



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

MODERN HISTORY

ATAR Course

Year 11 syllabus for teaching from 2026

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2026.

Users of this syllabus are responsible for checking its currency.

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

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Rationale

The Modern History ATAR course investigates key individuals, events, movements and forces that have shaped today's modern world and provides students with a broader and deeper comprehension of the world in which they live. It enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The course develops students' knowledge of historical context, assisting their comprehension of current global issues.

In the course, students examine key developments that have helped to define the modern world, including important ideas and their consequences, providing context to study 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. The themes covered in the course 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.

Students make connections between formative changes from the late 18th century onwards and the changing world of the 21st century. Students develop skills to examine the complexities associated with the changing nature of evidence, its expanding quantity, range and form; the distinctive characteristics of modern historical representation; and controversial issues that have a powerful contemporary resonance. Students develop increasingly sophisticated historiographical skills and historical understanding in their analysis of particular events and close study of the nature of modern societies.

The skills students learn in the course are applicable to daily life in the modern world and an understanding of social, economic and political changes. Students learn to pose increasingly complex questions about the past and use their historical inquiry and analytical skills, and interpretation of sources, to formulate reasoned answers to those questions. They have opportunities to apply these skills sequentially and cumulatively, so they develop an increasingly sophisticated understanding of the different and sometimes conflicting perspectives of the past and how they have influenced the current modern world.

The Modern History ATAR course equips students with the skills, knowledge and understanding to pursue a range of future pathways in vocational and university education. Critical thinking, analysis, historical inquiry and effective written communication skills are transferable and applicable to a variety of future career paths in fields such as museum curation and archives, archaeology, law, politics, journalism, teaching, film and international relations.

Aims

The Modern History ATAR course aims to develop students’:

- knowledge and understanding of particular events, ideas, people, movements and developments that have shaped the modern world
- ability 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 and perspectives
- capacity to become informed citizens with analytical and critical thinking skills 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

In this unit, students are introduced 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

In this unit, students examine 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. It 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
- 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.

The unit content that is listed after ‘for example’ is provided as suggested examples to guide teachers on relevant topics, which could be used to teach the content descriptions; teachers are not restricted to just the listed examples. All unit content that is referred to in a content description after ‘including’ is examinable content.

Historical Knowledge and Understanding

Historical knowledge refers to key events, ideas, movements, developments and people that have shaped the modern world.

Historical understanding is developed through applying concepts that define history as a discipline, including evidence, continuity and change, cause and effect, significance, empathy and perspectives.

Historical Skills

This strand presents historical skills, including skills that are used in historical inquiry. There are five key skills areas that build on those learned in the Years 7–10 Humanities and Social Sciences curriculum and which continue to be developed in the Modern History ATAR course. There is an emphasis through this strand on the development of informed and defensible responses to inquiry questions through a critical use of sources.

These key skills areas are:

- chronology, terms and concepts
- historical questions and research
- analysis and use of sources
- perspectives and interpretations
- explanation and communication.

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 Years 7–10 curriculum

This syllabus continues to develop student understanding and skills from the Years 7–10 Humanities and Social Sciences (HASS) History curriculum. The Historical Knowledge and Understanding strand focuses principally on the modern world, especially the 20th century, and provides opportunities to study world history in more depth. This includes topics related to significant developments, revolutionary change, struggles for civil rights, the history of other nations, and tensions and conflicts of international significance. This syllabus continues to develop the skills of historical inquiry, with a greater focus on skills associated with critical thinking, the analysis of sources and historical interpretation.

Representation of the General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General capabilities into the teaching and learning program for the Modern History ATAR course.

Critical and creative thinking

Students use critical and creative thinking to engage in the historical inquiry process by developing questions to investigate complex issues and topics. They have opportunities to delve deeply and broadly into the implications of missing or questionable information in their investigation of historical topics. Students develop the ability to pose thoughtful questions, interrogate, select and cross-reference significant information from a range of sources, and develop interpretations based on an assessment of the evidence and reasoning. They identify possible weaknesses in their own positions, and analyse, evaluate and synthesise alternative interpretations and representations of the past.

Ethical understanding

Students develop ethical understanding by exploring, understanding and analysing the diverse perspectives and circumstances that shaped the actions and possible motivations of people in the past, compared with those of today. They have opportunities, both independently and collaboratively, to examine the values, beliefs and principles that were the basis for judgements and actions of people in the past, and to explore examples of tensions between conflicting positions of personal, social and global importance.

Intercultural understanding

Students develop their intercultural understanding by exploring and appreciating the diverse beliefs, values and experiences of cultural groups throughout history. By examining the causes and consequences of intercultural conflict, cooperation and dispossession, students develop empathy and insight into how cultural perspectives have shaped societies and global relationships. They critically reflect on how historical contexts influence contemporary views and actions, fostering a deeper awareness of the complexities of identity, power and cultural interaction in the modern world.

Literacy

Students develop literacy skills by accessing 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. Students analyse and evaluate texts for authority, reliability, relevance and accuracy. They 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. Students learn to monitor their own language for accuracy in the use of historical terms, clarity of ideas and explanations, and conciseness of expression. They learn to use language effectively to articulate a position.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Modern History ATAR Year 11 syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

- Numeracy
- Digital Literacy
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the Modern History ATAR course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Modern History (AEHIM)	ATAR	✓		✓	✓	✓		
Year 12	Modern History (ATHIM)	ATAR	✓		✓	✓	✓		

Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate them 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 socially, 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 a 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.

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 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

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 1750–89
- The American Revolution 1763–1812
- The French Revolution 1774–1804
- The Industrial Revolutions 1750–1890s
- The Age of Imperialism 1848–1914
- The Meiji Restoration – Japan 1853–1911
- Capitalism – the American Experience 1901–41

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

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

Elective 1: The Enlightenment (1750–89)

- 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
 - the spread of Enlightenment ideas across Europe
- the significant changes that occurred as a result of the Enlightenment, including
 - 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, including
 - scientists
 - intellectual
 - monarchs
 - church leaders
 - revolutionary leaders
- the motivation and role of individuals in the development of the Enlightenment, and conflicting ideas, including 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 significance and impact of the Enlightenment

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
 - lack of American representation in British government
 - the campaigns that were fought to achieve independence, for example, Saratoga and Philadelphia
- 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, including
 - the separation of powers
 - treatment of the opponents of the new republic
 - losses during the war
 - the emergence of the Federal system
- the aims and contribution of significant individuals to the revolutionary movement, including
 - Benjamin Franklin
 - Thomas Jefferson
 - George Washington
 - John Hancock
 - 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 significance and impact of the American Revolution into the 19th century

OR

Elective 3: The French Revolution (1774–1804)

- the main causes of the French Revolution, including
 - the influence of the Enlightenment
 - the tensions within the ancien regime
 - the changing class structure
 - the financial crisis of the government
- the significant phases of the French Revolution, including
 - the ancien regime
 - National Assembly/the Constitutional Monarchy
 - the Reign of Terror
 - the Directory
 - Napoleon's rise to Emperor

- 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
 - foreign policy and the revolutionary wars
 - the abolition of monarchy
 - the counter-revolution and the 'Reign of Terror'
 - the political rise of the middle class
- the key ideas and their significance in the French Revolution, including
 - absolutism
 - citizenship and inalienable rights
 - constitutional monarchy
 - republicanism
- the role and impact of significant individuals in the struggles of the Revolution, including
 - Danton
 - Marat
 - Louis XVI
 - Robespierre
- the role and impact of significant groups in the struggles of the Revolution, including the sans-culottes and the peasants
- the significance of the French Revolution into the 19th century, including
 - the influence of Napoleonic France
 - 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 Britain in the second half of the 18th century, including
 - the invention of new technologies and use of coal and iron
 - population increase
 - British imperialism
 - and the capital accumulated from trade
- 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 Industrial Revolution
 - new forms of transport and communications, such as canals, roads, and trains
- 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 (1802–50)
 - the 'Peterloo Massacre'

- the emergence of key ideas and ideologies that supported or challenged the Industrial Revolution, including
 - Capitalism
 - Liberalism
 - Laissez-faire
 - Chartism
 - Socialism
- the role and significance of key individuals involved in the period of the Industrial Revolution
- the significance and impact of the Industrial Revolution in Britain up to the 1890s

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
 - the competition to establish colonies and markets in Africa, Asia and the Pacific
- the different forms of imperialism, including
 - trade
 - exploitation of resources
 - strategic considerations
- an overview of the extent of imperial expansion by 1914 in Africa, Asia and the Pacific
- 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 key ideas of the ‘imperial age’, including
 - nationalism
 - the glorification of ‘empire’
 - the ‘Christian mission’
- the significance of imperialism in this period, including
 - the spread of Christianity
 - the growth of world trade and capitalism
 - the growth of imperial rivalry and militarism

OR

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

- The political, military, economic and social situation in Japan in the 1850s
- the significant events which resulted in the restoration of the Emperor Meiji and the establishment of constitutional government, including
 - the arrival of Commodore Perry and the ‘Black Ships’
 - the Satsuma-Choshu alliance
 - the unequal treaties

- significant changes that occurred after the Meiji Restoration, including
 - modernisation of the navy and the military
 - industry and agriculture
 - the constitutional, political and legal reforms
 - education
 - social and cultural changes
- consequences of change on international relations, including
 - the various treaties
 - the Sino-Japanese War
 - the Anglo-Japanese Alliance
 - the Russo-Japanese War
- the role and impact of significant individuals and groups, including
 - the Shogun
 - the Samurai
 - Townsend Harris
 - the *shi-shi*
 - *sonno joi*
 - the *genro*
 - Saigo Takamori
 - Ito Hirobumi
 - Fukuzawa Yukichi
 - the *zaibatsu*
- key ideas, including
 - feudalism (*bakufu*)
 - constitutional government
 - militarism
 - modernisation/westernisation
- the significance of the Meiji Restoration

OR

Elective 7: Capitalism – the American experience (1901–1941)

- the political, economic and social situation in the USA at the beginning of the 20th century
- the impact of the following on the American experience of capitalism
 - progressivism
 - trust busting
 - WWI
 - the 1920s
 - WWII until 1941
 - the growth of consumerism
- the nature of American capitalism and the shaping of American values, for example
 - film and fashion
 - prohibition
 - the 'Jazz Age'
 - the Ku Klux Klan
 - social Darwinism
 - the American Dream

- the Great Depression
 - its causes
 - the consequences for different political, economic and social groups
 - the effectiveness of the political responses, including the New Deal
 - the New Deal's impact on capitalism
- the impact of capitalism on different groups within American society
- the aims and beliefs of different groups, for example
 - African Americans
 - urban workers
 - rural workers
 - immigrants
 - industrialists
 - members of Indian Nations
- the consequences of divisions into groups
- the role and impact of significant individuals in the period, for example
 - Theodore Roosevelt
 - William Taft
 - Woodrow Wilson
 - Calvin Coolidge
 - Herbert Hoover
 - F D Roosevelt
 - J D Rockefeller
 - Henry Ford
 - J P Morgan
 - Helena Rubinstein
 - Florence Nightingale Graham, aka Elizabeth Arden
- the significance of capitalism as an idea in this period

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.

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 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

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 First Nations 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
- international relations
- leadership
- political
- social.

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
 - the right to vote
 - the right to stand for Parliament
 - marriage law
 - 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
 - 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
 - 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 regarding Equal Rights
 - the *Equality Act 2010* (UK)
 - the *Human Rights Amendment Act 2001* (New Zealand)
- the achievements and legacies of women's movements

OR

Elective 2: Recognition and rights of First Nations 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 First Nations 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 colonisers 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 First Nations Peoples
- the nature of Australian government policies and laws and their impact on First Nations 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 First Nations Peoples' 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 First Nations Peoples have faced, for example, the role of cultural and sporting activity in developing awareness in society
- the achievements of First Nations Peoples at the end of the 20th century, including the right to vote; land rights/native title; and attempt at reconciliation

OR

Elective 3: Decolonisation

In delivering the content of this elective, refer to **(at least) one** of the following case studies: Algeria, Congo, India, Indochina, 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, including the living conditions of the colonisers and the colonised; the political structure in place; 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
- the 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 First Nations Peoples; movements for international peace and cooperation; and the recognition of human rights
- the political, economic and/or social impacts/outcomes of decolonisation
- the long-term economic, political and social development of the independent country

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
 - various forms of discrimination
- the formation and role of groups supporting civil rights and their ideas for change, including
 - 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
 - the Black Panthers (1960s–1970s)
- the methods employed by civil rights movements in the USA across the period, including
 - local and national boycotts
 - direct action
 - political agitation (for example, voter registration)
- the nature and extent of the opposition to civil rights, including 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
 - the 'Mississippi Freedom Summer' of 1964
- the significance of legislative change nationally, including
 - the United States Supreme Court decision in *Brown vs Board of Education* (1954)
 - the *Civil Rights Act 1964*
 - the attitudes of presidents, for example, Franklin D Roosevelt, John F Kennedy and Lyndon B Johnson
- 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
 - Robert Kennedy

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
 - 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
 - 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)
 - the International Federation of Trade Unions (1919)
 - 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)
 - 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
 - changing rights and responsibilities of employers
 - employers' role in supporting workers, including occupational safety and health

OR

Elective 6: Nazism in Germany

- the economic, social, political and military circumstances in Germany at the end of WWI
- the nature of the Weimar Republic and the political, social and economic challenges it faced
- the 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
 - the Party's organisational and tactical skills
- the nature and effects of key aspects of the Nazi state, including
 - *Gleichschaltung* (Coordination)
 - *Volksgemeinschaft* (People's Community)
 - *Herrenvolk* (Master race)
- the nature and extent of resistance and opposition to the Nazis
- stages and significance of Nazi policies to exterminate minorities in German-controlled lands and the Holocaust, 1933–45
- the role and impact of significant individuals in Weimar and Nazi Germany, for example
 - Adolf Hitler
 - Gustav Stresemann
 - Paul von Hindenburg
 - Leni Riefenstahl
 - Alfred Krupp
 - Joseph Goebbels
 - Hermann Göring
 - Heinrich Himmler
 - Reinhard Heydrich
 - Albert Speer

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
 - 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
 - the Geneva Convention 1949
- the development of post-war peace movements, with particular reference to their objectives, methods and influence

- the role and outcomes of the United Nations as peacekeeper in specific conflicts and disputes, for example:
 - Korea 1954–55
 - the former Yugoslavia after 1989
 - Rwanda (1993–96)
 - Cambodia up to the first elections in 1993
 - 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 impact of significant individuals in the period, for example
 - Eleanor Roosevelt
 - H V Evatt
 - Dag Hammarskjöld
 - Ralph Bunche
 - Lester Pearson
 - Gareth Evans
 - Kofi Annan

Assessment

Assessment is an integral part of teaching and learning that at the senior secondary years:

- provides evidence of student achievement
- identifies opportunities for further learning
- connects to the standards described for the course
- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process in order to improve student achievement and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time, for example when reporting against the standards, after completion of a unit/s. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to the set of pre-determined course standards. These standards describe the level of achievement required to achieve each grade, from A to E. Teachers use these standards to determine how well a student has demonstrated their learning.

Where relevant, higher order cognitive skills (e.g. application, analysis, evaluation and synthesis) and the General Capabilities should be included in the assessment of student achievement in this course. All assessment should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

School-based assessment

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

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning
- Assessment should be educative
- Assessment should be fair
- Assessment should be designed to meet its specific purpose/s
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes
- Assessment should provide significant data for improvement of teaching practices.

The table below provides details of the assessment types and their weighting for the Modern History ATAR Year 11 syllabus.

Summative assessments in this course must:

- be limited in number to no more than eight tasks for a pair of units
- allow for the assessment of each assessment type at least once over the year/pair of units
- have a minimum value of 5 per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

Assessment tasks not administered under test or controlled conditions require appropriate authentication processes.

Assessment table – Year 11

Type of assessment	Weighting
<p>Historical inquiry Students use relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying. Typically, the inquiry proposition can be/may be devised by the student.</p> <p>The final assessment must be an in-class validation administered under test conditions.</p>	20%
<p>Explanation Students respond 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>Explanation tasks must be administered under test conditions.</p>	20–30%
<p>Source analysis Students work with a number of sources using interpretation, analysis, evaluation and/or synthesis. Questions typically require students to use evidence from the sources when commenting on: message; origin, purpose and context; reliability and usefulness of the evidence; perspective; and relevance to the context.</p> <p>Typically, the teacher selects the sources and provides the questions.</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>Source analysis tasks must be administered under test conditions.</p>	20–30%
<p>Examination 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).

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, underpinned by a set of pre-determined standards, using the following grades:

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

The grade descriptions for the Modern History ATAR Year 11 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed, together with annotated work samples, 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.

The grade is determined by reference to the standard, not allocated on the basis of a pre-determined range of marks (cut-offs).

Appendix 1 – Grade descriptions Year 11

A	<p>Analyses, interprets and begins to evaluate sources for evidence.</p> <p>Responds to key words in research or essay questions, applying analytical skills, accurate evidence and historical understandings from appropriately acknowledged sources.</p> <p>Accurately applies the major features of the historical narrative and constructs a logical structure for an argument using relevant historical evidence</p> <p>Demonstrates an understanding of different perspectives and interpretations of history.</p> <p>Uses appropriate historical terms and concepts.</p> <p>Evaluates to some extent which forces (including people, events, ideas and structures) have direct and indirect consequences.</p> <p>Evaluates to some extent the impact of forces on continuity and change.</p>
B	<p>Analyses and interprets sources for evidence.</p> <p>Responds to key words in research or essay questions, applying evidence and historical understandings from appropriately acknowledged sources.</p> <p>Applies the major features of the historical narrative and constructs a mainly logical structure for an argument using relevant historical evidence</p> <p>Demonstrates a general understanding of different perspectives and interpretations of history.</p> <p>Uses appropriate historical terminology.</p> <p>Describes the relationship between forces (including people, events, ideas and structures).</p> <p>Describes the significance of forces on continuity and change.</p>
C	<p>Begins to analyse and interpret sources for evidence.</p> <p>Responds to some aspects of the research or essay question and uses some accurate evidence to support statements or broad generalisations.</p> <p>Applies some of the major features of the historical narrative and develops a structure with some logic for an argument using relevant historical evidence</p> <p>Begins to demonstrate a general understanding of different perspectives and interpretations of history.</p> <p>Identifies simple relationships between forces (including people, events, ideas and structures).</p> <p>Demonstrates an understanding of continuity and change.</p>
D	<p>Makes an attempt to analyse sources for evidence.</p> <p>Endeavours to respond to the research or essay question with minimal accuracy; displays limited or no application of evidence.</p> <p>Demonstrates limited understanding of perspectives and interpretations of history.</p> <p>Applies few of the major features of the historical narrative and develops a basic argument using little or no historical evidence.</p> <p>Identifies limited relationships between people, events, ideas and/ or structure.</p> <p>Demonstrates a limited or no understanding of 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>

These grade descriptions will be reviewed at the end of the second year of implementation of this syllabus.

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.

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

