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

SAMPLE COURSE OUTLINE

MODERN HISTORY
ATAR YEAR 12
Unit 4 – Elective 2: Australia's engagement with Asia

Disclaimer

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: Australia's engagement with Asia

Week	Key teaching points
1	**The development of Historical Skills is intrinsic to the teaching of this unit** **The impact of the following forces should be considered, where appropriate, throughout the unit:** economic, external forces/international relations, ideas, leadership, political, social/cultural **An overview, as background, of the impact of WWII, 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 • movements towards decolonisation • the role of significant individuals during the period, including political, economic and military leaders
2–5	**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 • East Timor • the impact of international relations within Australia, including political impacts • the significant ideas of forward defence, communism, decolonisation, nationalism, and peace-keeping • the role of significant individuals during the period, including political and military leaders
6–7	**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 **The reasons for these alliances and forums, including the significant concepts of:** • powerful friends • regional security • the political impacts in Australia as a result of formal alliances and forums • the role of significant individuals during the period, including political, economic and military leaders
8–9	**The significance of Australia's immigration policies on regional relationships after WWII, 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 political impacts as a result of immigration policies • the significant ideas of assimilation, multiculturalism, humanitarianism, asylum and exclusion

Week	Key teaching points
10–11	**The influence of cultural ties with Asia, including:** • debates on Asian immigration • popular culture • travel • education • religion • the role of significant individuals • the political impacts in Australia as a result of cultural ties
12–14	**Trade and economic ties between Australia and Asia** • 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 of these economic ties • the role of significant individuals during the period, including political and economic leaders
15	**Examination (Semester 2)**

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