

School administrators and Heads of Learning Area – Modern History and teachers of Modern History ATAR Year 11 are requested to note for 2025 the following minor syllabus changes. The syllabus is labelled 'For teaching from 2025'.

Modern History | ATAR Year 11 | Summary of minor syllabus changes for 2025

The content identified by ~~striketrough~~ has been deleted from the syllabus and the content identified in underline has been revised in the syllabus for teaching from 2025.

Organisation of content

The unit content that is listed after 'e.g.' 'for example' is provided as suggested examples to guide teachers on relevant topics, which could be used to teach the content descriptions; teachers are not restricted to just the listed examples. All unit content that is referred to in a content description after 'including' is examinable content.

Unit 1 – Understanding the modern world

Historical Skills

Analysis and use of historical sources

- identify the message, origin, purpose and context of historical sources

Elective 1: The Enlightenment (1750–89)

- the motivation and role of individuals in the development of the Enlightenment, and conflicting ideas, ~~with particular reference to~~ including Locke, Voltaire, and Rousseau

Elective 2: The American Revolution (1763–1812)

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

Elective 3: The French Revolution (1774–1804)

- the role and impact of significant individuals in the struggles of the Revolution, ~~with particular reference to:~~ including
 - Danton
 - Marat
 - Louis XVI
 - Robespierre

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Elective 6: The Meiji Restoration - Japan (1853–1911)

- the role and impact of significant individuals and groups, including
 - the Shogun
 - the Samurai
 - Townsend Harris
 - the *shi-shi*
 - *sonno joi*
 - the *genro*
 - Saigo Takamori
 - Ito Hirobumi
 - Fukuzawa Yukichi
 - the zaibatsu

Elective 7: Capitalism – the American experience (1901–1941)

- the impact ~~on~~ of the following on the American experience of capitalism ~~of~~
 - progressivism
 - trust busting
 - WWI
 - the 1920s
 - WWII until 1941
 - the growth of consumerism
- the role and impact of significant individuals in the period, ~~such as~~ for example
 - Theodore Roosevelt
 - William Taft
 - Woodrow Wilson
 - Calvin Coolidge
 - Herbert Hoover
 - F D Roosevelt
 - J D Rockefeller
 - Henry Ford
 - J P Morgan
 - Helena Rubinstein
 - Florence Nightingale Graham, aka Elizabeth Arden

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Unit 2 – Movements for change in the 20th century

Historical Skills

Analysis and use of historical sources

- identify the message, origin, purpose and context of historical sources

Historical Knowledge and Understanding

Students study one of the following electives, ~~with a focus on the period 1945–2001~~, which is to be taught with the requisite historical skills described as part of this unit.

The impact of the following forces should be considered, where appropriate, throughout the unit

- economic
- ~~external forces~~/international relations
- leadership
- political
- social.

Elective 3: Decolonisation

- conditions in the colony at the start of the 20th century, ~~with specific reference to~~ including the living conditions of the colonisers and the colonised; the political structure in place; and the nature of the economy

Elective 4: The civil rights movement in the USA

- the nature and extent of the opposition to civil rights, ~~with particular reference to~~ including the role of State governments and police authorities, the Ku Klux Klan, and the White Citizens' Council

Elective 6: Nazism in Germany

- the nature and effects of key aspects of the Nazi state including
 - *Gleichschaltung* (Coordination)
 - *Volksgemeinschaft* (People's Community)
 - *Herrenvolk* (Master race)

Grade descriptions

B grade description

- Demonstrates ~~an a general~~ an a general understanding of different perspectives and interpretations of history.