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 elective 1: The changing European world since 1945

**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.

| **Week** | **Syllabus content** | **Suggested teaching points** |
| --- | --- | --- |
| 1–3 | * the origins and early development of the Cold War to 1949, including
	+ the ideological and political differences between the United States and the Soviet Union
	+ the emergence of the Communist Bloc
	+ the significance of the Truman Doctrine, the Marshall Plan and Berlin Blockade
* the significant ideas of the period, including
	+ communism
	+ capitalism
	+ democracy
	+ containment
* the role of significant political leaders throughout the period
 | **The origins and early development of the Cold War to 1949*** ideological differences between capitalism, communism and democracy
* post-war conferences (Yalta and Potsdam) and conflict between leaders (Stalin, Truman and Churchill)
* ideology versus expansionism, containment versus security
* ‘salami tactics’ – Communisation of Eastern Europe
* 1946 Iron Curtain speech, 1946 the Long Telegram, 1947 Truman Doctrine and 1948 Marshall Aid
* Berlin Blockade
* the role of significant political leaders throughout the period including FD Roosevelt, Stalin, Truman, Churchill
 |
| 4–6 | * the evolving nature and character of the Cold War in Europe from 1949 through to 1991, including
	+ the impact of the arms race
	+ the 1956 invasion of Hungary
	+ the Berlin Wall
	+ the Prague Spring and the Brezhnev Doctrine
* the significant ideas of the period, including
	+ communism
	+ capitalism
	+ democracy
	+ peaceful co-existence
* the role of significant political leaders throughout the period
 | **The evolving nature and character of the Cold War in Europe from 1949 through to 1991*** formation of North Atlantic Treaty Organisation (NATO) and Warsaw Pact
* the impact of the arms race and space race
* the threat of nuclear war (emergence of the Mutually Assured Destruction ‘MAD’ doctrine)
* the impact of the Warsaw Pact on Soviet–Eastern European relations – Hungary 1956, Prague Spring 1968 and the emergence of the Brezhnev Doctrine
* Berlin Wall and Berlin Crisis 1961
* negotiating with the West (hotline to the White House, Nuclear Non-Proliferation, Ostpolitik) maintaining control in the East; Brezhnev Doctrine – Prague Spring
* significance of Khrushchev (de‑Stalinisation) and Eisenhower (rollback strategy to force change) on relations between USA and USSR in Europe
* achievements of peaceful co-existence – Geneva; Austria
* limits to peaceful co-existence – U2 spy plane; Germany
* the importance and role of leaders in the period prior to détente – Eisenhower, Khrushchev, Kennedy, Nagy, Dubcek, Brezhnev, Nixon

**Task 5 – Explanation: The shaping of Europe post-World War Two (Week 5)** |
| 7–8 | * the evolving nature and character of the Cold War in Europe from 1949 through to 1991, including
	+ détente
	+ the new Cold War of the 1980s
* the significant ideas of the period, including
	+ *glasnost* and *perestroika*
* the role of significant political leaders throughout the period
 | **The evolving nature and character of the Cold War in Europe from 1949 through to 1991*** détente – Strategic Arms Limitation Talks (SALT) 1 1972 and SALT 2 1979, the Helsinki Accords
* Willi Brandt and *Ostpolitik*
* factors influencing the decline of détente – human rights; arms race; leadership; solidarity in Poland
* Reagan and the re‑intensification of the Cold War – Rearmament, ‘Evil Empire’ and the Strategic Defense Initiative (SDI)
* rise of Gorbachev, *glasnost and perestroika*
* summits between Reagan and Gorbachev 1985–1988 and their achievements
* the importance and role of leaders in the period from détente to the end of the New Cold War – Brezhnev, Brandt, Nixon, Carter, Ford, Gorbachev, Reagan, Andropov,Thatcher, George HW Bush

**Task 6 Part A – Historical inquiry: Leadership (Issue: Week 8)** |
| 9–10 | * the evolving nature and character of the Cold War in Europe from 1949 through to 1991, including
	+ the collapse of the Communist Bloc 1989–91
	+ the break-up of the Soviet Union
	+ the reunification of Germany
* the significant ideas of the period, including
	+ *glasnost* and *perestroika*
	+ nationalism
* the role of significant political leaders throughout the period
 | **The evolving nature and character of the Cold War in Europe from 1949 through to 1991*** end of the Brezhnev Doctrine and its consequences in Eastern Europe – nationalist movements, free elections, fall of the Berlin Wall
* collapse of Communism in the satellite states
* 1990 reunification of Germany ‘Two by Four’ Treaty
* the role of Helmut Kohl as first Chancellor of a reunified Germany and problems with reintegration
* social, political and economic change in the Soviet Union leading to the end of the Soviet Union, collapse of Communism in the East
* the importance and role of leaders in the 1989 – 1991 period – Walesa, Ceausescu, Gorbachev, Kohl, Yeltsin

**Task 7 – Source analysis: The reunification of Germany (Week 10)**  |
| 11–12 | * significant developments that followed the end of the Cold War, including
* the break-up of the former Yugoslavia
* the creation and expansion of the European Union and the Eurozone
* the role of significant political leaders throughout the period
 | **Significant developments that followed the end of the Cold War*** origins of Yugoslav wars – death of Tito and rise in nationalism in Balkans
	+ break-up of Yugoslavia and ethnic tensions that ensued
* wars of independence – Slovenia, Croatia, Bosnia, Kosovo
	+ nature of the conflict and NATO’s role in the Balkans conflicts
	+ war crimes and ethnic cleansing – Srebrenica massacre
	+ outcomes of conflicts
* role of individuals – Milošević, Tudjman, Karadzic

**Task 6 Part A – Historical inquiry: Leadership****(Submit: Week 11)****Task 6 Part B – In class validation:****Leadership (Week 11)** |
| 13–14 | * significant developments that followed the end of the Cold War, including
	+ the creation and expansion of the European Union and the Eurozone
* the role of significant political leaders throughout the period
 | **Significant developments that followed the end of the Cold War*** background to the formation of the European Union (EU)
* goals of European integration
* timeline of the EEC’s development from 1945–1987
* 1992 Maastricht Treaty, groundwork for establishing the EU
* support and resistance to the formation of the EU
* the structure and functions of the EU
* 1993 EU established, The three pillars and the ‘Four Freedoms’
* single market and creation of the European Economic Area, European Central Bank and the creation of the Euro
* expansion of EU in mid-1990s
* 1995; Austria, Sweden, Finland
* Approval of process of expansion into Eastern Europe
* Treaty of Amsterdam 1997 – key elements
 |
| 15 | * revision of Unit 3 and Unit 4 content
 | * preparation for Semester 2 Examination
 |
| 16 | **Task 8 – Semester 2 Examination: Unit 3 and Unit 4 Content** |

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| 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 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
 |