve democratic consensus in the *Reichstag* ✨ ⚖️
 - Hitler's accession to power (ACHMH130) ✨
 - initial consolidation of Nazi power, 1933 ✨

OPTION D: RUSSIA AND THE SOVIET UNION 1917–1941

CONTENT FOCUS

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

Key features and issues

- Bolshevik ideology in theory and practice
- competing visions for the Bolshevik Party and the USSR
- Bolshevik consolidation of power
- political and economic transformation
- social and cultural transformation
- nature and impact of Stalinism
- aims, nature and effectiveness of Soviet foreign policy

CONTENT

Students investigate:

Overview

- Bolshevik consolidation of power 1917–1924
 - main features of Bolshevik ideology by the October coup, 1917
 - the October coup, 1917 and early Soviet government (ACHMH136)
 - features of the Bolshevik consolidation: the Treaty of Brest-Litovsk, the Civil War and the introduction of the New Economic Policy (ACHMH136, ACHMH138) 🌐 🌐
 - political, economic and social change as a result of the Bolshevik consolidation of power, including the creation of the USSR (ACHMH138) 🌐 🌐 ✨

Focus of study

- The power struggle following the death of Lenin
 - key features of the power struggle between Stalin, Trotsky and other leading Bolshevik figures in the 1920s (ACHMH137)
 - reasons for the emergence of Stalin as leader of the USSR by the late 1920s ✨ 🌐 🌐
- The Soviet State under Stalin
 - the nature of the USSR under Stalin, including dictatorship and totalitarianism 🌐
 - economic transformation under Stalin and its impact on Soviet society, including collectivisation and the five-year plans (ACHMH138) 🌐 ✨
 - political transformation under Stalin: growth of the Party, use of terror, show trials, gulags, propaganda and censorship (ACHMH138) ✨ 🌐 🌐
 - social and cultural change in the USSR under Stalin (ACHMH138) 🌐
- Soviet foreign policy
 - the nature of Soviet foreign policy 1917–1941 🌐
 - the role of ideology in Soviet foreign policy 1917–1941 ✨ 🌐 🌐

OPTION E: USA 1919–1941

CONTENT FOCUS

Students investigate the key features and issues of the history of the USA 1919–1941.

Key features and issues

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

CONTENT

Students investigate:

Overview

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

Focus of study

- The Great Depression and its impact
 - effects of the Depression on different groups in society: workers, women, farmers, Afro-Americans (ACHMH116) 🌐 🌐 🌐 ⚙️
 - attempts to halt the Depression: the Hoover Presidency, the FDR years (ACHMH116) 🌐
 - assessment of the New Deal (ACHMH116) ⚙️ 🌐
- US society 1919–1941
 - implications of growing urbanisation and industrialisation 🌐 🌐
 - growth and influence of consumerism including entertainment (ACHMH115) 🌐
 - social tensions: immigration restrictions, religious fundamentalism, Prohibition, crime, racial conflict, anti-communism and anti-unionism (ACHMH114) 🌐 🌐 ⚙️
- US foreign policy
 - nature, aims and strategies of US foreign policy 1919–1941 (ACHMH117) ⚙️ 🌐 ⚙️
 - impact of domestic pressures on US 1919–1941 🌐

OPTION F: INDONESIA, 1959–2005

CONTENT FOCUS

Students investigate the key features and issues of the history of Indonesia 1959–2005.

Key features and issues

- nature and impact of nationalism
- nature and impact of Pancasila
- challenge of communism
- role and influence of the army
- nature, impact and collapse of the New Order
- establishment of democracy
- challenge of regionalism
- aims and impact of foreign policy

CONTENT

Students investigate:

Overview

- Guided Democracy 1959–1963
 - political, social and economic issues in Indonesia in 1959 (ACHMH158) 🌐
 - *Pancasila*: principles and constitution
 - Sukarno's role in politics (ACHMH158) ⚙️
 - nature of Indonesian foreign policy: aims and strategies (ACHMH161) ⚙️ 🌐

Focus of study

- The 1965 coup
 - reasons for and nature of the coup (ACHMH159) 🌐
 - results of the coup (ACHMH159, ACHMH162)
 - role of Suharto (ACHMH159) ⚖️ 🏛️
- The New Order
 - ideology of the New Order ⚖️
 - nature and impact of political, economic and foreign policies (ACHMH161, ACHMH162) ⚙️ ⚖️
 - role of the army (ACHMH158) 🌐
 - nature and impact of religious and regional issues (ACHMH160) ⚙️ ⚖️
 - political, social and economic challenges to the Suharto regime 🌐
- Fall of Suharto and the New Order and the establishment of democracy
 - problems in East Timor and other regions 🌐
 - the riots of 1998
 - resignation of Suharto
 - reasons for the end of the Suharto era ⚙️ ⚖️ 🌐
 - political, economic and social challenges facing the governments since 1998 ⚙️ ⚖️ 🌐
 - Indonesia's foreign relations 1998–2005 🌐 🌐

OPTION G: IRAN 1953–1989

CONTENT FOCUS

Students investigate the key features and issues of the history of Iran 1953–1989.

Key features and issues

- nature and role of nationalism
- nature and impact of internationalism
- successes and failures of democracy
- changes in society
- nature, growth and impact of imperialism
- competing rivalry in the context of Cold War politics
- tensions between tradition and modernisation
- aims and impact of Iranian foreign policy

CONTENT

Students investigate:

Overview

- Iran to the time of the 1953 Coup
 - Big Power rivalry and the role of oil ★
 - World War II, the influence of the Soviet Union and the background of the Cold War 🌐
 - election of Mosaddeq to the *Majlis* (Parliament of Iran) and the nationalisation of the Iranian oil industry 🏭 🌐
 - Churchill, Eisenhower and the decision to overthrow Mosaddeq
 - The role of the CIA, the Dulles brothers and the Shah in the overthrow of Mossadeq ⚙️ 🏭 🌐

Focus of study

- The rule of the Shah of Iran 1953–1979
 - the government of Mohammad Reza Shah Pahlavi 🏭
 - crackdown on the Tudeh (Communist Party) and political repression 🌐
 - oil revenue and the Iranian economy ⚙️ 🏭 🌐 ★
 - the White Revolution and social reforms
- The Revolution of 1979
 - events leading to the overthrow of the Shah and the role of the Ayatollah Khomeini ⚙️ 🏭 🌐
 - causes of the revolution of 1979 (ACHMH218) ⚙️ 🏭 🌐
 - the ideology of the 1979 revolution: "*Neither East, nor West – Islamic Republic!*" 🏭 🌐 ✝️
 - Black Friday, the general strike, increasing opposition, and the role of the military 🏭 🌐
 - collapse of the monarchy and ascendancy of Khomeini (ACHMH218) ⚙️ 🏭 🌐
- Iran under Khomeini 1979–1989
 - the Freedom Movement and the draft constitution for the Islamic Republic ⚙️ 🌐
 - the Council of Guardians ⚙️
 - the Hostage Crisis and relations with the USA and Jimmy Carter 🌐
 - Muslim People's Republican Party and internal divisions ⚙️ 🌐 ✝️
 - Persian Gulf, the Iran – Iraq War and the role of Iran in Middle Eastern politics (ACHMH218) ⚙️ 🌐 ✝️
 - Western/US–Iranian relations (ACHMH221) ⚙️ 🌐
 - reforms and their impact on Iranian society and culture ⚙️ 🌐

OPTION H: AUSTRALIA 1918–1949

CONTENT FOCUS

Students investigate the key features and issues of the history of Australia 1918–1949.

Key features and issues

- nature and role of nationalism
- experiences of Aboriginal and Torres Strait Islander peoples
- changes in society
- the changing role of women
- post-war economic development
- impact of communism
- aims and impacts of foreign policy

CONTENT

Students investigate:

Overview

- Australia in 1918
 - Australian contribution to the war effort 🇦🇺
 - consequences of World War I for Australia
 - the social landscape of Australia following World War I 🇺🇸🌐🇦🇺🇬🇧
 - attitudes and policies towards Aboriginal and Torres Strait Islander peoples (ACHMH125) 🇦🇺
🇺🇸🇦🇺🇬🇧🇦🇺

Focus of study

- Changing face of Australia 1920s
 - soldier settlement post-World War I
 - the tensions between urbanisation, industrialisation and rural development
 - the changing role of women 🇦🇺🇬🇧
 - the nature of exclusion experienced by Aboriginal and Torres Strait Islander people, including political, economic and social impacts: treatment of Aboriginal soldiers, further dispossession of land, workers' conditions and rights 🇦🇺🇬🇧🇦🇺
 - the impact of the Great Depression on different groups within Australian society and the effectiveness of political responses to the crisis (ACHMH122) 🇺🇸🇦🇺🇬🇧🇦🇺
- Government policy 1918–1949
 - the changing nature and significance of Australia's foreign policy from 1918–1949 (ACHMH123) 🌐
 - the nature and scope of Australia's war effort in Europe, Asia and the Pacific 1939–1945 (ACHMH124) 🇦🇺
 - the contribution of John Curtin in the provision of social welfare 🇦🇺
- Post-World War II influences
 - the key features of post-war reconstruction: industrialisation, immigration and the role of women
 - the impact of the rise of communism, its influence on the election of Robert Menzies and the Coalition in 1949 (ACHMH126) 🇺🇸🌐🇦🇺
 - the contrasting economic and social policies offered at the 1949 election (ACHMH126) 🇺🇸🇦🇺

PEACE AND CONFLICT (30 INDICATIVE HOURS)

OUTCOMES

A student:

- > describes features of continuity and change in the modern world MH12-1
- > explains historical features, events and developments of the modern world by prioritising their causes and analysing the various ways they shaped the past MH12-2
- > accounts for the different perspectives and role of individuals and groups in their historical context MH12-3
- > assesses the significance of historical features, people, ideas, movements, events and developments in the modern world, using different ways of interpreting historical significance MH12-4
- > analyses relevant historical issues that are problematic for understanding the modern past MH12-5
- > critically analyses and interprets different types of sources for evidence to support an historical account or argument MH12-6
- > explains and evaluates differing interpretations and representations of the past MH12-7
- > plans and conducts historical investigations and presents reasoned conclusions, using evidence from a range of sources MH12-8
- > communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH12-9

Related Life Skills outcomes: MH6LS-2, MH6LS-3, MH6LS-4, MH6LS-5, MH6LS-6, MH6LS-7, MH6LS-8, MH6LS-9, MH6LS-10

CONTENT FOCUS

Students investigate key features and issues of the history of ONE of the following studies in peace and conflict:




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





The study selected must address the outcomes listed above.




HISTORICAL CONCEPTS AND SKILLS




The following are to be integrated with the selected study of peace and conflict.

Analysis and use of sources



Use the context, purpose, origin and audience of sources to identify their meaning at the time and their value in an historical inquiry (ACHMH007)   



Analyse and account for the different perspectives of individuals and groups in the past as revealed in a range of sources (ACHMH010)    

Analyse, interpret and synthesise evidence from different types of sources to make reasoned claims (ACHMH008)   

Evaluate the contestability of sources and their reliability and usefulness for a particular historical question or inquiry (ACHMH009)   

Historical interpretation




Analyse the extent and nature of continuity and change over time (ACHMH001)  

Identify and prioritise varying causes to develop historical arguments about causation (ACHMH001)  

Form judgements about historical significance, recognising that significance may be attributed in different ways and for different purposes    

Analyse problems of historical interpretation (ACHMH011)   



Evaluate critically different historical interpretations of the past (ACHMH011)    

Evaluate contested views about the past, including contemporary perspectives (ACHMH012)   




Historical investigation and research





Frame questions to guide historical inquiry and develop a coherent research plan (ACHMH004) 

Develop, test and modify interpretations in the process of historical inquiry (ACHMH003) 

Identify, analyse, organise and synthesise relevant information from a range of sources (ACHMH005)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, that are substantiated with relevant evidence from sources (ACHMH013)   

Communicate historical understanding in forms appropriate to purpose and audience, by selecting and using historical knowledge, concepts and terms (ACHMH014)    

Acknowledge sources as appropriate within historical accounts and arguments (ACHMH015)  

OPTION A: ARAB-ISRAELI CONFLICT 1948–1996

CONTENT FOCUS

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

Key features and issues

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

CONTENT

Students investigate:

Overview

- Origins of tension
 - the War of Independence (Israeli) or The Catastrophe (Palestinian), 1948 ✱ ⚖️ 🌐 ✱
 - consequences of the war for Israel and the Palestinians to 1967 (ACHMH217) ✱ 🌐
 - political and social issues in Arab-Israeli relations in 1967 🌐 ✱

Focus of study

- War and peace
 - causes, course and consequences of the 1967 (Six Day) War (ACHMH216) ✱ ⚖️ 🌐 ✱
 - creation, aims, methods and effectiveness of the Palestinian Liberation Organisation (PLO) 1964–1974 (ACHMH217) ✱ ⚖️ ✱
 - causes, course and consequences of the 1973 (Yom Kippur) War, including the Camp David Treaty (ACHMH216) ✱ ⚖️ 🌐 ✱
 - role and objectives of the superpowers in relation to events in the Middle East (ACHMH221) ✱ ⚖️ 🌐
- The Occupied Territories and Lebanon
 - attitudes and policies of the Israeli Labour and Likud parties towards the Occupied Territories ✱ ⚖️ 🌐
 - rise and significance of the Israeli settler movement in the Occupied Territories ✱ 🌐 ✱
 - reasons for the Israeli invasions of Lebanon in 1978 and 1982 (ACHMH216, ACHMH218) 🌐
 - the significance of the war for Israel and the Palestinians 🌐
- The peace process
 - the *Intifada* 1987–1994: Palestinian resistance and Israeli response (ACHMH217) ✱ ⚖️ 🌐 ✱
 - successes and setbacks in the peace process 1987–1996 (ACHMH219) 🌐
 - support and opposition for the peace process among Israelis and Palestinians 🌐 ✱
 - significance of the assassination of Yitzhak Rabin and the election of Netanyahu in 1996 ✱ ⚖️ 🌐

OPTION B: CONFLICT IN EUROPE 1935–1945

CONTENT FOCUS

Students investigate key features and issues in the history of the conflict in Europe 1935–1945

Key features and issues

- causes of the conflict
- aims and strategies of the Allied and Axis powers
- turning points of the war
- impact of the war on civilians
- impact of the Holocaust in occupied territories
- reasons for the Allied victory

CONTENT

Students investigate:

Overview

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

Focus of study

- Nazi foreign policy
 - nature of Nazi foreign policy: aims and strategies to September 1939 🏛️ 🌐
 - impact of ideology on Nazi foreign policy to September 1939 🏛️ 🌐
- Course of the European war
 - German advances: the fall of Poland, the Low Countries and France
 - the air war and its effects: The Battle of Britain and the Blitz, the bombing of Germany 🌐
 - Operation Barbarossa, the Battle of Stalingrad and the significance of the Russian campaign 🏘️ 🌐
 - Battle of El Alamein and the significance of the conflict in North Africa to the European War 🌐
- Civilians at war
 - social and economic effects of the war on civilians in Britain and EITHER Germany OR the Soviet Union 🏛️ 🌐 🚫
 - effects of the Holocaust in the occupied territories 🏛️ 🌐 🚫
- End of the conflict
 - 'D' Day and the liberation of France 🏘️ 🏛️ 🌐
 - Russian counter-offensives 1944
 - final defeat 1944–1945
 - Nuremberg War Crimes trials 🏛️

OPTION C: CONFLICT IN INDOCHINA 1945–1975

CONTENT FOCUS

Students investigate key features and issues in the history of the conflict in Indochina 1945–1975.

Key features and issues

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

CONTENT

Students investigate:

Overview

- French imperialism in Indochina
 - motivation for French imperialism in Southeast Asia 🌐
 - nature and impact of colonial rule in Indochina 🏛️ 🌐
 - formation and alliances of the Viet Minh 🌐
 - causes and outcome of the First Indochina War 🌐

Focus of study

- Indochina after the French
 - consequences of the Vietnamese victory against the French 🏛️ ✳️
 - political and social issues in Vietnam and Indochina generally by 1960 🌐
 - consequences of the Geneva Peace Agreement for the Vietnamese people to 1964 🌐
 - political, social, economic and military developments within North and South Vietnam
- The USA and Indochina
 - nature and development of US policy towards Indochina generally and Vietnam in particular 🏛️ ✳️
 - impact of direct US military involvement in Vietnam and the consequences for Vietnam, Cambodia and Laos ✳️ 🏛️ 🌐
- The Second Indochina War
 - nature and effectiveness of the strategy and tactics employed by the North Vietnamese Army and the National Liberation Front (NLF), and by the South Vietnamese and the USA ✳️
 - impact of the war on civilians in Indochina 🌐
 - impact of the spread of the war to Cambodia and Laos 🌐
 - nature and significance of anti-war movements in the USA 🏛️ 🌐
 - the defeat of the South Vietnamese forces

OPTION D: CONFLICT IN THE PACIFIC 1937–1951

CONTENT FOCUS

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

Key features and issues

- imperialism and responses to it
- nature and impact of nationalism
- Japanese and Allied strategies
- impact of the war on the home fronts of Japan and Australia
- impact of the war in occupied territories in Southeast Asia
- use of the A-bomb
- reasons for the Japanese defeat
- aims and consequences of the Allied occupation of Japan

CONTENT

Students investigate:

Overview

- Growth of Pacific tensions
 - economic and political issues in the Pacific by 1937
 - Japanese foreign policy 1937–1941 🌐
 - US and British policies in the Pacific 1937–1941
 - strategies and political reasons for the bombing of Pearl Harbor ✨ 📖

Focus of study

- Course of the Pacific War
 - Japanese advance 1941–1942 and the impact of the fall of the Philippines, Singapore, Burma and the Dutch East Indies 🌐
 - turning points in the war: Battle of the Coral Sea, Battle of Midway, Battle of Guadalcanal, New Guinea ✨ 📖
 - strategies used by Allied forces against Japan 1942–1945
- Civilians at war
 - social, political and economic effects on civilians in occupied territories in South-East Asia 🌐
 - life under occupation: collaboration and resistance, the use of slave labour 🌐
 - the effect of the war on the home fronts in Japan and Australia 🌐 🌐
- End of the conflict
 - reasons for the use of the A-bomb ✨ 📖
 - reasons for the Japanese defeat
 - War Crimes Tribunals and the status of the Emperor ✨ 📖
 - Allied occupation of Japan to 1951

OPTION E: THE COLD WAR 1945–1991

CONTENT FOCUS

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

Key features and issues

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

CONTENT

Students investigate:

Overview

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

Focus of study

- Development of the Cold War to 1968
 - policy of containment, domino theory and the emergence of peaceful coexistence 🌐
 - superpower rivalry: the arms race and space race 🌐
 - nature and impact of crises: Berlin Wall 1961, Cuba 1962, Czechoslovakia 1968
- Détente
 - economic and political reasons for détente 🌐 🌐
 - geopolitical developments: Vietnam, Sino-Soviet split, the Middle East 🌐
 - features and consequences of détente 🌐 🌐
- Renewal and end of the Cold War
 - Soviet invasion of Afghanistan and its impacts 🌐 🌐 🌐
 - US attitudes and policies under Reagan 🌐 🌐 🌐
 - Soviet attitudes and policies under Gorbachev 🌐 🌐 🌐
 - disarmament agreements 1978–1991
 - collapse of communism in Eastern Europe and the USSR 🌐

OPTION F: CONFLICT IN THE GULF 1991–2011

CONTENT FOCUS

Students investigate key features and issues in the history of the Conflict in the Gulf 1991–2011.

Key features and issues

- origins and development of the conflict
- nature and impact of regional rivalries in the Gulf
- changing responses to the conflict by Iraq and the members of the coalition facing Iraq
- attempts at peacemaking and nation-building
- international involvement in the conflict
- regionalism and sectarianism

CONTENT

Students investigate:

Overview

- Origins of the First Gulf War
 - conflict between Iran and Iraq in 1980s
 - the nature of the Ba'ath regime
 - relations between Iraq and its neighbouring Arab states
 - importance of oil in the conflict
 - invasion of Kuwait, August 1990

Focus of study

- Tension in the Gulf
 - causes, course and consequences of the First Gulf War ⚙️ ⚖️ 🌐
 - role and objectives of the regional neighbours of Iraq in relation to the outbreak of the First Gulf War 🌐
 - role and objectives of the superpowers in relation to events in the First Gulf War (ACHMH221)
 - the role of the United Nations in the First Gulf War ⚖️ 🌐
 - Operation Desert Shield and the liberation of Kuwait
- Consequences of the defeat of Saddam Hussein in 1991
 - the 1991 uprisings in Iraq
 - aims and results of sanctions against Iraq ⚖️ 🌐
 - the investigation of weapons of mass destruction
 - role of regional differences in Iraq
 - superpower and regional attitudes towards Saddam Hussein's regime in Iraq
- The Iraq War
 - Pentagon plans for the campaign ⚖️ 🌐
 - America in Iraq, the role of George Bush and the doctrine of 'pre-emptive' military action 🌐
 - significance of the differences between the USA and its European allies 🌐
 - UN Resolution 1441 and differing interpretations regarding weapons of mass destruction
 - end to major combat operations in Iraq 2003
 - causes, course and consequences of the Iraq War ⚙️ ⚖️ 🌐
- Iraq in transition 2003–2011
 - occupation of Iraq and attempts at nation-building ⚖️ 🌐
 - influence of regionalism and sectarianism
 - US troop withdrawal 2011

CHANGE IN THE MODERN WORLD (30 INDICATIVE HOURS)

OUTCOMES

A student:

- > describes features of continuity and change in the modern world MH12-1
- > explains historical features, events and developments of the modern world by prioritising their causes and analysing the various ways they shaped the past MH12-2
- > accounts for the different perspectives and role of individuals and groups in their historical context MH12-3
- > assesses the significance of historical features, people, ideas, movements, events and developments in the modern world, using different ways of interpreting historical significance MH12-4
- > analyses relevant historical issues that are problematic for understanding the modern past MH12-5
- > critically analyses and interprets different types of sources for evidence to support an historical account or argument MH12-6
- > explains and evaluates differing interpretations and representations of the past MH12-7
- > plans and conducts historical investigations and presents reasoned conclusions, using evidence from a range of sources MH12-8
- > communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH12-9

Related Life Skills outcomes: MH6LS-2, MH6LS-3, MH6LS-4, MH6LS-5, MH6LS-6, MH6LS-7, MH6LS-8, MH6LS-9, MH6LS-10

CONTENT FOCUS

Students investigate key features and issues of the history of ONE of the following, focusing on political and social change, and an evaluation of the role of a significant personality.




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




The study selected must address the outcomes listed above.




HISTORICAL CONCEPTS AND SKILLS




The following are to be integrated with the study of the selected change in the modern world.

Analysis and use of sources



Use the context, purpose, origin and audience of sources to identify their meaning at the time and their value in an historical inquiry (ACHMH007)   



Analyse and account for the different perspectives of individuals and groups in the past as revealed in a range of sources (ACHMH010)   


Analyse, interpret and synthesise evidence from different types of sources to make reasoned claims (ACHMH008)   

Evaluate the contestability of sources and their reliability and usefulness for a particular historical question or inquiry (ACHMH009)   

Historical interpretation




Analyse the extent and nature of continuity and change over time (ACHMH001)  

Identify and prioritise varying causes to develop historical arguments about causation (ACHMH001)  

Form judgements about historical significance, recognising that significance may be attributed in different ways and for different purposes   

Analyse problems of historical interpretation (ACHMH011)   



Evaluate critically different historical interpretations of the past (ACHMH011)   

Evaluate contested views about the past, including contemporary perspectives (ACHMH012)   



Historical investigation and research



Frame questions to guide historical inquiry and develop a coherent research plan (ACHMH004) 

Develop, test and modify interpretations in the process of historical inquiry (ACHMH003) 

Identify, analyse, organise and synthesise relevant information from a range of sources (ACHMH005)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, that are substantiated with relevant evidence from sources (ACHMH013)  

Communicate historical understanding in forms appropriate to purpose and audience, by selecting and using historical knowledge, concepts and terms (ACHMH014)  

Acknowledge sources as appropriate within historical accounts and arguments (ACHMH015)  

OPTION A: CIVIL RIGHTS IN THE USA 1946–1968 (MARTIN LUTHER KING)

CONTENT FOCUS

Students investigate key features and issues in the history of the civil rights movement in the USA 1946–1968.

Key features and issues

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

CONTENT

Students investigate:

Overview

- The state of affairs at the turn of the 20th century
 - the reasons for the circumstances of African Americans in the United States at the turn of the 20th century (ACHMH084)
 - the extent of racial segregation and various forms of discrimination (ACHMH084)

Focus of study

- Struggles for civil rights
 - formation and role of groups supporting civil rights and their ideas for change (ACHMH085)
 - the methods employed by civil rights movements in the United States across the period: local and national boycotts, direct action and political agitation (ACHMH087) ✨ 🗣️
 - the opposition to civil rights: the Ku Klux Klan, the White Citizens' Council (ACHMH088) ✨ 🗣️
- The influence of Martin Luther King
 - the ideas and aims of Martin Luther King (ACHMH086) 🌐 🗣️
 - efforts to achieve change for African Americans (ACHMH086) 🌐 🗣️
 - the assassination of Martin Luther King
 - a comparison of the aims and methods of Martin Luther King with other civil rights activists, in particular those advocating Black Power
- Achievements of the civil rights movement
 - the significance of key events in bringing about social and political change: the role of African Americans in World War II, the Montgomery Bus Boycott and the role of Rosa Parks, the desegregation of Little Rock High School, the Freedom Rides, the March on Washington, the 'Mississippi Freedom Summer' of 1964 (ACHMH089) ✨ 🗣️ 🌐
 - the significance of legislative change, Civil Rights Act (1964), and the attitudes of US presidents (ACHMH090) ✨ 🗣️
 - the influence of the US civil rights movement beyond the US (ACHMH091) ✨ 🗣️ ✨
- An evaluation of the role of Martin Luther King in the struggle for civil rights in this period (ACHMH086) ✨ 🗣️ 🌐 🗣️

OPTION B: APARTHEID IN SOUTH AFRICA 1960–1994 (NELSON MANDELA)

CONTENT FOCUS

Students investigate key features and issues of apartheid in South Africa 1960–1994.

Key features and issues

- democracy: different visions
- nature and impact of apartheid
- role and impact of state terror and repression
- resistance to apartheid and Mandela's leadership of the ANC
- changes in society
- reasons for the collapse of apartheid
- international responses to apartheid

CONTENT

Students investigate:

Overview

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

Focus of study

- Nelson Mandela and national resistance to apartheid
 - the nature, growth and impact of the African National Congress and one other anti-apartheid movement within South Africa 🌐 🏘️
 - significance of the Sharpsville Massacre
 - Mandela as head of *Umkhonto we Sizwe*, 'The Spear of the Nation' (MK)
 - Rivonia Trial, imprisonment on Robben Island, 'Free Mandela' campaign
 - role of Mandela's leadership of the ANC 🏘️
 - significance of Steven Biko and the Black Consciousness Movement 🌐 🏘️ 🏘️
- Repression and control by South African governments
 - the nature, impact and significance of tactics of repression and oppression 🏘️ 🌐 🏘️
 - role of South African security forces 🏘️
 - role and significance of Bantustans and independent black states 🏘️
 - relation with neighbouring African countries 🏘️
 - international responses to South African policies 🏘️
- End of apartheid
 - political, economic and social factors contributing to the end of apartheid 🌐 🏘️
 - international factors contributing to the end of apartheid 🌐 🌐
 - problems facing the National Party and the ANC in the transition to democracy in South Africa 🏘️
- An evaluation of the role of Nelson Mandela in opposing apartheid in this period 🌐 🌐 🏘️

OPTION C: PRO-DEMOCRACY MOVEMENT IN BURMA, 1962–2010 (AUNG SAN SUU KYI)

CONTENT FOCUS

Students investigate key features and issues in the history of the democracy movement in Burma, 1962–2010.

Key features and issues

- rise of the military in Burma
- impact of ethnic tensions
- 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

CONTENT

Students investigate:

Overview

- Modern Burma and key personalities
 - the geography, ethnic, linguistic, social, political and historical characteristics of modern Burma
 - colonial legacy and post-independent Burma 🌐 🌐
 - role of Aung San Suu Kyi 🏠

Focus of study

- The rise of the military in Burma
 - the military versus New Democratic Government
 - General Ne Win comes to power, 1962
 - aims of the *'Burmese Way to Socialism'*
 - the role of the Tatmadaw
 - the nature and impact of ethnic tensions 🏠
- The uprising of 1988 and the election of Aung San Suu Kyi in 1990
 - resignation of Ne Win as Chairman of Burma Socialist Program Party
 - formation of the State Law and Order Restoration Council (SLORC)
 - significance of the National League for Democracy (NLD) 🌐 🌐
 - house arrest of Suu Kyi 🌐 🌐 🌐
- The response of the military government 1990–2010
 - the continuing role of the Army leadership in Burma
 - importance of General Than Shwe and General Khin Nyunt 🌐 🌐
 - ethnic tensions and separatist uprisings 🌐 🏠
 - National League for Democracy and the role of Suu Kyi
 - the role of religion 🌐
 - the response of the international community to events in Burma 🌐
- An evaluation of the role of Aung San Suu Kyi in the struggle for democracy in this period 🌐 🌐 🏠

OPTION D: THE CULTURAL REVOLUTION TO TIANANMEN SQUARE 1966–1989 (DENG XIAOPING)

CONTENT FOCUS

Students investigate key features and issues in the history of China from the Cultural Revolution to Tiananmen Square 1966–1989.

Key features and issues

- Sino-Soviet split and competing versions of Marxism
- Permanent Revolution
- significance of Deng Xiaoping
- modernisation of the economy
- the reaction of Chinese Communist Party (CCP) to the pro-democracy movement

CONTENT

Students investigate:

Overview

- Post-revolution China
 - overview of China since the 1949 revolution 🌐
 - overview of the role of the Chinese Communist Party and its leader, Mao Zedong 🌐 🗳
 - the social conditions in China at the start of the period

Focus of study

- The Cultural Revolution
 - the Great Leap Forward (ACHMH169)
 - Sino-Soviet Split and anti-revisionism 🌐
 - role of the Red Guards and the Destruction of the "Four Olds"
 - removal of Deng Xiaoping from politics
 - flight of Lin Biao (ACHMH170) 🗳 🌐 🗳
 - impact of the Cultural Revolution on society, the economy, education and culture (ACHMH169) 🗳 🌐 🗳
 - impact of the Chinese Cultural Party during this period 🗳 🌐 🗳
- Deng Xiaoping and the modernisation of China
 - responses to the death of Zhou Enlai: official and unofficial (ACHMH170)
 - changing political standing of Mao Zedong and Deng Xiaoping (ACHMH170) 🌐
 - death of Mao Zedong and the end of the Cultural Revolution
 - the role of Hua Guofeng in the arrest of the Gang of Four (ACHMH170)
 - rehabilitation of Deng Xiaoping and modernisation of the economy - 'Socialism with Chinese characteristics' 🌐
- The significance of Tiananmen Square
 - events leading up to the June Fourth Incident, 1989 🌐
 - military and political response to the protest; the rise to power of Jiang Zemin 🗳 🌐
 - impact of the democracy movement on China's political, economic and social development 🗳 🌐
 - impact of the events in Tiananmen Square in 1989 on the standing of China in the world 🌐 🗳
- An evaluation of the role of Deng Xiaoping in the history of China in this period (ACHMH170) 🗳 🌐 🗳

OPTION E: THE NUCLEAR AGE 1945–2011 (HARRY TRUMAN)

CONTENT FOCUS

Students investigate key features and issues in the history of the Nuclear Age 1945–2011.

Key features and issues

- problems and issues of developing and using an atomic bomb
- the struggle to maintain weapons parity
- political and social impact of threat of nuclear war
- proliferation and non-proliferation
- problems and issues with the use of nuclear energy.

CONTENT

Students investigate:

Overview

- The birth of the Nuclear Age
 - international attempts to develop an atomic weapon in wartime 🌐
 - the impact and legacy of the first use of nuclear weapons ✎
 - Cold War rivalry, Russia acquires nuclear capacity, Mutually Assured Destruction (MAD) 🌐

Focus of study

- The role of Truman in the Nuclear Age
 - Truman, Stalin and the Potsdam Conference, the Manhattan Project and Trinity Test ⚙️
 - dropping of bombs on Hiroshima and Nagasaki ⚙️
 - Truman and the debate on using the bomb 🗳️
 - the Korean War, Truman plans nuclear strikes
 - international attempts to develop an atomic weapon in wartime
- Social and political impacts of impending nuclear war
 - civilian fears and state programs to survive the bomb and fallout
 - selection of Maralinga for British nuclear tests, impact on local Aboriginal people and Australian service personnel ✎
 - state secrecy and the legacy for radiation victims of Maralinga tests ✎
 - the nature of French tests in the Pacific, the activities of Greenpeace and the *Rainbow Warrior* incident ✎
- Towards nuclear disarmament
 - anti-nuclear movements and the role of the United Nations: test ban treaties, arms limitations, non-proliferation ⚙️ ⚖️ 🗳️
 - issues of proliferation; Israel, India, Pakistan, Iran and North Korea, terrorist threats ⚙️ ⚖️ 🌐
 - uranium: issues of supply and fuel enrichment ✎ ✎
- The Nuclear Age, benefits and risks
 - the contributions of nuclear medicine and energy
 - radioactive waste and issues of storage, safety and security ✎
 - critical incidents including Chernobyl and Fukushima ✎
 - ending the nuclear age; question of expanding or winding back of nuclear energy ⚙️ ⚖️ 🌐
- An evaluation of the role of Harry Truman in the history of the Nuclear Age in this period ⚙️ 🌐 🗳️

OPTION F: THE CHANGING WORLD ORDER 1945–2011 (MIKHAIL GORBACHEV)

CONTENT FOCUS

Students investigate key features and issues of the changing world order 1945–2011.

Key features and issues

- the 'American Century'
- collapse of the USSR and its impact on Russia and Eastern Europe
- nature of post-Soviet Russia and Eastern Europe
- role of the United States in post-Cold War global history
- challenges for US foreign policy
- role of the United Nations

CONTENT

Students investigate:

Overview

- World order 1945–1989
 - overview of the Cold War world and superpower rivalry (ACHMH187) 🌐
 - challenges of the United Nations during the Cold War 1946–1991 (ACHMH186, ACHMH223)
 - the late Cold War and the fall of the Berlin Wall 🏰 🌐
 - the emergence of the 'American Century' 🌐

Focus of study

- Mikhail Gorbachev, the collapse of the USSR and the nature of post-Soviet societies
 - reasons for the collapse of the Soviet Union (ACHMH190)
 - historical assessment of the significance of Mikhail Gorbachev in the dissolution of the USSR and the end of the Cold War (ACHMH192) 🏰 🏰 🌐
 - political, social and cultural impacts of the dissolution of the USSR in Russia and Eastern Europe (ACHMH190) 🏰 🏰 🌐
 - nature and role of the Russian Federation under Vladimir Putin to 2011 🌐
- The influence of the US internationally 1991–2011
 - nature of US foreign policy in the post-Cold War world (ACHMH191) 🌐
 - the political, social and cultural influence of the US beyond the Western world, including the use of 'hard' and 'soft' power (ACHMH191) 🌐
 - supporters and opponents of American foreign policy in the post-Cold War world, focusing on Europe, Asia and the Middle East 🌐
- New centres of global power 1989–2011
 - emergence, growth and influence of the European Union (ACHMH190) 🌐
 - the rise and influence of BRIC: Brazil, Russia, India and China (ACHMH190) 🌐
 - resurgence of modern nationalisms and the influence of non-state actors (ACHMH190, ACHMH227)
- The United Nations in post-Cold War history 1991–2011
 - international challenges to peace and security in the post-Cold War world and the response of the United Nations (ACHMH228) 🌐
 - debate over the role and influence of the United Nations (1991–2011) (ACHMH190, ACHMH228)

Modern History Stage 6 Draft Syllabus for consultation

- assessment of the role and impact of the United Nations as international peacekeeper in ONE of the following: the former Yugoslavia (1991–1992); Cambodia (1992–1993); Somalia 1993; Rwanda (1993–1996) OR Timor-Leste (1999–2001) (ACHMH225) ⚙️ ⚖️ 🌐
- An evaluation of the role of Mikhail Gorbachev in the history of the Cold War in this period ⚙️ 🌐 🗳️

GLOSSARY



for your information

The glossary explains terms that will assist teachers in the interpretation of the subject. The glossary will be based on the NSW History K–10 glossary and the Australian curriculum senior secondary years Modern History glossary.



consult

**Indicates new updated glossary terms*

Glossary term	Definition
Aboriginal and Torres Strait Islander peoples	Aboriginal and Torres Strait Islander peoples are the original inhabitants of Australia, including the Indigenous peoples of the Torres Straits islands of Northern Queensland.
Aboriginal Cultural Protocols*	Aboriginal Cultural Protocols describe appropriate ways of behaving, communicating and showing respect for diversity of histories and cultures. This involves appreciation of the knowledge, standing and status of people within the local Aboriginal community. Protocols inevitably vary between communities, and between people within a community. In establishing partnerships between Aboriginal communities and industries or professions, it is especially important that protocols are acknowledged and respected.
ancient*	As defined in the NSW Stage 6 Ancient History syllabus, the Ancient period covers history from the development of early human communities to the end of late antiquity (around AD 650).
ANZAC	The word ANZAC refers to the Australian and New Zealand Army Corps (ANZAC) troops who first fought at Gallipoli in Turkey from April to December 1915.
bias (new)	A preference for one point of view over another. Consideration must be made as to the origin, purpose and intended audience of the source, in order to accurately identify bias.
causation	A process that includes a range of possible reasons for an historical event, situation or development.
chronology	A chronology places events and dates in order in time.
colonisation	A process by which a different system of government is established by one nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty according to its own law, rather than by the laws of the colonised.

Glossary term	Definition
concepts*	The key ideas that shape the practice of the discipline of history, eg causation, continuity, change, and significance. They provide the scope for judgement, interpretation and argument and are the major means by which knowledge is constructed, analysed, questioned and represented.
contestability	Contestability involves examining how interpretations and representations of the past differ, for example, as a result of using differing evidence or resulting from different perspectives.
continuity and change	Aspects of the past that have remained the same over a period of time or have changed over time. Change is best understood as a process.
dispossession	The removal of people from their lands which had been occupied and cared for by their ancestors over thousands of years.
empathetic understanding	The capacity to enter into the world of the past from the point of view of a particular individual or group from that time, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.
evidence	The information elicited and interpreted from a source that is used to support an historical argument or inform a specific historical inquiry.
heritage	Tangible or intangible aspects of the past that are valued by an individual, group, community or nation as a result of birth, inheritance or membership. It can also be applied to significant examples of the human or natural environment.
historical authentication*	A process of verifying the origins of an artefact or object and establishing it as genuine.
historical inquiry	The process of developing knowledge and understanding by posing questions about the past, and applying skills associated with locating, analysing, evaluating and using sources as evidence to develop an informed argument or interpretation.
historiography*	The study of how history is constructed. It involves the critical analysis and evaluation of historical methodologies and the way history has been written over time.
ideology*	A framework of beliefs that guides actions, for example fascism and communism.
Indigenous cultural and intellectual property (ICIP)*	Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory.

Glossary term	Definition
Indigenous peoples	This term is used when referring collectively to the first peoples of a land in international communities. The term Indigenous Australians is used when speaking about both Aboriginal and Torres Strait Islander peoples within Australia.
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.
medieval	The period of history from the end of the Western Roman Empire in the 5th century to the Renaissance and Reformation period of Europe in the 16th century.
modern	As defined in the NSW Stage 6 Modern History syllabus, the period of time in the modern world between 1750 and the present.
Native Title	<p>'Native Title' is the name given by the High Court to Indigenous property rights recognised by the court in the <i>Mabo</i> judgement (3 June 1992). The <i>Mabo</i> judgement overthrew the concept of <i>terra nullius</i> – that the land of Australia had belonged to no-one when the British arrived in 1788. The judgement found that a native title to land existed in 1788 and may continue to exist, provided it has not been extinguished by subsequent acts of government and provided Indigenous groups continue to observe their traditional laws and customs.</p> <p>The High Court's <i>Wik</i> judgement (December 1996) decided an issue left unresolved by the <i>Mabo</i> judgement when it determined that native title could coexist with other rights on land held under a pastoral lease.</p>
perspective	A point of view from which historical events, problems and issues can be analysed, for example, the perspective of an individual or group in the past; a gender perspective.
reconstruction*	A process of piecing together evidence from sources to develop an understanding or explanation of the past, or a picture or image of the past.
reliability*	Consideration of the context, purpose, origin and audience of a source, in order to determine how accurately an area of historical study is represented. A source is neither reliable or unreliable in and of itself. It can only be judged reliable or useful for the question that is asked. Reliability requires an understanding of perspective.
representation	A portrayal of the past that may reflect a popular view within society, past or present, or that may be constructed by historians.

Glossary term	Definition
significance	The importance attributed to a particular aspect of the past such as an individual or event. Significance involves an understanding of the various considerations which cause different groups at different times to judge aspects of the past more or less historically significant.
source	Any written or non-written materials that can be used to investigate the past. A source is used to elicit 'evidence' in order to answer a specific historical question, inform an historical inquiry, or to support or refute an interpretation.
terms*	A word or phrase used to describe abstract aspects or features of the past, eg imperialism, democracy, republic; and more specific features such as trench warfare, or a dictator, gladiator, vizier.
<i>terra nullius</i>	A concept in international law meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'.