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** | |
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| 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 |