



SAMPLE COURSE OUTLINE

MODERN HISTORY ATAR YEAR 12

Unit 3 - Elective 2: Russia and the Soviet Union 1914–1945

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Sample course outline

Modern History – ATAR Year 12

Semester 1 – Unit 3 – Modern nations in the 20th century

This outline is based on the elective: Russia and the Soviet Union 1914–1945 (World War I to the end of World War II)

Week	Key teaching points
1	<p>Historical Skills are intrinsic to the teaching of this unit</p> <p>The impact of the following forces should be considered, where appropriate, throughout the unit: economic, external forces/international relations, ideas, leadership, political, social/cultural</p> <p>Overview of Russia in 1914</p> <ul style="list-style-type: none"> the political, economic and social situation in Russia in 1914 significant ideas of the period: autocracy, Marxism, communism the role and impact of significant individuals: political leaders
2–3	<p>Internal divisions and crises within Russian society (1914–1917)</p> <ul style="list-style-type: none"> the impact of World War I the causes, events and outcomes of the February revolution in 1917 the causes, events and outcomes of the October Revolution in 1917 the role and impact of significant individuals: political and military leaders <p>Task 1: Source analysis</p>
4–6	<p>Bolsheviks in power (1917–1922)</p> <ul style="list-style-type: none"> the initial reforms and decrees of the Bolsheviks the opposition to the Bolsheviks the Brest-Litovsk Treaty the civil war and the reasons for the Bolshevik victory War Communism and how it transformed Russia the New Economic Policy the different experiences of individuals and groups, including nobility, the clergy, peasants and factory workers; and the methods the regime employed to control them the creation of the USSR the role and impact of significant individuals: political and military significant ideas of the period: Leninism compared to Marxism, communism <p>Task 2: Explanation – essay</p>
7	<p>The struggle of Stalin and Trotsky for power</p> <ul style="list-style-type: none"> the New Economic Policy and how it transformed Russia significance of the struggle the reasons for the success of Stalin

Week	Key teaching points
8–9	<p>The changes that transformed Russia</p> <ul style="list-style-type: none"> • the Five Year Plans and how they contributed to: <ul style="list-style-type: none"> ▪ state control of the economy ▪ forced rural collectivisation ▪ state created famine ▪ modernisation of the Soviet Union • significant ideas: collectivisation
10	<p>The social/cultural impact of Bolshevism and Stalin’s Cultural Revolution to 1945</p> <ul style="list-style-type: none"> • women • nationalities • youth and education (Komsomol) • the arts (including Social Realism) • religion • the role and impact of significant individuals in the period: social/cultural leaders • the impact of significant ideas: Leninism, Stalinism <p>Task 3 Part A: Historical inquiry–research Task 3 Part B: In-class validation essay</p>
11–12	<p>Methods used by the regime to control individuals and groups 1922–1945</p> <ul style="list-style-type: none"> • mobilisation and propaganda • repression • the Purges • the Great Terror • the different experiences of individuals and groups including nobility, the clergy, peasants and factory workers • the impact of significant ideas: Leninism, Stalinism • the role and impact of significant individuals: political leaders <p>Task 4: Source analysis</p>
13–14	<p>World War II</p> <ul style="list-style-type: none"> • its impact • methods that enabled the USSR to secure victory • the role and impact of significant individuals: political, military
15	<p>Task 5: Examination</p>

Historical Skills

The following skills will be developed during this unit.

Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change 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 an 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