



## **Modern History General Course Year 12**

### **The Industrial Revolution in Great Britain 1750–1890s**

#### **Selected Unit 3 syllabus content for the**

#### **Externally set task 2027**

This document is an extract from the *Modern History General Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2027 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2027 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment type with a weighting of 15% for the pair of units.

## Unit 3 – Societies and change

### Unit description

Students learn about the evolving nature of societies and the various forces for continuity and change that exist. Students learn that some values, beliefs and traditions are linked to the identity of a society. They also learn that, in any period of change, there are those individuals and institutions that support change, but others that oppose it, and that there are different interpretations of the resultant society.

### Unit content

This unit includes the knowledge, understandings and skills described below.

#### 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, message, 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 and usefulness 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

## Historical Knowledge and Understanding

Students study **one** of the following electives which is to be taught with the requisite historical skills described as part of this unit.

- **The Industrial Revolution in Great Britain 1750–1890s**

- Australia 1914–1949
- The Meiji Restoration 1853–1911
- The USA between the wars 1918–1941
- India 1919–1948 – a study of the end of the British Empire

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

- political
- economic
- leadership
- international relations/conflicts
- **social/cultural.**

Students study the chosen elective using the following framework.

### Elements of a society at the start of the period

- key political, social and economic structures of a society at the start of the period
- values, beliefs and traditions that have become integral to the society
- **individuals and groups who hold power and those who do not**
- relative importance of events, issues, people and other factors in shaping the nature of society at that particular time

### Key people, ideas and events over the period

- **relationship between events, ideas and people throughout the period**
- methods and strategies used by leaders, individuals and groups seeking change
- **extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period**

**Consequences of continuity and change over the period**

- impact of historical forces on individuals and groups
- various forms of continuity and change throughout the period of study
- extent of economic, political and social change compared to the start of the period