



SAMPLE COURSE OUTLINE

**MODERN HISTORY
ATAR YEAR 12**

UNIT 4 – ELECTIVE 1: THE CHANGING EUROPEAN WORLD SINCE 1945

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

Modern History – ATAR Year 12

Semester 2 – Unit 4 – The modern world since 1945

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

Week	Key teaching points
1	<p>The Historical Skills are intrinsic to the teaching of this unit</p> <p>The impact of the following forces should be considered, where appropriate, throughout the unit: economic; external forces/international relations; ideas; leadership; political; social/cultural</p> <p>An overview, as background, of the nature of the origins and early development of the Cold War to 1948, including:</p> <ul style="list-style-type: none"> • the ideological, cultural and political differences between the United States and the Soviet Union • the significance of the Truman Doctrine, the Marshall Plan and the Berlin Blockade • significant ideas of the period, including communism, capitalism, democracy, containment • the role of significant political leaders
2–4	<p>The evolving nature and character of the Cold War in Europe from 1948 through to détente, including:</p> <ul style="list-style-type: none"> • 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 • significant ideas of the period, including peaceful co-existence, détente • the role of significant political leaders <p>Task 6: Source analysis</p>
5–6	<p>The new Cold War of the 1980s</p> <ul style="list-style-type: none"> • the impact of the arms race, the space race and the threat of nuclear war • the role of significant political leaders • significant ideas of the period, including glasnost and perestroika <p>Task 7: Explanation</p>
7	<p>The collapse of communism 1989–1991</p> <ul style="list-style-type: none"> • the role of significant political leaders • significant ideas of the period, including glasnost and perestroika, nationalism <p>Task 8 Part A: Historical inquiry – research Task 8 Part B: in-class validation essay</p>

Week	Key teaching points
8–11	<p>Significant developments that followed the end of the Cold War in 1989, including:</p> <ul style="list-style-type: none"> • the break-up of the Soviet Union and the resultant changes in the politics and economics of the Soviet Union • reunification of Germany (the Two Plus Four Treaty 1990) • the break-up of the former Yugoslavia • the changing role of North Atlantic Treaty Organisation (NATO) from Cold War Alliance to the NATO-Russia Council • significant ideas of the period, including nationalism, re-integration • the role of significant political leaders <p>Task 9: Explanation – in-class essay</p>
12	<p>The development of European governance and extension of the ‘European Union’, including:</p> <ul style="list-style-type: none"> • the European Economic Community (EEC) (1958) • Maastricht Treaty (1992) • the European Union (1993) • the Eurozone (1999) • significant ideas of the period, including nationalism, re-integration • the role of significant political leaders
13–14	<p>The changing nature of the world order in the period 1989–2001, with specific reference to:</p> <ul style="list-style-type: none"> • the place of Europe and the European nation states within that world order • significant ideas of the period, including nationalism, re-integration • the role of significant political leaders
15	<p>Task 10: Examination (Semester 2)</p>

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