

## DRAFT SENIOR SECONDARY CURRICULUM - MODERN HISTORY

### Organisation

#### 1. Overview of senior secondary Australian Curriculum

ACARA has developed draft senior secondary Australian Curriculum for English, Mathematics, Science and History according to a set of design specifications (see [http://www.acara.edu.au/curriculum/development\\_of\\_the\\_australian\\_curriculum.html](http://www.acara.edu.au/curriculum/development_of_the_australian_curriculum.html)). The ACARA Board approved these specifications following consultation with state and territory curriculum, assessment and certification authorities.

Senior secondary Australian Curriculum will specify content and achievement standards for each senior secondary subject. Content refers to the knowledge, understanding and skills to be taught and learned within a given subject. Achievement standards refer to descriptions of the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) demonstrated by students who have studied the content for the subject.

The senior secondary Australian Curriculum for each subject has been organised into four units. The last two units are cognitively more challenging than the first two units. Each unit is designed to be taught in about half a 'school year' of senior secondary studies (approximately 50–60 hours duration including assessment). However, the senior secondary units have also been designed so that they may be studied singly, in pairs (that is, year-long), or as four units over two years. State and territory curriculum, assessment and certification authorities are responsible for the structure and organisation of their senior secondary courses and will determine how they will integrate the Australian Curriculum content and achievement standards into courses. They will also provide any advice on entry and exit points, in line with their curriculum, assessment and certification requirements.

States and territories, through their respective curriculum, assessment and certification authorities, will continue to be responsible for implementation of the senior secondary curriculum, including assessment, certification and the attendant quality assurance mechanisms. Each of these authorities acts in accordance with its respective legislation and the policy framework of its state government and Board. They will determine the assessment and certification specifications for their courses that use the Australian Curriculum content and achievement standards and any additional information, guidelines and rules to satisfy local requirements.

These draft documents should not, therefore, be read as proposed courses of study. Rather, they are presented as draft content and achievement standards that will provide the basis for senior secondary curriculum in each state and territory in the future. Once approved, the content and achievement standards would subsequently be integrated by states and territories into their courses.

## 2. Senior Secondary History subjects

The Senior Secondary Australian Curriculum: History consists of two subjects – Modern History and Ancient History. Modern History focuses on key events, ideas, movements, developments and people that have shaped the modern world. Ancient History focuses on the nature of the evidence of the ancient world, the key features of ancient societies, and issues of preservation, conservation and reconstruction.

## 3. Structure of Modern History

### Units

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.

The four units include:

#### *Unit 1: 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.

#### *Unit 2: Movements for Rights and Recognition in the 20<sup>th</sup> 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.

#### *Unit 3: The Rise of 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 twentieth century; their responses to these crises, and the different paths they have taken to fulfil their goals.

#### *Unit 4: The 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.

[Modern History: Concepts and topics across units \(PDF\)](#)

## Organisation of content

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 Years F-10 curriculum and which continue to be developed in through to the Modern History curriculum. These include chronology, terms and concepts; historical questions and research; analysis and use of sources; perspectives and interpretations; 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.

## Organisation of achievement standards

The Modern History achievement standards are organised as two dimensions: knowledge and understanding, and historical skills, and describe five levels of student achievement. These follow the organisation of the content to provide a clear alignment that may be helpful to teachers of Modern History.

#### 4. Links to F-10

The Modern History curriculum continues to develop student learning in history through the same strands used in the F-10 history curriculum, although 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 twentieth 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.

#### 5. Representation of General Capabilities

General capabilities that are specifically covered in the Modern History curriculum include *Literacy, Numeracy, Critical and creative thinking, Ethical behaviour, Information and Communication Technology (ICT) capability, and Intercultural understanding.*

*Literacy* is of fundamental importance in the study of Modern History. Students are taught to read and understand historical sources such as journal entries, cartoons, biographies, films and other accounts of the past. They are taught how to communicate thoughts and ideas logically and fluently, to identify evidence in sources, and to develop arguments supported by evidence.

*Numeracy* is particularly inherent 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 develop numeracy capability when they analyse, interpret and draw conclusions from statistical information, particularly in relation to change over time.

*Critical and creative thinking* is inherent in the historical inquiry process. The demands of historical inquiry include the ability to pose intelligent questions, develop historical inquiries, develop interpretations based on an assessment of the evidence and reasoning, interrogate, select and cross-reference sources, and analyse interpretations and representations of the past.

*Ethical behaviour* involves students exploring the actions and motivations of people in the past, while recognising that there may have been different standards and expectations compared to the present. Students investigate the diversity of values and principles that have influenced human affairs and that continue to influence the present.

*Intercultural understanding* is an important aspect 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. 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.

*Information and Communication Technology (ICT) capability* is key in the inquiry process, particularly in relation to investigation, analysis and communication. Students develop ICT capability through the location of sources, the use of applications to process and analyse evidence, and to communication historical information. Students develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the historical inquiry process.

There are also opportunities within the study of Modern History to develop the general capability of *Personal and Social capability*, with an appropriate choice of activities by the teacher.

## **6. Representation of Cross-curriculum priorities**

Aboriginal and Torres Strait Islander histories and cultures includes study of the ideas that have influenced social 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 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.

In addition there are opportunities for teachers, with an appropriate choice of activities, to include Sustainability.

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### 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.

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.

Modern History enhances students' appreciation of larger themes as well as the 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 consequences of social and economic change; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.

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.

## **Aims:**

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 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.

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## Unit 1: Understanding the Modern World

### 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 such as 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. 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.

### Learning outcomes

By the end of this unit, students:

- 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
- 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; and use a range of evidence to support and communicate an historical argument.



## Topic electives

Students study TWO topics with at least ONE to be chosen from the topic electives below. An alternative significant development may be chosen as one of the two topics of study in this unit.

1. The Enlightenment, 1750 – 1789
2. The American Revolution, 1763 – 1812
3. The French Revolution, 1774 – 1799
4. The Industrial Revolutions, 1750 – 1890s
5. Revolutions in Health and Medicine, 1790s – 1918

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: British imperialism; the American Civil War and its aftermath; World War I and its legacy; or a focus on historical force/s that have shaped the modern world such as capitalism, liberalism, nationalism, fascism, socialism and imperialism.

## Content descriptions

### ***Historical knowledge and understanding***

Students study at least ONE of the following topic electives which is to be taught with the requisite historical skills described at the end of this unit:

#### *The Enlightenment (1750 – 1789)*

- The 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 Rousseau, Voltaire, Hobbes, Locke, and J.S Mill
- The key ideas that emerged from the Enlightenment, such as: the belief in reason and scepticism; the importance of books and literature; the belief in the value of education as reflected in the rise of universities and academies; support for humanitarianism; the rise of enlightened monarchies; and the abolition of serfdom and slavery
- The changes that occurred as a result of the Enlightenment, including movements for social and political reform, increased interest in technological change, and greater equality within the family
- The experiences and responses of a range of groups, such as: revolutionary leaders, scientists, church leaders, intellectuals and monarchs
- The long-term regional and global significance of the Enlightenment
- Representations and interpretations of the Enlightenment, including its portrayal as an elitist cultural movement, or as a phenomenon that led to real social and political change for all

OR

#### *The American Revolution (1763 – 1812)*

- The main causes (political, social, and economic) 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 (such as Saratoga and Philadelphia)
- The motivations and contribution of significant individuals to the revolutionary effort, with particular reference to Benjamin Franklin, Thomas Jefferson, George Washington, John Hancock and John Adams; and the contribution of significant groups, such as: the French, patriots, churches, women, native Americans, and slaves
- 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 formation of the United States of America

- The response of key revolutionary individuals, groups and political parties to the challenges that they encountered as the new state was consolidated, including public demonstrations, violence, threats of violence, the formation of local governments, and the ongoing question of the role of slavery in the emerging state
- The political, social and constitutional changes brought about by the American Revolution, such as: the separation of powers; treatment of the opponents of independence; losses during the war; and the emergence of the Federal system
- The long-term, regional and global significance of the American Revolution, such as: its connections to other revolutionary movements; the idea of government by consent of the governed; the economic and social development of the USA; and the implications for Australia of the cessation of British convict transports to the United States
- Interpretations and representations of the American Revolution, including: its portrayal as a heroic fight for personal liberty against tyranny; as a fight for economic independence; as a struggle over who would rule at home (that is, a domestic revolution); and more recently as a 'civil war'

OR

#### *The French Revolution (1774 – 1799)*

- The 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 in France as the 'spark' that caused the revolution in 1789
- 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 such as the Sans-Culottes, the bourgeoisie and the peasants
- The key ideas of the French Revolution and their significance to the Revolution, including liberty, equality, fraternity, citizenship and inalienable rights
- The key changes that occurred during the French Revolution, including the overturning of the 'Ancien Régime', and changes to both the social structure of France and its foreign policy
- The responses of key revolutionary individuals and groups to significant events, including war, the counter-revolution and the 'Reign of Terror'
- 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 abolition of monarchy, the advent of democracy and the rise of the middle class
- The rise and influence of Napoleonic France and the growth of nationalism as an outcome of the French Revolution
- The long-term regional and global significance of the French Revolution
- Interpretations and representations of the French Revolution, including its portrayal as a middle-class or working-class revolution and as an example of state terror

OR

*The Industrial Revolutions (1750 – 1890s)*

- The causes of the first Industrial Revolution in the second half of the 18th century, including changes in the understanding and application of technology such as those using coal, iron, and steam
- The impact of new processes and ideas, such as: the development of iron and coal mining; the mechanisation of the textile industry and steam power; the rise of the factory system and production lines; the development of a steel-based second Industrial Revolution; and new communications, such as: canals; roads; and trains
- The role of key individuals involved in the creation and continuation of the Industrial Revolutions, with particular reference to Abraham Darby, Henry Thoreau and Adam Smith
- The emergence of ideas and ideologies that supported or challenged the Industrial Revolution, such as: capitalism; laissez-faire; Chartism; socialism; Romanticism; labour as a commodity; and the Protestant work ethic
- The experiences of factory owners, workers, women and children in the Industrial Revolution; and responses to the Industrial Revolution from trade unionists, Chartists, and Luddites
- The effectiveness of official responses to the challenges of the Industrial Revolution, including Royal Commissions; Factory Acts (1802-1850), particularly the Factory Act of 1833; and the 'Peterloo Massacre'
- The consequences of the Industrial Revolution for the organisation and commodification of labour; for living and working conditions; for textiles and manufacturing industries; for the environment, urbanisation and transportation; and for the rise of capitalism and socialism
- The contribution of the Industrial Revolution to contemporary ideas, beliefs and values, such as: improved working conditions; environmental sustainability; women's rights; unionism; and government regulation of industry
- The interpretations and representations of the Industrial Revolution, including: the notion that living standards fell rather than rose; the notion that the Industrial Revolution was a key contributing factor to the slave trade; and representations in literature and art, such as those by Charles Dickens and Elizabeth Gaskell

OR

*Revolutions in Health and Medicine, (1790s – 1918)*

- The extent of knowledge about health, medicine and disease in the 1790s, including the differences between European and non-European understanding of what caused disease and how it was best treated
- The ideas of the Scientific Revolution and the impact on medical knowledge, including: the invention of the microscope and stethoscope; the introduction of scientific method; a greater understanding of anatomy; and the development of Chemistry
- The nature of public health before the 20th century, including the chief threats that faced most of the world's population, such as: starvation; typhus; cholera; and infant mortality

- The revolution in the development of surgical techniques, such as: a more developed understanding of human anatomy; the use of antiseptics and anaesthetics
- The revolution in sanitation and the control of public health, including the role of the government in the provision of health care on a large scale (in places of work, private life and food production) through, for example, the training of doctors, establishment of public hospitals, provision of clean water, and use of quarantine facilities to control disease
- The work and role of at least TWO significant individuals, including Robert Koch, Louis Pasteur (one of the main founders of microbiology), and Curie, in advancing medicine and/or public health
- The significance of scientific research in revolutionising and improving public health and medicine, such as Snow's mapping of the Soho Cholera outbreak, which led to sewage treatment; and the connections between improvements in public health and school education
- The increasingly active involvement and leadership of women in medicine, with particular reference to Elizabeth Blackwell
- The impact of the 1918 Spanish influenza pandemic, including its global nature, the means of transmission of the disease, and mortality rates
- The long-term regional and global significance of changes, such as: the revolution in health and longevity as a Western phenomenon, and areas where it has not had an impact
- The interpretations and representations of public health and medicine across the period, including the portrayal of the Industrial Revolution both as a contributor to ill health and to improvements in quality of life

OR

*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: British imperialism; the American Civil War and its aftermath; World War I and its legacy; or a focus on historical force/s that have shaped the modern world such as: capitalism; liberalism; nationalism; socialism; and imperialism.

## ***Historical skills***

### *Chronology, terms and concepts*

- 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

### *Historical questions and research*

- 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

### *Analysis and use of sources*

- Identify the origin, purpose and context of historical sources
- Analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument
- Evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument

### *Perspectives and interpretations*

- 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

### *Explanation and communication*

- 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

## Unit 2: Movements for Rights and Recognition in the 20th century

### Unit description

This unit examines significant movements for rights and recognition 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.

### Learning outcomes

By the end of this unit, students:

- understand the key features of the movements for rights and recognition, 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
- 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; and use a range of evidence to support and communicate an historical argument.

## Topic electives

Students study TWO of the following 20th century movements:

6. Women's rights
7. Recognition and rights of Indigenous peoples
8. Decolonisation
9. Civil rights in the USA
10. Workers' rights

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## Content descriptions

### ***Historical knowledge and understanding***

Students study TWO of the following 20th century movements which are to be taught with the requisite historical skills described at the end of this unit:

#### *Women's rights*

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

- The extent of rights available to women in Western societies such as the United States, Australia, New Zealand, Great Britain and France at the start of the 20th century, including their right to vote and their right to stand for Parliament
- The role of suffrage movements in the 20th century and the contribution of important individuals, with particular reference to Vida Goldstein and Emmeline Pankhurst; and the reasons why suffrage was a key focus of the movement for women's rights
- The significance of World Wars I and II in changing attitudes towards women's capabilities and the opportunities available to women
- The influence of authors, influential women and activists, including 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, including new technologies in the home, the rise of consumerism and social networking
- The post-war social changes in women's rights, including: birth control with the introduction of the contraceptive pill; improved pay and employment opportunities; affirmative action; campaigns against violence, war and sexism; and the development of child care services which enhanced women's rights
- The importance of legislation in securing changes for women since World War II, such as 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)
- Interpretations and representations of the women's movement in the western world, including the portrayal of Women's Liberation as radical change; the different portrayals of women involved in the movement; and the role of popular culture in perpetuating or challenging stereotypical views of gender

OR

*Recognition and rights of indigenous peoples*

Students study Australia and ONE other society chosen from New Zealand, Canada or Brazil, to investigate:

- The nature of the relationship that indigenous peoples had with their land and their perceptions of, and feelings about, the arrival of the colonisers
- The basis on which the colonists claimed sovereignty and imposed control, including the lack of legal recognition of Indigenous peoples and European ideas such as 'terra nullius'
- The nature of government policies and their impact on indigenous peoples, such as assimilation, the Stolen Generations, and self-determination in Australia
- 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 role of cultural activity for indigenous peoples in their dialogue with non-indigenous society
- The achievements of indigenous peoples at the end of the 20th century, including the right to vote, land rights/native title, and reconciliation
- The challenges and opportunities indigenous people have faced living within western societies – economically, socially and politically
- The objectives that are the basis of either continued efforts to achieve recognition or are the subject of continued civil rights action, including closing the gap in education and health
- The changing representations and interpretations of struggles for recognition and rights of indigenous peoples, including the 'Black Armband' and the 'White Blindfold' views of history

*OR*

*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 specific reference to 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, and the key groups and individuals that pressed for liberation of the colony, as well as the ideas that influenced them
- The significance of international movements for change that supported the decolonisation process, such as the emerging recognition of the rights of indigenous peoples, movements for international peace and cooperation, and the recognition of human rights
- The struggle to achieve independence and the role of key individuals in supporting, contesting or opposing decolonisation

- The outcomes of the decolonisation process, such as factionalism, ideological splits and changes in education and health care
- The key challenges, opportunities and developments over time in the independent country, such as increasing urbanisation, and matters related to governance (single party or democratic representation), internal security, social equality, and independent foreign policy
- Interpretations and representations of imperialism and decolonisation, including the sanitised portrayal of the history of former imperial powers, and the role of state-sponsored 'official' histories

OR

#### *Civil rights in the USA*

- The conditions that existed for African Americans in the United States at the turn of the century, including the legacy of the Civil War, the limitation of voting rights, the extent of segregation, and various forms of mistreatment
- The formation and role of significant groups supporting civil rights and the ideas that they espoused, such as 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, and the Southern Christian Leadership Conference (SCLC) in 1957
- The methods employed by civil rights movements in the United States across the period, including local and national boycotts, direct action and political agitation (such as voter registration)
- The nature and extent of the opposition to civil rights, with particular reference to the role of the Lily-White Movement, the producers of the film *Birth of a Nation* (1915), the Ku Klux Klan, and the White Citizens' Council
- The role of significant individuals using different approaches and support bases to either champion or to oppose civil rights
- The significance of key events in bringing about social and political change, including the Scopes 'Monkey' trial, 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 such as Franklin Roosevelt, John F Kennedy and Lyndon B Johnson
- The achievements and legacies of the civil rights movement in politics, economics and culture within the United States and beyond
- Changing interpretations of the civil rights movement, including debates about the legacy of Martin Luther King; the role of the Black Power movement; the significance of Barack Obama; the struggle for civil rights in the North; the emerging understanding of local movements; and the roles of women and children in the movement

OR

### *Workers' rights*

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

- The significance of developments in workers' rights during the Industrial Revolution, including resistance movements such as the Tolpuddle Martyrs; the influence of Chartism, and of thinkers such as Engels and Marx; the introduction of trade unions; moves to limit child labour; the formation of the International Workingmen's Association; and demands for an eight-hour day
- The emergence of political parties (labor and non-labor) and trade union bodies that supported workers' rights and the methods used to advance them
- The differing aims and objectives of international groups, such as: the International Workers of the World (1905), the International Labour Organisation (1919), and the International Federation of Trade Unions (1919), and their methods to advance workers' rights
- Specific achievements relating to workers' rights, including the eight-hour day and 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 steady increase in the standard of living for workers' in the West in the second half of the twentieth century
- The influence of the capitalist economic system on increased opportunities for workers', particularly in the post-war period, including education and training opportunities, share ownership schemes 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, and the right to industrial arbitration
- The changing rights and responsibilities of employers, and their role in supporting workers', including occupational health and safety
- The nature of conflicting perceptions and representations of the rights of workers, including official records; memoirs of participants; and the views of governments, business and workers

## ***Historical skills***

### *Chronology, terms and concepts*

- 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

### *Historical questions and research*

- 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
- 

### *Analysis and use of sources*

- 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

### *Perspectives and interpretations*

- 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

### *Explanation and communication*

- 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

## Achievement Standards Units 1 and 2

	Knowledge and Understanding	Skills
A	<p>The student:</p> <ul style="list-style-type: none"> <li>explains key movements and developments in relation to the significance of the ideas that underpinned them, and how they affected the lives of individuals and groups in different times and places</li> <li>evaluates key factors contributing to change and continuity</li> <li>assesses the consequences of events and developments, and evaluates their significance at the time and to the contemporary world</li> <li>explains the contestable nature of different interpretations and representations of movements and developments, and assesses their usefulness</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>researches a line of inquiry using a range of sources and methods, and applies evidence to analyse different interpretations and representations</li> <li>selects and applies relevant sources of evidence, based on an evaluation of their reliability and usefulness to the historian</li> <li>develops historical arguments and integrates evidence from different sources, with sound reasoning, and with a recognition of alternative interpretations</li> <li>communicates ideas and sustained arguments clearly using appropriate evidence and language, and accurate referencing</li> </ul>
B	<p>The student:</p> <ul style="list-style-type: none"> <li>explains key movements and developments in relation to the ideas that underpinned them, and how they affected the lives of individuals and groups in different times and places</li> <li>explains factors contributing to change and continuity</li> <li>assesses the consequences of key events and developments, and explains their significance at the time</li> <li>explains different interpretations and representations of movements and developments, and assesses their usefulness</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>researches a line of inquiry using a range of sources and methods, and explains different interpretations and representations</li> <li>selects and uses relevant sources of evidence and explains their reliability and usefulness to the historian</li> <li>develops historical arguments and uses evidence from different sources, with reasoning, and with reference to alternative interpretations</li> <li>communicates ideas and developed arguments using appropriate evidence, language, and accurate referencing</li> </ul>
C	<p>The student:</p> <ul style="list-style-type: none"> <li>explains key movements and developments in relation to the ideas that underpinned them, and how they affected the lives of individuals and groups</li> <li>describes factors contributing to change and continuity</li> <li>describes the consequences and impact of key events and developments</li> <li>explains different interpretations and representations</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>researches a line of inquiry and uses sources to locate answers</li> <li>uses relevant sources of evidence and identifies their usefulness as evidence to the historian</li> <li>develops historical accounts and uses evidence from sources</li> <li>communicates ideas and arguments and uses historical terms and referencing</li> </ul>

	Knowledge and Understanding	Skills
D	<p>The student:</p> <ul style="list-style-type: none"> <li>explains key events and developments in relation to how they affected the lives of individuals and groups</li> <li>identifies factors contributing to change and continuity</li> <li>identifies the consequences of key events and developments</li> <li>describes interpretations and representations</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>researches a topic and locates answers</li> <li>recognises sources of evidence that are useful to the historian</li> <li>develops descriptions of events and developments</li> <li>communicates ideas about events and developments</li> </ul>
E	<p>The student:</p> <ul style="list-style-type: none"> <li>recounts key events and developments in relation to how they affected the lives of individuals and groups</li> <li>identifies some reasons for change or continuity</li> <li>identifies some consequences of key events</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>locates answers to questions</li> <li>recognises that sources provide evidence</li> <li>identifies features of events and developments</li> <li>communicates information about events and developments</li> </ul>

## Unit 3: The Rise of Modern Nations

### Unit description

This unit examines the rise of modern nations in the twentieth 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 development 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.

### Learning outcomes

By the end of this unit, students:

- 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
- 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 communicate historical arguments.



## Topic electives

Students study TWO of the following topic electives, one from List 1 and one from List 2:

### List 1

United States of America, 1917 – 1945

Australia, 1916 – 1949

Germany, 1918 – 1948

Russia and the Soviet Union, 1905 – 1948

### List 2

Japan, 1937 – 1960s

India, 1919 – 1971

Indonesia, 1942 – 1965

China, 1937 – 1976

**List 1** includes those Western nations that were beset by crises and that shared the following historical experiences: involvement in World War I, challenges to their democracies from ideologies such as Fascism and Nazism, the Great Depression, and involvement in World War II.

**List 2** includes those countries that emerged from the breakdown of the European imperial order, and how they achieved their ambitions to become nation-states that either imitated the Western experience or took a different path, and that are of increasing relevance to Australia, economically and culturally.

## Content descriptions

### ***Historical knowledge and understanding***

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 end of this unit.

#### ***List 1***

##### *United States of America, 1917–1945 (Involvement in WWI – End of WWII)*

- An overview of the nature of American society at the start of the period and its key national objectives, including the Immigration Restriction Acts of 1921 and 1924, the introduction of prohibition, the development of industrial power and consumerism, the introduction of women's suffrage, and the assertion of capitalism and democracy
- The nature and causes of internal divisions within American society and between groups with different aims and beliefs, such as African Americans, urban workers, rural workers, immigrants, industrialists and members of Indian Nations; and the consequences of divisions such as the rise of the Ku Klux Klan, the Scopes 'Monkey' Trial and the Trial of Ossian Sweet
- The significance of the 'Jazz Age' in shaping American values through cultural expression such as music, film and fashion
- The impact of the Great Depression on different groups in American society and the effectiveness of political responses, including the New Deal
- The changing nature of American foreign policy between 1917 and 1945, including the reasons for its involvement in World War II, and the nature of its international alliances and relationships
- The significance of American involvement in World War II, including the decision to use the atomic bomb, and the changing nature of America's relationship with the Soviet Union and with its allies
- Changing interpretations of the history of the United States of America between 1917 and 1945, with a particular emphasis on the New Deal and foreign policy

OR

##### *Australia, 1916–1949 (Conscription – Election of Menzies)*

- An overview of the characteristics of Australian society in 1916 and the development of key national objectives, including the 'White Australia' policy, challenges to Australia's links with Britain, the development of an egalitarian society, the creation of the defence forces, and the adoption of universal suffrage
- The adjustment of national priorities in the 1920s, including the tensions between urbanisation, industrialisation and rural development; the difficulties of soldier resettlement; 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 external threats to Australia's foreign policy from 1939, including the contrasting approaches of Robert Menzies and John Curtin to the defence of Australia in the period 1939–1945
- The development of post-war Australia, including reconstruction programs such as the Snowy Mountains Scheme, industrialisation and the provision of social welfare, the creation of migration programs, and attitudes and policies towards Aboriginal and Torres Strait Islander Peoples
- The impact of the rise of communism, its influence on the election of Robert Menzies and the Liberal Party in 1949, and the contrasting economic and social policies offered at the 1949 election
- Changing interpretations of the history of Australia in the period 1916-1949, including the idea of an egalitarian Australia, the emergence of a more independent foreign policy, the impact of 'the bush', and representations of Aboriginal and Torres Strait Islander Peoples

OR

*Germany, 1918 –1948 (End of WWI – Marshall Plan)*

- An overview of the characteristics of German society in 1918 and its key national objectives, including the emergence of German nationalism and imperialism, the status of the Kaiser, the influence of Social Darwinism, the impact of the Arms Race, and economic problems caused by failure at war
- The democratic changes under the Weimar Government, the impact of the Treaty of Versailles and war reparations, Weimar inflation, and the policies to re-establish Germany's economy
- The circumstances that led to the failure of successive Weimar governments 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 the Nazi Party to utilise popular fears, and the party's own organisational and tactical skills
- The nature of the Nazi state and its impact, including propaganda, the use of terror and repression (SA and SS), the creation of Hitler Youth, limitations on the role of women, the policy of Lebensraum (living space), the idea of the Aryan race, efforts to exterminate Jews and minorities in German-controlled lands, and methods of mobilisation
- Nazi policies of anti-Semitism and the promotion of the Aryan race resulting in efforts to exterminate minorities in German-controlled lands and the Holocaust
- The reasons for the invasion of Poland and the consequent external threats to Germany, including the significant events that led to the failure of the German war effort such as Blitzkrieg, the Battle of Britain, the war in Russia and North Africa, the entry of the USA into the war and the defeat of Germany by the Allies and the division of Germany
- The role and impact of significant individuals in Weimar and Nazi Germany, including Gustav Stresemann, President von Hindenburg, Adolf Hitler, Joseph Goebbels, Heinrich Himmler and Hermann Göring
- Changing interpretations of Germany's history in the period 1917-1948, including Nazism as totalitarianism, and the view that Hitler was a weak dictator

OR

*Russia and the Soviet Union, 1905 – 1948 (Russo-Japanese War – Berlin Blockade)*

- An overview of the characteristics of Russian society in 1905, including the nature of absolute monarchy under Nicholas II, rural poverty and the discontent of workers, attempts at modernisation, opponents (both moderate and extreme) to the monarchy, the country's defeat in the Russo-Japanese War, and the impact of the October Manifesto
- The external threats that Russia faced, including the factors that led to its involvement in World War I, the mobilisation and consequent failures in battle, and the military leadership of the Tsar and others in positions of authority
- The internal divisions and crises within Russian society, including the causes, events and outcome of the February and October Revolutions in 1917; the opposition to Lenin, the civil war and the reasons for the Bolshevik victory; and the struggle of Stalin and Leon Trotsky for power
- The changes that transformed Russia, including the impact of 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 the Great Patriotic War and the methods that enabled the USSR to secure victory
- The state of Russia and the Soviet Union after World War II (1945-48), including the continued dominance of Stalin as leader; government reaction to the crises of war and the Cold War; and state control of the economy, the mass media and its use of propaganda
- Changing interpretations of Russia's history in the period 1905-1948, including Leninism, Stalinism as totalitarianism, and views of Stalin both as a tyrant and as a capable leader

**List 2**

*Japan, 1937 – 1960s (WWII – Economic revival)*

- An overview of the state of Japanese society in 1937, including the loss of democratic institutions, its increasing militarism and territorial expansion
- Japan during World War II, including the extent and nature of Japanese imperial expansion in Asia and the Pacific; the external threats to Japan, including tension with the USA over trade before WWII; the scope and nature of fighting in Asia and the Pacific during WWII; the bombing of Pearl Harbor; and the US atomic attacks in 1945
- The immediate post-war impact of Japan's defeat, including the military 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 continued development of Japan internally 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

- The key national objectives of Japanese governments, including the formation of the Greater East Asia Co-Prosperity Sphere, the introduction of a democratic constitution after WWII, membership of the UN, and economic growth
- Japan's role and situation in the Cold War to the 1960s, including the limits on its military role and territorial disputes with the USSR, China, and North and South Korea
- The role and motivations of significant individuals and groups in the period, with particular reference to Hideki Tojo, Emperor Hirohito, D.T. Suzuki, Sin-Itiro Tomonaga, Masumi Okada, Yasuhiro Nakasone, and General Douglas MacArthur
- Changing interpretations of Japan's history in this period, including the Nanking massacre as the 'Forgotten Holocaust', the Japanese 'plan' to invade Australia, and the Japanese 'economic miracle'

OR

*India, 1919 – 1971 (Jallianwalla Bagh massacre – Formation of Bangladesh)*

- An overview of the tensions existing in India in 1919 between the colonial British government and those with aspirations for independence, as exemplified by the Indian National Congress and the Jallianwalla Bagh massacre
- The objectives of the independence movement in India and the varying approaches, such as constitutional and terrorist approaches, to achieving independence; and the emergence of Mohandas Gandhi's 'satyagraha' as a 'third way'
- The extent of support for independence, including acceptance or rejection of Gandhi's campaigns of 1920–1922, 1930–1933, and 1942; Gandhi's relationship with Muslim supporters of independence, and the emergence of leaders such as Muhammad Ali Jinnah and Jawaharlal Nehru
- The nature of the division in India that resulted in the creation of Pakistan (1947) and Bangladesh (1971), including the different paths of the two nations, and the response of India to the independence of these states
- The establishment and significance of the Indian constitution (1950); the subsequent role of the Indian Congress Party, and the leadership of Jawaharlal Nehru and Indira Gandhi
- The experiences of different groups and castes in India, with particular reference to Hindus, Muslims, women, Scheduled Castes, Scheduled Tribes and Backward Castes
- The changing nature of India's foreign policy to 1971, including the development of a non-aligned approach to international politics, the Sino-Indian War (1962), the Indo-Pakistan War (1971), and the creation of Bangladesh
- Changing interpretations of India's history in the period 1919–1971, including portrayals of individual leaders, views on the nature of division in Indian society, and reactions to colonialism

OR

*Indonesia, 1942 – 1965 (Japanese occupation – Fall of Sukarno)*

- An overview of the impact of colonial rule; the invasion of the Dutch East Indies by the Japanese imperial forces in 1942, and the subsequent occupation which ended the Netherlands' rule
- The reasons for the Japanese defeat of the Netherlands; the nature of the Japanese occupation and its effects on Indonesian nationalism, including the declaration of Indonesian independence in 1945 and the Netherlands' attempts to re-establish its rule
- The background, role and significance of Sukarno's presidency, with particular reference to 'Guided democracy', Indonesian understandings of 'democracy', and solutions to democratic instability of government; and foreign policy in relation to the Soviet Union, China, Australia and the United States
- The role of Sukarno in the growing tensions between the army and the Indonesian Communist Party (PKI)
- The reasons for the deterioration in Indonesia's economy up to 1965 and its impact on the population, including hyperinflation and food shortages
- The causes and nature of internal divisions in Indonesian society, including guerrilla struggles; the confrontation between Christians and Muslims; the transmigration program and the subsequent conflict between settlers and indigenous populations; the pro-democracy movement, and the efforts of government to unify Indonesians in the period to 1965
- The significance of external threats to Indonesia's position, including increasing dependence on the USSR and China, the withdrawal of US aid to Indonesia, the confrontation with Malaysia and the annexation of West Irian
- The nature and significance of the military coup against Sukarno in 1965, including the rise to power of General Suharto, and the subsequent treatment of PKI members
- Changing interpretations of Indonesia's history in the period 1942-1965, including Australia's understanding of the nature of Indonesian democracy, portrayals of Sukarno as a 'puppet master', and views on the nature and meaning of the 1965 coup and the nature of Indonesian nationalism

OR

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

- An overview of the characteristics of Chinese society in 1937, including the territorial extent of China, its social and economic organisation, and the challenges posed by Japanese aggression during World War II to the ruling KMT (Kuomintang) party
- 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 myth and reality 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 between them that led to a change in the regime in 1949
- Chinese involvement in the Cold War and efforts to resist the United States in the Korean conflict (1950-53), and the nature and practice of China's subsequent international relations policy until the 1960s

- The significance of the Great Leap Forward (1958-1961) and the Cultural Revolution (1966-1976) as attempts to organise Chinese social and economic life and to suppress dissent, and their implications for groups within China, including rural peasants and political dissidents
- Changing interpretations of the history of China in the period 1937-1976, including the Western representation of China as a nation without history or progress

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## ***Historical skills***

### *Chronology, terms and concepts*

- 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

### *Historical questions and research*

- 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

### *Analysis and use of sources*

- 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

### *Perspectives and interpretations*

- 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

### *Explanation and communication*

- 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



## Unit 4: The Modern World since 1945

### 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, including 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 in the Middle East; and the implications of globalisation with the ever-increasing mobility of people and 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. This unit requires students to pay particular attention to the changing nature of historical sources.

### Learning outcomes

By the end of this unit, students:

- 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
- 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 communicate historical arguments.

## Topic electives

Students study ONE of the following topics, with a focus on the period 1945 – 2010:

- The Changing World Order
- Engagement with Asia
- Movements of People
- The Struggle for Peace in the Middle East
- Towards a Globalised Economy

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## Content descriptions

### ***Historical knowledge and understanding***

Students study ONE of the following topics, with a focus on the period 1945 – 2010, which are to be taught with the requisite historical skills described at the end of this unit:

#### *The Changing World Order*

- The nature of the world order at the end of World War II, the continued existence of 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; and the new Cold War of the 1980s, including the United States, Australia in Vietnam, and the arms race and the threat of nuclear war
- The significance of the Cold War for the superpowers, for the European and Asia-Pacific regions affected by it, and for international trade and economic development
- The role of significant individuals during the period, with particular reference to Josef Stalin, Harry Truman, Mao Zedong, John Kennedy, Nikita Khrushchev, Jawaharlal Nehru, Richard Nixon, Deng Xiaoping, Ronald Reagan and Mikhail Gorbachev
- Significant developments that followed the end of the Cold War in 1989, including financial problems in the Russian bloc, 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, including intra-state conflicts, the use of guerrilla warfare, terrorist activities, and significant conflicts such as those in the Middle East, the Balkans, Iraq and Afghanistan
- Interpretations and representations of the history of the world order in the period 1945-2010, including notions of the role of the United States as the world's 'policeman', and the emergence of the theory of 'soft power'

OR

#### *Engagement with Asia*

*Students investigate this topic, with specific reference to Australia's relationship with Asia, in relation to the following:*

- 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 immediate aftermath of World War II, 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, such as ANZUS and SEATO, and cultural and sporting ties with Asia

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

- The significance of the changing characteristics of the chosen nation over the period, including their political independence and alliances; systems of government; political, social and cultural controls; 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 consequences of Asia's economic and technological development since 1945 for specific groups (such as workers, businesses, governments, professional sportspeople, and students) within the chosen country and Australia, including the role of technology in facilitating connections at personal, professional and governmental levels
- The role of individuals and groups, such as national leaders, businessmen, and sporting and cultural identities, in promoting or questioning closer links between the chosen country and Australia
- Interpretations and representations of the relationship between Australia and the chosen country, including Australia's acceptance of its relationship with Asia, supporters and opponents of that relationship, and the emergence of the concept of 'the Asian century'

OR

#### *Movements of People*

- The different forms of migration before 1945 (passport, mass migration to former settler colonies, refugee movements); Australia's immigration policy; and Australia's role at, and response to, the Evian conference
- The nature, extent and global distribution of populations in 1945, the impact of World War II on migration from Europe, and changes in Australia's migration policies, including reasons for the increase in the number of Australians living and working abroad
- The significance of 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)

*Students study the causes and nature of the following movements of people in the period 1945-2010, with particular reference to at least one example listed in each category:*

- Labour migration, such as: labour migration within Europe, from Mexico to the United States, from South and South-East Asia to the Gulf countries; Australia's mass immigration schemes of the 1950s and 1960s; and the emigration of skilled Australians
- Displacement arising from conflict and persecution, such as: the Chileans under Pinochet; people from the Congo, Sri Lanka, former Yugoslavia, Colombia; the East Timorese in 1975 and 1999; the Hazaras in Afghanistan; and the Asian Ugandans under Idi Amin
- Displacement arising from environmental change during the second half of the 20th century, such as: the dam building projects in China and India, and the desertification in Africa
- Urban migration, including the rapid growth of megacities during the second half of the 20th century in the developing world (such as Mexico City, Lagos, Shanghai); and the extent of urbanisation in Australia and the impact of depopulation on rural areas
- Regular and irregular migration, such as: the Mexicans in the United States, refugees in South Africa, the illegal immigrants known as 'sans papiers' in France, Jewish immigrants to Australia in the immediate post war period, refugees from Vietnam to Australia 1975-1979, and asylum seekers to Australia
- Interpretations and representations of the impact of movements of people since 1950, including the significance of overpopulation and of political turmoil in driving migration

*OR*

#### *The Struggle for Peace in the Middle East*

- The British mandate in Palestine and the significance of the establishment of the state of Israel, including the immediate consequences for relations between Jews and Arabs, the Arab-Israeli War of 1948-49, and the nature of the dispossession of Palestinian lands
- The continuing story of conflict between Arabs and Israelis, with particular reference to the Suez War (1956), the Six-Day War (1967), the Munich Olympics (1972), the Yom Kippur War (1973), Israeli invasions of Lebanon (1978, 1982, 2006), and Israel's decision to disengage with Gaza in 2005
- The nature and consequences of Palestinian reactions to Israel, including the Intifada (1987-94) and the 2nd Intifada (2000-2006)
- The significance of the Iranian Revolution for relations within the Middle East and with the West
- Reasons for, and consequences of, other conflicts in the Middle East, with particular reference to the Lebanese Civil War, the Iran/Iraq War, and the Gulf Wars I (1990-1991) and II (2003)
- The role of the Arab League in establishing peaceful cooperation among the nations of the Middle East
- The attempts to settle conflicts between Arabs and Israelis, including: the 1949 Armistice, Security Council Resolution 242 (1967), Egypt/Israeli Peace Accords (1973), Camp David Accords (1978/9) and 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, with particular reference to David Ben-Gurion, Anwar Sadat, Menachem Begin, Yasser Arafat, Ariel Sharon, 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, on both the continuing conflict and the peace process
- Interpretations and representations of conflict in the Middle East, including those of participants, observers, international agencies and foreign governments

OR

### *Towards a Globalised Economy*

- An overview of the world economy from 1945 to 2010, including the growth of output and population, the changing patterns of economic activity, and the implications for living standards and wellbeing
- The framework for international trade and currencies established at the end of the Second World War, with particular reference to the Bretton Woods agreement, and the growth of market economies from 1945 to 1970
- The expansion of social welfare in health, housing, education, income security in Western countries such as the United Kingdom and Australia from 1945 to 1970
- The alternative arrangements in the Soviet bloc, China and other command economies, and their consequences for economic growth and living standards during the period 1945 to 1970, including government 5 Year economic plans
- The reasons for the economic recession in the advanced industrial economies during 1970s, the collapse of the Bretton Woods system, and how Western governments dealt with wage demands and cost of social welfare, including the Middle East Oil Crisis
- The reasons for revival of market economies from the 1980s, with particular reference to deregulation of trade and finance, the removal of protection from older manufacturing industries, the growth of the services sector, and role of new technologies in the information economy
- The failure of the command economies in the 1970s and 1980s, including the collapse of the Soviet bloc and economic liberalisation in China
- Economic globalisation with particular reference to reducing barriers to trade and investment the new division of labour and the rise of newly industrialised economies such as China, India and Brazil
- Changing patterns of work, leisure and consumption in the period 1945 to 2010, with particular reference to the shift from the country to the city, rising disposable incomes and global brands
- Interpretations and representations of globalisation with particular reference to how widely the benefits were shared and their implications for environmental sustainability

## **Historical skills**

### *Chronology, terms and concepts*

- 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

### *Historical questions and research*

- 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

### *Analysis and use of sources*

- 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

### *Perspectives and interpretations*

- 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

### *Explanation and communication*

- 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 purpose and audience
- Apply appropriate referencing techniques accurately and consistently



## Achievement Standards Units 3 and 4

	Knowledge and Understanding	Skills
<b>A</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>explains change over time in different places, and assesses the significance of this change for individuals and groups, and how it affected the relationships between different groups in society</li> <li>evaluates factors contributing to change and continuity in society in terms of their relative importance and the inter-relationships between them</li> <li>explains how the responses of different people to ideas, movements and developments were influenced by the historical context within which they lived</li> <li>assesses the significance of ideas, movements and developments to the contemporary world from the perspective of different groups in society</li> <li>analyses critically the contestable nature of different interpretations and representations in relation to complex historical issues, and assesses their validity and usefulness</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>develops and researches a line of inquiry using a range of sources and methods, and applies evidence to critically analyse different interpretations and representations</li> <li>selects and applies relevant sources of evidence based on an evaluation of their reliability and usefulness</li> <li>develops historical arguments and integrates evidence from different sources, to support particular claims with sound and sustained reasoning, and with a recognition of alternative interpretations</li> <li>communicates complex ideas and sustained arguments clearly using appropriate evidence, language and accurate referencing</li> </ul>
<b>B</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>explains change over time in different places and assesses the significance of this change for individuals and groups</li> <li>evaluates factors contributing to change and continuity in society in terms of their relative importance</li> <li>explains and accounts for the responses of different people to ideas, movements and developments</li> <li>assesses the significance of ideas, movements and developments to the contemporary world</li> <li>explains the contestable nature of different interpretations and representations in relation to historical issues, and assesses their usefulness</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>researches a line of inquiry using a range of sources and methods, and applies evidence to analyse different interpretations and representations</li> <li>selects and applies relevant sources of evidence based on an assessment of their reliability and usefulness</li> <li>develops historical arguments and integrates evidence from different sources, with sound reasoning, and with a recognition of alternative interpretations</li> <li>communicates ideas and coherent arguments clearly using appropriate evidence, language and accurate referencing</li> </ul>
<b>C</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>describes change over time in different places and how individuals and groups were affected</li> <li>explains key factors contributing to change and continuity in society</li> <li>describes the responses of different people to ideas, movements and developments</li> <li>explains the significance of ideas, movements and developments to the contemporary world</li> <li>explains different interpretations and representations in relation to historical issues</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>researches a line of inquiry using a range of sources and methods, and explains different interpretations and representations</li> <li>selects and uses sources of evidence that are appropriate</li> <li>develops reasoned historical arguments using evidence from different sources, and with reference to some interpretations</li> <li>communicates ideas and arguments using appropriate language and accurate referencing</li> </ul>



	Knowledge and Understanding	Skills
<b>D</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>identifies a change over time and how individuals and groups were affected</li> <li>identifies factors that can contribute to change and continuity in society</li> <li>identifies the responses of people to events and developments</li> <li>identifies that some events and developments are significant to the contemporary world</li> <li>describes interpretations and representations in relation to events and developments</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>researches a line of inquiry and uses sources to locate answers</li> <li>uses a limited number of relevant sources of evidence</li> <li>develops historical accounts using evidence from a limited number of sources</li> <li>communicates a limited argument using some appropriate language and referencing</li> </ul>
<b>E</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>identifies how a change can affect an individual or a group</li> <li>identifies the individuals and groups involved in events and developments</li> <li>recognises that some events in history are more important than others</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>researches a topic and locates answers</li> <li>uses a limited number of sources that are not always the most relevant</li> <li>recounts historical events</li> <li>communicates information with limited reference to sources</li> </ul>

## Glossary

### Key terms to be defined:

#### Cause and effect

Used by historians to identify chains of events and developments over time, short term and long term

#### Contestability

Occurs when particular interpretations about the past are open to debate, for example, as a result of a lack of evidence or different perspectives.

#### Continuity and change

Aspects of the past that remained the same over certain periods of time are referred to as continuities. Continuity and change are evident in any given period of time and concepts such as progress and decline may be used to evaluate continuity and change.

#### Concepts

A concept (in the study of history) refers to any general notion or idea that is used to develop an understanding of the past, such as concepts related to the process of historical inquiry (for example evidence, continuity and change, perspectives, significance)

#### Contemporary world

The period of modern world history from 1945 to 2010

#### Empathy

Empathy is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions

#### Evidence

In History, evidence is the information obtained from sources that is valuable for a particular inquiry. Evidence can be used to help construct a historical narrative, to support a hypothesis or to prove or disprove a conclusion.

#### Historical inquiry

Historical inquiry is the process of investigation undertaken in order to understand the past. Steps in the inquiry process include posing questions, locating and analysing sources and using evidence from sources to develop an informed explanation about the past.

## **Interpretation**

An interpretation is an explanation of the past, for example about a specific person, event or development. There may be more than one interpretation of a particular aspect of the past because historians may have used different sources, asked different questions and held different points of view about the topic.

## **Modern world**

As defined in the Australian Curriculum: Senior Secondary Modern History, the period of time in the modern world between 1750 and 2010

## **Perspective**

A person's perspective is their point of view, the position from which they see and understand events going on around them. People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values. Historians also have perspectives and this can influence their interpretation of the past.

## **Primary sources**

In History, primary sources are objects and documents created or written during the time being investigated, for example during an event or very soon after. Examples of primary sources include official documents, such as laws and treaties; personal documents, such as diaries and letters; photographs; film and documentaries. These original, firsthand accounts are analysed by the historian to answer questions about the past.

## **Representation**

A picture or image of the past that may be a popular portrayal within society (past or present) or that may be created by historians

## **Secondary sources**

In History, secondary sources are accounts about the past that were created after the time being investigated and which often use or refer to primary sources and present a particular interpretation. Examples of secondary sources include writings of historians, encyclopaedia, documentaries, history textbooks, and websites.

## **Significance**

The importance that is assigned to particular aspects of the past, eg events, developments, and historical sites. Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of questions such as: How did people in the past view the significance of an event? How important were the consequences of an event? What was the duration of the event? How relevant is it to the contemporary world?

**Source**

Any written or non-written materials that can be used to investigate the past, for example newspaper articles, photos, and journal entries. A source becomes 'evidence' if it is of value to a particular inquiry.

**Terms**

A word or phrase used to describe abstract aspects or features of the past (for example decolonisation, imperialism, democracy) and more specific features such as a warship or monument.

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