



SAMPLE COURSE OUTLINE

MODERN HISTORY
ATAR YEAR 11

Unit 2- Elective 6: Nazism in Germany

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. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

Modern History – ATAR Year 11

Unit 2 – Elective 6 – Nazism in Germany

This outline is based on the elective: Nazism in Germany

Week	Syllabus content	Key teaching points
1–3	<p>The development of Historical Skills is intrinsic to the teaching of this unit</p> <p>The impact of the following forces should be considered, where appropriate, throughout the unit: economic; international relations; leadership; political; social/cultural</p> <ul style="list-style-type: none"> the economic, social, political and military circumstances in Germany at the end of WWI the nature of the Weimar Republic and the political, social and economic challenges it faced the role and impact of significant individuals in Weimar and Nazi Germany, for example Gustav Streseman, Paul von Hindenburg 	<ul style="list-style-type: none"> Post-war conditions Constitution Kapp Putsch Right-wing movements Spartacist League Democracy <p>Task 5: Explanation</p>
4–6	<ul style="list-style-type: none"> the reasons for the Nazi Party’s rise to power, including: <ul style="list-style-type: none"> the Treaty of Versailles the impact of the Great Depression the nature of Nazi ideology and hostility to communism the ability of Hitler and the Nazi Party to utilise popular fears the Party’s organisational and tactical skills the role and impact of significant individuals in Weimar and Nazi Germany, for example: Adolf Hitler, Leni Riefenstahl, Alfred Krupp, Joseph Goebbels, Hermann Goring, Heinrich Himmler, Reinhard Heydrich and Albert Speer 	<ul style="list-style-type: none"> The Treaty of Versailles – stab in the back myth The impact of the Great Depression on the economy and groups within society such as women and children The nature of Nazi ideology and their belief in a unified Germany Hostility to communism The ability of Hitler and the Nazi Party to utilise popular fears The Party’s organisational and tactical skills – the use of violence and propaganda The role and impact of significant individuals in Weimar and Nazi Germany, for example: Adolf Hitler, Leni Riefenstahl, Alfred Krupp, Joseph Goebbels, Hermann Goring, Heinrich Himmler, Reinhard Heydrich and Albert Speer <p>Task 6: Source analysis on the consolidation of power</p>

Week	Syllabus content	Key teaching points
7–8	<ul style="list-style-type: none"> • the nature and effects of key aspects of the Nazi state: <ul style="list-style-type: none"> ▪ <i>Gleichschaltung</i> (coordination) ▪ <i>Volksgemeinschaft</i> (people’s community) ▪ <i>Herrenvolk</i> (master race) • the nature and extent of resistance and opposition to the Nazis 	<p>The nature and effects of key aspects of the Nazi state:</p> <ul style="list-style-type: none"> • Propaganda • Lebensraum • Military mobilisation • Terror and repression <p>The nature and extent of Resistance and opposition, including:</p> <ul style="list-style-type: none"> • Civilian, church and military levels • Youth and student protest • The role and impact of significant individuals <p>Task 7 Part A: Distribution: Historical inquiry</p>
9–12	<ul style="list-style-type: none"> • stages and significance of Nazi policies to exterminate minorities in German-controlled lands and the Holocaust, 1933–1945 	<ul style="list-style-type: none"> • Vilification • Discrimination • Separation • Extermination <p>Task 7 Part B: Submission: In-class validation</p>
13–14	Revision and examinations	

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 inquiry

- 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
- acknowledge and reference sources, as appropriate

Analysis and use of historical sources

- identify the origin, purpose and context of historical sources
- analyse and synthesise evidence from different types of historical sources
- evaluate the reliability and usefulness of historical sources

Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate different historical interpretations of the past and how they are shaped by the historian's perspective
- evaluate the significance of ideas, events and people

Explanation and communication

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to sustain an argument
- communicate historical understanding, using historical knowledge, concepts and terms