**Modern History | ATAR Year 11 | Summary of minor syllabus changes for 2025**

The content identified by ~~strikethrough~~ has been deleted from the syllabus and the content identified in underline has been revised in the syllabus for teaching from 2025.

**Organisation of content**

The unit content that is listed after ~~‘e.g.~~’ ‘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.

**Unit 1 – Understanding the modern world**

**Historical Skills**

**Analysis and use of historical sources**

* identify the message, origin, purpose and context of historical sources

**Elective 1: The Enlightenment (1750–89)**

* the motivation and role of individuals in the development of the Enlightenment, and conflicting ideas, ~~with particular reference to~~ including Locke, Voltaire, and Rousseau

**Elective 2: The American Revolution (1763–1812)**

* the aims and contribution of significant individuals to the revolutionary movement, ~~with particular reference to~~ including
* Benjamin Franklin
* Thomas Jefferson
* George Washington
* John Hancock
* John Adams

**Elective 3: The French Revolution (1774–1804)**

* the role and impact of significant individuals in the struggles of the Revolution, ~~with particular reference to:~~ including
* Danton
* Marat
* Louis XVI
* Robespierre

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

* the role and impact of significant individuals and groups, including
* the Shogun
* the Samurai
* Townsend Harris
* the *shi-sh*i
* *sonno joi*
* the *genro*
* Saigo Takamori
* Ito Hirobumi
* Fukuzawa Yukichi~~the~~
* the *zaibatsu*

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

* the impact ~~on~~ of the following on the American experience of capitalism ~~of~~
* progressivism
* trust busting
* WWI
* the 1920s
* WWII until 1941
* the growth of consumerism
* the role and impact of significant individuals in the period, ~~such as~~ 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

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

**Historical Skills**

**Analysis and use of historical sources**

* identify the message, origin, purpose and context of historical sources

**Historical Knowledge and Understanding**

Students study one of the following electives, ~~with a focus on the period 1945–2001,~~ which is to be taught with the requisite historical skills described as part of this unit.

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

* economic
* ~~external forces/~~international relations
* leadership
* political
* social.

**Elective 3: Decolonisation**

* conditions in the colony at the start of the 20th century, ~~with specific reference to~~ including the living conditions of the colonisers and the colonised; the political structure in place; and the nature of the economy

**Elective 4: The civil rights movement in the USA**

* the nature and extent of the opposition to civil rights, ~~with particular reference to~~ including the role of State governments and police authorities, the Ku Klux Klan, and the White Citizens’ Council

**Elective 6: Nazism in Germany**

* the nature and effects of key aspects of the Nazi state including
* *Gleichschaltung* (Coordination)
* *Volksgemeinschaft* (People’s Community)
* *Herrenvolk* (Master race)

**Grade descriptions**

B grade description

* Demonstrates ~~an~~ a general understanding of different perspectives and interpretations of history.