



SAMPLE COURSE OUTLINE

MODERN HISTORY
ATAR YEAR 11

Unit 2 – Elective 1: Women’s movements

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the SCSA) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The SCSA acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

Modern History – ATAR Year 11

Semester 2 – Unit 2 – Women’s movements

This outline is based on the elective: Women’s movements

Week	Key teaching points
1–2	<p>The 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>In delivering the content of this elective, refer to Australia and one other relevant Western society.</p> <p>The legal and political entitlements of women in Australia and another Western society, for example: the USA, New Zealand, Great Britain, France at the start of the 20th century, including:</p> <ul style="list-style-type: none"> • their right to vote • their right to stand for Parliament • marriage law • property law
3–4	<p>The role of suffrage movements in the late 19th and 20th century, for example:</p> <ul style="list-style-type: none"> • the reasons why political participation was a key objective of the movement for women’s rights <p>The early contribution of important individuals, for example:</p> <ul style="list-style-type: none"> • Vida Goldstein • Emmeline Pankhurst <p>Task 6 Part A: Historical inquiry Task 6 Part B: In-class validation essay</p>
5	<p>The significance of World Wars I and II for women and the effect of international agreements, for example:</p> <ul style="list-style-type: none"> • the United Nations’ Universal Declaration of Human Rights on the status of women
6	<p>The post-war economic and technological improvements that changed women’s lives, for example:</p> <ul style="list-style-type: none"> • new technologies in the home • the rise of consumerism • social networking
7–9	<p>The post-war changes in social conditions affecting women, for example:</p> <ul style="list-style-type: none"> • birth control with the introduction of the contraceptive pill • improved educational, pay and employment opportunities • affirmative action • campaigns against violence, war and discrimination • the development of child care services <p>Task 7: Explanation</p>
10–12	<p>The influence of authors, influential women and activists on the changing nature of women’s demands after World War II, for example:</p> <ul style="list-style-type: none"> • Germaine Greer

Week	Key teaching points
	<ul style="list-style-type: none"> • Simone de Beauvoir • Betty Friedan • Kate Millett <p>Task 8: Explanation</p>
13–14	<p>The importance of legislation in securing changes for women since World War II, for example:</p> <ul style="list-style-type: none"> • the <i>Maternity Leave Act 1973</i> • the <i>Family Law Act 1975</i> • the <i>Anti-Discrimination Act 1977</i> • the <i>Sex Discrimination Act 1984</i> • the <i>Equal Opportunity for Women Act 1986</i> in Australia • <i>Roe vs Wade</i> (US) • the failure of the United States to ratify the 19th amendment on Equal Rights • the <i>Equality Act 2010</i> (UK) • the <i>Human Rights Amendment Act 2001</i> (New Zealand) <p>Task 9: Source analysis</p>
15	<p>The achievements and legacies of women’s movements, the continued efforts to achieve these rights for all women, and an assessment of the movement as a Western phenomenon</p>
16	<p>Task 10: 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