



## **SAMPLE COURSE OUTLINE**

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**MODERN HISTORY**

**ATAR YEAR 12**

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**UNIT 4 – Elective 1: The changing European world since 1945**

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## Sample course outline

### Modern History – ATAR Year 12

#### Semester 2 – Unit 4 – The Modern World since 1945

This outline is based on elective 1: The changing European world since 1945

**The development of historical skills is intrinsic to the teaching of this unit.** (This content is shown beneath this table.)

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

- economic
- international relations
- leadership
- political
- social.

Week	Syllabus content	Suggested teaching points
1–3	<ul style="list-style-type: none"> <li>• the origins and early development of the Cold War to 1949, including               <ul style="list-style-type: none"> <li>▪ the ideological and political differences between the United States and the Soviet Union</li> <li>▪ the emergence of the Communist Bloc</li> <li>▪ the significance of the Truman Doctrine, the Marshall Plan and Berlin Blockade</li> </ul> </li> <li>• the significant ideas of the period, including               <ul style="list-style-type: none"> <li>▪ communism</li> <li>▪ capitalism</li> <li>▪ democracy</li> <li>▪ containment</li> </ul> </li> <li>• the role of significant political leaders throughout the period</li> </ul>	<p><b>The origins and early development of the Cold War to 1949</b></p> <ul style="list-style-type: none"> <li>• ideological differences between capitalism, communism and democracy</li> <li>• post-war conferences (Yalta and Potsdam) and conflict between leaders (Stalin, Truman and Churchill)</li> <li>• ideology versus expansionism, containment versus security</li> <li>• ‘salami tactics’ – Communisation of Eastern Europe</li> <li>• 1946 Iron Curtain speech, 1946 the Long Telegram, 1947 Truman Doctrine and 1948 Marshall Aid</li> <li>• Berlin Blockade</li> <li>• the role of significant political leaders throughout the period including FD Roosevelt, Stalin, Truman, Churchill</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• the evolving nature and character of the Cold War in Europe from 1949 through to 1991, including               <ul style="list-style-type: none"> <li>▪ the impact of the arms race</li> <li>▪ the 1956 invasion of Hungary</li> <li>▪ the Berlin Wall</li> <li>▪ the Prague Spring and the Brezhnev Doctrine</li> </ul> </li> <li>• the significant ideas of the period, including               <ul style="list-style-type: none"> <li>▪ communism</li> <li>▪ capitalism</li> <li>▪ democracy</li> <li>▪ peaceful co-existence</li> </ul> </li> <li>• the role of significant political leaders throughout the period</li> </ul>	<p><b>The evolving nature and character of the Cold War in Europe from 1949 through to 1991</b></p> <ul style="list-style-type: none"> <li>• formation of North Atlantic Treaty Organisation (NATO) and Warsaw Pact</li> <li>• the impact of the arms race and space race</li> <li>• the threat of nuclear war (emergence of the Mutually Assured Destruction ‘MAD’ doctrine)</li> <li>• the impact of the Warsaw Pact on Soviet–Eastern European relations – Hungary 1956, Prague Spring 1968 and the emergence of the Brezhnev Doctrine</li> <li>• Berlin Wall and Berlin Crisis 1961</li> </ul>

Week	Syllabus content	Suggested teaching points
		<ul style="list-style-type: none"> <li>• negotiating with the West (hotline to the White House, Nuclear Non-Proliferation, Ostpolitik) maintaining control in the East; Brezhnev Doctrine – Prague Spring</li> <li>• significance of Khrushchev (de-Stalinisation) and Eisenhower (rollback strategy to force change) on relations between USA and USSR in Europe</li> <li>• achievements of peaceful co-existence – Geneva; Austria</li> <li>• limits to peaceful co-existence – U2 spy plane; Germany</li> <li>• the importance and role of leaders in the period prior to détente – Eisenhower, Khrushchev, Kennedy, Nagy, Dubcek, Brezhnev, Nixon</li> </ul> <p><b>Task 5 – Explanation: The shaping of Europe post-World War Two (Week 5)</b></p>
7–8	<ul style="list-style-type: none"> <li>• the evolving nature and character of the Cold War in Europe from 1949 through to 1991, including <ul style="list-style-type: none"> <li>▪ détente</li> <li>▪ the new Cold War of the 1980s</li> </ul> </li> <li>• the significant ideas of the period, including <ul style="list-style-type: none"> <li>▪ <i>glasnost</i> and <i>perestroika</i></li> </ul> </li> <li>• the role of significant political leaders throughout the period</li> </ul>	<p><b>The evolving nature and character of the Cold War in Europe from 1949 through to 1991</b></p> <ul style="list-style-type: none"> <li>• détente – Strategic Arms Limitation Talks (SALT) 1 1972 and SALT 2 1979, the Helsinki Accords</li> <li>• Willi Brandt and <i>Ostpolitik</i></li> <li>• factors influencing the decline of détente – human rights; arms race; leadership; solidarity in Poland</li> <li>• Reagan and the re-intensification of the Cold War – Rearmament, ‘Evil Empire’ and the Strategic Defense Initiative (SDI)</li> <li>• rise of Gorbachev, <i>glasnost</i> and <i>perestroika</i></li> <li>• summits between Reagan and Gorbachev 1985–1988 and their achievements</li> <li>• the importance and role of leaders in the period from détente to the end of the New Cold War – Brezhnev, Brandt, Nixon, Carter, Ford, Gorbachev, Reagan, Andropov, Thatcher, George HW Bush</li> </ul> <p><b>Task 6 Part A – Historical inquiry: Leadership (Issue: Week 8)</b></p>
9–10	<ul style="list-style-type: none"> <li>• the evolving nature and character of the Cold War in Europe from 1949 through to 1991, including <ul style="list-style-type: none"> <li>▪ the collapse of the Communist Bloc 1989–91</li> <li>▪ the break-up of the Soviet Union</li> <li>▪ the reunification of Germany</li> </ul> </li> <li>• the significant ideas of the period, including</li> </ul>	<p><b>The evolving nature and character of the Cold War in Europe from 1949 through to 1991</b></p> <ul style="list-style-type: none"> <li>• end of the Brezhnev Doctrine and its consequences in Eastern Europe – nationalist movements, free elections, fall of the Berlin Wall</li> </ul>

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> <li>▪ <i>glasnost</i> and <i>perestroika</i></li> <li>▪ nationalism</li> <li>• the role of significant political leaders throughout the period</li> </ul>	<ul style="list-style-type: none"> <li>• collapse of Communism in the satellite states</li> <li>• 1990 reunification of Germany ‘Two by Four’ Treaty</li> <li>• the role of Helmut Kohl as first Chancellor of a reunified Germany and problems with reintegration</li> <li>• social, political and economic change in the Soviet Union leading to the end of the Soviet Union, collapse of Communism in the East</li> <li>• the importance and role of leaders in the 1989 – 1991 period – Walesa, Ceausescu, Gorbachev, Kohl, Yeltsin</li> </ul> <p><b>Task 7 – Source analysis: The reunification of Germany (Week 10)</b></p>
11–12	<ul style="list-style-type: none"> <li>• significant developments that followed the end of the Cold War, including <ul style="list-style-type: none"> <li>• the break-up of the former Yugoslavia</li> <li>• the creation and expansion of the European Union and the Eurozone</li> </ul> </li> <li>• the role of significant political leaders throughout the period</li> </ul>	<p><b>Significant developments that followed the end of the Cold War</b></p> <ul style="list-style-type: none"> <li>▪ origins of Yugoslav wars – death of Tito and rise in nationalism in Balkans <ul style="list-style-type: none"> <li>▪ break-up of Yugoslavia and ethnic tensions that ensued</li> </ul> </li> <li>▪ wars of independence – Slovenia, Croatia, Bosnia, Kosovo <ul style="list-style-type: none"> <li>▪ nature of the conflict and NATO’s role in the Balkans conflicts</li> <li>▪ war crimes and ethnic cleansing – Srebrenica massacre</li> <li>▪ outcomes of conflicts</li> </ul> </li> <li>▪ role of individuals – Milošević, Tudjman, Karadzic</li> </ul> <p><b>Task 6 Part A – Historical inquiry: Leadership (Submit: Week 11)</b></p> <p><b>Task 6 Part B – In class validation: Leadership (Week 11)</b></p>
13–14	<ul style="list-style-type: none"> <li>• significant developments that followed the end of the Cold War, including <ul style="list-style-type: none"> <li>▪ the creation and expansion of the European Union and the Eurozone</li> </ul> </li> <li>• the role of significant political leaders throughout the period</li> </ul>	<p><b>Significant developments that followed the end of the Cold War</b></p> <ul style="list-style-type: none"> <li>• background to the formation of the European Union (EU) <ul style="list-style-type: none"> <li>▪ goals of European integration</li> </ul> </li> <li>• timeline of the EEC’s development from 1945–1987</li> <li>• 1992 Maastricht Treaty, groundwork for establishing the EU</li> <li>• support and resistance to the formation of the EU</li> <li>• the structure and functions of the EU <ul style="list-style-type: none"> <li>▪ 1993 EU established, The three pillars and the ‘Four Freedoms’</li> <li>▪ single market and creation of the European Economic Area, European</li> </ul> </li> </ul>

Week	Syllabus content	Suggested teaching points
		Central Bank and the creation of the Euro <ul style="list-style-type: none"><li>• expansion of EU in mid-1990s<ul style="list-style-type: none"><li>▪ 1995; Austria, Sweden, Finland</li><li>▪ Approval of process of expansion into Eastern Europe</li></ul></li><li>• Treaty of Amsterdam 1997 – key elements</li></ul>
15	<ul style="list-style-type: none"><li>• revision of Unit 3 and Unit 4 content</li></ul>	<ul style="list-style-type: none"><li>• preparation for Semester 2 Examination</li></ul>
16	<b>Task 8 – Semester 2 Examination: Unit 3 and Unit 4 Content</b>	

### Historical Skills

The following skills will be developed during this unit.

#### Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

#### Historical questions and inquiry

- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of primary and secondary sources
- acknowledge and reference sources, as appropriate

#### Analysis and use of historical sources

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

#### Perspectives and interpretations

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

#### Explanation and communication

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