Modern History ATAR – Summary of syllabus changes – May 2023

As a result of the consultation in March 2023 and further refinements by the syllabus writing party, the changes to the Modern History ATAR syllabuses are provided below.

The content identified by ~~strikethrough~~ has been deleted from the syllabus and the content identified in *italics* has been revised in the syllabus for teaching from 2024.

**Aims**

* develop knowledge and understanding of particular events, ideas, movements*, people* and developments that have shaped the modern world

**Unit 1 – Understanding the modern world**

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

* the impact on American capitalism of:
* *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 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*
* the significance of *capitalism as an idea* in this period

**Unit 2 – Movements for change in the 20th century**

**Elective 2: Recognition and rights of Indigenous Peoples**

The term ‘Indigenous Peoples’ has been replaced with ‘First Nations Peoples’

The term ‘colonists’ has been replaced with ‘colonisers’

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

**Elective 1: The changing European world since 1945**

* the impact of the arms race ~~and the space race~~
* the evolving nature and character of the Cold War in Europe from 1949 through to 1991, including
* the impact of the arms race and the space race
* the 1956 invasion of Hungary
* the Berlin Wall
* the Prague Spring and the Brezhnev Doctrine
* détente
* the new Cold War of the 1980s
* *the reunification of Germany*
* significant developments that followed the end of the Cold War, including
* ~~the changes in the politics and economics of Russia and the former Communist Bloc~~
* ~~the reunification of Germany~~
* the break-up of the former Yugoslavia
* ~~the changing role of North Atlantic Treaty Organisation (NATO)~~
* the creation of the European Union and the Eurozone

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

* the changing nature ~~and ongoing~~ importance of Australia’s trade with Asia

**Elective 3: The struggle for peace in the Middle East since 1945**

* the nature and consequences of Palestinian reactions to Israel, including the Intifada (1987–199*3*) and the beginning of the 2nd Intifada (2000)

**Assessment table**

**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.

~~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.~~ *The final assessment must be an in-class validation administered under test conditions.*

**Examination design brief**

A source booklet containing one set of ~~four~~ *three* sources for each Unit 3 and Unit 4 elective.

The question consists of three parts, *based on the Historical Skills* which are structured as a series of open and/or partially open questions. Each part is of increasing complexity, ~~and will be drawn from a list of questions published on the Authority’s website.~~

**Grade descriptions**

A grade description

* ~~Explains the major features of the historical narrative and provides a logical structure for the argument.~~
* ~~Constructs a logical structure for an argument by using relevant details of the historical narrative.~~
* *Accurately applies the major features of the historical narrative and constructs a logical structure for an argument using relevant historical evidence.*