



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

# MODERN HISTORY

ATAR COURSE

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Year 12 syllabus

## **IMPORTANT INFORMATION**

This syllabus is effective from 1 January 2017.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

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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 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

#### Unit 3 – Modern nations in the 20th century

This unit examines the ‘nation’ as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

#### Unit 4 – The modern world since 1945

This unit focuses on the distinctive features of the modern world that emerged in the period 1945–2001. It aims to build students’ understanding of the contemporary world – that is, why we are here at this point in time.

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 three electives, each of which focuses on a particular nation state 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.

## **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 3 – Modern nations in the 20th century

### Unit description

This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of **one** nation. Students investigate crises that challenged the stability of government, the path of development that was taken and the social, economic and political order that was either established or maintained. Students examine the ways in which the nation dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of a modern nation. The key conceptual understandings covered in this unit are the reliability and usefulness of evidence; cause and effect; continuity and change; significance; empathy; contestability; and changing representations and interpretations.

### Learning outcomes

By the end of this unit, students:

- understand the characteristics of modern nations, the internal divisions and external threats that they encountered, and the different experiences of individuals and groups within those nations
- understand the significance of the changes experienced by modern nations and the different paths of development they have taken
- 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 the history of selected nations, frame questions for research, determine the reliability and usefulness of sources and evidence, explore different interpretations of the past, and use a range of evidence to analyse interpretations and representations, and communicate historical arguments.

### Unit content

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

#### 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.

- Australia 1918–1955 (the end of World War I to the ALP Split)
- Russia and the Soviet Union 1914–1945 (World War I to the end of World War II)
- China 1935–1989 (the Long March to the Tiananmen Massacre)

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: Australia 1918–1955 (the end of World War I to the ALP Split)**

- an overview of Australia in 1918 as background for more intensive study of the period
- the significant ideas of the period, including mateship and the Anzac legend, unionism, communism, Aboriginal and Torres Strait Islander activism, and nationalism
- the adjustment of national priorities in the 1920s, including the tensions between urbanisation, industrialisation and rural development; the difficulties of soldier settlement; the exclusion of Aboriginal and Torres Strait Islander Peoples; and the changing role of women
- the impact of the Great Depression on different groups within Australian society; the political responses to the Great Depression; and the effectiveness of the political responses to the crisis
- the changing politics of the period, including ‘Men, money, markets’; the rise of the Country Party; the Depression and the Labor Split; the formation of the Liberal Party; the Light on the Hill; and the ALP/DLP Split
- the changing nature and significance of Australia’s foreign policy from 1918–1955, including the Peace Conference of 1919; membership of the League of Nations; the 1926 Imperial Conference and the Statute of Westminster; relations with Japan; World War II, in particular the war in the Pacific and the alliance with America; the Korean War; and Australia’s role in the United Nations Organisation (UNO), the Australia, New Zealand, United States Security Treaty (ANZUS) and the South East Asia Treaty Organisation (SEATO)
- the nature and scope of Australia’s war effort in Europe, Asia and the Pacific (1939–1945) and on the home front
- the key features of post-war reconstruction, including industrialisation, suburbanisation and immigration; the provision of social welfare; and attitudes and policies towards Aboriginal and Torres Strait Islander Peoples, migrants and women
- the impact of the rise of communism, its influence on the election of Robert Menzies and the Coalition in 1949, and the contrasting economic and social policies offered at the 1949 election, the 1951 referendum, and the Petrov affair and its impact on the ALP
- the role and impact of significant individuals in the period, including political, military and social/cultural leaders

**OR**

### **Elective 2: Russia and the Soviet Union 1914–1945 (World War I to the end of World War II)**

- an overview of Russia in 1914 as background for more intensive study of the period
- the significant ideas of the period, including autocracy, Marxism, communism, Leninism, Stalinism, and collectivisation
- the internal divisions and crises within Russian society, including the impact of World War I; the causes, events and outcomes of the February and October Revolutions in 1917
- the initial reforms and decrees of the Bolsheviks; the opposition to the Bolsheviks; the Brest-Litovsk Treaty; the civil war and the reasons for the Bolshevik victory

- the significance of the struggle of Josef Stalin and Leon Trotsky for power and the reasons for the success of Stalin
- the changes that transformed Russia, including War Communism; the New Economic Policy; the creation of the USSR; the Five Year Plans and how they contributed to state control of the economy, forced rural collectivisation, state-created famine and the modernisation of the Soviet Union
- the social/cultural impact of Bolshevism and Stalin's Cultural Revolution to 1945, including women, nationalities, youth and education (Komsomol), the arts (including Social Realism) and religion
- the different experiences of individuals and groups in the period to 1945, including nobility, the clergy, peasants and factory workers; and the methods the regime employed to control them, including mobilisation and propaganda, repression, the Purges and the Great Terror
- the impact of World War II and the methods that enabled the USSR to secure victory
- the role and impact of significant individuals in the period, including political, military and social/cultural leaders

**OR**

### **Elective 3: China 1935–1989 (the Long March to the Tiananmen Massacre)**

- an overview of China in 1935 as background for more intensive study of the period
- the significant ideas of the period, including nationalism, Marxism, Maoism, and Dengism (the socialist market economy)
- the purpose and nature of the Long March, including; 'the Yan'an Way', the Zunyi Conference and Mao Zedong's rise to prominence, life in the base areas, including class and gender relations, rectification movements, the Xian Incident and the role of the Chinese Communist Party's participation in the war against Japan
- similarities and differences in both structure and ideology between the Guomindang (GMD), and the Chinese Communist Party and the conflict that led to a change in the regime in 1949
- the Chinese Revolution (1949); establishment of the communist state, including initial social and economic reforms (1950–1957); the Hundred Flowers Movement; the Anti-Rightist Movement; and the characteristics and impact of the Great Leap Forward (1958–1961), including the role of communes, methods of production, and the difficulties faced by workers and peasants
- Chinese involvement in the Cold War and relations with the United States in the Korean conflict (1950–1953); and the nature and practice of China's subsequent international relations until the 1980s
- the causes and significance of the Cultural Revolution (1966–1976) as a continuing attempt to organise Chinese social and economic life and to suppress dissent, and the implications for groups within China, including rural peasants and political dissidents; death of Mao; leadership changes and the 'Gang of Four'
- the emergence of Deng Xiaoping as paramount leader in the post-Mao era, including 'Socialism with Chinese Characteristics'/socialist market economy (Dengism); social and economic reforms after 1978; Democracy Wall, student protests and the Tiananmen Massacre 1989
- the role and impact of significant individuals in the period, including political, military and social/cultural leaders

## Unit 4 – The modern world since 1945

### Unit description

This unit examines some significant and distinctive features of the modern world within the period 1945–2001 in order to build students' understanding of the contemporary world – that is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs; the emergence of Asia as a significant international political and economic force, and the nature of engagement by and with Australia; the nature of various conflicts and regional and international attempts to create peace and security. Students study **one** of these features. As part of their study, they should follow and make relevant connections with contemporary events. The key conceptual understandings covered in this unit are: causation; continuity and change; historical significance and changing perspectives and interpretations of the past; and contestability.

### Learning outcomes

By the end of this unit, students:

- understand the distinctive features of the modern world that have emerged since World War II and the historical forces that provided their impetus
- understand the changes that took place over time, and their significance to the experiences of individuals, groups, nations and the international community
- 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 some distinctive features of the world since 1945; frame questions for research; interpret sources and evidence with a focus on reliability and usefulness; and use evidence to evaluate perspectives and interpretations, and communicate historical arguments.

### Unit content

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

#### 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 purpose and audience
- apply appropriate referencing techniques accurately and consistently

## **Historical Knowledge and Understanding**

Students study **one** of the following electives, with a focus on the period 1945–2001, which is to be taught with the requisite historical skills described as part of this unit.

- The changing European world since 1945
- Australia's engagement with Asia
- The struggle for peace in the Middle East

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 changing European world since 1945

- an overview, as background, of the nature of the origins and early development of the Cold War to 1948, including the ideological, cultural and political differences between the United States and the Soviet Union; and the significance of the Truman Doctrine, the Marshall Plan and Berlin Blockade
- the significant ideas of the period, including communism, capitalism, democracy, containment, peaceful co-existence, détente, glasnost and perestroika, nationalism, and re-integration
- the evolving nature and character of the Cold War in Europe from 1948 through to détente, including the impact of the arms race, the space race, and threat of nuclear war; the 1956 invasion of Hungary; the Berlin Wall; the Cuban Missile Crisis; the Prague Spring and the Brezhnev Doctrine; the new Cold War of the 1980s; and the collapse of communism 1989–1991
- significant developments that followed the end of the Cold War in 1989, including the break-up of the Soviet Union and the resultant changes in the politics and economics of the Soviet Union; the reunification of Germany (the Two Plus Four Treaty 1990); the break-up of the former Yugoslavia; and the changing role of North Atlantic Treaty Organisation (NATO) from Cold War Alliance to the NATO-Russia Council
- the development of European governance and extension of the ‘European Union’, including the European Economic Community (EEC) (1958), the Maastricht Treaty (1992), the European Union (1993), the Eurozone (1999)
- the changing nature of world order in the period 1989–2001, with specific reference to the place of Europe and the European nation states within that world order
- the role of significant political leaders throughout the period

OR

### Elective 2: Australia’s engagement with Asia

- an overview, as background, of the impact of World War II on Australia and Asia, including the significance of the fall of Singapore; the political and social impact of the war with Japan; the increasing regional involvement of the United States; and movements towards decolonisation
- the nature of Australia’s response to key developments in international relations, including the success of the Communists in China, the Korean War, Indonesian claims for independence, the Malay Crisis, the Vietnam War, Cambodia and East Timor; and the impact of international relations within Australia; the significant ideas of forward defence, communism, decolonisation, nationalism, and peace-keeping
- the formation of formal alliances and forums, including the Colombo Plan, ANZUS, SEATO, Asia-Pacific Economic Cooperation (APEC), Association of Southeast Asian Nations (ASEAN)/ASEAN Forum; and the reasons for these alliances and forums, including the significant concepts of powerful friends and regional security
- the significance of Australia’s immigration policies on regional relationships after World War II, including Australia’s adherence to the White Australia Policy until 1973; changing attitudes towards Japanese war brides; the acceptance of refugees from Asia; family reunions, skilled and business migration; the significant ideas of assimilation, multiculturalism, humanitarianism, asylum and exclusion

- the influence of cultural ties with Asia, including debates on Asian immigration, popular culture, travel, education, religion
- an overview of the changing nature and ongoing importance of Australia's trade with Asia; a case study of the trade relations between Australia and EITHER China OR Japan, including how these relations reflect the changing nature of economic development in the chosen country and its impact on Australia
- the political impacts in Australia as a result of the international relations, formal alliances and forums, immigration policies, cultural and economic ties examined above
- the role of significant individuals during the period, including political, economic and military leaders

**OR**

### **Elective 3: The struggle for peace in the Middle East**

- an overview of the background to the establishment of the British mandate in Palestine and the establishment of the state of Israel, including the immediate consequences for relations between Jews and Arabs
- the significant ideas of the period, including imperialism, Arab nationalism, Zionism, fundamentalism, and terrorism
- the significance and consequences of key conflicts between Arabs and Israelis, including the Arab-Israeli War of 1948–49, the Suez War (1956), the Six-Day War (1967), the Yom Kippur War (1973), and Israeli military intervention in Lebanon (1978, 1982); the nature and consequences of Palestinian reactions to Israel, including the Intifada (1987–94) and the beginning of the 2nd Intifada (2000)
- reasons for, and consequences of, other conflicts in the Middle East, including the Lebanese Civil War (1975–1990), the Iran/Iraq War (1980–1988), Iranian Revolution (1979), and the First Gulf War (1990–1991)
- the attempts to settle conflicts between Arabs and Israelis, including: the 1949 Armistice, Security Council Resolution 242 (1967), Camp David Accords (1978), the 1979 Peace Treaty, the Oslo Accords (1993), the Camp David Summit (2000), and the role of the United Nations
- the consequences of the involvement of the United States, Britain and the Soviet Union in the Middle East over the period, in both the continuing conflict and the peace process
- the impact of significant individuals and groups both in working for and in opposing peace

## 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 12 syllabus and the weighting for each assessment type.

### Assessment table – Year 12

Type of assessment	Weighting
<p><b>Historical inquiry</b></p> <p>Students use the relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying. Typically the inquiry proposition is devised by 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><b>Explanation</b></p> <p>A response in the form of an essay 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%
<p><b>Source analysis</b></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>Typically the teacher selects the sources and provides the questions.</p> <p>Source material 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%
<p><b>Examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	40%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

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.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

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
<b>A</b>	Excellent achievement
<b>B</b>	High achievement
<b>C</b>	Satisfactory achievement
<b>D</b>	Limited achievement
<b>E</b>	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units. 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 12 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](http://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.

## ATAR course examination

All students enrolled in the Modern History ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the syllabus content for Unit 3 and Unit 4. Details of the ATAR course examination are prescribed in the examination design brief on the following page.

Refer to the WACE Manual for further information.

## Examination design brief – Year 12

### Time allowed

Reading time before commencing work: ten minutes

Working time for paper: three hours

### Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: nil

### Provided by the supervisor

a source booklet containing one set of four sources for each Unit 3 and Unit 4 elective

SECTION	SUPPORTING INFORMATION
<p><b>Section One</b>  <b>Source analysis – Unit 3</b>            25% of the total examination            One question            Suggested working time: 45 minutes</p>	<p>The question consists of five parts, which are structured as a series of open and/or partially open questions.</p> <p>This question is applicable to all Unit 3 electives.</p> <p>There are four sources for each elective which the candidate is required to interpret, analyse, evaluate and/or synthesise. The question requires candidates to use evidence from the sources.</p> <p>Source material can include: photographs; cartoons; paintings; graphs; and/or extracts from government papers, newspaper articles, letters, diaries, literary sources and/or secondary sources.</p> <p>The source material for each elective is comparable and is placed in the same order. One source shows broad perspectives, interpretations or historiography.</p>
<p><b>Section Two</b>  <b>Essay – Unit 3</b>            25% of the total examination            One question from a choice of three for each elective            Suggested working time: 45 minutes</p>	<p>Questions are specific to the Unit 3 electives.</p> <p>Use of questions common to all electives is not precluded.</p>
<p><b>Section Three</b>  <b>Source analysis – Unit 4</b>            25% of the total examination            One question            Suggested working time: 45 minutes</p>	<p>The question consists of five parts, which are structured as a series of open and/or partially open questions.</p> <p>This question is applicable to all Unit 4 electives.</p> <p>There are four sources for each elective which the candidate is required to interpret, analyse, evaluate and/or synthesise. The question requires candidates to use evidence from the sources.</p> <p>Source material can include: photographs; cartoons; paintings; graphs; and/or extracts from government papers, newspaper articles, letters, diaries, literary sources and/or secondary sources.</p> <p>The source material for each elective is comparable and is placed in the same order. One source shows broad perspectives, interpretations or historiography.</p>
<p><b>Section Four</b>  <b>Essay – Unit 4</b>            25% of the total examination            One question from a choice of three for each elective            Suggested working time: 45 minutes</p>	<p>Questions are specific to the Unit 4 electives.</p> <p>Use of questions common to all electives is not precluded.</p>

## Appendix 1 – Grade descriptions Year 12

A

### Historical Skills

Selects a comprehensive range of sources and analyses with insight to provide an accurate evaluation of these for: message; origin, purpose and context; reliability and usefulness; perspective; contestability.

Responds to key words in research or essay questions, effectively applying analytical skills, accurate evidence and historical understandings from appropriately acknowledged sources.

Explains why and how historical perspectives and interpretations change within and between time periods.

Uses appropriate historical terms and concepts to develop cohesive, sustained arguments which are analytical, logical and coherent.

### Historical Knowledge and Understanding

Evaluates the extent to which forces (including people, events, ideas and/or structures) have direct and indirect consequences within and/or between societies.

Evaluates the significance/impact of forces on continuity and change.

B

### Historical Skills

Selects a range of sources and analyses these for: message; origin, purpose and context; reliability and usefulness; perspective; contestability.

Responds to key words in research or essay questions, applying detailed evidence and historical understandings from appropriately acknowledged sources.

Explains why various perspectives and interpretations of history exist within and between time periods.

Uses appropriate historical terms and concepts to develop arguments which are logical, coherent and largely narrative.

### Historical Knowledge and Understanding

Explains the significance/impact of how forces (including people, events, ideas and/or structures) have direct consequences within and/or between societies.

Explains the significance/impact of forces on continuity and change.

C

### Historical Skills

Selects some sources and begins to analyse for: message; origin, purpose and context; reliability and usefulness; perspective; contestability.

Responds to some aspects of the research or essay question; selects and acknowledges sources and uses mainly accurate evidence to support statements or broad generalisations.

Identifies and describes different perspectives and interpretations of history.

Recounts the major features of the narrative and provides a structure for the argument/discussion.

### Historical Knowledge and Understanding

Identifies that there is interaction between forces (including people, events, ideas and structures) in a time period.

Outlines the impact of forces on continuity and change.

**D****Historical Skills**

Selects sources from a narrow range, which may or may not be relevant, and makes an attempt to analyse for: message; origin, purpose and context; reliability and usefulness.

Endeavours to respond to the question; acknowledges some sources but displays limited application of evidence.

Identifies at least one perspective of an historical event.

Demonstrates some knowledge of the historical narrative and the structural conventions.

**Historical Knowledge and Understanding**

Demonstrates, to a limited degree, the relationship between people, events, ideas and/or structures.

Demonstrates a limited understanding of the impact of forces on continuity and change.

**E**

Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.



## Appendix 2 – Glossary

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

<b>Cause and effect</b>	Used by historians to identify chains of events and developments over time, short-term and long-term.
<b>Contestability</b>	Occurs when particular interpretations about the past are open to debate (for example, as a result of a lack of evidence or different perspectives).
<b>Continuity and change</b>	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.
<b>Concept</b>	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).
<b>Contemporary world</b>	As defined in this syllabus, the period of modern world history from 1945 to 2001.
<b>Empathy</b>	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.
<b>Evidence</b>	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.
<b>Historical inquiry</b>	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.
<b>Interpretation</b>	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.
<b>Modern world</b>	As defined in this syllabus, the period of time in the modern world between 1750 and 2001.
<b>Perspective</b>	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.

<b>Primary sources</b>	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.
<b>Representation</b>	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.
<b>Secondary sources</b>	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.
<b>Significance</b>	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?
<b>Source</b>	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.