



SAMPLE COURSE OUTLINE

**MODERN HISTORY
GENERAL YEAR 11**

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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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 – General Year 11

Semester 1 – Unit 1 – People, place and time: Elective

This outline is based on the elective Charles Perkins, Eddie Mabo, Faith Bandler and others:
Aboriginal advancement since the 1950s to the Apology

Week	Syllabus content	Suggested teaching points
1–3	<p>The development of historical skills is intrinsic to the teaching of this unit. (This content is shown beneath this table.)</p> <p>The impact of the following forces should be considered, where appropriate, throughout the elective: political, economic, leadership, international relations/conflicts, social/cultural.</p> <p>Elements of a society at the start of the period</p> <ul style="list-style-type: none"> key political, social and economic structures of a society at the start of the period values, beliefs and traditions characteristic of a society chronology of the period of study according to significant events, people and ideas 	<p>Australia in the 1950s</p> <ul style="list-style-type: none"> Perth Prohibited Area (1927–1954), ‘Native Pass’, Certificates of Exemption Role of the Chief Protector (later Commissioner) Aborigines Act 1905 as guardian of every Aboriginal child to the age of 16, detaining of children in institutions (the forced removal of Aboriginal children/Stolen Generations) repealed 1964 Political rights and regulation of Aboriginal people in the 1950s: State regulation compared to Commonwealth regulation Citizenship rights of Aboriginal people pre-1962 <i>Native (Citizenship Rights) Act 1944</i> (Repealed 1971) Social and economic rights of Aboriginal people The various State Protection Boards and the regulation of lives of Aboriginal people, especially in Western Australia Variations between the states in the political, social and economic situation of Aboriginal people 1951 policy of assimilation and how it was later defined in 1961 at the Native Welfare Conference <p>Task 1: Explanation</p>
4–7	<p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> ideas that emerged throughout the period key events that occurred throughout the period the emergence of individuals and groups within a society level of support or opposition for significant individuals, groups or organisations, ideas and events 	<p>Aboriginal advancement in the 1960s</p> <ul style="list-style-type: none"> Charles Perkins and Faith Bandler as agents of change in Australia 1963 Yolngu people of Yirrkala and the Bark Petition 1965 Freedom Rides and community responses 1965 assimilation replaced with the policy of integration 1966 The Gurindji people under the leadership of Vincent Lingiari and the Wave Hill protest, and community responses

Week	Syllabus content	Suggested teaching points
		<ul style="list-style-type: none"> 1967 Constitutional referendum: the issues, the results and its implications for Aboriginal advancement <p>Task 2: Historical inquiry</p>
8–10	<p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> ideas that emerged throughout the period key events that occurred throughout the period the emergence of individuals and groups within a society level of support or opposition for significant individuals, groups or organisations, ideas and events 	<p>Aboriginal advancement in the 70s and 80s</p> <ul style="list-style-type: none"> 1972 policy of self determination 1972 Tent Embassy Canberra 1975 <i>Racial Discrimination Act</i> and examples of how it has been used to advance Aboriginal peoples The Woodward Royal Commission recommendations 1975 return of land to the Gurindji people (Vincent Lingiari) Noonkanbah case to the United Nations
11–13	<p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> ideas that emerged throughout the period key events that occurred throughout the period the emergence of individuals and groups within a society level of support or opposition for significant individuals, groups or organisations, ideas and events 	<p>Aboriginal advancement in the 90s to 2008</p> <ul style="list-style-type: none"> <i>Royal Commission into Aboriginal Deaths in Custody (1987–1991)</i> Eddie Mabo and his fight for land rights which began in 1982. Who opposed his fight? 1996 Wik decision Western Australian opposition to Native Title 1992 <i>Redfern Speech</i>, Prime Minister Paul Keating 2008 <i>Apology to Australia's Indigenous peoples</i>, Prime Minister Kevin Rudd <p>Task 3: Source analysis</p>
14–15	<p>Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> nature (types) of continuity and change forces that bring about continuity and change, for example, political, economic, social, military, religious, technological, leadership, collective or group pressure identifying forces that were more significant than others in shaping continuity and change identifying aspects of society that changed and those which stayed the same 	<ul style="list-style-type: none"> Data interpretation re Indigenous peoples between the 1950s and 2008 in areas such as health, education, employment, household income, Indigenous peoples and the criminal justice systems Extent of change in terms of Aboriginal advancement from the 1950 to 2008
16	Task 4: Semester 1 Test	

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

Sample course outline

Modern History – General Year 11

Semester 1 – Unit 1 – People, place and time

This outline is based on the elective: Nicholas II and the decline of Tsarism

Week	Syllabus content	Suggested teaching points
1–2	<p>The development of historical skills is intrinsic to the teaching of this unit. (This content is shown beneath this table.)</p> <p>The impact of the following forces should be considered, where appropriate, throughout the elective: political, economic, leadership, international relations/conflicts, social/cultural.</p> <p>Elements of a society at the start of the period</p> <ul style="list-style-type: none"> key political, social and economic structures of a society at the start of the period values, beliefs and traditions characteristic of a society chronology of the period of study according to significant events, people and ideas 	<ul style="list-style-type: none"> Romanov dynasty (timeline) Russia as an autocracy under Tsar Nicholas II (1894–1917) the semi-feudal structure of society the central role of the Russian Orthodox Church a timeline showing key dates during reign of Nicholas II
3–4	<p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> ideas that emerged throughout the period key events that occurred throughout the period the emergence of individuals and groups within a society level of support or opposition for significant individuals, groups or organisations, ideas and events 	<p>1905 Revolution</p> <ul style="list-style-type: none"> political, military, social and economic causes of the revolution opposition groups the role of the secret police (<i>Okhrana</i>) Tsar Nicholas as a leader 'Bloody Sunday' Sergei Witte 'Reforms' including the October Manifesto and the Fundamental Law why the Tsar was able to survive in 1905
5–7	<p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> ideas that emerged throughout the period key events that occurred throughout the period the emergence of individuals and groups within a society level of support or opposition for significant individuals, groups or organisations, ideas and events 	<p>Russia 1906–1914</p> <ul style="list-style-type: none"> Peter Stolypin <ul style="list-style-type: none"> reforms 'Stolypin's Necktie' First, Second, Third and Fourth (to 1914) Dumas: achievements and problems 1913 and 300 years of the Romanov dynasty

Week	Syllabus content	Suggested teaching points
		<ul style="list-style-type: none"> political, economic and social situation in Russia on the eve of World War I How close was Russia to revolution?
8–10	<p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> ideas that emerged throughout the period key events that occurred throughout the period the emergence of individuals and groups within a society level of support or opposition for significant individuals, groups or organisations, ideas and events 	<p>Russia in World War I</p> <ul style="list-style-type: none"> early unity of the nation and support for the Tsar key battles and their outcomes Tsar Nicholas at the front Alexandra and Rasputin in charge the economic and social situation in Russia by 1916 the rise of opposition within the Duma, at the front and within society Opposition parties including Bolsheviks and Mensheviks Kerensky, Rodzianko, Trotsky and Lenin
12–13	<p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> ideas that emerged throughout the period key events that occurred throughout the period the emergence of individuals and groups within a society level of support or opposition for significant individuals, groups or organisations, ideas and events 	<p>1917: February Revolution</p> <ul style="list-style-type: none"> the mass demonstrations: who, why actions by the Duma and the emergence of the Provisional Government Tsar Nicholas returns to Petrograd widespread mutinies in the military The Petrograd Soviet and Order No.1 The Abdication (end of the Romanov dynasty) Dual Power
14–15	<p>Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> nature (types) of continuity and change forces that bring about continuity and change, for example, political, economic, social, military, religious, technological, leadership, collective or group pressure identifying forces that were more significant than others in shaping continuity and change identifying aspects of society that changed and those which stayed the same 	<ul style="list-style-type: none"> the various forces that brought about the decline and fall of Tsarism the role of Tsar Nicholas in the decline of Tsarism changes that occurred within society between 1894 and 1917 Were any forces (factors) more important than other forces in the decline of Tsarism?
16	Task: Semester 1 Test	

Historical skills

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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
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Sample course outline

Modern History – General Year 11

Semester 2 – Unit 2 – Power and Authority

This outline is based on the elective: Authoritarian state: Tokugawa Japan

Week	Syllabus content	Suggested teaching points
1–2	<p>The development of historical skills is intrinsic to the teaching of this unit. (This content is beneath this table.)</p> <p>The impact of the following forces should be considered, where appropriate, throughout the elective: political, economic, leadership, international relations/conflicts, social/cultural.</p> <p>Elements of a society at the start of the period</p> <ul style="list-style-type: none"> key political, social and economic structures of a society at the start of the period values, beliefs and traditions are linked to the identity of a society recognition of different kinds of power and authority that exist within a society identifying structures and processes of power and authority in the society significant events, issues, people and other factors that shaped the nature of society at the start of the period 	<p>Tokugawa Japan (1603–1868)</p> <p>Japan in 1603</p> <ul style="list-style-type: none"> 1600: Battle of Sekigahara and its outcome 1603: the Emperor bestowed the title of Shogun on Tokugawa Ieyasu the Emperor and the Shogun (Kyoto and Edo) the political/military, economic and social structure of Tokugawa Japan the closure of Japan to the outside world Shintoism, Buddhism, Confucianism
3–6	<p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> individuals and groups present challenges to the structures of power and authority as a result of events and ideas within the time period motivation of actions of individuals and groups seeking to influence structures of power and authority the structures of power and authority respond to challenges by individuals, groups and organisations 	<p>Tokugawa Japan (1603–1641)</p> <p>Ieyasu and the consolidation of power</p> <ul style="list-style-type: none"> succession (Hidetada, Iemitsu) and marriage uprisings such as Shimabara measures to end Christianity in Japan alternate attendance (<i>Sankin Kotai</i>) in Edo restriction on overseas travel the Dutch in Japan 1611–1641 <p>Task 5 : Explanation</p>
7–10	<p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> individuals and groups present challenges to the structures of power and authority as a result of events and ideas within the time period 	<p>Tokugawa Japan (1641–1853)</p> <p>The challenges of isolation</p> <ul style="list-style-type: none"> 1657: Great Edo Fire the rise of cities Genroku period (1688–1704) and an urban culture Incident of the 47 Ronin

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> motivation of actions of individuals and groups seeking to influence structures of power and authority the structures of power and authority respond to challenges by individuals, groups and organisations 	<ul style="list-style-type: none"> the long peace and its impact on various groups including daimyo, samurai, merchants, traders, townspeople (<i>chonin</i>), peasants the growth of the monetary economy <p>Task 6 : Historical Inquiry</p>
11–13	<p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> individuals and groups present challenges to the structures of power and authority as a result of events and ideas within the time period motivation of actions of individuals and groups seeking to influence structures of power and authority the structures of power and authority respond to challenges by individuals, groups and organisations 	<p>Decline of the Shogunate</p> <ul style="list-style-type: none"> increasing visits from foreign ships the USA, Commodore Perry and the ‘Black Ships’ The ‘Unequal Treaties’ The <i>sonno joi</i> movement and the Satsuma and Choshu clans role in restoring the Emperor to power The Meiji Restoration and the Charter Oath <p>Task 7: Source analysis</p>
14–15	<p>Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> indicators of continuity and change how and why aspects of society change while other aspects remain unchanged the fate of those people who either supported or resisted continuity and change in a society throughout a period 	<p>Japan 1603–1868</p> <ul style="list-style-type: none"> What has changed within society over the period: politically, economically, socially? Power has shifted but has the political, military, economic and social structure of Japan changed radically? Have the values and beliefs of the people changed over the period? the fate of those who opposed the Shogunate throughout the period Why was the Emperor restored?
16	Task 8: Semester 2 Test	

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Sample course outline

Modern History– General Year 11

Semester 2 – Unit 2 – Power and authority

This outline is based on the elective: Authoritarian state: Communist Russia/USSR 1917–1953

Week	Syllabus content	Suggested teaching points
1–2	<p>The development of historical skills is intrinsic to the teaching of this unit. (This content is beneath this table.)</p> <p>The impact of the following forces should be considered, where appropriate, throughout the elective: political, economic, leadership, international relations/conflicts, social/cultural.</p> <p>Elements of a society at the start of the period</p> <ul style="list-style-type: none"> key political, social and economic structures of a society at the start of the period values, beliefs and traditions are linked to the identity of a society recognition of different kinds of power and authority that exist within a society identifying structures and processes of power and authority in the society significant events, issues, people and other factors that shaped the nature of society at the start of the period 	<p>Russia in 1917</p> <ul style="list-style-type: none"> Russia’s situation in World War 1 in 1917 Dual power, the Provisional Government and the Soviet of Workers’ and Soldiers’ Deputies (Soviet) Lenin’s return to Russia: April Theses (Peace, Bread, Land), July Days increasing role of the Bolsheviks in the Soviets economic, social and military situation across Russia by September Trotsky as a Bolshevik the takeover by the Bolsheviks in October
3–4	<p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> individuals and groups present challenges to the structures of power and authority as a result of events and ideas within the time period motivation of actions of individuals and groups seeking to influence structures of power and authority the structures of power and authority respond to challenges by individuals, groups and organisations 	<p>Russia 1917–1921</p> <ul style="list-style-type: none"> early decrees and their consequences the Cheka and its leader, Dzerzhinsky the Constituent Assembly: elections and closure the Treaty of Brest-Litovsk the murder of the Tsar increasing opposition both at home and abroad the Civil War War Communism and its impact the Kronstadt Revolt and other opposition groups within the Party Lenin as leader
5–6	<p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> individuals and groups present challenges to the structures of power and authority as a 	<p>Russia 1921–1924</p> <ul style="list-style-type: none"> 10th Party Congress and the New Economic Policy (NEP)

Week	Syllabus content	Suggested teaching points
	<p>result of events and ideas within the time period</p> <ul style="list-style-type: none"> motivation of actions of individuals and groups seeking to influence structures of power and authority the structures of power and authority respond to challenges by individuals, groups and organisations 	<ul style="list-style-type: none"> arguments for and against NEP – differing ideologies the political, economic and social impact of NEP social changes within society since 1917 Lenin’s death and funeral Stalin and Trotsky’s positions in the Party Lenin’s Last Will and Testament
7–8	<p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> individuals and groups present challenges to the structures of power and authority as a result of events and ideas within the time period motivation of actions of individuals and groups seeking to influence structures of power and authority the structures of power and authority respond to challenges by individuals, groups and organisations 	<p>Russia 1924–1928</p> <ul style="list-style-type: none"> the power struggle within the Party key players: Stalin, Trotsky, Bukharin, Kamenev, Zinoviev ‘socialism in one country’ versus ‘permanent revolution’ how the Party structure was used by Stalin against his rivals why Stalin emerged as undisputed leader
10–11	<p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> individuals and groups present challenges to the structures of power and authority as a result of events and ideas within the time period motivation of actions of individuals and groups seeking to influence structures of power and authority the structures of power and authority respond to challenges by individuals, groups and organisations 	<p>Stalin in power 1928–1941</p> <ul style="list-style-type: none"> the Five Year Plans Collectivisation social and economic impact of the economic policies Kirov murder and its implications control, regulation, indoctrination of the population (Purges, Terror, Show Trials, the Gulags and the NKVD)
12–13	<p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> individuals and groups present challenges to the structures of power and authority as a result of events and ideas within the time period motivation of actions of individuals and groups seeking to influence structures of power and authority the structures of power and authority respond to challenges by individuals, groups and organisations 	<p>Stalin and the USSR 1941–1953</p> <ul style="list-style-type: none"> the Great Patriotic War why the USSR was victorious Stalin’s control over Eastern Europe a case study of one country ‘taken over’ such as Ukraine or Eastern Germany and the response of the people within the state Stalin, Beria and the politics of fear the death of Stalin

Week	Syllabus content	Suggested teaching points
14–15	<p>Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> indicators of continuity and change how and why aspects of society change while other aspects remain unchanged the fate of those people who either supported or resisted continuity and change in a society throughout a period 	<ul style="list-style-type: none"> Lenin compared to Stalin as a leader social classes in 1917 compared to the 1950s the economy of Russia/USSR how different groups and classes fared throughout the period
16	Task : Semester 2 Test	

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- apply appropriate referencing techniques accurately and consistently