



Modern History

A/T/M

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all Year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student course scores across subjects and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of representatives from colleges, universities, industry, parent organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

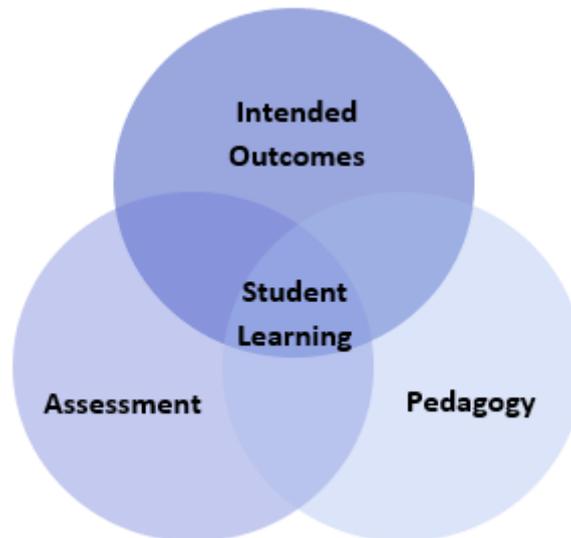
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
(Prior knowledge)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
(Self-concept)
5. Learning needs to take place in a context of high expectations.
(High expectations)
6. Learners learn in different ways and at different rates.
(Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
(Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
(Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical behaviour
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Literacy is of fundamental importance in the study of Modern History. Students access historical content through a variety of print, oral, visual, spatial 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 use for accuracy in the use of historical terms, clarity of ideas and explanations, conciseness of expression and use language effectively 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.

Information and Communication Technology (ICT) 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.

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.

Personal and Social Capability

Personal and social capability skills are developed and practiced 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 develop their ability to appreciate the perspectives and experiences of others through the practise of empathy. Students develop increasing social awareness through the study of relationships between individuals and diverse social groups in the modern world.

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 judgments and actions of people in the past.

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.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander histories and cultures includes study of the ideas that have influenced movements for change, the progress towards recognition and equality for Aboriginal and Torres Strait Islander people, and the focus of continued efforts.

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.

Modern History

A/T/M

Rationale

The Modern History curriculum enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the curriculum refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Modern History enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include: local, national and global conflicts and their resolution; the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation; the continuing struggle for the recognition of human rights; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.

The Modern History curriculum begins with a study of key developments that have helped to define the modern world, with special attention given to important ideas and their consequences. This provides a context for a study of movements for rights and recognition that have challenged the authority of the nation-state, the principal form of political organisation in the modern world. Students then investigate crises that confronted nation-states in the 20th century, the responses to these crises and the different paths nations have taken in the modern world. The curriculum concludes with a study of the distinctive features of world order that have emerged since World War II and that are central to an understanding of the present.

The Modern History curriculum continues to develop the historical skills and understandings taught in the Foundation to Year 10 History curriculum. Students pose increasingly complex questions about the past and use their historical inquiry skills, analytical skills and interpretation of sources to formulate reasoned answers to those questions. The opportunities to apply these skills are sequential and cumulative so that students develop an increasingly sophisticated understanding of the different and sometimes conflicting perspectives of the past.

Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form; the distinctive characteristics of modern historical representation; and the skills that are required to investigate controversial issues that have a powerful contemporary resonance. Students develop increasingly sophisticated historiographical skills and historical understanding in their analysis of significant events and close study of the nature of modern societies.

Goals

The Modern History curriculum aims to develop students’:

- knowledge and understanding of particular events, ideas, movements and developments that have shaped the modern world
- capacity to undertake historical inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings
- application of historical concepts, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- capacity to be informed citizens with the skills, including analytical and critical thinking, to participate in contemporary debates.

Student Group

The Modern History curriculum continues to develop student learning in history through the same strands used in the Foundation to Year 10 history curriculum, although in the historical knowledge and understanding strand in Years 9-10, there is a focus on the history of Australia and the modern world, particularly world events and movements of significance in Australia’s social, economic and political development.

The Modern History curriculum focuses on the 20th century and continues to provide opportunities to study world history, including Australian history, in more depth. This includes topics related to revolutionary change, struggles for civil rights, the history of other nations, tensions and conflicts of international significance, and Asian and Australian history.

The Modern History curriculum continues to develop the skills of historical inquiry, with a greater focus on skills associated with critical thinking, the analysis of sources, historical interpretation and contestability.

Unit Titles

- Understanding the Modern World
- Change in the 20th Century
- Modern Nations
- The Modern World since 1945

Organisation of Content

In Modern History, students study the forces that have shaped the modern world and develop a broader and deeper comprehension of the world in which they live. The Modern History curriculum consists of four units. For each unit there are five to eight topic electives that focus on a particular nation-state, movement or development. Each unit includes a focus on key concepts that underpin the discipline of history, such as cause and effect, significance, and contestability.

Understanding the Modern World

This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them such as liberty, equality and fraternity.

Change in the 20th Century

This unit examines significant movements, developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions have challenged authority and transform society.

Modern Nations

This unit examines the 'nation' as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

The Modern World since 1945

This unit focuses on the distinctive features of the modern world that emerged in the period 1945-2010. It aims to build students' understanding of the contemporary world - that is, why we are here at this point in time.

Teachers should identify the topics to be covered in each unit at the beginning of the course to ensure there is no duplication in topics studied.

Information on concepts and topics underpinning these units are at the following address:

<http://www.australiancurriculum.edu.au>.

The Modern History curriculum continues to develop student learning in history through the two strands of historical knowledge and understanding, and historical skills. This strand organisation provides an opportunity to integrate content in flexible and meaningful ways.

Historical knowledge and understanding

The strand of historical knowledge and understanding focuses on knowing about and understanding key events, ideas, movements, developments and people that have shaped the modern world. Historical understanding is developed through concepts that define history as a discipline, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability.

Historical skills

This strand presents historical skills includes skills that are used in historical inquiry. There are five key skill areas that build on those learned in the Foundation to Year 10 curriculum and which continue to be developed in the Modern History curriculum. These include chronology, terms and concepts; historical questions and research; analysis and use of sources; perspectives and interpretations; and explanation and communication. There is an emphasis through this strand on the development of informed and defensible responses to inquiry questions through a critical use of sources.

Relationship between the strands

The two strands are interrelated and the content has been written to enable integration of the strands in the development of a teaching and learning program. The historical knowledge and understanding strand provides the contexts through which particular skills are to be developed. The same set of historical skills has been included in each of the four units to provide a common focus for the teaching and learning of content in the historical knowledge and understanding strand.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

Assessment Task Types

Suggested tasks:

- interview based report
- commentary
- annotated bibliography
- in-class essay
- debate
- portfolio
- field work
- lab research
- viva voce
- document/source analysis
- report
- role play
- research and design report
- test/exam
- oral (seminar)
- empathetic response
- writing task
- response to stimulus
- exposition
- extended response
- essay
- website
- multimodal
- creative response
- interview
- discussion forum
- practical project
- workshop

Weightings in A/T/M 1.0 and 0.5 Units:

No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

Achievement Standards

Student achievement in **A**, **T** and **M** units is reported based on system standards as an A - E grade. Grade descriptors and standard work samples where available, provide a guide for teacher judgement of students' achievement over the unit.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

Achievement Standards Humanities and Social Sciences A Course - Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> analyses histories, environments, systems, data and cultures analyses the significance of issues/events analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture analyses concepts in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> explains histories, environments, systems, data and cultures explains the significance of issues/events explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture explains concepts and principles in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures describes the significance of issues/events describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture describes concepts and principles in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> describes some histories, environments, systems, data and cultures identifies issues/events and their significance describes some aspects of the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture describes some concepts and principles in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> identifies histories, environments, systems, data and cultures identifies issues/events with little to no reference to their significance recognises nil or minimal different interpretations, representations and perspectives related to individuals/institutions/society/culture identifies concepts and principles in personal, cultural, social and/or historical contexts
Skills	<ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on evaluation of credible sources applies critical and/or creative thinking skills and appropriate methodologies to investigate a need, problem or challenge analyse different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates complex ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing reflects with insight on own thinking and learning with insight and the significance of the Humanities and Social Sciences in shaping values and attitudes 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on analysis of credible sources applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge explains different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing reflects with some insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on credible sources applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge describes different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and arguments appropriately using relevant evidence, appropriate language and accurate referencing reflects on own thinking and learning and the significance of the Humanities and Social Sciences 	<ul style="list-style-type: none"> undertakes an inquiry, with some self-managing of elements of the process, selecting and using relevant evidence based on credible sources applies few critical thinking skills and appropriate methodologies to investigate a need, problem or challenge uses different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and arguments using some evidence, appropriate language and referencing reflects on own learning with some reference to the significance of the Humanities and Social Sciences 	<ul style="list-style-type: none"> undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence and sources applies minimal or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge identifies minimal different disciplines' theories, concepts and principles to inform decision making to solve a problem communicates basic ideas and arguments using minimal evidence, language and referencing reflects on own learning with little or no reference to the significance of Humanities and Social Sciences

Achievement Standards Humanities and Social Sciences T Course - Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour evaluates the significance of issues/events with the use of evidence critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture critically analyses processes of change to understand our world and our place in the world critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical context 	<ul style="list-style-type: none"> analyses histories, environments, systems, data and cultures to understand individual and collective behaviour analyses the significance of issues/events with the use of evidence analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture analyses processes of change to understand our world and our place in the world analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical context 	<ul style="list-style-type: none"> explains histories, environments, systems, data and cultures to understand individual and collective behaviour explains the significance of issues/events with the use of evidence explains the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture explains processes of change to understand our world and our place in the world explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical context 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures demonstrating some understanding individual and collective behaviour describes issues/events and identifies its significance with some use of evidence describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture describes processes of change to understand our world and our place in the world describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and/or historical context 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour identifies issues/events with little to no reference to its significance and minimal use of evidence identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture identifies processes of change with little to no reference our world and our place in the world identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and/or historical context
Skills	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on critical evaluation of credible sources applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect synthesises theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language and accurate referencing reflects with insight on own thinking and learning in HASS, evaluating the potential for HASS to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on critical analysis of credible sources applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing reflects thoughtfully on own thinking and learning in Humanities and Social Sciences, analysing the potential for HASS to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and arguments applicably using relevant evidence, appropriate language and accurate referencing reflects with some thought on own thinking and learning in Humanities and Social Sciences, explaining the potential for HASS to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based some analysis of sources applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and arguments using some evidence, appropriate language and accurate referencing reflects with minimal thought on own thinking and learning in Humanities and Social Sciences and describes the potential to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, demonstrating with little to no self-management of the process, using minimal evidence applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations and identifies little or no patterns, trends, interconnections, and relationships such as cause and effect identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates basic ideas and arguments using minimal evidence, language and accurate referencing reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the potential to generate knowledge in the public good

Achievement Standards Humanities and Social Sciences A Course Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> analyses histories, environments, systems, data and cultures to understand individual and collective behaviour analyses the significance of issues/events with the use of evidence and analyses impacts to predict possible futures analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and their relationship to a fair, secure, resilient society analyses concepts and principles and evaluates the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts analyses and evaluates processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> explains histories, environments, systems, data and cultures to understand individual and collective behaviour explains the significance of issues/events with the use of evidence and explains impacts to predict possible futures explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains the relationship to a fair, secure, resilient society explains concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts analyses processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures to understand individual and collective behaviour describes the significance of issues/events with the use of evidence and describes impacts to predict possible futures describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes the relationship to a fair, secure, resilient society describes concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts explains processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour describes issues/events and identifies their significance and impacts with some use of evidence identifies the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to its relationship with a fair, secure, resilient society describes concepts and principles with some reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts describes processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour identifies issues/events with little to no reference to their significance and impact with minimal use of evidence identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationship with a fair, secure, resilient society identifies concepts and principles with little to no reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts identifies processes of change with little to no reference to our world and our place in the world
Skills	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources applies critical and creative thinking skills and appropriate methodologies to coherently investigate a need, problem or challenge selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect reflects insight on own thinking and learning and the significance of the Humanities and Social Sciences analyses different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making communicates complex ideas and coherent and sustained arguments in a variety of modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources applies critical and creative thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect reflects thoughtfully on own thinking and learning with some insight into the significance of the Humanities and Social Sciences explains different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making communicates ideas and coherent arguments in a range of modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect reflects on own thinking and learning with some thought into the significance of the Humanities and Social Sciences describes different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making communicates applicable ideas and arguments in modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections and relationships such as cause and effect reflects on own learning with minimal thought into the significance of the Humanities and Social Sciences uses different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making communicates ideas and arguments in modes using some evidence, appropriate language and referencing 	<ul style="list-style-type: none"> undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence applies minimal critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations and identifies few or no patterns, trends, interconnections and relationships such as cause and effect reflects with little or no thought on own learning or the significance of Humanities and Social Sciences identifies minimal or no different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making communicates basic ideas and arguments in modes using minimal evidence, language or referencing

Achievement Standards Humanities and Social Sciences T Course Year 12

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
Knowledge and understanding	<ul style="list-style-type: none"> evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour evaluates the significance of issues/events with the use of evidence and analyses impacts to predict possible futures critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and evaluates their relationships to a fair, secure, resilient society critically analyses processes of change to understand our world and our place in the world and evaluates the role of influences such as technologies and innovation critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> analyses histories, environments, systems, data and cultures to understand individual and collective behaviour analyses the significance of issues/events with the use of evidence and explains impacts to predict possible futures analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains their relationships to a fair, secure, resilient society analyses processes of change to understand our world and our place in the world and explains the role of influences such as technologies and innovation analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> explains histories, environments, systems, data and cultures to understand individual and collective behaviour explains the significance of issues/events with the use of evidence and describes impacts to predict possible futures explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes their relationships to a fair, secure, resilient society explains processes of change to understand our world and our place in the world and describes the role of influences such as technologies and innovation explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour describes issues/events and identifies their significance and impact with some use of evidence describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to their relationships with a fair, secure, resilient society describes processes of change to understand our world and our place in the world with some reference to the role of influences such as technologies and innovation describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and or historical contexts 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour identifies issues/events with little to no reference to their significance and impact with minimal use of evidence identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationships with a fair, secure, resilient society identifies processes of change with little to no reference to our world, our place in the world and influences such as the role of technologies and innovation identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and or historical contexts
Skills	<ul style="list-style-type: none"> applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect reflects with insight on own thinking and learning in Humanities and Social Sciences, evaluating the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good synthesises theories, concepts and principles from a range of disciplines to propose plausible and creative solutions to problems and inform decision making communicates complex ideas and coherent and sustained arguments in a range of modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect reflects on own thinking and learning in Humanities and Social Sciences, analysing the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and coherent arguments in a variety of modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect reflects on own thinking and learning in Humanities and Social Sciences, explaining the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and arguments appropriately in modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources selects, constructs and uses appropriate representations to identify some patterns, trends, interconnections and relationships such as cause and effect reflects on own thinking and learning in Humanities and Social Sciences and describes impact on values and attitudes, and potential to generate knowledge in the public good describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas in modes and arguments using some evidence, appropriate language and referencing 	<ul style="list-style-type: none"> applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence selects, constructs and uses appropriate representations to identify few or no patterns, trends, interconnections and relationships such as cause and effect reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates basic ideas in modes and arguments using minimal evidence, language and referencing

Achievement Standards Humanities and Social Sciences M Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> describes a significant issue/event with independence describes different perspectives and interpretations of an issue/event with independence 	<ul style="list-style-type: none"> describes a significant issue/event with some independence describes different perspectives and interpretations of an issue/event with some independence 	<ul style="list-style-type: none"> describes a significant issue/event with assistance describes different perspectives and interpretations of an issue/event with assistance 	<ul style="list-style-type: none"> describes a significant issue/event with repeated cueing describes different perspectives and interpretations of an issue/event with repeated cueing 	<ul style="list-style-type: none"> describes a significant issue/event with direct instruction describes different perspectives and interpretations of an issue/event with direct instruction
Skills	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with independence applies appropriate methodology to investigate a need, problem or challenge with independence describes relationships such as cause and effect with independence draws ideas from different disciplines to propose a solution to a problem with independence communicates ideas using appropriate language with independence 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with some independence applies appropriate methodology to investigate a need, problem or challenge with some independence describes relationships such as cause and effect with some independence draws ideas from different disciplines to propose a solution to a problem with some independence communicates ideas using appropriate language with some independence 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with assistance applies appropriate methodology to investigate a need, problem or challenge with assistance describes relationships such as cause and effect with assistance draws ideas from different disciplines to propose a solution to a problem with assistance communicates ideas using appropriate language with assistance 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with repeated cueing applies appropriate methodology to investigate a need, problem or challenge with repeated cueing describes relationships such as cause and effect with repeated cueing draws ideas from different disciplines to propose a solution to a problem with repeated cueing communicates ideas using appropriate language with repeated cueing 	<ul style="list-style-type: none"> undertakes an inquiry with direct instruction applies appropriate methodology to investigate a need, problem or challenge with direct instruction describes relationships such as cause and effect with direct instruction draws ideas from different disciplines to propose a solution to a problem with direct instruction communicates ideas using appropriate language with direct instruction

Understanding the Modern World

Value 1.0

Understanding the Modern World a

Value 0.5

Understanding the Modern World b

Value 0.5

Unit Description

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine TWO topics, including at least ONE study of a development or turning point that has helped to define the modern world.

Students explore crucial changes for example the application of reason to human affairs; the transformation of production, consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of Modern History and build their skills in historical method through inquiry. The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

Specific Unit Goals

This unit should enable students to:

A course	T course	M course
<ul style="list-style-type: none"> • describe key developments that have helped define the modern world, their causes, key individuals and groups, and their consequences • describe the ideas that both inspired and emerged from these key developments • apply the methods of an historical inquiry using evidence 	<ul style="list-style-type: none"> • understand key developments that have helped define the modern world, their causes, the different experiences of individuals and groups, and their short and long term consequences • understand the ideas that both inspired and emerged from these key developments and their significance for the contemporary world • apply key concepts as part of a historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability 	<ul style="list-style-type: none"> • identify key developments that have helped define the modern world and the experiences of individuals and groups • identify the ideas that both inspired and emerged from these key developments • apply the methods of an historical inquiry using evidence

A course	T course	M course
<ul style="list-style-type: none"> • use historical skills to investigate the modern era using a variety of sources and communicate historical knowledge reflecting different perspectives. 	<ul style="list-style-type: none"> • use historical skills to investigate particular developments of the modern era and the nature of sources; determine the reliability and usefulness of sources and evidence; explore different interpretations and representations; and use a range of evidence to support and communicate an historical argument. 	<ul style="list-style-type: none"> • investigate the modern era and communicate findings

Content Descriptions

Further elaboration of the content of this unit is available on the ACARA Australian Curriculum website.

All knowledge, understanding and skills below must be delivered:

A course	T course	M course
<p>Historical skills</p> <p>All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p>Historical skills</p> <p>All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p>Historical skills</p> <p>All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>
<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> • identify links between events to understand causation and consequences • demonstrate historical knowledge and understanding 	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> • identify links between events to understand the nature and significance of causation, change and continuity over time • use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding 	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> • identify links between events and change over time • demonstrate historical knowledge

A course	T course	M Course
<p>Historical questions and research</p> <ul style="list-style-type: none"> • investigate historical topics • develop a coherent research plan • identify, locate and organise relevant information from a range of primary and secondary sources • practise ethical scholarship when conducting research 	<p>Historical questions and research</p> <ul style="list-style-type: none"> • formulate, test and modify propositions to investigate historical issues • frame questions to guide inquiry and develop a coherent research plan for inquiry • identify, locate and organise relevant information from a range of primary and secondary sources • practise ethical scholarship when conducting research 	<p>Historical questions and research</p> <ul style="list-style-type: none"> • investigate historical issues • follow a research plan • organise relevant information from a range of primary and secondary sources • acknowledge sources when conducting research
<p>Analysis and use of sources</p> <ul style="list-style-type: none"> • identify the origin and purpose of historical sources • use evidence from different types of sources to explain historical developments • describe the strengths and weaknesses of different sources 	<p>Analysis and use of sources</p> <ul style="list-style-type: none"> • identify the origin, purpose and context of historical sources • analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument • evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument 	<p>Analysis and use of sources</p> <ul style="list-style-type: none"> • identify historical sources • respond to evidence from sources

A course	T course	M course
<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> • identify and explain the different perspectives of individuals and groups in the past • identify different historical interpretations of the past 	<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> • analyse and account for the different perspectives of individuals and groups in the past • evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian’s perspective • evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions 	<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> • identify perspectives of individuals and groups in the past • identify that views of the past change
<p>Explanation and communication</p> <ul style="list-style-type: none"> • explain the past using appropriate evidence from a range of sources to support an argument • communicate historical understanding by using a form appropriate to the purpose and audience • apply appropriate referencing techniques accurately and consistently 	<p>Explanation and communication</p> <ul style="list-style-type: none"> • develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments • communicate historical understanding by selecting and using text forms appropriate to the purpose and audience • apply appropriate referencing techniques accurately and consistently 	<p>Explanation and communication</p> <ul style="list-style-type: none"> • create texts from sources • communicate historical findings • create a list of references

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasize some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Historical knowledge and understanding

For the **half standard (0.5) unit**, students study ONE topic from the electives below.

For the **standard (1.0) unit**, students study TWO topics with at least ONE to be chosen from the topic electives below.

- The Enlightenment, 1750 – 1789
- The American Revolution, 1763 – 1812
- The French Revolution, 1774 – 1799
- The Industrial Revolutions, 1750 – 1890s
- The Age of Imperialism, 1848 – 1914

An alternative significant development

An alternative significant development or turning point may be chosen as one of the two topics of study in this unit. This could facilitate comparisons in terms of the far-reaching consequences of the developments. Any topic other than the suggested topic electives should be selected on the basis of the following criteria.

The development:

- is within the period 1750–1918
- affected large numbers of people
- had a profound effect on people’s lives at the time
- had longer-term consequences
- has relevance for contemporary concerns, ideas, beliefs, values and motivations.

Relevant examples of significant developments could include: the American Civil War and its aftermath; World War I and its legacy; advances in health and medicine; development of one or more of the following: capitalism; liberalism; nationalism; socialism.

Electives which are to be taught with the requisite historical skills described at the start of this unit:

The Enlightenment (1750 – 1789)

The main factors contributing to the emergence of the Enlightenment, including the decline in the power of both the Church and Absolute Monarchy, the Scientific Revolution; and the spread of Enlightenment ideas across Europe

The motivation and role of individuals in the development of the Enlightenment, and conflicting ideas, with particular reference to Locke, Voltaire, Mill and Rousseau

The key ideas that emerged from the Enlightenment, including the belief in reason and opposition to superstition; the belief in the importance of free expression; the belief in the value of learning and education as reflected in the rise of universities and academies; and support for humanitarianism

The significant changes that occurred as a result of the Enlightenment, for example: movements for social and political reform; the rise of enlightened monarchies; increased interest in technological change; and belief in equal rights

The experiences and responses to the Enlightenment, for example those of scientists, intellectuals, monarchs, church leaders and revolutionary leaders

The significance and impact of the Enlightenment beyond Europe in the 19th century.

The American Revolution (1763 – 1812)

The main causes of the American Revolution, including the significance of the Seven Years War (1756-1763); the influence of republican ideology; the imposition of taxes, repressive acts, and lack of American representation in British government; and the campaigns that were fought to achieve independence (for example Saratoga and Philadelphia)

The aims and contribution of significant individuals to the revolutionary movement, with particular reference to Benjamin Franklin, Thomas Jefferson, George Washington, John Hancock and John Adams

The key ideas of liberalism, democracy and republicanism that emerged from the American Revolution as illustrated by the 1776 Declaration of Independence; the creation of a national constitution and Bill of Rights; and the establishment of constitutional government

The different experiences of revolutionaries, royalists, neutrals, native Americans, slaves and women during the period and their response to the challenges in the formation of the United States of America

The significant political, social and constitutional changes brought about by the American Revolution, for example: the separation of powers; treatment of the opponents of the new republic; losses during the war; and the emergence of the Federal system

The significance of the American Revolution into the 19th century: for example its impact on other revolutionary movements; and the implications for Australia of the cessation of British convict transportation to the United States.

The French Revolution (1774 – 1799)

The main causes of the French Revolution including the influence of the Enlightenment; the increasingly prosperous elite of wealthy commoners who resented their exclusion from political power; and the financial crisis of the government.

The motivation and role of significant individuals in the struggles of the Revolution, with particular reference to Danton, Marat, Louis XVI, Marie Antoinette, Robespierre and Saint-Just, and of significant groups including the sans-culottes, the bourgeoisie and the peasants.

The key ideas and their significance in the French Revolution, including liberty, equality, fraternity, citizenship and inalienable rights.

The significant changes that occurred during the French Revolution, including the overturning of the 'ancien regime', changes to the social structure of France, foreign policy and the revolutionary wars.

The consequences of the French Revolution, including the difficulties and crises that were faced by revolutionary groups and government as the new state was consolidated, the counter-revolution and the 'Reign of Terror', the abolition of monarchy, the advent of democracy and the rise of the middle class.

The significance of the French Revolution into the 19th century including, the rise and influence of Napoleonic France and the growth of nationalism as an outcome of the French Revolution.

The Industrial Revolution (1750 – 1890s)

The main causes of the Industrial Revolution in the second half of the 18th century as debated by historians, including the invention of new technologies and use of coal and iron; population increase; European imperialism and the capital accumulated from trade

The role and significance of key individuals involved in the period of the Industrial Revolution, with particular reference to Watt, Darby, Thoreau and Smith

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 a steel-based second Industrial Revolution; and new forms of transport and communications (for example, canals, roads, and trains)

The emergence of key ideas and ideologies that supported or challenged the Industrial Revolution, for example capitalism; liberalism; laissez-faire; Chartism; socialism; the commodification of labour; and the Protestant work ethic

The experiences of factory owners, workers, women and children in the Industrial Revolution; and responses to the Industrial Revolution of Luddites, Chartists, trade unionists

The effectiveness of official responses to the challenges of the Industrial Revolution, including Royal Commissions, Factory Acts (1802-1850), 'Peterloo Massacre', and the Factory Act of 1833

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.

The Age of Imperialism: 1848 – 1914

The main causes of imperial expansion, including the emergence of market economies in Europe, industrialisation, the competing naval powers of Britain, Germany and Russia and the competition to establish colonies and markets in Africa, Asia and the Pacific

The different forms of imperialism, including trade, exploitation of resources and strategic considerations

An overview of the extent of imperial expansion by 1914 in Africa, Asia and the Pacific

The key ideas of the 'imperial age' including nationalism, the glorification of 'empire' and the 'Christian mission'

With particular reference to ONE or more colonies, the methods and motivations of the colonisers; the experiences and responses of the colonised people; and the changes that occurred within the colony/colonies as part of imperial expansion

The significance of imperialism in this period, including the spread of Christianity, the growth of world trade and capitalism, and the growth of imperial rivalry and militarism.

Assessment

Refer to pages 10-14.

Change in the 20th Century

Value 1.0

Change in the 20th Century a

Value 0.5

Change in the 20th Century b

Value 0.5

Unit Description

This unit examines significant movements for change in the 20th century that led to change in society, including people’s attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been closely connected with democratic political systems, and have been subject to political debate. Through a detailed examination of TWO major 20th century movements, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models to transform societies. The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements throughout the 20th century; and changing perspectives of the value of these movements and how their significance is interpreted.

Specific Unit Goals

This unit should enable students to:

A course	T course	M course
<ul style="list-style-type: none"> • describe the ideas that both inspired and emerged from these key developments • describe the key features of the movements for change, including their causes, key individuals and consequences • describe the significance of these movements and the methods employed • apply the methods of an historical inquiry using evidence 	<ul style="list-style-type: none"> • understand the key features of the movements for change, including the conditions that gave rise to these movements, the motivations and role of individuals and groups, and the short and long term consequences • understand the significance of these movements, the influence of ideas that were central in their development, and the methods employed • apply key concepts as part of a historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability 	<ul style="list-style-type: none"> • identify the key features of the movements for change and the role of individuals and groups • identify methods employed in the movements for change • apply the methods of an historical inquiry using evidence

A course	T course	M course
<ul style="list-style-type: none"> • use historical skills to investigate the modern era using a variety of sources and communicate historical knowledge reflecting different perspectives. 	<ul style="list-style-type: none"> • use historical skills to investigate these movements in the modern period; judge the reliability and usefulness of sources and the value of different kinds of evidence; explore different interpretations and representations; and use a range of evidence to support and communicate an historical argument 	<ul style="list-style-type: none"> • investigate the modern era and communicate findings

Content Descriptions

Further elaboration of the content of this unit is available on the ACARA Australian Curriculum website.

All knowledge, understanding and skills below must be delivered:

A course	T course	M course
<p>Historical skills</p> <p>All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p>Historical skills</p> <p>All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p>Historical skills</p> <p>All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>
<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> • identify links between events to understand causation and consequences • demonstrate historical knowledge and understanding 	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> • identify links between events to understand the nature and significance of causation, change and continuity over time • use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding 	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> • identify links between events and change over time • demonstrate historical knowledge
<p>Historical questions and research</p> <ul style="list-style-type: none"> • investigate historical topics • develop a coherent research plan 	<p>Historical questions and research</p> <ul style="list-style-type: none"> • formulate, test and modify propositions to investigate historical issues • frame questions to guide inquiry and develop a coherent research plan for inquiry 	<p>Historical questions and research</p> <ul style="list-style-type: none"> • investigate historical issues • follow a research plan

A course	T course	M Course
<ul style="list-style-type: none"> • identify, locate and organise relevant information from a range of primary and secondary sources • practise ethical scholarship when conducting research 	<ul style="list-style-type: none"> • identify, locate and organise relevant information from a range of primary and secondary sources • practise ethical scholarship when conducting research 	<ul style="list-style-type: none"> • organise relevant information from a range of primary and secondary sources • acknowledge sources when conducting research
<p>Analysis and use of sources</p> <ul style="list-style-type: none"> • identify the origin and purpose of historical sources • use evidence from different types of sources to explain historical developments • describe the strengths and weaknesses of different sources 	<p>Analysis and use of sources</p> <ul style="list-style-type: none"> • identify the origin, purpose and context of historical sources • analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument • evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument 	<p>Analysis and use of sources</p> <ul style="list-style-type: none"> • identify historical sources • respond to evidence from sources
<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> • identify and explain the different perspectives of individuals and groups in the past • identify different historical interpretations of the past 	<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> • analyse and account for the different perspectives of individuals and groups in the past • evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian’s perspective • evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions 	<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> • identify perspectives of individuals and groups in the past • identify that views of the past change

A course	T course	M course
<p>Explanation and communication</p> <ul style="list-style-type: none"> • explain the past using appropriate evidence from a range of sources to support an argument • communicate historical understanding by using a form appropriate to the purpose and audience • apply appropriate referencing techniques accurately and consistently 	<p>Explanation and communication</p> <ul style="list-style-type: none"> • develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments • communicate historical understanding by selecting and using text forms appropriate to the purpose and audience • apply appropriate referencing techniques accurately and consistently 	<p>Explanation and communication</p> <ul style="list-style-type: none"> • create texts from sources • communicate historical findings • create a list of references

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For the **half standard (0.5) unit**, students study ONE of the following 20th century movements.

For the **standard (1.0) unit**, students study TWO of the following 20th century movements.

- Women's movements
- Recognition and rights of Indigenous peoples
- Decolonisation
- The Civil rights movement in the USA
- Workers' movements

An **alternative significant movement** for change may be chosen as one of the two topics of study in the 1.0 unit. This could facilitate comparisons in terms of the far-reaching consequences of the developments. Any topic other than the suggested topic electives should be selected on the basis of the following criteria.

The movement:

- is within the 20th century period
- affected large numbers of people
- led to profound change within society
- had longer-term consequences
- has relevance for contemporary concerns, ideas, beliefs, values and motivations.

Relevant examples of significant movements could include: the end of Apartheid in South Africa; the pro-democracy movement in Burma; and movements related to one or more of the following: internationalism, anti-nuclear, environmental sustainability.

Women's movements

Students study this topic with reference to Australia and one other society to 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, including their right to vote, their right to stand for Parliament, marriage law and property law

The role of suffrage movements in the 20th century, for example the reasons why political participation was a key objective of the movement for women's rights

The significance of World Wars I and II for women and the effect of international agreements, for example the United Nations Declaration on Human Rights on the status of women

The early contribution of important individuals, including Vida Goldstein and Emmeline Pankhurst and the subsequent influence of authors, influential women and activists, for example Simone de Beauvoir, Betty Friedan, Kate Millett and Germaine Greer, on the changing nature of women's demands after World War II

The post-war economic and technological improvements that changed women's lives, for example new technologies in the home, the rise of consumerism and social networking

The 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 and the development of child care services

The importance of legislation in securing changes for women since World War II, for example, Roe vs Wade (US); the Sex Discrimination Act 1984 (Australia); the failure of the United States to ratify the 19th amendment on Equal Rights; the Equality Act of 2010 (UK); and the Human Rights Act of 2001 (New Zealand)

The achievements and legacies of women's movements.

Recognition and rights of indigenous peoples

Students study Australian society and ONE other relevant 20th century society, to investigate:

The nature of the relationship of indigenous peoples with their land and their response to perceptions of, and feelings about, the arrival of the colonisers

The basis on which the colonists claimed sovereignty and imposed control, including conquest, treaty and the doctrine of 'terra nullius'; and the consequences for the legal status and land rights of Indigenous peoples

The nature of government policies and their impact on indigenous peoples, for example protection, assimilation (including the Stolen Generations), and self-determination

The role of individuals and groups who supported the movement for indigenous recognition and rights, including the methods they used and the resistance they encountered

The economic, political and social challenges and opportunities indigenous peoples have faced, including the role of cultural activity in developing awareness in society

The achievements of indigenous peoples at the end of the 20th century, including the right to vote, land rights/native title, and attempt at reconciliation

The continued efforts to achieve greater recognition, reconciliation, civil rights, and improvements in education and health.

Decolonisation

Students select **TWO** countries from Algeria, Congo, India, Vietnam and East Timor to investigate:

The reasons for colonisation and how the country became colonised, including the different situations of the chosen countries, and the nature of those differences

Conditions in the colony at the start of the 20th century, with specific reference to the living conditions of the colonisers and the colonised, the political structure in place, the aspirations of those living under colonisation, and the nature of the economy

The economic and moral challenges to Europe's ability to maintain colonies that resulted from the impact of World Wars I and II

The emergence of movements for decolonisation, the key groups and individuals that pressed for liberation of the colony, the ideas that influenced them, and their struggle to achieve independence

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

The outcomes of decolonisation, government, democratic freedoms, economic development, education and health care

The key developments over time in the independent country, for example increasing urbanisation, and matters related to governance (single party or democratic representation), internal security, social equality, and independent foreign policy.

The Civil rights movement in the USA

Students investigate:

The circumstances of African Americans in the United States at the turn of the 20th century, including the legacy of the Civil War, the limitation of voting rights, the extent of segregation, and various forms of discrimination

The formation and role of groups supporting civil rights and their ideas for change, for example the National Association for the Advancement of Coloured Peoples (NAACP) in 1909, the Congress of Racial Equality (CORE) in 1941, the Regional Council of Negro Leadership (RCNL) in 1951, the Southern Christian Leadership Conference (SCLC) in 1957 and the Black Panthers (1960s -1970s)

The role and significance of individuals in the struggle for civil rights, for example Martin Luther King Jr, Rosa Parkes, and Malcolm X

The methods employed by civil rights movements in the United States across the period, including local and national boycotts, direct action and political agitation (for example voter registration)

The nature and extent of the opposition to civil rights, with particular reference to the role of the Lily-White Movement, the Ku Klux Klan, and the White Citizens' Council

The significance of key events in bringing about social and political change, including the role of African Americans in World War II, the Montgomery Bus Boycott, the desegregation of Little Rock High School, the Freedom Rides, the March on Washington and the 'Mississippi Freedom Summer' of 1964

The significance of legislative change, including the United States Supreme Court decision in *Brown v. Board of Education* (1954), the *Civil Rights Act* (1964), and the attitudes of presidents for example Franklin Roosevelt, John F Kennedy and Lyndon B Johnson

The influence of the US civil rights movement beyond the US.

Workers' movements

Students study this topic with reference to Australia and one other Western society to investigate:

The development of protest movements during the Industrial Revolution, for example the Tolpuddle Martyrs; Chartists; and the International Workingmen's Association; the formation of trade unions, moves to regulate employment; and demands for an eight-hour day

The emergence of political parties (labour and non-labour) in Western countries in the 19th and 20th centuries, the role of trade unions in their formation, and the policies and methods of workers' parties

The different aims and objectives of international organisations, for example: Industrial Workers of the World (1905), the International Labour Organisation (1919), and the International Federation of Trade Unions (1919), and the methods they used to advance workers' interests

Specific achievements relating to workers' rights, including the eight-hour day and the minimum wage, the significance of Articles 23 and 24 in the Universal Declaration of Human Rights (1948), and the strategy of recognising inalienable workers' rights on a global scale

The post-war economic boom and the increase in the wage standards of workers' in the West in the second half of the 20th century; and increased opportunities including education, training and social mobility

The significance of changes to workers' rights during the 20th century, including the provision of minimum wages; limitations on working hours; restrictions on child labour; the right to industrial arbitration; and changing rights and responsibilities of employers, and their role in supporting workers', including occupational health and safety.

An alternative significant movement

An **alternative significant movement** for change may be chosen as one of the two topics of study in this unit. This could facilitate comparisons in terms of the far-reaching consequences of the developments. Any topic other than the suggested topic electives should be selected on the basis of the following criteria.

The movement:

- is within the 20th century period
- affected large numbers of people
- led to profound change within society
- had longer-term consequences
- has relevance for contemporary concerns, ideas, beliefs, values and motivations.

Relevant examples of significant movements could include: the end of Apartheid in South Africa; the pro-democracy movement in Burma; and movements related to one or more of the following: internationalism, anti-nuclear, environmental sustainability.

Assessment

Refer to pages 10-14.

Modern Nations

Value 1.0

Modern Nations a

Value 0.5

Modern Nations b

Value 0.5

Unit Description

This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of TWO nations, including ONE from List 1 and ONE from List 2. In their study of a List 1 nation, students investigate crises that challenged the stability of government. In their study of a List 2 nation, students study the path of development that was taken and the social, economic and political order that was established. In their study of both nations, students examine the ways in which the nations dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of modern nations. The key conceptual understandings covered in this unit are the reliability and usefulness of evidence; cause and effect; change and continuity; significance; empathy; contestability; and changing representations and interpretations.

Specific Unit Goals

This unit should enable students to:

A course	T course	M course
<ul style="list-style-type: none"> • describe the characteristics of modern nations, the internal divisions and external threats that they encountered, and the different experiences of individuals and groups within those states • describe the changes experienced by modern nations • apply the methods of an historical inquiry using evidence 	<ul style="list-style-type: none"> • understand the characteristics of modern nations, the internal divisions and external threats that they encountered, and the different experiences of individuals and groups within those states • understand the significance of the changes experienced by modern nations and the different paths of development they have taken • apply key concepts as part of a historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability 	<ul style="list-style-type: none"> • identify the characteristics of modern nations, the internal divisions and external threats that they encountered, and the different experiences of individuals and groups within those states • identify the changes experienced by modern nations and the different paths of development they have taken • apply the methods of an historical inquiry using evidence

A course	T course	M course
<ul style="list-style-type: none"> • use historical skills to investigate the modern era using a variety of sources and communicate historical knowledge reflecting different perspectives. 	<ul style="list-style-type: none"> • use historical skills to investigate the history of selected nations, frame questions for research, determine the reliability and usefulness of sources and evidence, explore different interpretations of the past, and use a range of evidence to analyse interpretations and representations, and communicate historical arguments. 	<ul style="list-style-type: none"> • investigate the modern era and communicate findings

Content Descriptions

Further elaboration of the content of this unit is available on the ACARA Australian Curriculum website.

All knowledge, understanding and skills below must be delivered:

A course	T course	M course
<p>Historical skills</p> <p>All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p>Historical skills</p> <p>All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p>Historical skills</p> <p>All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>
<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> • identify links between events to understand causation and consequences • demonstrate historical knowledge and understanding 	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> • identify links between events to understand the nature and significance of causation, change and continuity over time • use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding 	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> • identify links between events and change over time • demonstrate historical knowledge

A course	T course	M course
<p>Historical questions and research</p> <ul style="list-style-type: none"> • investigate historical topics • develop a coherent research plan • identify, locate and organise relevant information from a range of primary and secondary sources • practise ethical scholarship when conducting research 	<p>Historical questions and research</p> <ul style="list-style-type: none"> • formulate, test and modify propositions to investigate historical issues • frame questions to guide inquiry and develop a coherent research plan for inquiry • identify, locate and organise relevant information from a range of primary and secondary sources • practise ethical scholarship when conducting research 	<p>Historical questions and research</p> <ul style="list-style-type: none"> • investigate historical issues • follow a research plan • organise relevant information from a range of primary and secondary sources • acknowledge sources when conducting research
<p>Analysis and use of sources</p> <ul style="list-style-type: none"> • identify the origin and purpose of historical sources • use evidence from different types of sources to explain historical developments • describe the strengths and weaknesses of different sources 	<p>Analysis and use of sources</p> <ul style="list-style-type: none"> • identify the origin, purpose and context of historical sources • analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument • evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument 	<p>Analysis and use of sources</p> <ul style="list-style-type: none"> • identify historical sources • respond to evidence from sources
<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> • identify and explain the different perspectives of individuals and groups in the past 	<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> • analyse and account for the different perspectives of individuals and groups in the past 	<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> • identify perspectives of individuals and groups in the past

A course	T course	M course
<ul style="list-style-type: none"> • identify different historical interpretations of the past 	<ul style="list-style-type: none"> • evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian’s perspective • evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions 	<ul style="list-style-type: none"> • identify that views of the past change
<p>Explanation and communication</p> <ul style="list-style-type: none"> • explain the past using appropriate evidence from a range of sources to support an argument • communicate historical understanding by using a form appropriate to the purpose and audience • apply appropriate referencing techniques accurately and consistently 	<p>Explanation and communication</p> <ul style="list-style-type: none"> • develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments • communicate historical understanding by selecting and using text forms appropriate to the purpose and audience • apply appropriate referencing techniques accurately and consistently 	<p>Explanation and communication</p> <ul style="list-style-type: none"> • create texts from sources • communicate historical findings • create a list of references

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Historical knowledge and understanding

For the **standard (1.0) unit**, students study TWO of the following topic electives, one from List 1 and one from List 2, which are to be taught with the requisite historical skills described at the start of this unit.

For the **half standard (0.5) unit**, students study ONE of the following topic electives from List 1 or List 2, which are to be taught with the requisite historical skills described at the start of this unit.

List 1

- United States of America, 1917 – 1945
- Australia, 1918 – 1949
- Germany, 1918 – 1945
- Russia and the Soviet Union, 1917 – 1945

List 2

- Japan, 1931 – 1967
- India, 1947 – 1974
- Indonesia, 1942 – 1974
- China, 1937 – 1976

List 1

United States of America, 1917 –1945 (Entry into WWI – End of WWII)

An overview of the United States of America in 1917 as background information for more intensive study of the period

The nature and causes of internal divisions within American society and the aims and beliefs of different groups: for example African Americans, urban workers, rural workers, immigrants, industrialists and members of Indian Nations; and the consequences of divisions for example the rise of the Ku Klux Klan, the Scopes 'Monkey' Trial and the Trial of Ossian Sweet

The significance of prohibition and the 'Jazz Age' in shaping American values, for example music, film and fashion

The consequences of the Great Depression for different groups and the effectiveness of political responses, including the New Deal

The changing nature of American foreign policy between 1917 and 1945, including its international alliances and relationships; and the policy of isolationism

The nature and scope of America's war effort in Europe, Asia and the Pacific (1941-1945), including the reasons for US involvement in World War II, and the decision to use the atomic bomb

The role and impact of significant individuals in the period, for example Woodrow Wilson, Herbert Hoover, Harry S. Truman, F. D. Roosevelt, Booker T Washington, Jessie Owens, Amelia Earhart.

Australia, 1918 –1949 (End of WWI – Election of Menzies)

An overview of Australia in 1918 as background information for more intensive study of the period

The adjustment of national priorities in the 1920s, including the tensions between urbanisation, industrialisation and rural development; the difficulties of soldier settlement; the exclusion of Aboriginal and Torres Strait Islander Peoples; and the changing role of women

The impact of the Great Depression on different groups within Australian society and the effectiveness of political responses to the crisis

The changing nature and significance of Australia's foreign policy from 1916-1949

The nature and scope of Australia's war effort in Europe, Asia and the Pacific (1939-1945)

The key features of post-war reconstruction, including industrialisation, immigration, the provision of social welfare, and attitudes and policies towards Aboriginal and Torres Strait Islander Peoples, and women

The impact of the rise of communism, its influence on the election of Robert Menzies and the Coalition in 1949, and the contrasting economic and social policies offered at the 1949 election

The role and impact of significant individuals in the period, for example W.M. Hughes, Sir John Monash, Vida Goldstein, Ben Chifley, John Curtin, Robert Menzies.

Germany, 1918 –1945 (End of WWI – End of World War II)

An overview of Germany in 1918 as background for more intensive study of the period

The democratic changes under the Weimar Government and reasons for its failure to deal with social, political and economic problems

The reasons for the Nazi Party's rise to power, including the Treaty of Versailles, the impact of the Great Depression, the nature of Nazi ideology and hostility to communism, the ability of Hitler and the Nazi Party to utilise popular fears, and the Party's organisational and tactical skills

The nature and effects of key aspects of the Nazi state, including military mobilisation, Lebensraum (living space), propaganda, terror and repression (SA and SS), the Hitler Youth, and policy on religion

Nazi policies of antisemitism and the promotion of the Aryan race resulting in efforts to exterminate minorities in German-controlled lands and the Holocaust

Germany's war effort, including its early successes and subsequent failures leading to the defeat of Germany by the Allies and the division of Germany

The role and impact of significant individuals in Weimar and Nazi Germany, for example Gustav Stresemann, President von Hindenburg, Leni Riefenstahl, Alfred Krupp, Joseph Goebbels, Hermann Göring and Albert Speer.

Russia and the Soviet Union, 1917 – 1945 (Revolution – End of World War II)

An overview of Russia in 1917 as background for more intensive study of the period

The internal divisions and crises within Russian society, including the causes, events and outcomes of the February and October Revolutions in 1917; the opposition to the Bolsheviks, the civil war and the reasons for the Bolshevik victory

The significance of the struggle of Josef Stalin and Leon Trotsky for power and the reasons for the success of Stalin

The changes that transformed Russia, including the New Economic Policy, the creation of the USSR, the Five Year plans and how they contributed to state control of the economy, forced rural collectivisation, state-created famine and the modernisation of the Soviet Union

The different experiences of individuals and groups in the period to 1945, including peasants and factory workers, and the methods the regime employed to control them, including mobilisation and propaganda, repression, the Purges and the Great Terror

The impact of World War II and the methods that enabled the USSR to secure victory

The role and impact of significant individuals in the period, for example Vladimir Lenin, Leon Trotsky, Joseph Stalin, Nikolai Yezhov, Sergei Kirov, Alexandra Kollontai, Vyacheslav Molotov and Georgy Zhukov.

List 2

Japan, 1931 – 1967 (Invasion of Manchuria – Foundation Day Ceremony)

An overview of Japan in 1931 as background for more intensive study of the period

Japan's first invasion of Manchuria in 1931 for political, military and social reasons

Japan during World War II, including the extent and nature of Japanese imperial expansion in Asia and the Pacific; the formation of the Greater East Asia Co-Prosperity Sphere; the external threats to Japan, including tension with the USA over trade before WWII; the bombing of Pearl Harbor; the scope and nature of fighting in Asia and the Pacific during WWII; and the US atomic attacks in 1945

The immediate post-war effects of Japan's defeat, including opposition to democratic government; political division within the Japanese military; opposition to the Allied occupation after the war; the changes introduced during the American occupation

The internal development of Japan after the Occupation and the nature of its foreign policy, including the nature of the constitution and political system; the terms of the US-Japan Security Treaty, and the nature of the political order that followed; and the reasons for Japan's low-profile role in world affairs and post-war economic development to the 1960s

Japan's role and situation in the initial Cold War period, including membership of the UN, the limits on its military role and territorial disputes with the USSR, China, and North and South Korea

The role and impact of significant individuals in the period, for example Hideki Tojo, Emperor Hirohito, General Douglas MacArthur, Hayato Ikeda, Eisaku Sato, Eiji Toyoda, Akio Morita, and Yoshida Shigeru.

India, 1947 – 1974 (Independence – First Nuclear Test)

An overview of India in 1947 as background for more intensive study of the period, including the impact of World War II

The nature of the division in India that resulted in the creation of Pakistan (1947) and Bangladesh (1971), including the different paths taken by the two nations, and the response of India

The establishment and significance of the Indian constitution (1950); the subsequent role of the Indian Congress Party, Hindu nationalism and the leadership of Jawaharlal Nehru (1947-1964)

The key features and significance of the Indira Gandhi leadership and policies (1966-1974)

The changing nature of India's foreign policy and external threats in the period, including relations with power blocs, wars with Pakistan over the disputed territory of Kashmir (1948, 1965 and 1971), recognition of Tibet as part of China, the liberation of Goa (1961), border war with China (1962), creation of Bangladesh (1971) and India's nuclear test (1974)

The experiences of different groups and castes in India, with particular reference to Hindus, Muslims, women, Scheduled Castes, Scheduled Tribes and Backward Castes

The role and impact of significant individuals in India in the period, including Jinnah, B.R Ambedkar, Nehru, Vallabhbhai Patel, Rajendra Prasad and Indira Gandhi.

Indonesia, 1942 – 1974 (Japanese occupation – invasion of East Timor)

An overview of Indonesia in 1942 as background for more intensive study of the period, including the Indonesian nationalist movement in the 1930s and the idea of Indonesia

The reasons for the Japanese occupation of Indonesia, the nature of the occupation and its effects on different groups, including forced labourers; the effects of the occupation on Indonesian nationalism; the declaration of Indonesian independence in 1945 and its aftermath; and the Netherlands' attempts to re-establish colonial rule

The background, role and significance of Sukarno's presidency, with particular reference to 'Guided democracy'; the reasons for the growth of the Indonesian Communist Party; and the role of the military

The reasons for the deterioration in Indonesia's economy up to 1965 and its impact on the population, including hyperinflation and food shortages

The nature and causes of internal divisions in Indonesian society, including the ethnic and religious differences, and the role of Chinese Indonesians

Indonesian foreign policy to 1965, including the Bandung Conference, relations with the USSR, China and the USA, confrontation with Malaysia and the annexation of West Irian

The nature and significance of the 1965 coup, including the mass killings 1965-1966; the rise to power of Suharto and the army, the transmigration program and conflicts between settlers and indigenous populations; pro-democracy movements; and the reasons for the invasion of East Timor in 1974

The role and impact of significant individuals and groups in the period, for example Sukarno, Mohammad Hatta, Dipa Nusantara Aidit, Suharto and Parmudya Ananta Toer, the LEKRA and Muhammadiyah groups.

China, 1937-1976 (Second Japanese Invasion of Manchuria – Cultural Revolution)

An overview of China in 1937 as background for more intensive study of the period

The purpose and nature of the 'Yan'an Way', including the Long March; Mao Zedong's rise to prominence; life in the base areas including gender relations, rectification movements, and the role of the Chinese Communist Party's participation in the war against Japan

Similarities and differences in both structure and philosophy between the KMT and the Chinese Communist Party, and the conflict that led to a change in the regime in 1949 and the creation of a Communist state

Chinese involvement in the Cold War and relations with the United States in the Korean conflict (1950-53), and the nature and practice of China's subsequent international relations until the 1960s

The characteristics and impact of the Great Leap Forward (1958-1961), including the role of communes, methods of production, and the difficulties faced by workers

The significance of the Cultural Revolution (1966-1976) as a continuing attempt to organise Chinese social and economic life and to suppress dissent, and the implications for groups within China, including rural peasants and political dissidents.

The role and impact of significant individuals in the period, for example Mao Zedong, Jiang Qing, Jiang Jieshi, Zhou Enlai and Lin Biao.

Assessment

Refer to pages 10-14.

The Modern World since 1945

Value 1.0

The Modern World since 1945 a

Value 0.5

The Modern World since 1945 b

Value 0.5

Unit Description

This unit examines some significant and distinctive features of the modern world within the period 1945 – 2010, in order to build students’ understanding of the contemporary world - that is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs; the emergence of Asia as a significant international political and economic force and the nature of engagement by and with Australia; the nature of various conflicts and regional and international attempts to create peace and security; and the implications of globalisation with the ever-increasing mobility of people, the growth of the global economy and overall rise in living standards. Students study ONE of these features. As part of their study, they should follow and make relevant connections with contemporary events. The key conceptual understandings covered in this unit are: causation; change and continuity; historical significance and changing representations and interpretations of the past, and contestability.

Specific Unit Goals

This unit should enable students to:

A course	T course	M course
<ul style="list-style-type: none"> • describe the distinctive features of the modern world that have emerged since world war ii and the historical conditions that provided their impetus • describe the changes that took place and their effects on individuals, groups, nations and the international community • apply the methods of historical inquiry using evidence 	<ul style="list-style-type: none"> • understand the distinctive features of the modern world that have emerged since world war ii and the historical forces that provided their impetus • understand the changes that took place over time, and their significance to the experiences of individuals, groups, nations and the international community • apply key concepts as part of a historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability 	<ul style="list-style-type: none"> • identify the distinctive features of the modern world that have emerged since world war ii • identify the changes that took place, and their effects on individuals, groups, nations and the international community • apply the methods of an historical inquiry using evidence

A course	T course	M course
<ul style="list-style-type: none"> investigate some distinctive features of the world since 1945, frame questions for research, identify reliable and useful sources and use evidence develop and communicate historical accounts. 	<ul style="list-style-type: none"> use historical skills to investigate some distinctive features of the world since 1945; frame questions for research; interpret sources and evidence with a focus on reliability and usefulness; and use evidence to evaluate interpretations and representations, and communicate historical arguments. 	<p>investigate the world since 1945 and communicate findings</p>

Content Descriptions

Further elaboration of the content of this unit is available on the ACARA Australian Curriculum website.

All knowledge, understanding and skills below must be delivered:

A course	T course	M course
<p>Historical skills</p> <p>All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p>Historical skills</p> <p>All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p>Historical skills</p> <p>All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>
<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> identify links between events to understand causation and consequences demonstrate historical knowledge and understanding 	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> identify links between events to understand the nature and significance of causation, change and continuity over time use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding 	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> identify links between events and change over time demonstrate historical knowledge
<p>Historical questions and research</p> <ul style="list-style-type: none"> investigate historical topics 	<p>Historical questions and research</p> <ul style="list-style-type: none"> formulate, test and modify propositions to investigate historical issues 	<p>Historical questions and research</p> <ul style="list-style-type: none"> investigate historical issues

A course	T course	M course
<ul style="list-style-type: none"> • develop a coherent research plan • identify, locate and organise relevant information from a range of primary and secondary sources • practise ethical scholarship when conducting research 	<ul style="list-style-type: none"> • frame questions to guide inquiry and develop a coherent research plan for inquiry • identify, locate and organise relevant information from a range of primary and secondary sources • practise ethical scholarship when conducting research 	<ul style="list-style-type: none"> • follow a research plan • organise relevant information from a range of primary and secondary sources • acknowledge sources when conducting research
<p>Analysis and use of sources</p> <ul style="list-style-type: none"> • identify the origin and purpose of historical sources • use evidence from different types of sources to explain historical developments • describe the strengths and weaknesses of different sources 	<p>Analysis and use of sources</p> <ul style="list-style-type: none"> • identify the origin, purpose and context of historical sources • analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument • evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument 	<p>Analysis and use of sources</p> <ul style="list-style-type: none"> • identify historical sources • respond to evidence from sources
<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> • identify and explain the different perspectives of individuals and groups in the past • identify different historical interpretations of the past 	<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> • analyse and account for the different perspectives of individuals and groups in the past • evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian’s perspective 	<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> • identify perspectives of individuals and groups in the past • identify that views of the past change

A course	T course	M course
	<ul style="list-style-type: none"> • evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions 	
<p>Explanation and communication</p> <ul style="list-style-type: none"> • explain the past using appropriate evidence from a range of sources to support an argument • communicate historical understanding by using a form appropriate to the purpose and audience • apply appropriate referencing techniques accurately and consistently 	<p>Explanation and communication</p> <ul style="list-style-type: none"> • develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments • communicate historical understanding by selecting and using text forms appropriate to the purpose and audience • apply appropriate referencing techniques accurately and consistently 	<p>Explanation and communication</p> <ul style="list-style-type: none"> • create texts from sources • communicate historical findings • create a list of references

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Historical Knowledge and Understanding

The focus of this unit is an in-depth study of the period/s chosen.

For a **standard (1.0)** unit, students will study at least ONE, possibly more of the following topics with a focus on the period 1945-2010:

For a **half standard unit (0.5)** student study one of the following topics, with a focus on the period 1945-2010:

- The Changing World Order
- Engagement with Asia
- A Globalised World
- Movements of People
- The Struggle for Peace in the Middle East
- The Search for Peace and Security.

The Changing World Order

An overview, as background, of the nature of the world order at the end of World War II, colonialism in the Eastern communist bloc and Western capitalist bloc, and the emerging role of the United Nations

The nature of the origins and early development of the Cold War to 1948, including the ideological, cultural and political differences between the United States and the Soviet Union; and the significance of the Truman Doctrine and Berlin Blockade

The evolving nature and character of the Cold War in Europe and the Asia-Pacific from 1948 through to détente, including the arms race and threat of nuclear war, and the new Cold War of the 1980s

The involvement of Australia in the Cold War, with particular reference to foreign policy, nuclear testing at Maralinga, and the war in Vietnam

Significant developments that followed the end of the Cold War in 1989, including the breakup of the Soviet Union, the development of European governance and extension of the 'European Union', and the emergence of China and India as significant Asian powers

The changing nature of world order in the period 1989-2010, for example the peaceful reunification of Germany, the US as superpower, the exercise of military power, and economic influence

The role of significant individuals during the period, for example Josef Stalin, Harry Truman, Mao Zedong, John Kennedy, Nikita Khrushchev, Jawaharlal Nehru, Richard Nixon, Deng Xiaoping, Ronald Reagan, Margaret Thatcher and Mikhail Gorbachev.

Engagement with Asia

Students investigate the following with specific reference to Australia's relationship with Asia:

An overview, as background information, of the impact of World War II on Australia and Asia, including the significance of the fall of Singapore, the political and social impact of the war with Japan, the increasing regional involvement of the United States, and movements towards decolonisation

The nature of Australia's response to key developments in the period, including the success of the Communists in China, the Tokyo War Crimes Tribunal, the return of the French to Vietnam, Indonesian claims for independence, Australia's adherence to the White Australia Policy until 1973, and the implications of Australia's involvement in the Vietnam War

The significance of Australia's immigration policies on regional relationships after World War II, including the reasons for the gradual dismantling of the White Australia Policy in the period 1945-1973

The formation of formal alliances and forums, for example ANZUS, SEATO and APEC, and cultural ties with Asia

Students investigate Australia's relationship with **ONE** Asian country chosen from China, India, Indonesia, Japan or Vietnam in relation to the following:

The changing characteristics of the chosen nation over the period, including political independence and alliances; system of government; political, social and cultural policies; economic growth; and the development of education and technology

The nature of the connections between the chosen country and Australia in the areas of migration, trade, culture, membership of alliances, and political affairs

The significance of the chosen country's political and economic development since 1945 for its relationship with Australia

The role of individuals and groups, for example national leaders, businessmen, and sporting and cultural identities, in promoting or questioning closer links between the chosen country and Australia.

A Globalised World

An overview, as background information, of economic and social conditions in 1945-46, including social displacement and austerity in Europe, Australia and other parts of the world following World War II

The background to, and the key features of, post-war capitalism and communism as competing economic and social systems in the 1950s

The emergence of regional blocs in the 1950s and 1960s, including the EEC (European Economic Community) and the Soviet bloc and their contribution to the economic and social well-being of member countries

The nature of economic and social changes in Australia and one other country up to the 1970s and the impact and significance of these changes for individuals and groups within each society and for relations with other countries

The global significance of the economic recession of the 1970s for western capitalist economies, including the collapse of the Bretton Woods system and the OPEC Middle East Oil Crisis (1973)

The global impact of the failure of the command economies in the 1970s and 1980s and the revival of market economies from the 1980s, including reference to the collapse of the Soviet bloc and the economic liberalisation of China

The economic and social impact of global popular culture and technology advances on Australian society in the period 1990-2010.

Movements of People

An overview, as background, of the volume and forms of migration before 1945, including legal and illegal migrants, mass migration to former settler colonies and refugee movements

The nature, extent and global distribution of populations in 1945 and then in 2010

The circumstances in 1945 contributing to mass movement of people, including the impact of World War II on migration from Europe and its impact on Australian migration policies and on movements within the British Commonwealth

The international legal and organisational frameworks for the movement of people, including the 1948 Universal Declaration, the 1951 Refugee Convention and the 1967 Protocol, the anti-trafficking protocol of the Palermo Convention (2000), International Labor Organisation (ILO) and United Nations High Commissioner for Refugees (UNHCR)

Displacement arising from conflict and persecution (1945 -1975) for example Communist regimes in Europe (Hungarian uprising 1956), conflicts in the Middle East (Israeli military interventions in Lebanon)

Displacement arising from conflict and persecution (1975 - 2010), for example fleeing from Communism in Asia (Vietnam War) and civil wars in Africa (Horn of Africa)

The consequences of the movement of peoples in the period 1945 – 2010, for example urban migration and labour migration, and the experiences of groups that moved and the implications for Australia, Great Britain and the British Commonwealth.

The Struggle for Peace in the Middle East

An overview of the background to the establishment of the British mandate in Palestine and the establishment of the state of Israel, including the immediate consequences for relations between Jews and Arabs

The significance and consequences of key conflicts between Arabs and Israelis, including the Arab-Israeli War of 1948-49, the Suez War (1956), the Six-Day War (1967), the Yom Kippur War (1973), Israeli military intervention in Lebanon (1978, 1982, 2006), and Israel's decision to withdraw from Gaza in 2005

The nature and consequences of Palestinian reactions to Israel, including the Intifada (1987–94) and the 2nd Intifada (2000–2006)

Reasons for, and consequences of, other conflicts in the Middle East, for example the Lebanese Civil War (1975-1990), the Iran/Iraq War (1980-1988), Iranian Revolution (1979) and the Gulf Wars I (1990–1991) and II (2003)

The attempts to settle conflicts between Arabs and Israelis, for example: the 1949 Armistice, Security Council Resolution 242 (1967), Camp David Accords (1978), the 1979 Peace Treaty, the Oslo Accords (1993), the Camp David Summit (2000), and the role of the United Nations

The impact of significant individuals and groups both in working for and in opposing peace for example David Ben-Gurion, Anwar Sadat, Menachem Begin, Yasser Arafat, Yitzhak Rabin, Ariel Sharon, Golda Meir, the Palestinian Liberation Organisation, Hezbollah, Hamas, and 'Peace Now'

The consequences of the involvement of the United States, Britain and the Soviet Union in the Middle East over the period, in both the continuing conflict and the peace process.

The Search for Peace and Security

An overview of the threats to world security in 1945, including austerity, border disputes, refugee movements, and the peace settlement in 1945

The reasons for the creation of the United Nations and its immediate successes, including the UN Security Council; the Universal Declaration of Human Rights; the Genocide Convention 1948; and the Geneva Convention 1949

The development of post war peace movements, with particular reference to their objectives, methods and influence, for example disarmament in response to the Cold War, and the use of non-violence

The role and outcomes of the United Nations as peacekeeper in specific conflicts and disputes, for example Korea 1954-1955, the former Yugoslavia after 1989; Rwanda (1993-96); Cambodia up to the first elections in 1993; and East Timor/Timor-Leste (1999-2008)

The contribution of Australia as a peacekeeper since World War II, including the military, civilian police, mine-clearers, weapons inspectors and diplomats

The changing nature of global terrorism to 2010, as represented by the objectives, methods and influence of terrorist groups, including state-based terrorism; anticolonial conflicts (such as Ireland and the United Kingdom) and international tensions (such as Al Qaeda and Western countries)

The nature of responses and the success of governments and the UN to conflicts and threats in the post-Cold War period (1991-2010), including national counter-terrorism actions, efforts to ensure disarmament and non-nuclear proliferation; and the resolutions of the UN Security Council

The impact of significant individuals in the period, for example Eleanor Roosevelt, H V Evatt, Dag Hammarskjold, Ralph Bunche, Lester Pearson, Gareth Evans and Kofi Annan.

Assessment

Refer to pages 10-14.

Understanding Modern Nations

Value 1.0

(This unit combines **Understanding the Modern World b** and **Modern Nations a**)

Modern World

Value 1.0

(This unit combines **Change in the 20th Century b** and **The Modern World since 1945 a**)

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course:

Nil.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and Unit Grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	College
Liz Craig	Burgmann Anglican School
Murray Chisholm	Canberra College
Christopher Kenna	Hawker College
Nick Ewbank	Radford College
Michael Batten	St Mary MacKillop College

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
investigate	issues, problems	
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
summarise	main points, words, ideas in text, review, draft and edit	

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Course Adoption

Condition of Adoption

This course and units are consistent with the philosophy and goals of the college and as an adopting college have the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to bssscertification@ed.act.edu.au. A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, **Course** title, **A** and/or **T** and/or **M** and/or **V** to the **Classification/s** section of the table, and the relevant **Framework**.

College:				
Course Title:	Modern History			
Classification/s:	A	T	M	
Framework:	Humanities and Social Science Framework 2019			
Dates of Course Accreditation:	from	2014	to	2022