Sample Course Outline

Modern History

ATAR Year 12

Unit 3 – Elective 1: Australia 1918−1949

(the end of World War I to the 1949 election)

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Sample course outline

Modern History – ATAR Year 12

Semester 1 – Unit 3 – Modern nations in the 20th Century

This outline is based on elective 1: Australia 1918–49 (the end of World War I to the 1949 election).

**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.

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| Week | Syllabus content | Suggested teaching points |
| 1–2 | * the economic, political and social conditions in Australia in 1918 * the experiences of particular groups throughout the period, including   + women   + Aboriginal and Torres Strait Islander Peoples * the significant ideas of the period, including   + egalitarianism   + assimilation   + communism   + Aboriginal and Torres Strait Islander activism   + nationalism | **Overview of Australia in 1918**   * political conditions and an overview of the political parties in Australia * economic conditions – protectionist policies and reliance on wheat and sheep * social conditions – outline of the Immigration Restriction Act, treatment of Aboriginal and Torres Strait Islander Peoples, women’s position in the family and in the workforce   **World War I (WWI) and its impact on Australia**   * reasons for going to war – individuals and as a country (foreign policy) * impacts of enlistments, government wartime controls and propaganda * the role of women * the conscription debate, the role of Billy Hughes and the ongoing political impact on the Labor Party * social divisions and economic impact   **Identity**   * mateship and the Anzac legend, and the growth of nationalism * the different views of the Anzac legend * the exclusion of groups from the idea of ‘mateship’ |
| 3 | * the management of national priorities in the 1920s, including   + the tensions between urbanisation, industrialisation and rural development * the changing nature and significance of Australia’s foreign policy from 1918–39, including   + the Paris Peace Conference of 1919 and the role of Billy Hughes   + membership of the League of Nations * the experiences of particular groups throughout the period, including   + women   + Aboriginal and Torres Strait Islander Peoples * the significant ideas of the period, including   + egalitarianism   + assimilation   + communism   + Aboriginal and Torres Strait Islander activism   + nationalism | **Post-WWI**   * the Peace Conference of 1919 and membership of the League of Nations * the adjustment of national priorities in the 1920s * the significant ideas of the period, including egalitarianism and communism * the changing politics of the period   **Industrial unrest**   * the causes, unrest, political response, unionism and formation of the ACTU   **Social issues**   * continuity and change in women’s status in society * treatment (exclusion) of Aboriginal and Torres Strait Islander Peoples * Experience of Immigrants and the policy of assimilation * technological change and impact, including entertainment |
| 4 | * the changing nature and significance of Australia’s foreign policy from 1918–39, including   + the 1926 Imperial Conference and the Statute of Westminster * the management of national priorities in the 1920s, including * the challenges of returned soldiers and the Soldier Settlement Schemes * the significant political developments of the period, including   + the rise of the Country Party   + ‘Men, money, markets’   + the growth of unionism   + the 1931 Labor Split   + the formation of the Liberal Party | **National priorities in Australia in the 1920s**   * tensions between urbanisation, industrialisation and rural development * the Imperial Conference of 1926 * impact of returned service personnel, the Returned and Services League (RSL) and the Soldier Settlement Schemes, Imperial Conferences, the Statute of Westminster & relations with Britain * the origin and growth of the Country Party and the Bruce-Page government   **‘Men, money, markets’**   * economic development and the policies of ‘Men, money, markets’ * *Empire Settlement Act of 1922* |
| 5–7 | * the causes of, and the political responses to the Great Depression and its impact on different groups within Australian society * the experiences of particular groups throughout the period, including   + women   + Aboriginal and Torres Strait Islander Peoples * the significant ideas of the period, including   + egalitarianism   + assimilation   + communism   + Aboriginal and Torres Strait Islander activism   + nationalism * the significant political developments of the period, including   + the rise of the Country Party   + ‘Men, money, markets’   + the growth of unionism   + the 1931 Labor Split   + the formation of the Liberal Party | **The Great Depression**   * the impact of the Great Depression on different groups within Australian society; the political responses to the Great Depression; and the effectiveness of the political responses to the crisis * the changing politics of the period – the significant ideas of the period, including communism * the changing nature and significance of Australia’s foreign policy   **Causes of the Great Depression 1929–1932**   * analysis of causes   **The Great Depression and its impact on different groups**   * social classes; women and children; Aboriginal and Torres Strait Islander Peoples   **Government responses to the Depression**   * the role and impact of Scullin and Lang * effectiveness of government responses/the plans   **Division in the Labor Party**   * causes of the 1931 ALP split, the divisive impact and its consequences   **Impact of political division**   * the emergence of the extreme right-wing (Fascist) New Guard and left-wing political parties   **Economic recovery post-Depression 1932–1939**   * the Lyons government and the economy’s path to recovery   **Task 1 – Explanation: The political responses to the Great Depression (Week 7)** |
| 8–11 | * the changing nature and significance of Australia’s foreign policy from 1918–39, including   + relations with Japan * the nature of and response to Australia’s involvement in World War II in Europe, Asia and the Pacific (1939–45) and the experiences on the home front, including   + the wartime leadership of Robert Menzies and John Curtin   + the alliance with the United States of America   + austerity and total war   + Australia’s role in the United Nations Organisation (UNO) * the experiences of particular groups throughout the period, including   + women   + Aboriginal and Torres Strait Islander Peoples * the significant political developments of the period, including   + the rise of the Country Party   + ‘Men, money, markets’   + the growth of unionism   + the 1931 Labor Split   + the formation of the Liberal Party | **International relations**   * relations with Britain – the ‘Singapore strategy’ and preferential trade agreements * relations with Japan, including the growing fear of Japan   **Australia and World War II (WWII)**   * the nature and scope of Australia’s war effort in Europe, Asia and the Pacific  (1939–1945) and on the home front * the changing nature and significance of Australia’s foreign policy, including relations with Japan; WWII, in particular the war in the Pacific and the alliance with America * the role and impact of significant individuals in the period, including political, military and social leaders   **WWII – background and outbreak**   * the causes, including the rise of Fascism; Australia’s response   **Australia’s involvement**   * the nature and scope of Australia’s involvement with * Europe * Asia and the Pacific   + the alliance with America   + the home front – social, economic and political situation, including the roles of Curtin, Menzies, and the formation of the Liberal Party in 1944   + significant foreign policy issues such as the Fall of Singapore, Curtin’s appeal for assistance from the USA, the defeat and occupation of Japan   **Task 2 – Source analysis: Australia’s changing foreign policy and the Second World War (Week 10)**  **Task 3 Part A – Historical inquiry: The role and impact of a significant leader (Issue: Week 10)** |
| 12–14 | * the significant political developments of the period, including   + the rise of the Country Party   + ‘Men, money, markets’   + the growth of unionism   + the 1931 Labor Split   + the formation of the Liberal Party * the key features of post-World War II reconstruction, including   + the leadership of Ben Chifley   + industrialisation, urbanisation and immigration   + the provision of social welfare * the experiences of particular groups throughout the period, including   + women   + Aboriginal and Torres Strait Islander Peoples * the significant ideas of the period, including   + egalitarianism   + assimilation   + communism   + Aboriginal and Torres Strait Islander activism   + Nationalism * the key factors influencing the election of Robert Menzies and the Liberal-Country Coalition in 1949 | **Post-1945 Australia: the pre-Menzies era  1945–1949**   * the changing politics of the period, including the formation of the Liberal Party * post-war reconstruction – the White Paper on Employment, Snowy Mountain Scheme * Chifley and the ‘Light on the Hill’ – service personnel, banking reform, social welfare, social reform agenda   **Post-war Australia**   * foreign policy * United Nations – role in the formation, role in the General Assembly and the role of Evatt * changing relations with Japan, support for Indonesian and Indian independence   **Post-war social change**   * significant ideas of the period including Aboriginal and Torres Strait Islander activism – Aboriginal Australians * causes and impact of changing attitudes * Aboriginal activism including the roles of William Cooper (1930s), Faith Bandler and Jack Patten * provision of social welfare * migration * reasons for/against migration, changes to migration policy – ‘Populate or Perish’ * the social impact of migration * women * impact of WWII * post-war opportunities in education, the expanding economy, government legislation * the 1949 election * contrasting economic and social policies offered by Chifley, Menzies and the Coalition * impact of communism on the election, the 1949 NSW Coal Strike * the political implications of the election   **Task 3 Part A – Historical inquiry: The role and impact of a significant leader (Submit: Week 13)**  **Task 3 Part B – In-class validation: The role and impact of a significant leader (Week 13)** |
| 15 | * Revision | * highlight the Historical Knowledge and Understanding content points and the Historical Skills |
| 16 | **Task 4 – Semester 1 examination: Unit 3 content** | |

| **Historical Skills** |
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| 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 |