**Sample Course Outline**

Modern History

ATAR Year 12

Unit 4 – Elective 1: The changing European world since 1945

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# Sample course outline

# Modern History – ATAR Year 12

## Semester 2 – Unit 4 – The modern world since 1945

This outline is based on the elective: The changing European world since 1945

| **Week** | **Key teaching points** |
| --- | --- |
| 1 | **The Historical Skills are 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 nature of the origins and early development of the Cold War to 1948, including:**   * the ideological, cultural and political differences between the United States and the Soviet Union * the significance of the Truman Doctrine, the Marshall Plan and the Berlin Blockade * significant ideas of the period, including communism, capitalism, democracy, containment * the role of significant political leaders |
| 2–4 | **The evolving nature and character of the Cold War in Europe from 1948 through to détente, including:**   * the impact of the arms race, the space race, and threat of nuclear war * the 1956 invasion of Hungary * the Berlin Wall * the Cuban Missile Crisis * the Prague Spring and the Brezhnev Doctrine * significant ideas of the period, including peaceful co-existence, détente * the role of significant political leaders   **Task 6: Source analysis** |
| 5–6 | **The new Cold War of the 1980s**   * the impact of the arms race, the space race and the threat of nuclear war * the role of significant political leaders * significant ideas of the period, including glasnost and perestroika   **Task 7: Explanation** |
| 7 | **The collapse of communism 1989–1991**   * the role of significant political leaders * significant ideas of the period, including glasnost and perestroika, nationalism   **Task 8 Part A: Historical inquiry** – research  **Task 8 Part B:** in-class validation essay |
| 8–11 | **Significant developments that followed the end of the Cold War in 1989, including:**   * the break-up of the Soviet Union and the resultant changes in the politics and economics of the Soviet Union * reunification of Germany (the Two Plus Four Treaty 1990) * the break-up of the former Yugoslavia * the changing role of North Atlantic Treaty Organisation (NATO) from Cold War Alliance to the NATO-Russia Council * significant ideas of the period, including nationalism, re-integration * the role of significant political leaders   **Task 9: Explanation** – in-class essay |
| 12 | **The development of European governance and extension of the ‘European Union’, including:**   * the European Economic Community (EEC) (1958) * Maastricht Treaty (1992) * the European Union (1993) * the Eurozone (1999) * significant ideas of the period, including nationalism, re-integration * the role of significant political leaders |
| 13–14 | **The changing nature of the world order in the period 1989–2001, with specific reference to:**   * the place of Europe and the European nation states within that world order * significant ideas of the period, including nationalism, re-integration * the role of significant political leaders |
| 15 | **Task 10:** **Examination (Semester 2)** |

| **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 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 |