



Modern History Stage 6

Draft Writing Brief

October 2015

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Contents

1.	Introduction	4
	Diversity of learners	4
2.	Broad directions	6
3.	Rationale.....	7
	Proposed rationale for Modern History Stage 6	7
4.	Aim.....	9
	Proposed aim for Modern History Stage 6	9
5.	Objectives	10
	Proposed objectives for Modern History Stage 6	10
6.	Outcomes.....	11
	Proposed outcomes for course structure for Modern History Stage 6.....	11
7.	Course structure and options	12
	Proposed options for course structure for Modern History Stage 6.....	12
8.	Learning across the curriculum	23
9.	Glossary.....	24
10.	Assessment and reporting	25

1. Introduction

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

The broad directions for each learning area, developed following consultation, were endorsed by BOSTES in December 2014 and are available in Section 2 of this Draft Writing Brief.

The development of the *Modern History Stage 6 Draft Writing Brief* takes account of the broad directions.

The Draft Writing Brief:

- proposes the nature and number of courses within each learning area
- proposes options for course structures
- provides information about how Australian curriculum content may be modified, reordered and supplemented for inclusion in the draft syllabus.

Following consultation on the Draft Writing Brief, a Consultation Report, detailing feedback received and the key matters arising from consultation will be published. The BOSTES endorsed final Writing Brief will inform the directions for draft syllabus development.

The draft syllabus for Modern History will be available for consultation during 2016. It will include the elements of a syllabus and Australian curriculum content identified with codes, learning across the curriculum content identified by icons, further information about meeting the diversity of learners, and internal and external assessment.

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

Diversity of learners

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

For example:

Special education needs

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

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

Students may engage with:

- syllabus outcomes and content with adjustments to teaching, learning and/or assessment activities
- selected outcomes and content appropriate to their learning needs
- selected Years 11–12 Life Skills outcomes and content appropriate to their learning needs.

Related Life Skills outcomes and content will be included and will align with the Years 11 and 12 content in the Modern History Stage 6 Draft Syllabus.

2. Broad directions

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

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

Australian curriculum


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

3. Rationale

 for your information

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

- why the subject exists
- what the theoretical underpinnings are
- what makes the subject distinctive
- why students would study the subject
- how it contributes to the purpose of the Stage 6 curriculum.

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Proposed rationale for Modern History Stage 6

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


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

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

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

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

4. 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.

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Proposed aim for Modern History Stage 6

Modern History Stage 6 will enable students to develop knowledge and understanding of the modern world, the skills of critical analysis and synthesis, and values and attitudes essential for an appreciation of the people and forces that have shaped the modern world; to develop a lifelong interest in the study of history; and to prepare them for informed and active citizenship in the contemporary world.

5. 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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Proposed objectives for Modern History Stage 6

Knowledge, understanding and skills

Students:


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

Values and attitudes


Students:

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

6. Outcomes

 for your information

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

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Proposed outcomes for Modern History Stage 6

Up to 10 outcomes will be developed for each year. The following table presents a sample of some of the proposed outcomes.

<p>Objective Students:</p> <ul style="list-style-type: none"> develop knowledge and understanding of key features, issues, individuals and events from the late eighteenth century to the present 	
<p>Preliminary outcome A student:</p> <ul style="list-style-type: none"> explains key features, events and developments and how they shaped aspects of the modern world 	<p>HSC outcome A student:</p> <ul style="list-style-type: none"> explains and analyses key features, events and developments and how they shaped aspects of the modern world

<p>Objectives Students:</p> <ul style="list-style-type: none"> undertake the process of historical inquiry, applying key historical concepts and skills communicate an understanding of history 	
<p>Preliminary outcomes A student:</p> <ul style="list-style-type: none"> interprets different types of sources for evidence to support a historical account or argument identifies and accounts for differing interpretations and representations of the past 	<p>HSC outcomes A student:</p> <ul style="list-style-type: none"> interprets and analyses different types of sources for evidence to support a historical account or argument explains and evaluates differing interpretations and representations of the past

This example illustrates the organisation for common objectives for Preliminary and HSC years. Some objectives may not be common.

7. Course structure and options

 for your information

The following provides an outline of some proposed Preliminary and HSC course structures for the Modern History Stage 6 Syllabus with indicative course hours and the arrangement of course content, along with outlining relationships between specific components and between core and options.

 consult

Proposed options for course structure for Modern History Stage 6

Rather than stipulate a single approach, the Draft Writing Brief proposes options for possible course structure. The consultation process will inform the final structure which may be one of the options, or may involve a combination of the ideas presented.

The current Modern History Stage 6 course enables students to investigate key features, individuals, groups, events and concepts. In the HSC course specifically, students study: a world war (WWI), one nation, one personality and one conflict, with a focus on political and military history.

Structural revision of the Modern History Stage 6 course provides an opportunity to enhance the provision of a balanced, contemporary and relevant curriculum. The course options take account of various approaches to the practice of history, informed by developments that have taken place in the discipline of history internationally and in the teaching and learning of history.

Examples include:

- introducing some topics that offer a broader, contextualised view of the past, such as thematic studies that span national borders and extended time periods, enabling students to make connections between ideas, events and developments across a wider canvas
- engaging with notions of interpretation and representation – the way the past is interpreted, depicted and debated in society
- recognising the notion of contemporary or more recent history, enabling students to recognise the implications of the past for the present
- ensuring a more balanced approach to the study of history that offers breadth of understanding with depth of example to ensure conceptual and skills development
- strengthening the application of key concepts of historical thinking, which will strengthen the continuum with *History K–10 Syllabus*.

All options provide opportunity for students to develop an understanding of the nature of the study of Modern History, its methods, problems and issues, through case studies. In all options students have the opportunity to undertake a historical investigation to apply key historical concepts and skills to an area of interest. This may be a discrete investigation or integrated with any aspect of the Preliminary course.

The options provide for in-depth study and a broader understanding of modern world history. Within specific case studies and topics, aspects of Australian history, Aboriginal and Torres Strait Islander histories and cultures, and social and cultural history, for example, will be included as relevant and appropriate.

Students will continue to develop key historical skills associated with historical investigation and research, the analysis and use of sources, perspectives and interpretations, explanation and communication.

In these options, a majority of topic areas from the Australian curriculum for Modern History have been included with some variations in framing, sequencing, emphasis, scope and depth, to provide a coherent curriculum that draws on the strengths of the existing *NSW Modern History Stage 6 Syllabus*.

OVERVIEW OF OPTIONS 1–4

	Option 1		Option 2		Option 3		Option 4	
Preliminary	Investigating the Modern World <i>(includes Case Studies such as WWI)</i>	<i>hours</i> 60	Investigating the Modern World <i>(includes Case Studies)</i>	<i>hours</i> 60	Investigating the Modern World <i>(includes Case Studies and Historical Investigation)</i>	<i>hours</i> 60	Investigating the Modern World <i>(includes Case Studies such as WWI)</i>	<i>hours</i> 60
	Historical Investigation	20	Historical Investigation	20	Personalities of Modern Times	30	Historical Investigation	20
	People and Ideas that Shaped the Modern World	40	WWI – The War to End All Wars?	40	Turning Points in Modern History <i>(includes WWI)</i>	30	Movements for Change since 1789	40
HSC	World War II – The War that Divided the Century (Core A)	30	Power and Authority in the Modern World, 1919–1939 (Core)	30	Empires to Nations	30	Conflict in the Pacific (Core A)	30
	Themes in Modern History post-WWII	30	The Shaping of Modern Nations	30	20th Century National Histories	30	The American Century? (Core B)	30
	20th Century National Histories	40	Peace and Conflict in the Modern World	30	The Nuclear Age, 1945–2015 (Core)	30	Regime Change in the 20th Century	30
	The World since 1989 (Core B)	20	A Century of Change	30	Peace and Conflict in the Modern World	30	Peace and Conflict in the Modern World	30
Overview of the options	<p>Understanding the central place of people and ideas in the shaping of the modern world.</p> <p>Includes World War II and its impact as a defining event of the 20th century.</p> <p>Provides a balance between the 'nation' as a basic unit of historical study and themes associated with a 'world' history approach, enabling students to develop a broader understanding of the modern world post–World War II.</p> <p>Provides a greater emphasis on more recent or contemporary history.</p>		<p>Includes World War I and the tensions that followed as a defining event of the 20th century, as a context for the subsequent study of the rise of dictators and authoritarian figures.</p> <p>Includes the consequences of the erosion of checks and balances on power and authority.</p> <p>Through a national study, the use and abuse of power and the impact on society is explored.</p> <p>A study of peace and conflict and an analysis of change over a longer time frame, ie the 20th century, provides a broader understanding of world history.</p>		<p>Students investigate people/turning points that help explain aspects of the world today.</p> <p>Includes a broader understanding of key changes of the modern period characterised by the end of empire and the emergence of nation states.</p> <p>Students investigate forces of change through a national study, and the study of peace and conflict provides a broad international context.</p> <p>Includes the Nuclear Age as a defining theme of 20th century history to develop an understanding of the impact of nuclear power, the Cold War, and its legacy for the world today.</p>		<p>Understanding change in the modern world through the study of key movements.</p> <p>Includes Conflict in the Pacific as an opportunity to study Australia in its region, as a springboard for a study that traces and evaluates the political and cultural influence of the USA during the 20th century.</p> <p>Through a national study, students investigate how a change of regime can have profound effects on society.</p> <p>The study of peace and conflict provides a broader international perspective.</p>	

OPTION 1 – Preliminary year

	Investigating the Modern World (includes Case Studies such as WWI)	Historical Investigation	People and Ideas that Shaped the Modern World
Focus of study	<p>At least TWO case studies from the late 18th century to the present to lay the foundation for subsequent studies</p> <p>The nature of the sources for the study of Modern History</p> <p>Methods, problems and issues involved in the study of Modern History, including the uses of history</p> <p>A range of case studies that explore significant events and features of the modern period <i>through</i> relevant methods, problems and issues</p>	<p>ONE historical investigation into an area of interest focusing on the key concepts and skills of history</p> <p>Opportunity for students to develop investigative, research, analysis and communication skills</p> <p>Undertaken either individually or as a member of a group</p> <p>A discrete investigation or integrated with any aspect of the Preliminary course</p>	<p>TWO significant historical individuals from the mid-18th century to the present and the idea(s) that they represented</p> <p>How the individuals were shaped by the world they lived in and how they in turn shaped that world</p> <p>The ongoing influence of the ideas on the modern world</p> <p>Key concepts to be explored include perspectives and significance</p>
Hours	60	20	40
Proposed topics/content	<p>Methods, problems and issues that relate to areas such as battlefield archaeology, archives, classified records, eyewitness accounts, contradictory sources, history and memory, oral history, public history – memorials, history in film, documentary and the media, museums, use of technology to investigate and analyse sources</p> <p>A selection of case studies covering Europe, North America, Australia, Asia, the Pacific, the Middle East and Central/South America – or transnational case studies such as WWI</p> <p>Opportunity for school-developed case studies</p>	<p>The processes of historical investigation</p> <p>Historical concepts including causation, continuity and change, perspectives, empathetic understanding, significance, contestability</p> <p>The application of processes and concepts to the investigation of a historical question, problem or issue</p>	<p>Historical individuals such as:</p> <ul style="list-style-type: none"> • Charles Darwin • Karl Marx • Vladimir Lenin • Queen Victoria • Abraham Lincoln • Emperor Meiji • Pemulwuy • Mahatma Gandhi • Martin Luther King • Nelson Mandela • Yasser Arafat • Aung San Suu Kyi

OPTION 1 – HSC year

	World War II: The War that Divided the Century (Core A)	Themes in Modern History post-WWII	20th Century National Histories	The World since 1989 (Core B)
Focus of study	<p>Brief overview of the causes of World War II</p> <p>Detailed investigation and analysis of the conduct and consequences of World War II, with a focus on the available sources</p> <p>The various ways in which the end of the war resulted in deep divisions that shaped the history of the rest of the 20th century</p> <p>The study will span Europe and Asia, giving students a broader overview</p>	<p>Brief overview of the range of modern world themes post-WWII</p> <p>Detailed analysis of ONE key theme that has defined the modern world since the end of WWII</p> <p>Key concepts will include the nature of continuity and change, causation, and significance and contestability</p>	<p>Brief overview of the historical context of the nation selected for study</p> <p>Detailed analysis of ONE selected nation within a specific period in the 20th century</p> <p>Internal divisions and/or external threats that had an impact on the nation, related to political, military, economic, social and cultural forces</p> <p>Different perspectives of the people living at the time, as revealed through various sources</p> <p>Influence of the past on the nation's contemporary state of affairs</p>	<p>Key events or issues since the fall of the Berlin Wall in 1989</p> <p>Brief overview of the world in the period 1989–1991, focusing on the breakdown of the established post–World War II order</p> <p>Brief overview of Australia's role in the world and its foreign policies as revealed through the events studied</p>
Hours	30	30	40	20
Proposed topics/ content	<p>Selected aspects of the European and Pacific theatres of the war, home fronts, turning points and the impact of the war, such as the treatment of civilians</p> <p>Post-war outcomes and consequences, including the use of atomic weapons; the distrust between Russia and her allies; reconstruction; the post-war world order; and the formation of the United Nations</p>	<ol style="list-style-type: none"> 1. Decolonisation and independence (<i>includes India and Indonesia</i>) 2. Recognition and rights of indigenous peoples 3. The struggle for civil rights (<i>includes the US Civil Rights Movement</i>) 4. The search for peace and security (<i>includes aspects of the Arab–Israeli conflict</i>) 5. The Technological Revolution 6. The American Century? (<i>includes aspects of the Cold War and Indochina</i>) 	<ol style="list-style-type: none"> 1. China, 1927–1949 2. Germany, 1918–1939 3. Japan, 1904–1937 4. Russia and the Soviet Union, 1917–1941 5. USA, 1919–1941 6. Indonesia, 1959–1998 	<p>Contested interpretations of the significance of each of the following:</p> <ul style="list-style-type: none"> • Fall of the Berlin Wall • End of apartheid • Tiananmen Square • Invasion of Iraq

OPTION 2 – Preliminary year

	Investigating the Modern World (includes Case Studies)	Historical Investigation	WWI – The War to End All Wars?
Focus of study	<p>At least TWO case studies from the late 18th century to the present to lay the foundation for subsequent studies</p> <p>The nature of the sources for the study of Modern History</p> <p>Methods, problems and issues involved in the study of Modern History, including the uses of history</p> <p>A range of case studies that explore significant events and features of the modern period <i>through</i> relevant methods, problems and issues</p>	<p>ONE historical investigation into an area of interest focusing on the key concepts and skills of history</p> <p>Opportunity for students to develop investigative, research, analysis and communication skills</p> <p>Undertaken either individually or as a member of a group</p> <p>A discrete investigation or integrated with any aspect of the Preliminary course</p>	<p>Key events and developments in the course of World War I and the nature of the war</p> <p>Perspectives on the war and its significance by those living at the time, including World War I as ‘the war to end all wars’</p> <p>A specific focus on source analysis and concepts such as causation and contestability</p>
Hours	60	20	40
Proposed topics/content	<p>Methods, problems and issues that relate to areas such as battlefield archaeology, archives, classified records, eyewitness accounts, contradictory sources, history and memory, oral history, public history – memorials, history in film, documentary and the media, museums, use of technology to investigate and analyse sources</p> <p>A selection of case studies covering Europe, North America, Australia, Asia, the Pacific, the Middle East and Central/South America – or transnational case studies such as WWI</p> <p>Opportunity for school-developed case studies</p>	<p>The processes of historical investigation</p> <p>Historical concepts including causation, continuity and change, perspectives, empathetic understanding, significance, contestability</p> <p>The application of processes and concepts to the investigation of a historical question, problem or issue</p>	<p>The short-term and long-term causes of World War I</p> <p>Representations of World War I with an emphasis on it being ‘the war to end all wars’</p> <p>Interpretations of the peace that concluded World War I, including the idea that the major causes of World War II were the peace settlements arising from World War I</p>

OPTION 2 – HSC year

	Power and Authority in the Modern World, 1919–1939 (Core)	The Shaping of Modern Nations	Peace and Conflict in the Modern World	A Century of Change
Focus of study	<p>The nature of power and authority between the wars</p> <p>Traces the rise of dictators and authoritarian figures as well as the circumstances and methods that enabled them to establish their power and authority</p> <p>An in-depth comparative study of TWO selected dictators/authoritarian figures</p> <p>The study will span Europe and Asia, giving students a broader overview</p>	<p>Brief overview of the historical context of the nation</p> <p>Detailed analysis of ONE selected nation within a specific period of the 20th century</p> <p>Aspects of the social history of the nation – what life was like and how it changed</p> <p>Different perspectives of the people living at the time, as revealed through various sources</p> <p>Influence of the past on the nation’s contemporary state of affairs and how the nation’s people view their own past in the present</p>	<p>Brief overview of the success and failure of the League of Nations, the formation and achievements of the United Nations, 20th century anti-war/peace movements and non-violent resistance</p> <p>The struggle for peace and security in the modern world through ONE detailed study of conflict of international significance</p> <p>Reasons for conflict, attempts at resolution over time, challenges encountered in achieving a peaceful resolution to conflict, and its legacy</p>	<p>Brief overview of the world at the beginning and end of the 20th century through reflection on some of the major political, social, technological and cultural transformations of the century</p> <p>ONE in-depth study of a key 20th century transformation</p> <p>The study of a transformation will incorporate specific historical contexts that reveal patterns of change</p> <p>Key concepts will include change, causation, significance and contestability</p>
Hours	30	30	30	30
Proposed topics/content	<p>Reasons for the rise of dictators and authoritarian figures as a phenomenon of the period, in Europe and Asia, and their uses of power</p> <p>Different historical interpretations and an evaluation of their significance/legacy:</p> <ol style="list-style-type: none"> 1. General Tojo (Japan) 2. Chiang Kai-Shek (China) 3. Hitler (Germany) 4. Stalin (Russia) 5. Mussolini (Italy) 6. Franco (Spain) 	<ol style="list-style-type: none"> 1. China, 1927–1949 2. Japan, 1904–1937 3. Germany, 1918–1939 4. Russia and the Soviet Union, 1917–1941 5. USA, 1919–1941 6. Indonesia, 1959–1998 	<ol style="list-style-type: none"> 1. Arab–Israeli Conflict, 1948–1996 2. Conflict in Europe, 1935–1945 3. Conflict in Indochina, 1954–1979 4. Conflict in the Pacific, 1937–1951 5. The Cold War, 1945–1991 	<ol style="list-style-type: none"> 1. Empires to nations 2. The population explosion (<i>includes China and India</i>) 3. The rise of democracies 4. The Technological Revolution 5. The American Century? 6. Recognition and rights of indigenous peoples 7. Popular culture as a force for change

OPTION 3 – Preliminary year

	Investigating the Modern World (includes Case Studies and the Historical Investigation)	Personalities of Modern Times	Turning Points in Modern History (includes WWI)
Focus of study	<p>At least TWO case studies from the late 18th century to the present to lay the foundation for subsequent studies</p> <p>The nature of the sources and the methods, problems and issues involved in the study of Modern History, including the uses of history</p> <p>Continuity and change over time in the influence of ideas that have shaped the contemporary world</p> <p>ONE historical investigation into an area of interest focusing on the key concepts and skills of history</p>	<p>TWO significant historical individuals from the mid-18th century to the present</p> <p>How the individuals were shaped by the world they lived in and how they in turn shaped that world</p> <p>An evaluation of their achievements and legacy</p> <p>Key concepts to be explored include perspectives and significance</p>	<p>TWO turning points that marked a significant change in the history of the modern world</p> <p>Key developments that led to the turning point</p> <p>How people responded to the turning point at the time as revealed through various sources, including its impacts – political, social, economic, cultural (as relevant)</p> <p>The historical significance attributed to the turning point</p>
Hours	60	30	30
Proposed topics/content	<p>Methods, problems and issues (<i>see Option 1 for detail</i>)</p> <p>The ideas may relate to one or more of the following:</p> <ul style="list-style-type: none"> • capitalism • communism • nationalism • democracy • feminism • human rights • pacifism • revolution <p>The processes and concepts of historical investigation and their application to the analysis of a historical question, problem or issue</p>	<p>Historical individuals such as:</p> <ul style="list-style-type: none"> • Charles Darwin • Queen Victoria • Emperor Meiji • Pemulwuy • Bennelong • Abraham Lincoln • Emperor Hirohito • Martin Luther King • Nelson Mandela • Pol Pot • Ho Chi Minh 	<p>Turning points such as:</p> <ul style="list-style-type: none"> • British East India Company (at its height) • French Revolution • British Slavery Abolition Act • Opium War in China • Darwin and the Origin of Species • Russo–Japanese War • World War I • Discovery of Penicillin • Apollo 8 Mission • Fall of the Berlin Wall

OPTION 3 – HSC year

	Empires to Nations	20th Century National Histories	The Nuclear Age, 1945–2015 (Core)	Peace and Conflict in the Modern World
Focus of study	<p>Brief overview of imperial powers in the late 19th century and the scramble for Africa</p> <p>Rise of nationalist movements and the resistance of imperial elites</p> <p>Detailed analysis of the decline of ONE European power within Asia as a case study</p> <p>Establishment of new nations throughout the world after WWII and the end of empire</p> <p>Legacy of empire in a post-colonial world</p>	<p>Brief overview of the historical context of the nation selected for study</p> <p>Detailed analysis of ONE selected nation within a specific period within the 20th century</p> <p>Internal divisions and/or external threats that had an impact on the nation, related to political, military, economic, social and cultural forces</p> <p>Different perspectives of the people living at the time, as revealed through various sources</p> <p>Influence of the past on the nation's contemporary state of affairs</p>	<p>Brief overview of the situation in the world in 1945 that led to the decision to use the world's first nuclear weapon</p> <p>Detailed analysis of the historical development of 'The Nuclear Age' with a focus on key Cold War events and developments, including the impact on Australia</p> <p>Brief overview of the role of nuclear weapons and nuclear energy in the contemporary world, including issues of proliferation with North Korea and Iran</p>	<p>Brief overview of the success and failure of the League of Nations, the formation and achievements of the United Nations, 20th century anti-war/peace movements, non-violent resistance</p> <p>The struggle for peace and security in the modern world through ONE detailed study of conflict of international significance</p> <p>Reasons for conflict, attempts at resolution over time, challenges encountered in achieving a peaceful resolution to conflict, and its legacy</p>
Hours	30	30	30	30
Proposed topics/content	<ol style="list-style-type: none"> 1. The Dutch in Indonesia, 1873–1949 2. The British in India, 1858–1947 3. The French in Indochina, 1885–1954 	<ol style="list-style-type: none"> 1. China, 1927–1949 2. Germany, 1918–1939 3. Indonesia, 1959–1998 4. Japan, 1904–1937 5. Russia and the Soviet Union, 1917–1941 6. USA, 1919–1941 7. Australia, 1945–1983 	<p>Atomic bomb – origins and contested views about its use to end WWII</p> <p>Proliferation of nuclear weapons and the controversies of nuclear testing, including Maralinga and the Pacific</p> <p>The Cold War arms race, the nature of superpower rivalry, the concept of Mutually Assured Destruction and the impact of Cold War crises</p> <p>Representations of the nuclear age in popular culture</p> <p>Disarmament movements and non-proliferation</p>	<ol style="list-style-type: none"> 1. Arab–Israeli Conflict, 1948–1996 2. Conflict in Europe, 1935–1945 3. Conflict in Indochina, 1954–1979 4. Conflict in the Pacific, 1937–1951 5. Conflict in the Gulf, 1991–2003 (<i>Gulf War and the US invasion of Iraq</i>)


OPTION 4 – Preliminary year

	Investigating the Modern World (includes Case Studies such as WWI)	Historical Investigation	Movements for Change since 1789
Focus of study	<p>At least TWO case studies from the late 18th century to the present to lay the foundation for subsequent studies</p> <p>The nature of the sources for the study of Modern History</p> <p>Methods, problems and issues involved in the study of Modern History, including the uses of history</p> <p>A range of case studies that explore the influence of ideas prior to the 20th century and their ongoing influence throughout the 20th century</p> <p>Ideas of change, empire, industrialisation, enlightenment</p>	<p>ONE historical investigation into an area of interest focusing on the key concepts and skills of history</p> <p>Opportunity for students to develop investigative, research, analysis and communication skills</p> <p>Undertaken either individually or as a member of a group</p> <p>A discrete investigation or integrated with any aspect of the Preliminary course</p>	<p>An examination of TWO movements for change that have been closely connected to democratic ideas and that have been subject to political debate</p> <p>The ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation and beliefs, to transform societies</p> <p>Factors leading to the development of the movements and the methods adopted to achieve change</p> <p>Responses to these movements and how their significance has been attributed</p>
Hours	60	20	40
Proposed topics/content	<p>Methods, problems and issues (<i>see Option 1 for detail</i>)</p> <p>A selection of case studies covering Europe, North America, Australia, Asia, the Pacific, the Middle East and Central/South America – or transnational case studies such as WWI</p> <p>Ideas of change (eg revolution, socialism, democracy, capitalism), empire (eg colonisation, imperialism, anti-imperialism, abolition), industrialisation (eg capitalism, chartism) enlightenment (eg secularism, science, evolution, rationalism)</p> <p>Opportunity for school-developed case studies</p>	<p>The processes of historical investigation</p> <p>Historical concepts including causation, continuity and change, perspectives, empathetic understanding, significance, contestability</p> <p>The application of processes and concepts to the investigation of a historical question, problem or issue</p>	<p>Movements for change such as:</p> <ul style="list-style-type: none"> • the French Revolution • the Enlightenment • decolonisation and independence • recognition and rights of indigenous peoples • women’s movements • the pro-democracy movement in Burma • 20th century peace movements

OPTION 4 – HSC year

	Conflict in the Pacific (Core A)	The American Century? (Core B)	Regime Change in the 20th Century	Peace and Conflict in the Modern World
Focus of study	<p>Explores the conflict in the Pacific during World War II that saw Australia come under direct threat of invasion</p> <p>Detailed analysis of Japan’s plans for its Greater East Asian Co-prosperity Sphere, the threat posed to Australia, and America’s entry into the conflict</p> <p>Brief overview of the legacy of the conflict in the Pacific for contemporary Australia</p>	<p>The international influence of the USA since World War II</p> <p>Brief overview of the development of the United States up to its involvement in World War II</p> <p>Detailed critical analysis of the concept of the ‘American Century’</p> <p>Brief overview of the question of whether we are witnessing the end of the USA’s hegemony over world affairs</p>	<p>Brief overview of the historical context of the nation selected for study</p> <p>Detailed analysis of ONE selected nation that experienced regime change within a specific period in the 20th century</p> <p>Factors that led to a change of regime, such as revolution, coup d’état, war or reconstruction following the failure of the state</p> <p>The consolidation and nature of the regime and how it affected different social groups within the nation and relations with the rest of the world</p> <p>Influence of the past on the nation’s contemporary state of affairs</p>	<p>Brief overview of the success and failure of the League of Nations, the formation and achievements of the United Nations, 20th century anti-war/peace movements and non-violent resistance</p> <p>The struggle for peace and security in the modern world through ONE detailed study of conflict of international significance</p> <p>Reasons for conflict, attempts at resolution over time, challenges encountered in achieving a peaceful resolution to conflict, and its legacy</p>
Hours	30	30	30	30
Proposed topics/ content	<p>Course of the Pacific War</p> <p>The bombing of Pearl Harbor, America’s reaction to the bombing and the fall of Singapore</p> <p>Impact of the war on civilian populations in various countries</p> <p>Representations and perspectives of the war in the Pacific, including those from the time</p> <p>The end of the Pacific War and outcomes of the conflict including unresolved issues</p>	<p>Significance of the USA’s influence and impact since 1945 including ideologies such as: capitalism, consumerism, democracy, equality, freedom</p> <p>Diffusion of popular culture and the idea of soft power</p> <p>Political, military and trade alliances and uses of technology</p> <p>Challenges to the USA’s dominance at home and abroad – the Soviet Union, and the question of China and India</p>	<ol style="list-style-type: none"> 1. China, 1927–1949 2. Japan, 1904–1937 3. Germany, 1918–1939 4. Russia and the Soviet Union, 1917–1941 5. Indonesia, 1959–1998 6. Iran, 1953–1989 7. Cuba, 1953–1991 <p><i>A regime change within the period will be specified as the focus of study</i></p>	<ol style="list-style-type: none"> 1. Arab–Israeli Conflict, 1948–1996 2. Conflict in Europe, 1935–1945 3. Conflict in Indochina, 1954–1979 4. The Cold War, 1945–1991 5. Conflict in the Gulf, 1991–2003 (<i>Gulf War and the US invasion of Iraq</i>)

8. Learning across the curriculum

 for your information

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

BOSTES has described learning across the curriculum areas that are to be included in syllabuses. In 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 ⭐

9. Glossary

 for your information

A glossary will be developed for the draft Modern History Stage 6 Syllabus which explains terms that will assist teachers in the interpretation of the subject.

10. Assessment and reporting

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

Information on assessment and reporting for Preliminary and HSC courses will be developed for the draft syllabus consultation in 2016.

The information will include:

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

Advice about assessment in relation to the Modern History syllabus is contained in [*Assessment and Reporting in Modern History Stage 6*](#). This document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses.

Consultation on assessment and reporting during the Draft Writing Brief phase will focus on providing feedback about assessment and reporting practices in schools, school-based assessment requirements, the use of technology in assessment, and external assessment programs.