



Government of **Western Australia**
School Curriculum and Standards Authority

MODERN HISTORY

ATAR COURSE

Year 11 syllabus

IMPORTANT INFORMATION

This syllabus is effective from 1 January 2015.

Users of this syllabus are responsible for checking its currency.

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Rationale

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Modern history enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include: local, national and global conflicts and their resolution; the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation; the continuing struggle for the recognition of human rights; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.

The Modern History ATAR course begins with a study of key developments that have helped to define the modern world, with special attention given to important ideas and their consequences. This provides a context for a study of movements for change in the 20th century that have challenged the authority of the nation-state, the principal form of political organisation in the modern world. Students then investigate crises that confronted nation-states in the 20th century, the responses to these crises and the different paths nations have taken in the modern world. The course concludes with a study of the distinctive features of world order that have emerged since World War II and that are central to an understanding of the present.

The Modern History ATAR course continues to develop the historical skills and understandings taught in the Year 7–10 History curriculum. Students pose increasingly complex questions about the past and use their historical inquiry skills, analytical skills and interpretation of sources to formulate reasoned answers to those questions. The opportunities to apply these skills are sequential and cumulative so that students develop an increasingly sophisticated understanding of the different and sometimes conflicting perspectives of the past.

Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form; the distinctive characteristics of modern historical representation; and the skills that are required to investigate controversial issues that have a powerful contemporary resonance. Students develop increasingly sophisticated historiographical skills and historical understanding in their analysis of significant events and close study of the nature of modern societies.

Aims

The Modern History ATAR course aims to develop students’:

- knowledge and understanding of particular events, ideas, movements and developments that have shaped the modern world
- capacity to undertake historical inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings
- application of historical concepts, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- capacity to be informed citizens with the skills, including analytical and critical thinking, to participate in contemporary debates.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – Understanding the modern world

This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.

Unit 2 – Movements for change in the 20th century

This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society.

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned
- electives – the content is delivered through one of seven electives, each of which focuses on a particular movement or development.

Organisation of content

The Modern History ATAR course continues to develop student learning in history through the two strands of Historical Knowledge and Understanding, and Historical Skills. This strand organisation provides an opportunity to integrate content in flexible and meaningful ways.

Historical Knowledge and Understanding

This strand focuses on knowing about and understanding key events, ideas, movements, developments and people that have shaped the modern world. Historical understanding is developed through concepts that define history as a discipline, including evidence, continuity and change, cause and effect, significance, empathy, perspectives, and contestability.

Historical Skills

This strand presents historical skills, including skills that are used in historical inquiry. There are five key skill areas that build on those learned in the Year 7–10 History curriculum and which continue to be developed in the Year 11 and 12 Modern History ATAR syllabuses. These include chronology, terms and concepts; historical questions and research; analysis and use of sources; perspectives and interpretations; and explanation and communication. There is an emphasis through this strand on the development of informed and defensible responses to inquiry questions through a critical use of sources.

Relationship between the strands

The two strands are interrelated and the content enables integration of the strands in the development of a teaching and learning program. The Historical Knowledge and Understanding strand provides the contexts through which particular skills are to be developed. The same set of historical skills is included in each of the units to provide a common focus for the teaching and learning of content in the Historical Knowledge and Understanding strand.

Progression from the Year 7–10 curriculum

This syllabus continues to develop student learning in history through the same strands used in the Year 7–10 History curriculum, although in the Historical Knowledge and Understanding strand in Years 9–10, there is a focus on the history of Australia and the modern world, particularly world events and movements of significance in Australia’s social, economic and political development. It focuses principally on the 20th century and continues to provide opportunities to study world history, including Australian history, in more depth. This includes topics related to revolutionary change, struggles for civil rights, the history of other nations, tensions and conflicts of international significance, and Asian and Australian history.

This syllabus also continues to develop the skills of historical inquiry, with a greater focus on skills associated with critical thinking, the analysis of sources, historical interpretation and contestability.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the 21st century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Modern History ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

Literacy is of fundamental importance in the study of the Modern History ATAR course. Students access historical content through a variety of print, oral, visual, spatial and electronic forms, including letters, speeches, biographies, photographs, films, artefacts, and archived material. They learn to interpret and extrapolate meaning from a variety of sources to identify evidence. They analyse and evaluate texts for authority, reliability, relevance and accuracy. Students have opportunities to create a wide range of texts to communicate, explore, discuss, explain and argue a point of view, selecting and employing text structure and language knowledge to express their thoughts and ideas logically and fluently, supported by evidence. They learn to monitor their own language use for accuracy in the use of historical terms, clarity of ideas and explanations, conciseness of expression and use language effectively to articulate a position.

Numeracy

Numeracy is useful in the historical inquiry process, which requires students to recognise patterns and relationships chronologically and spatially through the use of scaled timelines and maps. Students have opportunities to support their views with data, some of which is numerical in nature. They develop numeracy capability when they analyse, interpret and draw conclusions from statistical information, for example, in relation to change over time.

Information and communication technology capability

Information and communication technology (ICT) capability is important in the inquiry process, particularly in relation to investigation, analysis and communication. Students use digital tools and strategies to locate, access, process and analyse information. They use ICT skills and understandings to investigate and identify the provenance and credibility of evidence and to communicate historical information. Students have opportunities to scrutinise websites and the interpretations and representations of the past they convey, including how and why such sites are constructed, the audiences they serve and their goals in, for example, commemoration, preservation, education and scholarship. They develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the historical inquiry process.

Critical and creative thinking

Critical and creative thinking is integral to the historical inquiry process. There are opportunities for students to delve deeply and broadly into the implications of any missing or questionable information in their investigation of historical topics. The demands of historical inquiry include the ability to pose intelligent questions, interrogate, select and cross-reference sources, and develop interpretations based on an assessment of the evidence and reasoning. Students identify possible weaknesses in their own positions, and analyse, evaluate and synthesise alternative interpretations and representations of the past.

Personal and social capability

Personal and social capability skills are developed and practised in the Modern History ATAR course by students enhancing their communication skills and participating in teamwork. Students have opportunities to work, both collaboratively in teams and also independently, as part of their learning and research in the course. Students develop advanced research, and presentation skills to express and justify their views effectively to others. Through the study of individuals and groups in the past and their source work in particular, students develop their ability to appreciate the perspectives and experiences of others through the practice of empathy. Students develop increasing social awareness through the study of relationships between individuals and diverse social groups in the modern world.

Ethical understanding

Ethical understanding provides opportunities for students to explore and understand the diverse perspectives and circumstances that shaped the actions and possible motivations of people in the past, compared with those of today. Students have opportunities, both independently and collaboratively, to explore the values, beliefs and principles that were the basis for the judgements and actions of people in the past.

Intercultural understanding

Intercultural understanding is a vital part of historical learning in the Modern History ATAR course. Students explore the different beliefs and values of a range of cultural groups, and develop an appreciation of the diversity in the modern period. They have opportunities to develop an understanding of the nature, causes and consequences of conflict, dispossession and interdependence. Students develop an understanding of different contemporary perspectives, the historical contexts for those perspectives, their historical influence on the relationships between different groups within society, and how they contribute to individual and group actions in the contemporary world.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Modern History ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander histories and cultures includes study of the ideas that have influenced movements for change, the impact of government policies, the progress towards recognition and equality for Aboriginal and Torres Strait Islander People, and the focus of continued efforts.

Asia and Australia's engagement with Asia

Asia and Australia's engagement with Asia includes the paths of development taken by Asian nations (and how they differ from the European experience), the distinctive and changing character of Asia, the growing influence of Asia in the world, and how Australia's engagement with Asia in the modern period has changed over time culturally, economically and politically.

Sustainability

Sustainability provides opportunities to study the effects of developments, such as the Industrial Revolution on the environment, the anti-nuclear movement, and movements for environmental sustainability in the modern period.

Unit 1 – Understanding the modern world

Unit description

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine **one** development or turning point that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry. The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

Learning outcomes

By the end of this unit, students:

- understand key developments that have helped define the modern world, their causes, the different experiences of individuals and groups, and their short-term and long-term consequences
- understand the ideas that both inspired and emerged from these key developments and their significance for the contemporary world
- apply key concepts as part of an historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- use historical skills to investigate particular developments of the modern era and the nature of sources; determine the reliability and usefulness of sources and evidence; explore different perspectives and interpretations; and use a range of evidence to support and communicate an historical argument.

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, 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

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 Enlightenment 1750–1789
- The American Revolution 1763–1812
- The French Revolution 1774–1799
- The Industrial Revolutions 1750–1890s
- The Age of Imperialism 1848–1914
- The Meiji Restoration – Japan 1853–1911
- Capitalism – the American Experience 1907–1941

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

- economic
- external forces/international relations

- ideas
- leadership
- political
- social/cultural.

Elective 1: The Enlightenment (1750–1789)

- the main factors contributing to the emergence of the Enlightenment, including the decline in the power of both the Church and Absolute Monarchy; the Scientific Revolution; and the spread of Enlightenment ideas across Europe
- the motivation and role of individuals in the development of the Enlightenment, and conflicting ideas, with particular reference to Locke, Voltaire, and Rousseau
- the key ideas that emerged from the Enlightenment, including the belief in reason and opposition to superstition, the belief in the importance of free expression, the belief in the value of learning and education as reflected in the rise of universities and academies, and support for humanitarianism
- the significant changes that occurred as a result of the Enlightenment, for example, movements for social and political reform; the rise of enlightened monarchies; increased interest in technological change; and belief in equal rights
- the experiences and responses to the Enlightenment, for example, those of scientists, intellectuals, monarchs, church leaders and revolutionary leaders
- the significance and impact of the Enlightenment beyond Europe in the 19th century

OR

Elective 2: The American Revolution (1763–1812)

- the main causes of the American Revolution, including the significance of the Seven Years War (1756–1763); the influence of republican ideology; the imposition of taxes, repressive acts, and lack of American representation in British government; and the campaigns that were fought to achieve independence, for example, Saratoga and Philadelphia
- the aims and contribution of significant individuals to the revolutionary movement, with particular reference to Benjamin Franklin, Thomas Jefferson, George Washington, John Hancock and John Adams
- the key ideas of liberalism, democracy and republicanism that emerged from the American Revolution as illustrated by the 1776 Declaration of Independence; the creation of a national constitution and Bill of Rights; and the establishment of constitutional government
- the different experiences of revolutionaries, royalists, neutrals, native Americans, slaves and women during the period and their response to the challenges in the formation of the United States of America
- the significant political, social and constitutional changes brought about by the American Revolution, for example, the separation of powers; treatment of the opponents of the new republic; losses during the war; and the emergence of the Federal system

- the significance of the American Revolution into the 19th century; its impact on other revolutionary movements; and the implications for Australia of the cessation of British convict transportation to the United States

OR

Elective 3: The French Revolution (1774–1799)

- the main causes of the French Revolution, including the influence of the Enlightenment; the increasingly prosperous elite of wealthy commoners who resented their exclusion from political power; and the financial crisis of the government
- the motivation and role of significant individuals in the struggles of the Revolution, with particular reference to Danton, Marat, Louis XVI, Marie Antoinette, Robespierre, and Saint-Just, and of significant groups, including the sans-culottes, the bourgeoisie and the peasants
- the key ideas and their significance in the French Revolution, including liberty, equality, fraternity, citizenship, and inalienable rights
- the significant changes that occurred during the French Revolution, including the overturning of the '*ancien regime*'; changes to the social structure of France; foreign policy; and the revolutionary wars
- the consequences of the French Revolution, including the difficulties and crises that were faced by revolutionary groups and government as the new state was consolidated; the counter-revolution and the 'Reign of Terror'; the abolition of monarchy, the advent of democracy and the rise of the middle class
- the significance of the French Revolution into the 19th century, including, the rise and influence of Napoleonic France, and the growth of nationalism as an outcome of the French Revolution

OR

Elective 4: The Industrial Revolutions (1750–1890s)

- the main causes of the Industrial Revolution in the second half of the 18th century, including the invention of new technologies and use of coal and iron; population increase; European imperialism; and the capital accumulated from trade
- the role and significance of key individuals involved in the period of the Industrial Revolution, with particular reference to Watt, Darby, Thoreau and Smith
- the impact of new processes and ideas on economic life, for example, the development of mining; the mechanisation of the textile industry; the rise of the factory system and production lines; the development of a steel-based second Industrial Revolution; and new forms of transport and communications (such as canals, roads, and trains)
- the emergence of key ideas and ideologies that supported or challenged the Industrial Revolution, for example, capitalism, liberalism, laissez-faire, Chartism, socialism, the commodification of labour, and the Protestant work ethic
- the experiences of factory owners, workers, women and children in the Industrial Revolution; and responses to the Industrial Revolution of Luddites, Chartists and trade unionists

- the effectiveness of official responses to the challenges of the Industrial Revolution, including Royal Commissions, Factory Acts (1802–1850), ‘Peterloo Massacre’, and the *Factory Act 1833*
- the significance of the Industrial Revolution in Britain up to the 1890s for the organisation and use of labour as a commodity; for living and working conditions; for the environment, urbanisation and transportation

OR

Elective 5: The Age of Imperialism (1848–1914)

- the main causes of imperial expansion, including the emergence of market economies in Europe; industrialisation; the competing naval powers of Britain, Germany and Russia; and the competition to establish colonies and markets in Africa, Asia and the Pacific
- the different forms of imperialism, including trade, exploitation of resources, and strategic considerations
- an overview of the extent of imperial expansion by 1914 in Africa, Asia and the Pacific
- the key ideas of the ‘imperial age’, including nationalism, the glorification of ‘empire’, and the ‘Christian mission’
- with particular reference to **one** or more colonies, the methods and motivations of the colonisers; the experiences and responses of the colonised people; and the changes that occurred within the colony/colonies as part of imperial expansion
- the significance of imperialism in this period, including the spread of Christianity; the growth of world trade and capitalism; and the growth of imperial rivalry and militarism

OR

Elective 6: The Meiji Restoration – Japan (1853–1911)

- the main causes of the Meiji Restoration, including the changed role of the Samurai during the extended period of peace; the decline of the *bakufu*; the increased wealth of the merchants; peasant uprisings; the spread of Western ideas from Nagasaki; and the arrival of Commodore Perry and the ‘Black Ships’
- the role and impact of significant individuals and groups, with particular reference to the Shogun, the Samurai, the *bakufu*, Commodore Perry, Townsend Harris, the *shi-shi*, Emperor Meiji, the *genro*, Saigo Takamori, Kido Takayoshi, Okubo Toshimichi, Ito Hirobumi, Fukuzawa Yukichi, the *zaibatsu*
- key ideas, including feudalism, constitutional government, militarism, modernisation/westernisation
- the significant events which resulted in the restoration of the emperor and the establishment of constitutional government, including the Satsuma-Choshu alliance and the unequal treaties
- significant changes that occurred after the Meiji Restoration, including modernisation of the navy, the military and industry; the constitutional and political reforms; legal reforms; education; and social/cultural changes
- consequences of change on international relations, including the various treaties, the Sino-Japanese War, the Anglo-Japanese Alliance, and the Russo-Japanese War
- the significance of the Meiji Restoration, including long-term impact on other Asian nations

OR

Elective 7: Capitalism – the American experience (1907–1941)

- the main causes of the rise of capitalism in the USA, including the expansion of the railways; post-Civil War reconstruction; immigrant labour; discovery of oil; and mass production
- the role and impact of significant individuals in the period, with particular reference to Theodore Roosevelt, Woodrow Wilson, Calvin Coolidge, Herbert Hoover, F D Roosevelt, J D Rockefeller, Henry Ford
- key ideas of: theories of capitalism, laissez-faire, consumerism, individualism (including 'rugged individualism'), limited government, economic liberty, and the American Dream
- the impact of WWI, the 1920s, and WWII until 1941, on American capitalism; the growth of consumerism; and the shaping of American values, for example, film and fashion, prohibition and the 'Jazz Age'
- the causes of the Great Depression, the consequences for different groups and the effectiveness of political responses, including the New Deal, and the impact on capitalism
- the impact of capitalism on different groups within American society and the aims and beliefs of different groups, for example, African Americans, urban workers, rural workers, immigrants, industrialists, and members of Indian Nations; and the consequences of divisions
- the significance of capitalism in this period, including a comparison with other key economic ideologies, in particular, communism

Unit 2 – Movements for change in the 20th century

Unit description

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of **one** major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies. The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.

Learning outcomes

By the end of this unit, students:

- understand the key features of the movements for change, including the conditions that gave rise to these movements, the motivations and role of individuals and groups, and the short-term and long-term consequences
- understand the significance of these movements, the influence of ideas that were central in their development, and the methods employed
- apply key concepts as part of an historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- use historical skills to investigate these movements in the modern period; judge the reliability and usefulness of sources and the value of different kinds of evidence; explore different perspectives and interpretations; and use a range of evidence to support and communicate an historical argument.

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, 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

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.

- Women's movements
- Recognition and rights of Indigenous Peoples
- Decolonisation
- The civil rights movement in the USA
- Workers' movements
- Nazism in Germany
- Movements for peace and security post 1945

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

- economic
- external forces/international relations

- ideas
- leadership
- political
- social/cultural.

Elective 1: Women's movements

In delivering the content of this elective, refer to Australia **and** one other relevant Western society.

- the legal and political entitlements of women in Australia and another Western society, for example, the USA, New Zealand, Great Britain or France, at the start of the 20th century, including their right to vote; their right to stand for Parliament; marriage law; and property law
- the role of suffrage movements in the late 19th and 20th century, for example, the reasons why political participation was a key objective of the movement for women's rights
- the significance of World Wars I and II for women and the effect of international agreements, for example, the United Nations' Universal Declaration of Human Rights on the status of women
- the early contribution of important individuals, for example, Vida Goldstein and Emmeline Pankhurst and the subsequent influence of authors, influential women and activists, for example, Germaine Greer, Simone de Beauvoir, Betty Friedan and Kate Millett, on the changing nature of women's demands after World War II
- the post-war economic and technological improvements that changed women's lives, for example, new technologies in the home; the rise of consumerism; and social networking
- the post-war changes in social conditions affecting women, for example, birth control with the introduction of the contraceptive pill; improved educational, pay and employment opportunities; affirmative action; campaigns against violence, war and discrimination; and the development of child care services
- the importance of legislation in securing changes for women since World War II, for example, the *Maternity Leave Act 1973*, the *Family Law Act 1975*, the *Anti-Discrimination Act 1977*, the *Sex Discrimination Act 1984*, the *Equal Opportunity for Women Act 1986* in Australia; *Roe vs Wade* (US); the failure of the United States to ratify the 19th amendment on Equal Rights; the *Equality Act 2010* (UK); and the *Human Rights Amendment Act 2001* (New Zealand)
- 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

OR

Elective 2: Recognition and rights of Indigenous Peoples

In delivering the content of this elective, refer to Australia **and** to other 20th century societies where relevant.

- the nature of the relationship of Indigenous Peoples with their land and their response to perceptions of, and feelings about, the arrival of the colonisers in Australia and one other society, for example, New Zealand, Canada, USA

- the basis on which the colonists claimed sovereignty and imposed control, including conquest, treaty and the doctrine of 'terra nullius'; and the consequences for the legal status and land rights of Indigenous peoples
- the nature of Australian government policies and laws and their impact on Indigenous Peoples, for example, protection, assimilation (including the Stolen Generations), self-determination, the 1967 Referendum, the Woodward Royal Commission 1973/74, the Mabo decision 1992, the *Native Title Act 1993*, the Wik decision 1996, the Bringing Them Home Report 1997, the Apology 2008
- the role of individuals, and groups who supported the movement for Indigenous recognition and rights, the methods they used and the resistance they encountered, for example, Oodgeroo Noonuccal, Faith Bandler, Jessie Street, Charles Perkins, Eddie Mabo, Rob Riley, Pat Dodson, Mick Dodson, 1938 Day of Mourning, 1958 formation of the Federal Council for the Advancement of Aborigines and Torres Strait Islanders, 1965 Freedom Rides, 1966 Wave Hill protest, 1972 Tent Embassy
- the economic, political and social challenges and opportunities Indigenous Peoples have faced, for example, the role of cultural and sporting activity in developing awareness in society
- the achievements of Indigenous Peoples at the end of the 20th century, including the right to vote; land rights/native title; and attempt at reconciliation
- the continued efforts to achieve greater recognition, reconciliation, civil rights, and improvements in education and health

OR

Elective 3: Decolonisation

In delivering the content of this elective, refer to **one** of the following countries: Algeria, Congo, India, Vietnam, Indonesia or East Timor.

- the reasons for colonisation and how the country became colonised, including the different situations of the chosen countries, and the nature of those differences
- conditions in the colony at the start of the 20th century, with specific reference to the living conditions of the colonisers and the colonised; the political structure in place; the aspirations of those living under colonisation; and the nature of the economy
- the economic and moral challenges to Europe's ability to maintain colonies that resulted from the impact of World Wars I and II
- the emergence of movements for decolonisation; the key groups and individuals that pressed for liberation of the colony; the ideas that influenced them; and their struggle to achieve independence
- the significance of international movements for change that supported the decolonisation process, for example, the emerging recognition of the rights of Indigenous Peoples; movements for international peace and cooperation; and the recognition of human rights
- the outcomes of decolonisation, including government, democratic freedoms, economic development, education and health care
- the key developments over time in the independent country, for example, increasing urbanisation; matters related to governance (single party or democratic representation); internal security; social equality; and independent foreign policy

OR

Elective 4: The civil rights movement in the USA

- the circumstances of African Americans in the USA at the turn of the 20th century, including the legacy of the Civil War; the limitation of voting rights; the extent of segregation; and various forms of discrimination
- the formation and role of groups supporting civil rights and their ideas for change, for example, the National Association for the Advancement of Coloured Peoples (NAACP) in 1909, the Congress of Racial Equality (CORE) in 1941, the Regional Council of Negro Leadership (RCNL) in 1951, the Southern Christian Leadership Conference (SCLC) in 1957, the Student Non-violent Coordinating Committee in 1960 and the Black Panthers (1960s–1970s)
- the role and significance of individuals in the struggle for civil rights, for example, Rosa Parks, Medgar Evers, Martin Luther King Jr, Stokely Carmichael, Malcolm X and Robert Kennedy
- the methods employed by civil rights movements in the USA across the period, including local and national boycotts, direct action and political agitation (for example, voter registration)
- the nature and extent of the opposition to civil rights, with particular reference to the role of State governments and police authorities, the Ku Klux Klan, and the White Citizens' Council
- the significance of key events in bringing about social and political change, including the role of African Americans in World War II; the Montgomery Bus Boycott; the desegregation of Little Rock High School; the Freedom Rides; the March on Washington; and the 'Mississippi Freedom Summer' of 1964
- the significance of legislative change nationally, including the United States Supreme Court decision in *Brown v. Board of Education* (1954), the *Civil Rights Act 1964*, and the attitudes of presidents, for example, Franklin D Roosevelt, John F Kennedy and Lyndon B Johnson
- the influence of the USA civil rights movement beyond the USA, including Australia

OR

Elective 5: Workers' movements

In delivering the content of this elective, refer to Australia **and** one other relevant Western society.

- the development of protest movements during the Industrial Revolution, for example, the Tolpuddle Martyrs; Chartists; and the International Workingmen's Association; the formation of trade unions; moves to regulate employment; and demands for an eight-hour day
- the impact of the 1890s depression and strikes on the formation of the Labor Party in Australia. The emergence of political parties (labor and non-labor) in Australia and other Western countries in the 19th and 20th centuries; the role of trade unions in their formation; and the policies and methods of workers' parties
- workers' advances in Australia in the years after Federation, including the Commonwealth Court of Conciliation and Arbitration (1904), the 1907 Harvester Judgement, and the *Invalid and Old-age Pensions Act 1908*

- the different aims and objectives of international organisations, for example, Industrial Workers of the World (1905), the International Labour Organisation (1919), and the International Federation of Trade Unions (1919), and the methods they used to advance workers' interests; Australian involvement in these international movements
- specific achievements relating to workers' rights, including the eight-hour day and the minimum wage; the significance of Articles 23 and 24 in the Universal Declaration of Human Rights (1948); and the strategy of recognising inalienable workers' rights on a global scale
- the further advances to workers' rights in Australia, including annual leave, sick leave, the 40-hour week, improvements in female wages leading to equal pay in 1969
- the post-war economic boom and the increase in the wage standards of workers in the West, with particular reference to advances in Australia in the second half of the 20th century; and increased opportunities, including education, training and social mobility
- the significance of changes to workers' rights during the 20th century, including the provision of minimum wages; limitations on working hours; restrictions on child labour; the right to industrial arbitration; and changing rights and responsibilities of employers, and their role in supporting workers, including occupational safety and health

OR

Elective 6: Nazism in Germany

- the economic, political and military circumstances in Germany at the end of WWI and how those circumstances contributed to the rise of Nazism
- the democratic changes under the Weimar Government and reasons for its failure to deal with social, political and economic problems
- the reasons for the Nazi Party's rise to power, including 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; and the Party's organisational and tactical skills
- the nature and effects of key aspects of the Nazi state, including military mobilisation, Lebensraum (living space), propaganda, terror and repression (SA and SS), the Hitler Youth, social policies on religion, women, education, trade unions, and the nature of opposition to the Nazis
- Nazi policies of anti-Semitism and the promotion of the Aryan race, resulting in efforts to exterminate minorities in German-controlled lands and the Holocaust
- the role and impact of significant individuals in Weimar and Nazi Germany, for example, Adolf Hitler, Gustav Stresemann, President von Hindenburg, Leni Riefenstahl, Alfred Krupp, Joseph Goebbels, Hermann Göring and Albert Speer
- the legacy of Nazism after WWII

OR

Elective 7: Movements for peace and security post 1945

- causes of the threats to world security in the post WWII environment, including austerity, border disputes, refugee movements, allied conferences and the formation of Israel in 1948
- the creation of the United Nations (UN) and its immediate successes, including the UN Security Council; the Universal Declaration of Human Rights; the Genocide Convention 1948; and the Geneva Convention 1949
- the development of post-war peace movements, with particular reference to their objectives, methods and influence, for example, disarmament in response to the Cold War, and the use of non-violence
- the role and outcomes of the United Nations as peacekeeper in specific conflicts and disputes, for example, Korea 1954–1955, the former Yugoslavia after 1989; Rwanda (1993–96); Cambodia up to the first elections in 1993; and East Timor/Timor-Leste (1999–2008)
- the contribution of Australia as a peacekeeper since World War II, including the military, civilian police, mine-clearers, weapons inspectors, and diplomats
- the changing nature of global terrorism to 2010, as represented by the objectives, methods and influence of terrorist groups, including state-based terrorism; anticolonial conflicts (such as Ireland and the United Kingdom); and international tensions (such as Al Qaeda and Western countries)
- the impact of significant individuals in the period, for example, Eleanor Roosevelt, H V Evatt, Dag Hammarskjöld, Ralph Bunche, Lester Pearson, Gareth Evans and Kofi Annan
- the nature of responses, and the success of governments and the UN, to conflicts and threats in the post-Cold War period (1991–2010), for example, national counter-terrorism actions; efforts to ensure disarmament and non-nuclear proliferation; and the resolutions of the UN Security Council

School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Modern History ATAR Year 11 syllabus and the weighting for each assessment type.

Assessment table – Year 11

Type of assessment	Weighting
<p>Historical inquiry</p> <p>Students use the relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying. The inquiry proposition is devised by the teacher or the student.</p> <p>The final presentation can be: a written report; an analysis of the sources used in the inquiry; a debate; a hypothetical; an oral presentation and/or a multimodal presentation which can be presented individually or in a group.</p> <p>Typically one historical inquiry is completed for each unit.</p>	20%
<p>Explanation</p> <p>A response in the form of an essay (which can be scaffolded) or a sectionalised answer for one or more closed or open questions or for a topic. The question can require students to respond to propositions or points of debate; explanations or evaluations of historical evidence; and interpretations and/or representations.</p> <p>At least two explanation tasks must be administered under test conditions.</p>	20–30%
<p>Source analysis</p> <p>A number of sources are interpreted, analysed, evaluated and/or synthesised. Questions typically require students to use evidence from the sources when commenting on: message; origin, purpose and context; reliability, usefulness and contestability of the evidence; perspective; and relevance to the context.</p> <p>The teacher can select the sources and provide the questions or a student (or group of students) can select a range of sources to respond to questions provided by the teacher.</p> <p>Source materials can include: photographs, cartoons, paintings, graphs, government papers, extracts from newspaper articles, letters, diaries, literary sources, and/or secondary sources.</p> <p>At least two source analysis tasks must be administered under test conditions.</p>	20–30%
<p>Examination</p> <p>Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p>	30%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least twice. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. For example, student performance for an historical inquiry could be validated by a task (such as a structured essay, extended answer or analysis of the sources used in the inquiry) which is completed in class after the final presentation is submitted.

Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Modern History ATAR Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

Appendix 1 – Grade descriptions Year 11

A	<p>Historical Skills</p> <p>Selects a wide range of sources and analyses for message; origin, purpose, context; reliability and usefulness; perspective; contestability.</p> <p>Responds to key words in research or essay questions, accurately applying evidence and historical understandings from appropriately acknowledged sources.</p> <p>Identifies and explains why historical perspectives and interpretations change.</p> <p>Uses appropriate historical terms and concepts to develop cohesive arguments which are analytical, logical and coherent.</p>
	<p>Historical Knowledge and Understanding</p> <p>Assesses the extent to which one or more of the following: people, events, ideas and/or structures, have direct and indirect consequences within and/or between societies.</p> <p>Evaluates the significance/impact of forces on continuity and change.</p>
B	<p>Historical Skills</p> <p>Selects a range of sources and analyses for message; origin, purpose, context; reliability and usefulness; perspective; contestability.</p> <p>Responds to key words in research or essay questions, applying evidence and historical understandings from appropriately acknowledged sources.</p> <p>Explains why various perspectives and interpretations of history exist.</p> <p>Uses appropriate historical terms and concepts and develops an argument which is logical, coherent and largely narrative.</p>
	<p>Historical Knowledge and Understanding</p> <p>Describes how one or more of the following: people, events, ideas and/or structures, have direct consequences in different societies.</p> <p>Discusses the significance/impact of forces on continuity and change.</p>
C	<p>Historical Skills</p> <p>Selects some sources and makes an assessment of message; origin, purpose, context; reliability and usefulness; perspective.</p> <p>Responds to some aspects of the research or essay question; selects and acknowledges sources with some use of supporting evidence.</p> <p>Identifies some different perspectives and/or interpretations of history.</p> <p>Recounts the major features of the narrative and provides a structure for the argument/discussion.</p>
	<p>Historical Knowledge and Understanding</p> <p>Identifies interactions between people, events, ideas and/or structures.</p> <p>Outlines the impact of forces on continuity and change.</p>
D	<p>Historical Skills</p> <p>Selects sources from a narrow range, which may or may not be relevant, and makes limited statements about message; origin, purpose, context; reliability and usefulness; perspective.</p> <p>Responds to one or two aspects of the question.</p> <p>Selects few sources and limited evidence to support statements, and shows limited interpretation and acknowledgement of the sources.</p> <p>Identifies one perspective of an historical event.</p> <p>Demonstrates a limited knowledge of the historical narrative and structural conventions.</p>
	<p>Historical Knowledge and Understanding</p> <p>Identifies that there are people, events, ideas and/or structures that characterise a time period.</p> <p>Demonstrates a limited understanding of the impact of forces on continuity and change.</p>
E	<p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p>

Appendix 2 – Glossary

This glossary is provided to enable a common understanding of the key terms in this syllabus.

Cause and effect	Used by historians to identify chains of events and developments over time, short-term and long-term.
Contestability	Occurs when particular interpretations about the past are open to debate (for example, as a result of a lack of evidence or different perspectives).
Continuity and change	Aspects of the past that remained the same over certain periods of time are referred to as continuities. Continuity and change are evident in any given period of time, and concepts, such as progress and decline, may be used to evaluate continuity and change.
Concept	In the study of history, a concept refers to any general notion or idea that is used to develop an understanding of the past, such as a concept related to the process of historical inquiry (for example, evidence, continuity and change, perspectives, significance).
Contemporary world	As defined in this syllabus, the period of modern world history from 1945 to 2001.
Empathy	Empathy is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.
Evidence	In the study of history, evidence is the information obtained from sources that is valuable for a particular inquiry. Evidence can be used to help construct an historical narrative, to support a hypothesis or to prove or disprove a conclusion.
Historical inquiry	Historical inquiry is the process of investigation undertaken in order to understand the past. Steps in the inquiry process include posing questions, locating and analysing sources and using evidence from sources to develop an informed explanation about the past.
Interpretation	An interpretation is an explanation of the past, for example, about a specific person, event or development. There may be more than one interpretation of a particular aspect of the past because historians may have used different sources, asked different questions and held different points of view about the topic.
Modern world	As defined in this syllabus, the period of time in the modern world between 1750 and 2001.
Perspective	A person's perspective is their point of view, the position from which they see and understand events going on around them. People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values. Historians also have perspectives and this can influence their interpretation of the past.

Primary sources	In the study of history, primary sources are objects and documents created or written during the time being investigated, for example, during an event or very soon after. Examples of primary sources include official documents, such as laws and treaties; personal documents, such as diaries and letters; photographs; film and documentaries. These original, firsthand accounts are analysed by the historian to answer questions about the past.
Representation	A picture or image of the past that may be a popular portrayal within society (past or present) or that may be created by historians.
Secondary sources	In the study of history, secondary sources are accounts about the past that were created after the time being investigated and which often use or refer to primary sources, and present a particular interpretation. Examples of secondary sources include writings of historians, encyclopaedias, documentaries, history textbooks, and websites.
Significance	The importance that is assigned to particular aspects of the past (for example, events, developments, and historical sites). Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of questions, such as: How did people in the past view the significance of an event? How important were the consequences of an event? What was the duration of the event? How relevant is it to the contemporary world?
Source	Any written or non-written materials that can be used to investigate the past (for example, newspaper articles, photos, and journal entries). A source becomes 'evidence' if it is of value to a particular inquiry.