NSW Syllabus

for the Australian

curriculum

Modern History

Stage 6

Syllabus

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# Introduction

## Stage 6 Curriculum

NSW Education Standards Authority (NESA) Stage 6 syllabuses have been developed to provide students with opportunities to further develop skills which will assist in the next stage of their lives.

The purpose of Stage 6 syllabuses is to:

* develop a solid foundation of literacy and numeracy
* provide a curriculum structure which encourages students to complete secondary education at their highest possible level
* foster the intellectual, creative, ethical and social development of students, in particular relating to:
  + application of knowledge, skills, understanding, values and attitudes in the fields of study they choose
  + capacity to manage their own learning and to become flexible, independent thinkers, problem-solvers and decision-makers
  + capacity to work collaboratively with others
  + respect for the cultural diversity of Australian society
  + desire to continue learning in formal or informal settings after school
* provide a flexible structure within which students can meet the challenges of and prepare for:
  + further academic study, vocational training and employment
  + changing workplaces, including an increasingly STEM focused (Science, Technology, Engineering and Mathematics) workforce
  + full and active participation as global citizens
* provide formal assessment and certification of students’ achievements
* promote the development of students’ values, identity and self-respect.

The Stage 6 syllabuses reflect the principles of the NESA *K–10 Curriculum Framework* and *Statement of Equity Principles*, the reforms of the NSW Government *Stronger HSC Standards* (2016), and nationally agreed educational goals. These syllabuses build on the continuum of learning developed in the K–10 syllabuses.

The syllabuses provide a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes important for students to succeed in and beyond their schooling. In particular, the attainment of skills in literacy and numeracy needed for further study, employment and active participation in society are provided in the syllabuses in alignment with the *Australian Core Skills Framework (ACSF)*.

The Stage 6 syllabuses include the content of the Australian curriculum and additional descriptions that clarify the scope and depth of learning in each subject.

NESA syllabuses support a standards-referenced approach to assessment by detailing the important knowledge, understanding, skills, values and attitudes students will develop and outlining clear standards of what students are expected to know and be able to do. The syllabuses take into account the diverse needs of all students and provide structures and processes by which teachers can provide continuity of study for all students.

## Diversity of Learners

NSW Stage 6 syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity including students with special education needs, gifted and talented students, and students learning English as an additional language or dialect (EAL/D). Students may have more than one learning need.

### Students with Special Education Needs

All students are entitled to participate in and progress through the curriculum. Schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with special education needs. [Adjustments](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/adjustments) are measures or actions taken in relation to teaching, learning and assessment that enable a student with special education needs to access syllabus outcomes and content, and demonstrate achievement of outcomes.

Students with special education needs can access the outcomes and content from Stage 6 syllabuses in a range of ways. Students may engage with:

* Stage 6 syllabus outcomes and content with adjustments to teaching, learning and/or assessment activities; or
* selected Stage 6 Life Skills outcomes and content from one or more Stage 6 Life Skills syllabuses.

Decisions regarding curriculum options, including adjustments, should be made in the context of [collaborative curriculum planning](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/collaborative-curriculum-planning) with the student, parent/carer and other significant individuals to ensure that decisions are appropriate for the learning needs and priorities of individual students.

The *Modern* *History Life Skills Stage 6 Syllabus* has been developed from the rationale, aim and objectives of the *Modern History Stage 6 Syllabus*.

Further information can be found in support materials for:

* Modern History
* Special education needs
* Life Skills.

### Gifted and Talented Students

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students.

Generally, gifted students demonstrate the following characteristics:

* the capacity to learn at faster rates
* the capacity to find and solve problems
* the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness. Gifted and talented students may also possess learning difficulties and/or disabilities that should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

* differentiation: modifying the pace, level and content of teaching, learning and assessment activities
* acceleration: promoting a student to a level of study beyond their age group
* curriculum compacting: assessing a student’s current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents and students with reference to documents and advice available from NESA and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

### Students Learning English as an Additional Language or Dialect (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

* overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
* Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of the *Modern History Stage 6 Syllabus* through that new language. They may require additional support, along with informed teaching that explicitly addresses their language needs.

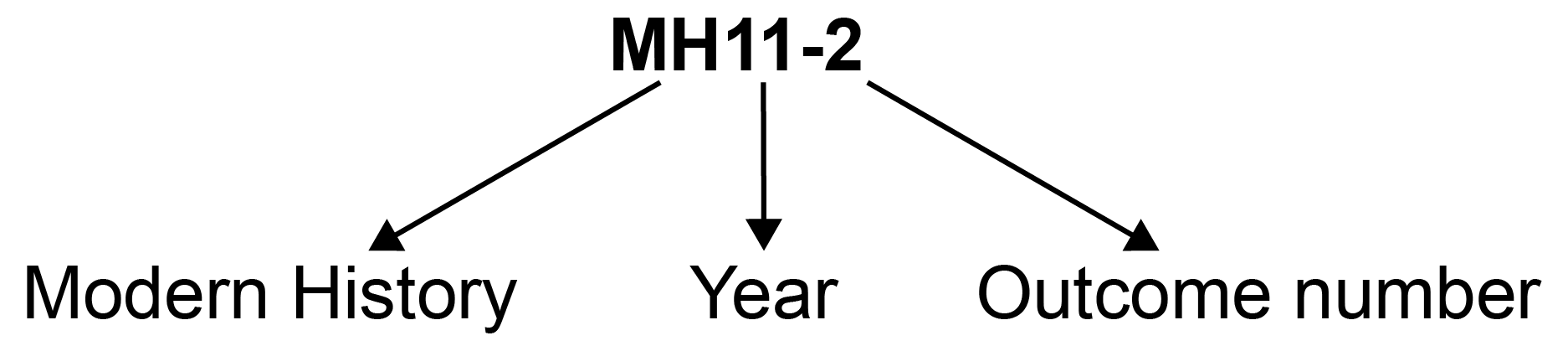
The *ESL Scales* and the[*English as an Additional Language or Dialect: Teacher Resource*](http://www.acara.edu.au/curriculum/student-diversity/english-as-an-additional-Language-or-dialect) provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of English language learners and to assist students to access syllabus outcomes and content.

# Modern History Key

The following codes and icons are used in the *Modern History Stage 6 Syllabus*.

## Outcome Coding

Syllabus outcomes have been coded in a consistent way. The code identifies the subject, Year and outcome number. For example:

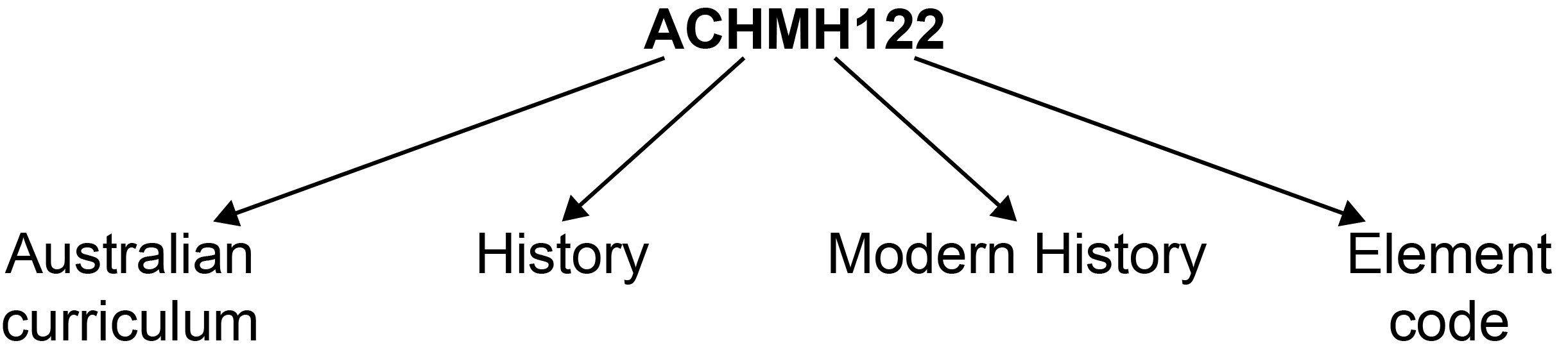


| **Outcome code** | **Interpretation** |
| --- | --- |
| MH11-1 | Modern History, Year 11 *–* Outcome number 1 |
| MH12-4 | Modern History, Year 12 *–* Outcome number 4 |
| MHLS6-6 | Modern History Life Skills, Stage 6 *–* Outcome number 6 |

## Coding of Australian Curriculum Content

Australian curriculum content descriptions included in the syllabus are identified by an Australian curriculum code which appears in brackets at the end of each content description, for example:

The impact of the Great Depression on different groups within Australian society and the effectiveness of political responses to the crisis (ACHMH122)



Where a number of content descriptions are jointly represented, all description codes are included, eg (ACHMH041, ACHMH042, ACHMH044).

## Learning Across the Curriculum Icons

Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the syllabus.

**Cross-curriculum priorities**

Aboriginal and Torres Strait Islander histories and cultures icon Aboriginal and Torres Strait Islander histories and cultures

Asia and Australia’s engagement with Asia icon Asia and Australia’s engagement with Asia

Sustainability icon Sustainability

**General capabilities**

Critical and creative thinking icon Critical and creative thinking

Ethical understanding icon Ethical understanding

 Information and communication technology capability icon Information and communication technology capability

Intercultural understanding icon Intercultural understanding

Literacy icon Literacy

Numeracy icon Numeracy

Personal and social capability icon Personal and social capability

**Other learning across the curriculum areas**

Civics and citizenship icon Civics and citizenship

Difference and diversity icon Difference and diversity

Work and enterprise icon Work and enterprise

# Rationale

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students’ curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

Modern History enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them.

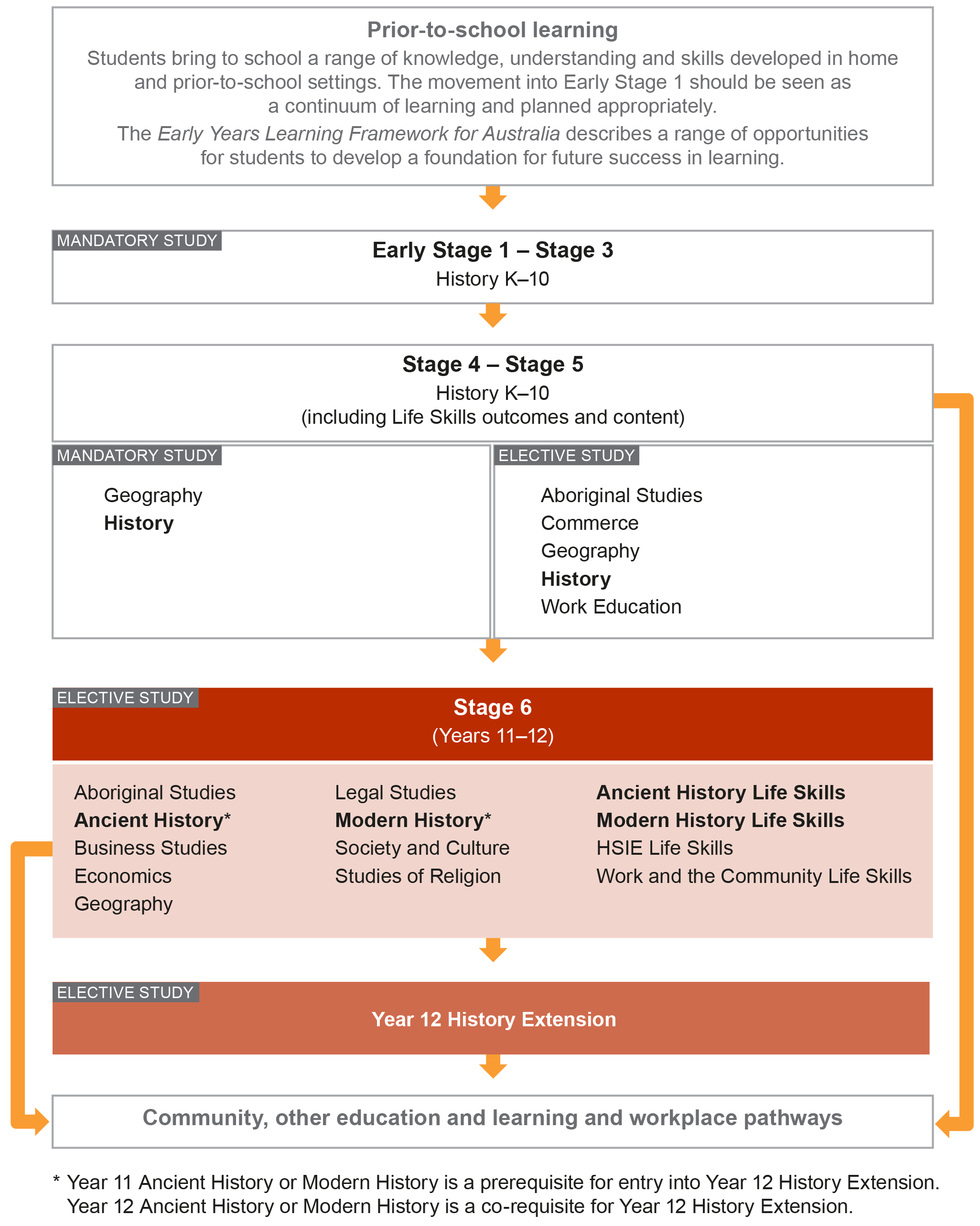
The study of Modern History requires students to understand and use historical concepts and apply skills in their investigation of people, ideas, movements, events and developments of the modern world within personal, local, national, regional and global contexts. Students are introduced to the complexities associated with the changing nature of sources, their expanding quantity, range and form, and the distinctive characteristics of modern historical representation. Students are encouraged to interpret sources for evidence, establish which evidence is relevant to an inquiry, and use evidence to construct and analyse historical accounts.

Modern History provides students with opportunities to explore their interest and curiosity about people and events that have had a significant impact on the modern world. It provides insight into the possible motivations and role of individuals and groups, as well as the origin and impact of ideas and developments that have transformed societies. It enables students to acquire knowledge and to understand how knowledge is constructed. Modern History provides opportunities for students to explore historical problems, to pose questions and to consider problems of evidence, causation and historical agency as part of the historical inquiry process, using the information technology available to them.

Students develop transferable skills associated with the process of historical inquiry and the interplay of historical evidence and argument. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. Students develop increasingly sophisticated historiographical skills and historical understanding, from the close study of people and events to the analysis and interpretation of broader developments that have shaped the modern world.

The knowledge, understanding and skills that students acquire through studying Modern History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

# The Place of the Modern History Stage 6 syllabus in the K–12 Curriculum



# Aim

The study of Modern History in Stage 6 enables students to:

* develop knowledge and understanding of the modern world, the skills of critical analysis, and values and attitudes essential for an appreciation of the people, forces and ideas that have shaped the modern world
* develop a lifelong interest in the study of history
* prepare for active and informed citizenship in the contemporary world.

# Objectives

## Knowledge and Understanding

Students:

* develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical context
* develop an understanding of continuity and change over time.

## Skills

Students:

* undertake the process of historical inquiry
* use historical concepts and skills to examine the modern past
* communicate their understanding of history, sources and evidence, and historical interpretations.

## Values and Attitudes

Students:

* appreciate the influence of the past on the present and the future
* value the contribution of the study of Modern History to lifelong learning, and active and informed citizenship.

# Outcomes

## Table of Objectives and Outcomes – Continuum of Learning

### Knowledge and Understanding

|  |  |
| --- | --- |
| **Objectives**  Students:   * develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical context * develop an understanding of continuity and change over time. | |
| **Year 11 course outcomes**  A student: | **Year 12 course outcomes**  A student: |
| **MH11-1** describes the nature of continuity and change in the modern world  **MH11-2** proposes ideas about the varying causes and effects of events and developments  **MH11-3** analyses the role of historical features, individuals, groups and ideas in shaping the past  **MH11-4** accounts for the different perspectives of individuals and groups  **MH11-5** examines the significance of historical features, people, ideas, movements, events and developments of the modern world | **MH12-1** accounts for the nature of continuity and change in the modern world  **MH12-2** proposes arguments about the varying causes and effects of events and developments  **MH12-3** evaluates the role of historical features, individuals, groups and ideas in shaping the past  **MH12-4** analyses the different perspectives of individuals and groups in their historical context  **MH12-5** assesses the significance of historical features, people, ideas, movements, events and developments of the modern world |

### Skills

|  |  |
| --- | --- |
| **Objectives**  Students:   * undertake the process of historical inquiry * use historical concepts and skills to examine the modern past * communicate an understanding of history, sources and evidence, and historical interpretations. | |
| **Year 11 course outcomes**  A student: | **Year 12 course outcomes**  A student: |
| **MH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument  **MH11-7** discusses and evaluates differing interpretations and representations of the past  **MH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources  **MH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms  **MH11-10** discusses contemporary methods and issues involved in the investigation of modern history | **MH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument  **MH12-7** discusses and evaluates differing interpretations and representations of the past  **MH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources  **MH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms |

# Year 11 Course Structure and Requirements

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

**The course comprises three sections. Students are required to study all three sections of the course.**

| **Year 11 course**  **(120 hours)** | **Modern History** | **Indicative hours** |
| --- | --- | --- |
| Investigating Modern History   * The Nature of Modern History * Case Studies   *Each case study should be a minimum of 10 indicative hours.* | 60 |
| Historical Investigation | 20 |
| The Shaping of the Modern World | 40 |

**Historical concepts and skills**

The Historical concepts and skills content is to be integrated throughout the course. The various studies and topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

*Content may be integrated across the three sections of the course in the development of a teaching and learning program.*

## 1. Investigating Modern History

1. The Nature of Modern History
2. Case Studies

Students undertake:

* at least ONEoption from ‘The Nature of Modern History’, AND
* at least TWOcase studies.

ONE case study **must** be from Europe, North America or Australia.

ONE case study **must** be from Asia, the Pacific, Africa, the Middle East or Central/South America.

The table in the ‘Investigating Modern History – Case Studies’ section of this syllabus provides case study options teachers may use.

Teachers may develop their own case studies.

Case studies are inquiry-based investigations into historical features, individuals, groups, events or concepts in modern history. They are oriented towards the problems and issues of investigating the past.

Case studies in the Year 11 course are intended to provide students with opportunities to:

* study the various ways historians investigate and construct the past, the types of questions they ask, the explanations they give and the issues they raise
* question, analyse and interpret sources.

Case studies can provide an historical context within which students learn about relevant methods and issues.

**Case studies must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Modern History or History Extension courses.**

## 2. Historical Investigation

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest. The investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively.

Further information about the investigation is provided within the Historical investigation section of this syllabus.

**The investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Modern History or History Extension courses.**

## 3. The Shaping of the Modern World

Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity.

At least ONEstudy from ‘The Shaping of the Modern World’ is to be undertaken.

A range of possible studies is provided within ‘The Shaping of the Modern World’ section of this syllabus.

**Studies must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Modern History or History Extension courses.**

# Year 12 Course Structure and Requirements

The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

**The course comprises four sections. Students are required to study all four sections of the course.**

| **Year 12 course**  **(120 hours)** | **Modern History** | **Indicative hours** |
| --- | --- | --- |
| Core Study: Power and Authority in the Modern World 1919–1946 | 30 |
| National Studies | 30 |
| Peace and Conflict | 30 |
| Change in the Modern World | 30 |

**Historical concepts and skills**

The Historical concepts and skills content is to be integrated throughout the course. The topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

The course comprises a study of:

1. Core Study: Power and Authority in the Modern World 1919–1946
2. ONE ‘National Studies’ topic
3. ONE ‘Peace and Conflict’ topic
4. ONE ‘Change in the Modern World’ topic.

**Students are required to study at least ONE non-European/Western topic, selected from the following list:**

|  |  |
| --- | --- |
|  | Non-European/Western topics |
| Core Study: Power and Authority in the Modern World 1919–1946 |  |
| National Studies | China 1927–1949  India 1942–1984  Indonesia 1945–2005  Japan 1904–1937  Iran 1945–1989 |
| Peace and Conflict | Conflict in Indochina 1954–1979  Conflict in the Pacific 1937–1951  Conflict in the Gulf 1980–2011  The Arab-Israeli Conflict 1948–1996 |
| Change in the Modern World | Pro-democracy Movement in Burma 1945–2010  The Cultural Revolution to Tiananmen Square 1966–1989  Apartheid in South Africa 1960–1994 |

Topics in the Year 12 course consist of two sections – ‘Survey’ and ‘Focus of study’. The following indicative time allocations provide guidance to teachers about the depth of study for each section:

* Survey (a maximum of 3 hours)
* Focus of study (a minimum of 27 hours)

# Assessment and Reporting

Information about assessment in relation to the Modern History syllabus is contained in *Assessment and Reporting in Modern History Stage 6*. It outlines course-specific advice and requirements regarding:

* Year 11 and Year 12 school-based assessment requirements
* Year 11 and Year 12 mandatory components and weightings
* External assessment requirements including HSC examination specifications.

This information should be read in conjunction with requirements on the [Assessment Certification Examination (ACE)](http://ace.bostes.nsw.edu.au/) website.

Additional advice is available in the *Principles of Assessment for Stage 6*.

# Content

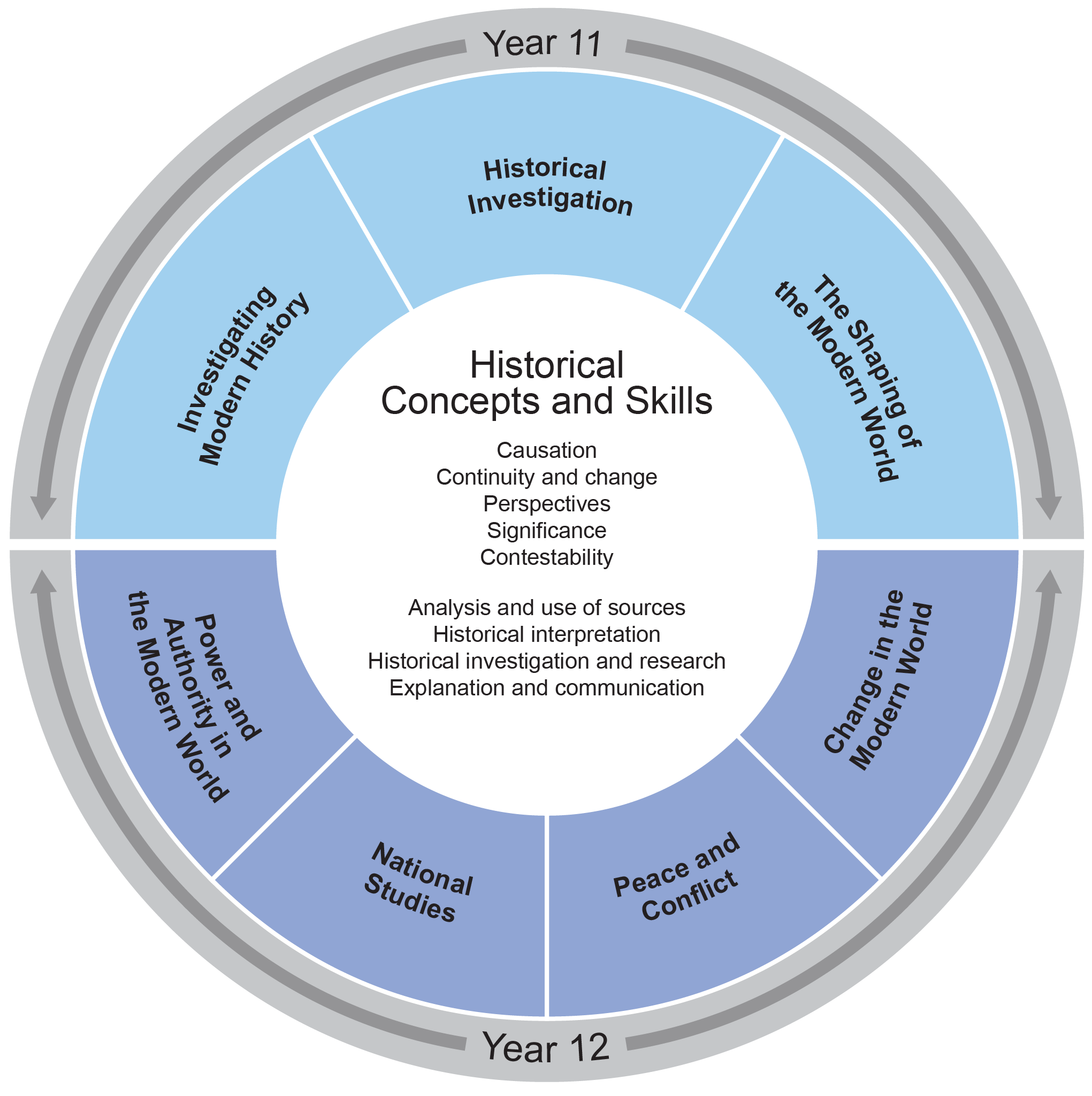
Content defines what students are expected to know and do as they work towards syllabus outcomes. It provides the foundations for students to successfully progress to the next stage of schooling or post-school opportunities.

Teachers will make decisions about content regarding the sequence, emphasis and any adjustments required based on the needs, interests, abilities and prior learning of students.

Content in Stage 6 syllabuses defines learning expectations that may be assessed in Higher School Certificate examinations.

## Organisation of Content

The following diagram provides an illustrative representation of elements of the course and their relationship.



## Learning Across the Curriculum

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the NESA *Statement of Equity Principles*, the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008) and in the Australian Government’s *Core Skills for Work Developmental Framework* (2013).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

* Aboriginal and Torres Strait Islander histories and cultures Aboriginal and Torres Strait Islander histories and cultures icon
* Asia and Australia’s engagement with Asia Asia and Australia’s engagement with Asia icon
* Sustainability Sustainability icon

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

* Critical and creative thinking Critical and creative thinking icon
* Ethical understanding Ethical understanding icon
* Information and communication technology capability  Information and communication technology capability icon
* Intercultural understanding Intercultural understanding icon
* Literacy Literacy icon
* Numeracy Numeracy icon
* Personal and social capability Personal and social capability icon

NESA syllabuses include other areas identified as important learning for all students:

* Civics and citizenship Civics and citizenship icon
* Difference and diversity Difference and diversity icon
* Work and enterprise Work and enterprise icon

Learning across the curriculum content is incorporated, and identified by icons, in the content of the *Modern History Stage 6 Syllabus* in the following ways.

### Aboriginal and Torres Strait Islander Histories and Cultures Aboriginal and Torres Strait Islander histories and cultures icon

The study of Modern History includes the investigation of individuals and groups that have influenced movements for change, the progress towards recognition and equality for Aboriginal and Torres Strait Islander Peoples, and the focus of continued efforts. In the study of Modern History this understanding is deepened through exploration of their interactions with others.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures teachers are encouraged to:

* involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
* read the [*Principles and Protocols*](http://ab-ed.bostes.nsw.edu.au/principles-and-protocols) relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

### Asia and Australia’s Engagement with Asia Asia and Australia’s engagement with Asia icon

In Modern History, the study of Asia and Australia’s engagement with Asia includes the paths of development taken by Asian nations (and how they differ from the European experience), the distinctive and changing character of Asia, the growing influence of Asia in the world and how Australia’s engagement with Asia in the modern period has changed over time – culturally, economically and politically.

### Sustainability Sustainability icon

In Modern History, sustainabilityprovides opportunities to study the effects of developments such as the Industrial Revolution on the environment, the anti-nuclear movement and movements for environmental sustainability in the modern period.

### Critical and Creative Thinking Critical and creative thinking icon

Critical and creative thinkingis integral to the historical inquiry process. There are opportunities for students to delve deeply into the implications of any missing or questionable information in their investigation of historical topics. The demands of historical inquiry include: the ability to pose relevant questions; interrogate, select and cross-reference sources; and develop interpretations based on an assessment of the evidence. Students have opportunities to apply historical reasoning, identify possible weaknesses in their own positions, and evaluate alternative interpretations of the past. They engage in the analysis of historical accounts to determine how well supported a claim is by the available evidence. Students have the opportunity to use their knowledge to recognise and challenge instances of misrepresentation.

### Ethical Understanding Ethical understanding icon

Ethical understandingprovides opportunities for students to explore and understand the diverse perspectives and circumstances that shaped the actions and possible motivations of people in the past compared with those of today. In Modern History, students have opportunities both independently and collaboratively to explore the values, beliefs and principles that were the basis for the judgements and actions of people in the past.

### Information and Communication Technology Capability Information and communication technology capability icon

Information and communication technology (ICT) capabilityis important in the study of Modern History, particularly in relation to historical investigation, analysis and communication. In Modern History, students use digital tools and strategies to locate, access, process and analyse information. They use ICT skills and understandings to investigate and identify the provenance and credibility of evidence, and to develop arguments and communicate historical information. Students have opportunities to evaluate websites and online communication, and the interpretations and representations of the past that they convey. This includes how and why such sites are constructed (for example, for ideological or political purposes, commemoration, preservation, education and scholarship) the audiences they serve, and the techniques they use. They can develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the historical inquiry process.

### Intercultural Understanding Intercultural understanding icon

Intercultural understandingis a vital part of historical learning in Modern History. Students explore the different beliefs and values of a range of cultural groups and develop an appreciation of diversity in the modern period. They have opportunities to develop an understanding of the nature, causes and consequences of conflict, dispossession and interdependence. Students have opportunities to develop an understanding of different contemporary perspectives, the historical contexts for those perspectives, their historical influence on the relationships between different groups within society, and how they contribute to individual and group actions in the contemporary world.

### Literacy Literacy icon

Literacy is of fundamental importance in the study of Modern History. Students access historical content through a variety of print, oral, visual, spatial, aural and electronic forms, including letters, speeches, biographies, photographs, films, artefacts, sites and archived material. They have opportunities to interpret and extrapolate meaning from a variety of sources for evidence in an historical inquiry and they analyse and evaluate texts for authority, reliability, relevance and accuracy. Students have opportunities to create a wide range of texts to communicate, explore, discuss and argue a point of view, selecting and employing text structure and language knowledge to express their thoughts and ideas logically and fluently, supported by evidence. They can monitor their own language for accuracy in the use of historical terms, clarity of ideas and explanations, conciseness of expression, and to articulate a position on an historical problem or issue.

### Numeracy Numeracy icon

Numeracyis useful in the historical inquiry process, which requires students to recognise patterns and relationships chronologically and spatially through the use of scaled timelines and maps. In Modern History, students have opportunities to investigate data, some of which is numerical in nature. They can develop numeracy capability when they analyse and interpret statistical information to draw conclusions, for example in relation to change over time.

### Personal and Social Capability Personal and social capability icon

Personal and social capabilityis developed in Modern History by students enhancing their communication skills and participating in teamwork. Students have opportunities to work both collaboratively in teams and also independently as part of their learning and research in Modern History. Students have opportunities to develop advanced research and presentation skills to express and justify their views effectively to others. Through the study of individuals and groups in the past and their source work in particular, students can develop their ability to appreciate the perspectives and experiences of others. Students are provided with opportunities to develop social awareness through the study of relationships between individuals and groups in the modern world.

### Civics and Citizenship Civics and citizenship icon

In Modern History, students have the opportunity to study the development of political institutions across the world as part of their learning and research. They explore the contested nature of power and authority within and between nations, and develop their social and political awareness. This promotes students’ participation in Australia’s democracy by equipping them with the knowledge, understanding, skills, values and dispositions of active and informed citizenship.

### Difference and Diversity Difference and diversity icon

Modern History is well placed to develop students' knowledge and understanding about the difference and diversity of various groups in the modern world. Students have opportunities to learn to identify and appreciate the varying perspectives of individuals and groups over time and attempt to understand the actions, values, attitudes and motives of people from the past. This focus on difference and diversity provides students with the opportunity to explore similarities and differences between the past and the contemporary world. Such an approach enables students to investigate the circumstances of those whom society has marginalised because of their beliefs, gender, race and socioeconomic status.

### Work and Enterprise Work and enterprise icon

In Modern History, there are opportunities to investigate living and working conditions in the past and how people’s experiences were shaped by changing social, economic and technological developments. Students are provided with opportunities to explore earlier generations' struggles for rights and freedoms to understand how their own rights and responsibilities in the contemporary workplace have been achieved.

# Modern History Year 11 Course Content

## Year 11 Course Structure and Requirements

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

**The course comprises three sections. Students are required to study all three sections of the course.**

| **Year 11 course**  **(120 hours)** | **Modern History** | **Indicative hours** |
| --- | --- | --- |
| Investigating Modern History   * The Nature of Modern History * Case Studies   *Each case study should be a minimum of 10 indicative hours.* | 60 |
| Historical Investigation | 20 |
| The Shaping of the Modern World | 40 |

**Historical concepts and skills**

The Historical concepts and skills content is to be integrated throughout the course. The various studies and topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

*Content may be integrated across the three sections of the course in the development of a teaching and learning program.*

### 1. Investigating Modern History

1. The Nature of Modern History
2. Case Studies

Students undertake:

* at least ONEoption from ‘The Nature of Modern History’, AND
* at least TWO case studies.

ONE case study **must** be from Europe, North America or Australia.

ONE case study **must** be from Asia, the Pacific, Africa, the Middle East or Central/South America.

The table in the ‘Investigating Modern History – Case Studies’ section of this syllabus provides case study options teachers may use.

Teachers may develop their own case studies.

Case studies are inquiry-based investigations into historical features, individuals, groups, events or concepts in modern history. They are oriented towards the problems and issues of investigating the past.

Case studies in the Year 11 course are intended to provide students with opportunities to:

* study the various ways historians investigate and construct the past, the types of questions they ask, the explanations they give and the issues they raise
* question, analyse and interpret sources.

Case studies can provide an historical context within which students learn about relevant methods and issues.

**Case studies must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Modern History or History Extension courses.**

### 2. Historical Investigation

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest. The investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively.

Further information about the investigation is provided within the ‘Historical Investigation’ section of this syllabus.

**The investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Modern History or History Extension courses.**

### 3. The Shaping of the Modern World

Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity.

At least ONEstudy from ‘The Shaping of the Modern World’ should be undertaken.

A range of possible studies is provided within ‘The Shaping of the Modern World’ section of this syllabus.

**Studies must not overlap with or duplicate significantly any topic to be attempted in the   
Year 12 Modern History or History Extension courses.**

## Historical Concepts and Skills

The following skills, which incorporate the concepts of causation, continuity and change, perspectives, significance and contestability, are to be integrated with the content of the Year 11 course.

**Analysis and use of sources**

Explain the meaning and value of sources for an historical inquiry (ACHMH007, ACHMH009) Ethical understanding icon  Information and communication technology capability icon Literacy icon

Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHMH010) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Personal and social capability icon Difference and diversity icon

Analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHMH008) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon

Identify and analyse problems relating to sources in the investigation of the past (ACHMH011) Critical and creative thinking icon Intercultural understanding icon

**Historical interpretation**

Analyse the extent and nature of continuity and change over time (ACHMH001) Critical and creative thinking icon Intercultural understanding icon

Identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHMH001) Critical and creative thinking icon Intercultural understanding icon

Form judgements about historical significance, recognising that significance may be attributed for different purposes Critical and creative thinking icon Intercultural understanding icon Personal and social capability icon Difference and diversity icon

Analyse and evaluate contested interpretations and representations of the past (ACHMH011, ACHMH012) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon

**Historical investigation and research**

Frame questions to guide historical inquiry and develop a coherent research plan (ACHMH004) Literacy icon

Use evidence from a range of sources to inform investigation and research (ACHMH005)  Information and communication technology capability icon Literacy icon

Acknowledge sources appropriately (ACHMH015)  Information and communication technology capability icon Literacy icon

**Explanation and communication**

Develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHMH013) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon Difference and diversity icon

Communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACHMH014) Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon

## Investigating Modern History *–* The Nature of Modern History

### Outcomes

**A student:**

* analyses and interprets different types of sources for evidence to support an historical account or argument MH11-6
* discusses and evaluates differing interpretations and representations of the past MH11-7
* communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH11-9
* discusses contemporary methods and issues involved in the investigation of modern history MH11-10

**Related Life Skills outcomes:** MHLS6-1, MHLS6-2, MHLS6-8, MHLS6-9, MHLS6-11, MHLS6-12

### Content Focus

Students develop an understanding of the nature of modern history through an investigation of relevant methods and issues. The Historical concepts and skills content is to be integrated as appropriate.

Students investigate at least ONEof the following options:

1. The Investigation of Historic Sites and Sources
2. The Contestability of the Past
3. The Construction of Modern Histories
4. History and Memory
5. The Representation and Commemoration of the Past.

**The studies selected must address the outcomes listed above.**

**Teachers may develop an integrated study incorporating selected elements of two or more of the above five areas.**

## 1. The Investigation of Historic Sites and Sources

### Content Focus

Students investigate the significance of historic sites and sources, including the contribution of archaeology and science, in developing our understanding of the past. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the nature, range and importance of archives to historians of modern history and the digitisation of archival records  Information and communication technology capability icon Literacy icon
* the reconstruction of historic sites and site chronology using evidence Critical and creative thinking icon  Information and communication technology capability icon
* the contribution of archaeological and scientific techniques in the investigation of the past, including site surveys, excavation, forensic examination, DNA analysis and exhumation  Information and communication technology capability icon
* the contribution of historic sites and oral testimony to an understanding of events, developments and life in the past Intercultural understanding icon

*Examples that could be used to illustrate aspects of the content include: life in The Rocks – 19th century; Quarantine Station; the investigation of a colonial site and what it reveals about the past; the nature of trench warfare in World War I; archaeology of Fromelles; the Thai-Burma Railway and Hellfire Pass.*

Teachers may develop their own examples.

## 2. The Contestability of the Past

### Content Focus

Students investigate problems relating to the contestability of the past, focusing on sources available to historians. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* how historians test hypotheses about the past through the corroboration of sources Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon Ethical understanding icon
* problems associated with the evaluation of sources: authenticity, and reliability and usefulness for particular historical inquiries Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon  Information and communication technology capability icon Literacy icon
* the importance of understanding the historical context in the interpretation of sources Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon
* the role of sources and evidence in the evaluation of different theories about the past Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon

*Examples that could be used to illustrate aspects of the content include: the sinking of the Lusitania; Hitler’s diaries; Pearl Harbor – a surprise attack?*

Teachers may develop their own examples.

## 3. The Construction of Modern Histories

### Content Focus

Students investigate methods and issues associated with constructing accounts about the past. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* an overview of different types of histories, including narrative history, biography, social and cultural history Aboriginal and Torres Strait Islander histories and cultures icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon
* the role of evidence, interpretation and perspective in the construction of historical accounts Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon
* problems associated with the construction of modern histories: the abundance of documentary material, the incomplete nature of evidence and political controls on access to source materials, including classified records Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon
* the role of selectivity, emphasis and omission in the construction of historical accounts Critical and creative thinking icon Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon

*Examples that could be used to illustrate aspects of the content include: mutiny on the Bounty;   
the Holocaust; a study of an historical individual such as Pemulwuy, Queen Victoria, Eva Peron,   
Che Guevara, Nicholas II.*

Teachers may develop their own examples.

## 4. History and Memory

### Content Focus

Students investigate methods and issues associated with the expression of memories about the past. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the nature of history compared to memoir, including oral accounts and national ceremonies Aboriginal and Torres Strait Islander histories and cultures icon Intercultural understanding icon Literacy icon
* the contribution of oral history to our understanding of the past Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Work and enterprise
* the tensions between national memory and different perspectives on the past Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
* an example of how memory can turn into myth  Information and communication technology capability icon Literacy icon
* the variety of expressions of collective memory and a critical examination of an expression of memory as reflected through a film, monument, official document, statue or oral account Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon Ethical understanding icon  Information and communication technology capability icon Literacy icon

*Examples that could be used to illustrate aspects of the content include: British memories of World Wars I and II; excerpts from memoirs or autobiographies; the Vietnam War as ‘The American War’; the Stolen Generations; memory and protest in Australia – 1938, 1970, 1988; the fall of the Berlin Wall.*

Teachers may develop their own examples.

## 5. The Representation and Commemoration of the Past

### Content Focus

Students investigate ways in which the past is represented and commemorated. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the public nature of history and the uses of history  Information and communication technology capability icon Intercultural understanding icon Literacy icon
* how history is represented through ONE of the following: memorials, museums, the media, film, documentaries and online Aboriginal and Torres Strait Islander histories and cultures icon Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon
* the need for critical analysis of representations of the past and historical methods that can be used for this purpose Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon  Information and communication technology capability icon Literacy icon
* the various ways the past is commemorated, including the role of key influences, eg nationalism and nation-building Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Civics and citizenship icon

*Examples that could be used to illustrate aspects of the content include: the Yasukuni Shrine; Japanese history textbook controversy; film censorship; Contested Frontiers exhibit – National Museum of Australia; a critical analysis of an historical film or website.*

Teachers may develop their own examples.

## Investigating Modern History – Case Studies

### Outcomes

**A student:**

* describes the nature of continuity and change in the modern world MH11-1
* proposes ideas about the varying causes and effects of events and developments MH11-2
* analyses the role of historical features, individuals, groups and ideas in shaping the past MH11-3
* accounts for the different perspectives of individuals and groups MH11-4
* examines the significance of historical features, people, ideas, movements, events and developments of the modern world MH11-5
* analyses and interprets different types of sources for evidence to support an historical account or argument MH11-6
* discusses and evaluates differing interpretations and representations of the past MH11-7
* communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH11-9

**Related Life Skills outcomes:** MHLS6-1, MHLS6-2, MHLS6-3, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-11

### Content Focus

Students investigate aspects of the history of the modern world using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

Students study TWOcase studies, choosing ONE from List A and ONEfrom List B.

**Teachers may develop their own case studies. These may be designed to provide a context for topics selected within the Year 12 course.**

|  |  |
| --- | --- |
| **List A: Case studies from Australia, Europe, North America** | **List B: Case studies from Asia, the Pacific, Africa, the Middle East, Central/South America** |
| A1.Australia and the Rise of Communism  A2. Making Change: Day of Mourning to Mabo  A3. The Changing Nature of Anglo-Irish Relations  A4. The Decline and Fall of the Romanov Dynasty  A5. The Trans-Atlantic Slave Trade  A6.The American Civil War  A7.The Rise of the Environmental Movement  A8.Women’s Movements | B1.The Boxer Rebellion in China  B2. The British in India and Burma  B3. The Meiji Restoration  B4. Tibet in the Modern World  B5. Making Contact with the Pacific  B6. The Making of Modern South Africa  B7. The Origins of the Arab-Israeli Conflict  B8.The Cuban Revolution |

**The studies selected must address the outcomes listed above.**

**Case studies must not overlap with or duplicate significantly any topic attempted in the   
Year 12 Modern History or History Extension courses.**

Teacher-developed case studies must include the aspects of study identified in the following framework:

* the historical context
* the nature of the features, people, ideas, movements, events and/or developments selected for study, for example:
  + - the role of individuals and/or groups in their historical context
    - the causes of events and/or developments and how they shaped the past
    - the impact of events on the history of an individual nation, region and/or the wider world.
* a relevant historical debate or issue.

*The studies may incorporate methods and issues involved in investigating the modern past, as relevant.*

## A1: Australia and the Rise of Communism

### Content Focus

Students investigate Australia’s response to the rise of communism, focusing on Asia, using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - the changing nature of propaganda in Australia after the war: the question of Japanese invasion; the idea of an impending communist invasion/takeover within society (ACHMH126) Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
* the nature of the communist presence in Australia and Asia, including:
  + - the rise of the Communist Party and the attempt to ban it under Robert Menzies (ACHMH127) Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Civics and citizenship icon
    - the various responses to communism in the 1950s, eg ‘Reds under the beds’, the Petrov Affair Ethical understanding icon Civics and citizenship icon
    - Australia’s response to the rise of communism in China, involvement in the Korean War, and the Malayan Emergency Asia and Australia’s engagement with Asia icon Ethical understanding icon Intercultural understanding icon
    - the formation of the ANZUS Treaty and creation of SEATO Asia and Australia’s engagement with Asia icon Ethical understanding icon Intercultural understanding icon
    - the ‘domino theory’ and Australia’s involvement in the Vietnam War Asia and Australia’s engagement with Asia icon Ethical understanding icon
* a relevant historical debate or issue, for example:
  + - the ‘threat’ of communism in Australia Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon

## A2: Making Change: Day of Mourning to Mabo

### Content Focus

Students investigate the role of Aboriginal and Torres Strait Islander Peoples in various 20th-century movements using a range of sources, from the Day of Mourning to Mabo, and their contribution in making change. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - the development of the modern Aboriginal political movement, including the founding of the Australian Aboriginal Progressive Association Aboriginal and Torres Strait Islander histories and cultures icon Ethical understanding icon Intercultural understanding icon Personal and social capability icon Civics and citizenship icon Difference and diversity icon
    - historical efforts towards self-determination Aboriginal and Torres Strait Islander histories and cultures icon Ethical understanding icon Intercultural understanding icon Personal and social capability icon Civics and citizenship icon
* the nature of the modern Aboriginal political movement, including:
  + - the motivations, role and contribution of at least ONE individual who achieved positive change for Aboriginal and Torres Strait Islander Peoples \* (ACHMH073) Aboriginal and Torres Strait Islander histories and cultures icon Ethical understanding icon Intercultural understanding icon Personal and social capability icon Civics and citizenship icon Difference and diversity icon
    - the relationship between the modern Aboriginal political movement and a range of Australian and international groups and organisations, eg workers’ movements, the United Nations, anti-apartheid movements or other protest movements Aboriginal and Torres Strait Islander histories and cultures icon Ethical understanding icon Intercultural understanding icon Personal and social capability icon Civics and citizenship icon Difference and diversity icon
* a relevant historical debate or issue, for example:
  + - identity and cultural resilience; movements towards reconciliation; the Aboriginal Tent Embassy Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon Intercultural understanding icon

*\* Individuals for study may include, for example: William Cooper, Pearl Gibbs, Charles Perkins, Vincent Lingiari, Faith Bandler, Eddie Mabo.*

## A3: The Changing Nature of Anglo-Irish Relations

### Content Focus

Students investigate the changing nature of Anglo-Irish relations, using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - causes and consequences of the Easter Rising 1916 Intercultural understanding icon
* the nature of Anglo-Irish relations, including:
  + - the rise of the civil rights movement in Northern Ireland in the 1960s, and the role of the Northern Irish Civil Rights Association Ethical understanding icon Intercultural understanding icon
    - causes of sectarian violence between Catholics and Protestants Intercultural understanding icon
    - impact of British involvement in Northern Ireland, including Direct Rule Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - the Maze prison protests and attempts to achieve political representation Intercultural understanding icon
    - popular movements towards peace Ethical understanding icon Intercultural understanding icon
    - consequences of the 1985 Anglo-Irish agreement Critical and creative thinking icon
    - significance of the 1994 paramilitary ceasefires Critical and creative thinking icon
    - support and implementation of the Good Friday Agreement 1998 Intercultural understanding icon
* a relevant historical debate or issue, for example:
  + - the significance of the Anglo-Irish Treaty of 1921 Ethical understanding icon Intercultural understanding icon

## A4: The Decline and Fall of the Romanov Dynasty

### Content Focus

Students investigate the decline and fall of the Romanov dynasty using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - origins and nature of the Russian Empire Intercultural understanding icon
    - relationships with foreign powers Intercultural understanding icon
* the nature of the decline and fall of the Romanov dynasty, including:
  + - the Romanov empire at the time of Nicholas II, including political, economic and social grievances Intercultural understanding icon
    - the role of Nicholas II as autocrat Critical and creative thinking icon Intercultural understanding icon Personal and social capability icon
    - the development of opposition to the Romanovs Intercultural understanding icon
    - the role of World War I in the collapse of the Romanov dynasty Critical and creative thinking icon Intercultural understanding icon
    - the transfer of power from the Romanov regime to the Provisional Government
* a relevant historical debate or issue, for example:
  + - the execution of the Romanovs; the role of ethnic minorities in the Russian Empire under Nicholas II Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon

## A5: The Trans-Atlantic Slave Trade

### Content Focus

Students investigate the Trans-Atlantic slave trade using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - an overview of Western imperial and economic expansion in both Africa and America Intercultural understanding icon
* the nature of the Trans-Atlantic slave trade, including:
  + - the motivations for the trading in enslaved peoples Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - the experiences and treatment of slaves in Africa compared to the ‘New World’ Critical and creative thinking iconEthical understanding icon Intercultural understanding icon
    - the role of the plantation owners in the slave trade Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - the economic, social and political impacts of the trading of slaves on Africa and the Western

imperial powers Critical and creative thinking icon Ethical understanding icon

* + - anti-slavery campaigns that led to the abolition of the slave trade Critical and creative thinking icon Ethical understanding icon
    - the legacy of the slave trade Critical and creative thinking icon Ethical understanding icon
* a relevant historical debate or issue, for example:
  + - the number of slaves that were traded Critical and creative thinking icon Ethical understanding icon Numeracy icon

## A6: The American Civil War

### Content Focus

Students investigate the causes and consequences of the American Civil War, using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - the nature of economic and social differences between the North and the South, and States’ Rights Intercultural understanding icon
    - slavery, human rights and the growth of the abolition movement Ethical understanding icon
    - the North and the issue of national unity
* the nature of the American Civil War, including:
  + - the outbreak of war in 1861 Intercultural understanding icon
    - key battles of the American Civil War, eg the Battle of Gettysburg Critical and creative thinking icon
    - the role of different groups during the Civil War, eg soldiers, nurses, slaves Ethical understanding icon
    - the reasons for the Union victory and the immediate consequences of the American Civil War Critical and creative thinking icon
    - the legacy of the American Civil War Critical and creative thinking icon
* a relevant historical debate or issue, for example:
  + - the causes of the Civil War Critical and creative thinking icon Intercultural understanding icon

## A7: The Rise of the Environmental Movement

### Content Focus

Students investigate the rise of the environmental movement, focusing on the 1960s to the 1980s, using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - early awareness and the first environmental protection societies Sustainability icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
* the nature of the environmental movement, including:
  + - the significance of Rachel Carson's work, including *Silent Spring* 1962 Literacy icon
    - the Wilderness Preservation Act in the US and the National Wilderness Preservation System 1964 Sustainability icon
    - the 1969 Apollo 11 moon landing, its impact on environmental awareness and the impact of Earth Day 1970 Sustainability icon
    - responses to The *Limits to Growth* 1972 and the significance of the United Nations Conference on the Human Environment in Stockholm 1972 Ethical understanding icon
    - the formation and achievements of Environmental Protection Agencies Sustainability icon
    - a case study of an environmental group or campaign, eg Lake Pedder, Franklin River Dam, Green Bans Sustainability icon Critical and creative thinking icon Ethical understanding icon Civics and citizenship icon
* a relevant historical debate or issue, for example:
  + - the population–environment debate Sustainability icon Critical and creative thinking icon Intercultural understanding icon

## A8: Women’s Movements

### Content Focus

Students investigate women’s movements using a range of sources. The study may focus on ONE Western nation such as Britain, Australia, New Zealand or the United States. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - an overview of the social and political roles of women in the 19th century and the contribution of suffragettes to the legal and political entitlements of women Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Personal and social capability icon Difference and diversity icon
    - the significance of World Wars I and II, and postwar international agreements, for women (ACHMH064) Intercultural understanding icon
* the nature of women’s movements, including:
  + - developments in women’s movements in the 1960s–1970s Intercultural understanding icon
    - the contribution of ONE individual or group (ACHMH065) Personal and social capability icon
    - postwar social, economic and technological improvements that changed women’s lives (ACHMH066, ACHMH067) Critical and creative thinking icon
    - the impact of women’s movements on changing gender roles Intercultural understanding icon Personal and social capability icon
    - the nature of women’s demands in the 1990s Intercultural understanding icon
    - the achievements and legacies of women’s movements (ACHMH069) Intercultural understanding icon
* a relevant historical debate or issue, for example:
  + - the significance of a suffragette movement Critical and creative thinking icon Intercultural understanding icon Personal and social capability icon

## B1: The Boxer Rebellion in China

### Content Focus

Students investigate the causes and impact of the Boxer Rebellion in China using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - aims and membership of the secret society of ‘Righteous and Harmonious Fists’ (the Boxers) Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - the reasons for the emergence of the Boxers, including the role of foreign imperialism and the spread of Christianity Asia and Australia’s engagement with Asia icon Critical and creative thinking icon
    - the role and motivation of Empress Dowager Cixi in encouraging the Boxers Asia and Australia’s engagement with Asia icon Critical and creative thinking icon
* the nature of the Boxer Rebellion in China, including:
  + - the extent of the rebellion Asia and Australia’s engagement with Asia icon Critical and creative thinking icon
    - the international response to the rebellion, including Australia’s involvement Asia and Australia’s engagement with Asia icon
    - consequences of the rebellion and its impact on different groups Asia and Australia’s engagement with Asia icon Critical and creative thinking iconEthical understanding icon
    - the implications of the rebellion for China and the Qing dynasty, including the Boxer Protocol Asia and Australia’s engagement with Asia icon Critical and creative thinking icon
* a relevant historical debate or issue, for example:
  + - the aims of the Boxer movement; The Boxer Rebellion – a ‘complete failure’? Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Intercultural understanding icon

## B2: The British in India and Burma

### Content Focus

Students investigate the British in India and Burma using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - the reasons for the British presence in India and Burma and the activities of the East India Company Asia and Australia’s engagement with Asia icon
* the nature of tensions with the British, including:
  + - forces and events that led to the 1857 Indian Mutiny, including westernisation Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Intercultural understanding icon
    - the course of the Mutiny and its impact on the people of India and Anglo-Indian relations Asia and Australia’s engagement with Asia icon Ethical understanding icon Intercultural understanding icon
    - features of British rule in India, including the role of the British Raj Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - disruptions to the traditional culture and economy of India Asia and Australia’s engagement with Asia icon Ethical understanding icon Intercultural understanding icon
    - an overview of the Anglo-Burmese Wars Asia and Australia’s engagement with Asia icon
    - the fall of the royal family in Burma and the creation of Burma as a province of British India Asia and Australia’s engagement with Asia icon
    - features of British rule in Burma, the impact on Burmese society and the Saya San Rebellion Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
* a relevant historical debate or issue, for example:
  + - the causes of the Indian Mutiny Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon

## B3: The Meiji Restoration

### Content Focus

Students investigate the Meiji Restoration using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - key developments that allowed modernisation to take place in Japan, eg the decline of the *bakufu*, the changed role of the samurai, and the arrival of the ‘Black Ships’ and Commodore Perry Asia and Australia’s engagement with Asia icon Ethical understanding icon Intercultural understanding icon
* the nature of the Meiji Restoration, including:
  + - how and why Japanese modernisation occurred Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - the role of individuals and groups in the Meiji Restoration Asia and Australia’s engagement with Asia icon Ethical understanding icon
    - consequences of modernisation for Japan, the region and the Emperor Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - growth of Japanese militarism and imperialism following the Restoration Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - the significance of the Meiji Restoration in Japan, Asia and the reactions of the West Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
* a relevant historical debate or issue, for example:
  + - the Meiji reforms – ‘oppressive and reactionary’? Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon

## B4: Tibet in the Modern World

### Content Focus

Students investigate Tibet’s relations with China using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - the assertion of Chinese influence in Tibet under Mao Zedong Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Intercultural understanding icon
* the nature of Tibet’s relations with China, including:
  + - China’s hegemony in the immediate region Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Intercultural understanding icon
    - the conflict between the Tibetan resistance and China: the 1959 Tibetan Uprising Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - the impact of the Cultural Revolution on Tibet Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Intercultural understanding icon
    - international responses to the political situation in Tibet Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - the move to Tibetan independence: social, cultural and political factors Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - the roles of prominent individuals in promoting Tibetan independence, eg the Dalai Lama Asia and Australia’s engagement with Asia icon Personal and social capability icon
* a relevant historical debate or issue, for example:
  + - the impact of the Chinese occupation of Tibet Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon

## B5: Making Contact with the Pacific

### Content Focus

Students investigate the nature of exploration, contact and settlement in the Pacific using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - origins and nature of the ‘Age of Discovery’ and advances in sailing and navigation to the 18th century Intercultural understanding icon
    - European exploration and settlement of the Pacific, including Magellan and Drake Intercultural understanding icon
    - the Spanish Manila–Acapulco Trans-Pacific Trade Route
* the nature of contact with the Pacific, including:
  + - Dutch and Portuguese settlements in the Western Pacific in the 18th century Ethical understanding icon
    - Anglo-French rivalries and reasons for voyages of ‘scientific discovery’ to the South Pacific, including Cook, de Bougainville and Lapérouse Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon Intercultural understanding icon Difference and diversity icon
    - the mutiny on the Bounty and the settlement on Pitcairn Island Intercultural understanding icon
    - the discovery of Norfolk Island and the changing nature of settlement over time Ethical understanding icon
* a relevant historical debate or issue, for example:
  + - Norfolk Island’s relationship with Australia; Europeans in the Pacific – ‘exploration’ or ‘incursion’? Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon

## B6: The Making of Modern South Africa

### Content Focus

Students investigate the making of modern South Africa 1890–1910 using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - an overview of British colonies, the Boer Republic and African kingdoms c.1890 Ethical understanding icon Intercultural understanding icon
    - British perceptions of Southern Africa Ethical understanding icon
* the nature of modern South Africa 1890–1910, including:
  + - the exploitation of diamonds and gold, and the transformation of the Veld by African labour Ethical understanding icon Intercultural understanding icon
    - the nature of race relations Ethical understanding icon Intercultural understanding icon
    - the role of individuals, eg Cecil Rhodes Ethical understanding icon
    - causes, course and consequences of the South African War (Boer War) 1899–1902 Ethical understanding icon Intercultural understanding icon
    - creation of the Union of South Africa and its segregationist policies Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
* a relevant historical debate or issue, for example:
  + - the causes of the Boer War Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon

## B7: The Origins of the Arab–Israeli Conflict

### Content Focus

Students investigate the origins of the Arab–Israeli conflict 1880s–1947 using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - Arab nationalism and Zionism: origins and aspirations Intercultural understanding icon
    - the response of the British government to growing tensions Critical and creative thinking icon
* the nature of Arab–Israeli tensions, including:
  + - conflicting Arab and Jewish responses to the Balfour Declaration Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - the nature of Arab and Jewish responses to the question of a Jewish homeland post-World War II Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Difference and diversity icon
    - the reasons for the UN partition of Palestine Critical and creative thinking icon
    - the terms of the partition plan and its failure, including international responses Critical and creative thinking icon
    - mounting violence leading to the 1948 Arab–Israeli war
* a relevant historical debate or issue, for example:
  + - the role of the United Nations Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon

## B8: The Cuban Revolution

### Content Focus

Students investigate the Cuban Revolution and its impact in Latin America using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - political, economic and social conditions in Cuba under President Batista Intercultural understanding icon
    - causes of the revolution in Cuba Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
* the nature of the Cuban Revolution, including:
  + - the course of the revolution
    - the creation of the communist state Critical and creative thinking icon Intercultural understanding icon
    - ideology of Fidel Castro and Che Guevara, and their influence across Latin America Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - nature of guerrilla warfare and the activities of revolutionaries Intercultural understanding icon
    - aftermath of the revolution Intercultural understanding icon
    - international reactions and foreign policy, including relations with the USA Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
* a relevant historical debate or issue, for example:
  + - the legacy of the Cuban Revolution Critical and creative thinking icon Intercultural understanding icon

## Historical Investigation

### Outcomes

**A student:**

* describes the nature of continuity and change in the modern world MH11-1
* proposes ideas about the varying causes and effects of events and developments MH11-2
* analyses the role of historical features, individuals, groups and ideas in shaping the past MH11-3
* accounts for the different perspectives of individuals and groups MH11-4
* examines the significance of historical features, people, ideas, movements, events and developments of the modern world MH11-5
* analyses and interprets different types of sources for evidence to support an historical account or argument MH11-6
* discusses and evaluates differing interpretations and representations of the past MH11-7
* plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources MH11-8
* communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH11-9
* discusses contemporary methods and issues involved in the investigation of modern history MH11-10

**Related Life Skills outcomes:** MHLS6-1, MHLS6-2, MHLS6-3, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-10, MHLS6-11, MHLS6-12

### Content Focus

Students engage in ONE historical investigation, through which they further develop their skills.

The historical investigation is designed to provide opportunities for all students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process. The outcomes addressed in the investigation build on those in the History Years 7–10 Syllabus. Modern History students will access the Year 11 outcomes at different levels depending on their previous experiences. The investigation also provides the context for a practical application of the general capabilities.

The historical investigation should extend a particular area of individual student or group interest. The investigation can be integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively. The Historical concepts and skills content is to be integrated as appropriate.

Students should be encouraged to select a topic and presentation style that reflects their individual interests.

Possible historical investigations include:

* aspects of society as revealed through sources
* the causes and impacts of an historical event
* the significance of an historical development
* tracing the development of an aspect of the past over time through a thematic approach
* the analysis of an historical debate
* the contribution of an historical site to our understanding of the past
* constructions of the modern world
* the nature of social and cultural change in a decade of the 20th century
* an interpretation or representation of an individual, group or event.

History Extension will further develop investigative, research and presentation skills for those students who choose to take the course.

**The investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Modern History or History Extension courses.**

### Content

* The process of historical investigation involves:
  + - planning and conducting historical investigations using historical concepts
    - formulating historical questions and hypotheses relevant to the investigation Critical and creative thinking icon
    - locating and interrogating a range of sources  Information and communication technology capability icon Literacy icon
    - identifying different perspectives evident in sources Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - analysing sources for their usefulness and reliability for the question(s) asked Critical and creative thinking icon
    - developing and/or examining historical interpretations Critical and creative thinking icon  Information and communication technology capability icon Literacy icon
    - using sources to develop a view about an historical issue Critical and creative thinking icon  Information and communication technology capability icon Literacy icon
    - selecting and organising relevant information  Information and communication technology capability icon Literacy icon
    - synthesising evidence from a range of sources to develop and support a reasoned historical account or argument Critical and creative thinking icon
    - using historical terms and concepts appropriately Literacy icon
    - presenting and communicating the findings of an historical investigation using appropriate and well-structured oral, written and/or multimedia forms, including ICT  Information and communication technology capability icon Literacy icon

## The Shaping of the Modern World

### Outcomes

**A student:**

* describes the nature of continuity and change in the modern world MH11-1
* proposes ideas about the varying causes and effects of events and developments MH11-2
* analyses the role of historical features, individuals, groups and ideas in shaping the past MH11-3
* accounts for the different perspectives of individuals and groups MH11-4
* examines the significance of historical features, people, ideas, movements, events and developments of the modern world MH11-5
* analyses and interprets different types of sources for evidence to support an historical account or argument MH11-6
* discusses and evaluates differing interpretations and representations of the past MH11-7
* plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources MH11-8
* communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH11-9

**Related Life Skills outcomes:** MHLS6-1, MHLS6-2, MHLS6-3, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-10, MHLS6-11

### Content Focus

Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity. The Historical concepts and skills content is to be integrated as appropriate.

Students study at least ONE of the following topics:

1. The Enlightenment

2. The French Revolution

3. The Age of Imperialism

4. The Industrial Age

5. World War I

6. The End of Empire.

**The studies selected must address the outcomes listed above.**

## Topic 1: The Enlightenment

### Content Focus

Students investigate the Enlightenment and its role in the shaping of the modern world. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - forces contributing to the Enlightenment or ‘Age of Reason’, including the declining power of the church and monarchies (ACHMH016) Intercultural understanding icon
* the nature of the Enlightenment, including:
  + - the Early Enlightenment and the scientific revolution, eg developments in scientific method, astronomy (Galileo) and human anatomy Intercultural understanding icon
    - the High Enlightenment and the role of the French Philosophes (ACHMH017) Intercultural understanding icon
    - the challenge of key Enlightenment ideas including rationalism, secularism, humanism, and ideas that shaped the notion of democracy (ACHMH018) Critical and creative thinking icon Intercultural understanding icon Civics and citizenship icon
    - the emergence of new movements and secret societies, including the Freemasons and the Illuminati (ACHMH019) Intercultural understanding icon
    - the impact of the Enlightenment on the 18th and 19th centuries, including exploring and questioning the natural world (ACHMH019) Critical and creative thinking icon Intercultural understanding icon
    - the broader significance of the Enlightenment beyond Europe in the 19th century, eg the rise of democracies in parts of the world and civil rights movements (ACHMH021) Critical and creative thinking icon Ethical understanding icon Civics and citizenship icon
* the nature and legacy of the Enlightenment and its influence on modernity Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon

## Topic 2: The French Revolution

### Content Focus

Students investigate the French Revolution and its role in the shaping of the modern world. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - the causes of the Revolution, including the influence of the Enlightenment (ACHMH028) Intercultural understanding icon
* the nature of the French Revolution, including:
  + - the impact of key ideas, including liberty, equality, fraternity, citizenship and inalienable rights (ACHMH030) Critical and creative thinking icon Intercultural understanding icon Civics and citizenship icon
    - the storming of the Bastille and its impact Intercultural understanding icon
    - the role of individuals and groups in the French Revolution, eg Louis XVI, Marie-Antoinette, Robespierre, the bourgeoisie and peasants (ACHMH029) Personal and social capability icon
    - the end of the ancien régime, changes to the social structure and the revolutionary wars (ACHMH031) Ethical understanding icon Intercultural understanding icon
    - the counter-revolution and the ‘Reign of Terror’, the end of monarchy, democracy and rise of the middle class (ACHMH032) Ethical understanding icon Civics and citizenship icon
    - the impact of the Revolution, the rise of Napoleon and the growth of nationalism and secularism (ACHMH032, ACHMH033) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
    - the broader influence of the French Revolution, eg the abolition of serfdom and inherited privilege Intercultural understanding icon
* the nature and legacy of the French Revolution and its influence on modernity Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon

## Topic 3: The Age of Imperialism

### Content Focus

Students investigate the Age of Imperialism and its role in the shaping of the modern world. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - the changing motives and characteristics of European imperialism – 18th century to the early 20th century, eg trading empires (East Indies), the ‘Scramble for Africa’ and its division by the imperial powers (ACHMH041, ACHMH042, ACHMH044) Aboriginal and Torres Strait Islander histories and cultures icon Sustainability icon Ethical understanding icon Intercultural understanding icon
* the nature of the Age of Imperialism, including:
  + - an overview of the extent of imperial expansion by 1914 in Africa, Asia and the Pacific (ACHMH043) Aboriginal and Torres Strait Islander histories and cultures icon Intercultural understanding icon
    - key ideas of the ‘imperial age’ including nationalism, the glorification of ‘Empire’, the concept of ‘social Darwinism’ and the ‘Christian mission’ (ACHMH044) Aboriginal and Torres Strait Islander histories and cultures icon Intercultural understanding icon
    - ONE case study of imperialism, to be chosen from the Belgian Congo, Rwanda, South Africa, New Zealand, Malaya, Canada, Australia (ACHMH045) Aboriginal and Torres Strait Islander histories and cultures icon
    - the ways in which Indigenous groups responded to the imperial presence, including resistance and resilience (ACHMH045) Aboriginal and Torres Strait Islander histories and cultures icon Intercultural understanding icon
    - the significance of imperialism in this period and beyond, including the spread and influence of Christianity, the expansion of world trade and capitalism, and the growth of imperial rivalry and militarism (ACHMH046) Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
* the nature and legacy of imperialism and its influence on modernity Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon

## Topic 4: The Industrial Age

### Content Focus

Students investigate the Industrial Age and its role in the shaping of the modern world. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - the causes of the Industrial Revolution in the second half of the 18th century (ACHMH034) Ethical understanding icon
* the nature of the Industrial Age, including:
  + - the impact of new processes and ideas on economic life, eg the development of mining, the mechanisation of the textile industry, the rise of the factory system and production lines, the development of steel and new forms of transport and communications (ACHMH036) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - the experiences of factory owners, workers, women and children in the Industrial Revolution and various responses to the Industrial Revolution, eg Factory Acts (1802–1850) (ACHMH038, ACHMH039) Ethical understanding icon Work and enterprise icon
    - the emergence of key ideas and ideologies that supported or challenged the Industrial Revolution (ACHMH037) Ethical understanding icon
    - problems of public health in urban and industrial areas, and medical advances, eg vaccinations, Germ Theory, antiseptics Intercultural understanding icon
    - the significance of the Industrial Revolution for life in the 20th century (ACHMH040) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
* the nature and legacy of the Industrial Age and its influence on modernity Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon

## Topic 5: World War I

### Content Focus

Students investigate developments of World War I and its role in the shaping of the modern world. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - the influence of nationalism, imperialism, militarism and alliances on Great Power rivalry by the end of the 19th century Ethical understanding icon
* the nature of World War I, including:
  + - the outbreak of war in 1914, the Western and Eastern fronts, and why it became the world’s first global conflict Ethical understanding icon Intercultural understanding icon
    - the varying experiences of soldiers in key battles, eg Verdun, the Somme, Passchendaele, Tannenberg, Beersheba Aboriginal and Torres Strait Islander histories and cultures icon
    - the changing nature of war to 1918: scientific and industrial developments in weaponry, the mechanisation of modern warfare, advances in medicine and communications Literacy icon
    - the impact of the war on civilians, including women’s lives and the changing role of women (ACHMH064) Intercultural understanding icon Personal and social capability icon
    - the scale of recruitment, conscription, censorship and propaganda in World War I Intercultural understanding icon Numeracy icon
    - an overview of the reasons for the Allied victory
    - the effects of World War I in giving rise to the Russian Revolution Intercultural understanding icon
    - the idea of ‘total war’, the end of ‘empire’, and World War I as ‘the war to end all wars’ Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Literacy icon Civics and citizenship icon
* the nature and legacy of World War I and its influence on modernity Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon

## Topic 6: The End of Empire

### Content Focus

Students investigate decolonisation and independence and their role in the shaping of the modern world. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

* the historical context, including:
  + - the impact of World Wars I and II on European empires (ACHMH079) Critical and creative thinking icon Intercultural understanding icon Difference and diversity icon
* the nature of the ‘end of empire’, including:
  + - an overview of the emergence of movements for decolonisation in the modern world, the key groups and individuals that pressed for liberation, the ideas that influenced them, and their struggle to achieve independence (ACHMH080) Intercultural understanding icon Personal and social capability icon Difference and diversity icon
    - the significance of international movements for change that supported the decolonisation process, eg the emerging recognition of the rights of Indigenous peoples, movements for international peace and cooperation, and the recognition of human rights (ACHMH081) Intercultural understanding icon Personal and social capability icon Civics and citizenship icon
    - the rise of non-violent independence movements, wars of independence and the role of external powers (ACHMH081) Ethical understanding icon Intercultural understanding icon Personal and social capability icon
    - a study of the causes, nature and outcomes of decolonisation in ONE country, eg Algeria, Indonesia, Kenya, South Africa (ACHMH082) Ethical understanding icon Intercultural understanding icon
* the nature and legacy of ‘the end of empire’ and its influence on modernity Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon

# Modern History Year 12 Course Content

## Year 12 Course Structure and Requirements

The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

**The course comprises four sections. Students are required to study all four sections of the course.**

| **Year 12 course**  **(120 hours)** | **Modern History** | **Indicative hours** |
| --- | --- | --- |
| Core Study: Power and Authority in the Modern World 1919–1946 | 30 |
| National Studies | 30 |
| Peace and Conflict | 30 |
| Change in the Modern World | 30 |

**Historical concepts and skills**

The Historical concepts and skills content is to be integrated throughout the course. The topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

The course comprises a study of:

1. Core Study: Power and Authority in the Modern World 1919–1946
2. ONE ‘National Studies’ topic
3. ONE ‘Peace and Conflict’ topic
4. ONE ‘Change in the Modern World’ topic.

**Students are required to study at least ONE non-European/Western topic, selected from the following list:**

|  |  |
| --- | --- |
|  | Non-European/Western topics |
| Core Study: Power and Authority in the Modern World 1919–1946 |  |
| National Studies | China 1927–1949  India 1942–1984  Indonesia 1945–2005  Japan 1904–1937  Iran 1945–1989 |
| Peace and Conflict | Conflict in Indochina 1954–1979  Conflict in the Pacific 1937–1951  Conflict in the Gulf 1980–2011  The Arab–Israeli Conflict 1948–1996 |
| Change in the Modern World | Pro-democracy Movement in Burma 1945–2010  The Cultural Revolution to Tiananmen Square 1966–1989  Apartheid in South Africa 1960–1994 |

Topics in the Year 12 course consist of two sections – ‘Survey’ and ‘Focus of study’. The following indicative time allocations provide guidance to teachers about the depth of study for each section:

* Survey (a maximum of 3 hours)
* Focus of study (a minimum of 27 hours)

## Historical Concepts and Skills

The following skills, which incorporate the concepts of causation, continuity and change, perspectives, significance and contestability, are to be integrated with the content of the Year 12 course.

**Analysis and use of sources**

Explain the meaning and value of sources for an historical inquiry (ACHMH007, ACHMH009) Ethical understanding icon  Information and communication technology capability icon Literacy icon

Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHMH010) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Personal and social capability icon Difference and diversity icon

Analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHMH008) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon

Identify and analyse problems relating to sources in the investigation of the past (ACHMH011) Critical and creative thinking icon Intercultural understanding icon

**Historical interpretation**

Analyse the extent and nature of continuity and change over time (ACHMH001) Critical and creative thinking icon Intercultural understanding icon

Identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHMH001) Critical and creative thinking icon Intercultural understanding icon

Form judgements about historical significance, recognising that significance may be attributed for different purposes Critical and creative thinking icon Intercultural understanding icon Personal and social capability icon Difference and diversity icon

Analyse and evaluate contested interpretations and representations of the past (ACHMH011, ACHMH012) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon

**Historical investigation and research**

Frame questions to guide historical inquiry and develop a coherent research plan (ACHMH004) Literacy icon

Use evidence from a range of sources to inform investigation and research (ACHMH005)  Information and communication technology capability icon Literacy icon

Acknowledge sources appropriately (ACHMH015)  Information and communication technology capability icon Literacy icon

**Explanation and communication**

Develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHMH013) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon Difference and diversity icon

Communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACHMH014) Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon

## Core Study: Power and Authority in the Modern World 1919–1946

### Outcomes

**A student:**

* accounts for the nature of continuity and change in the modern world MH12-1
* proposes arguments about the varying causes and effects of events and developments MH12-2
* evaluates the role of historical features, individuals, groups and ideas in shaping the past MH12-3
* analyses the different perspectives of individuals and groups in their historical context MH12-4
* assesses the significance of historical features, people, ideas, movements, events and developments of the modern world MH12-5
* analyses and interprets different types of sources for evidence to support an historical account or argument MH12-6
* discusses and evaluates differing interpretations and representations of the past MH12-7
* plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources MH12-8
* communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH12-9

**Related Life Skills outcomes:** MHLS6-1, MHLS6-2, MHLS6-3, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-10, MHLS6-11

### Content Focus

Through a focus on the nature of power and authority 1919–1946, and a broader transnational perspective, students investigate the rise of fascist, totalitarian and militarist movements after World War I; what drew people to these movements; the regimes that emerged and ongoing international efforts to achieve collective security.

Through a study of Germany as a key example, students develop an understanding of how a democracy can collapse, the impact of dictatorship on a society, the elimination of individual freedoms, and the threats that dictatorships can pose to peace and security. This provides students with insights that contribute to a critical perspective on power and authority in the contemporary world.

In investigating this topic, students develop and apply their knowledge and skills to understand different types of sources and relevant historiographical issues.

The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

**Survey**

* an overview of the peace treaties which ended World War I and their consequences (ACHMH130)

**Focus of study**

**The rise of dictatorships after World War I**

* the conditions that enabled dictators to rise to power in the interwar period (ACHMH130, ACHMH136, ACHMH138) Critical and creative thinking icon
* an overview of the features of the dictatorships that emerged in Russia, Italy, Japan (ACHMH138) Intercultural understanding icon Civics and citizenship icon

**The Nazi regime to 1939**

* the rise of the Nazi party and Hitler in Germany and the collapse of the Weimar Republic (ACHMH129, ACHMH130) Critical and creative thinking icon
* the initial consolidation of Nazi power 1933–1934 (ACHMH130) Critical and creative thinking icon Civics and citizenship icon
* the nature of Nazi ideology (ACHMH130, ACHMH132) Critical and creative thinking icon Ethical understanding icon
* the role of prominent individuals in the Nazi state (ACHMH130, ACHMH134) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Personal and social capability icon
* the various methods used by the Nazi regime to exercise control, including laws, censorship, repression, terror, propaganda, cult of personality (ACHMH131, ACHMH132) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Literacy icon Civics and citizenship icon
* the impact of the Nazi regime on life in Germany, including cultural expression, religion, workers, youth, women, minorities including Jews (ACHMH131, ACHMH132) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Literacy icon Difference and diversity icon Work and enterprise
* opposition to the Nazi regime Critical and creative thinking icon

**The search for peace and security in the world**

* an overview of the search for peace and security 1919–1946:
  + - the ambitions of Germany in Europe and Japan in the Asia-Pacific (ACHMH131, ACHMH144) Critical and creative thinking icon Intercultural understanding icon
    - the intentions and authority of the League of Nations and the UN (ACHMH222) Critical and creative thinking icon Civics and citizenship icon

## National Studies

### Outcomes

**A student:**

* accounts for the nature of continuity and change in the modern world MH12-1
* proposes arguments about the varying causes and effects of events and developments MH12-2
* evaluates the role of historical features, individuals, groups and ideas in shaping the past MH12-3
* analyses the different perspectives of individuals and groups in their historical context MH12-4
* assesses the significance of historical features, people, ideas, movements, events and developments of the modern world MH12-5
* analyses and interprets different types of sources for evidence to support an historical account or argument MH12-6
* discusses and evaluates differing interpretations and representations of the past MH12-7
* plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources MH12-8
* communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH12-9

**Related Life Skills outcomes:** MHLS6-1, MHLS6-2, MHLS6-3, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-10, MHLS6-11

### Content Focus

Students investigate key features, individuals, groups, events and developments that shaped the history of a selected nation. Students are to investigate ONE country during a specific period of the 20th century.

The Historical concepts and skills content is to be integrated as appropriate.

1. Australia 1918–1949
2. China 1927–1949
3. India 1942–1984
4. Indonesia 1945–2005
5. Japan 1904–1937
6. Russia and the Soviet Union 1917–1941
7. USA 1919–1941
8. Iran 1945–1989.

**The study selected must address the outcomes listed above.**

## Option A: Australia 1918–1949

### Content Focus

Students investigate key features of the history of Australia 1918–1949. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* nature and role of nationalism
* experiences of Aboriginal and Torres Strait Islander Peoples
* changes in society
* the changing role of women
* postwar economic development
* impact of communism
* aims and impacts of foreign policy

### Content

Students investigate:

**Survey**

* Australia and the aftermath of World War I, including:
  + - consequences of World War I for Australia Civics and citizenship icon
    - the social landscape of Australia following World War I Aboriginal and Torres Strait Islander histories and cultures icon Intercultural understanding icon Civics and citizenship icon Difference and diversity icon
    - attitudes and policies towards Aboriginal and Torres Strait Islander Peoples immediately after the war (ACHMH121) Aboriginal and Torres Strait Islander histories and cultures icon Ethical understanding icon Civics and citizenship icon Difference and diversity icon Work and enterprise

**Focus of study**

* Changing face of Australia in the 1920s, including:
  + - soldier settlement post-World War I Ethical understanding icon
    - the tensions between urbanisation, industrialisation and rural development (ACHMH121) Ethical understanding icon
    - the changing role of women (ACHMH121) Civics and citizenship icon Work and enterprise icon
    - the nature of exclusion experienced by Aboriginal and Torres Strait Islander Peoples: the treatment of Aboriginal soldiers, further dispossession of land, workers’ conditions and rights (ACHMH121) Aboriginal and Torres Strait Islander histories and cultures icon Difference and diversity icon Work and enterprise icon
    - the impact of the Great Depression on different groups within Australian society and the effectiveness of political responses to the crisis (ACHMH122) Ethical understanding icon Civics and citizenship icon Difference and diversity icon Work and enterprise icon
* Government policy 1918–1949, including:
  + - the changing nature of Australia’s foreign policy 1918–1949 (ACHMH123) Intercultural understanding icon
    - Australia’s changing relationship with the USA (ACHMH124) Intercultural understanding icon
    - the contribution of John Curtin to the provision of social welfare (ACHMH127) Personal and social capability icon
* Post-World War II influences, including:
  + - postwar reconstruction: industrialisation, immigration and the role of women (ACHMH125) Ethical understanding icon
    - communism and its influence on the election of Robert Menzies and the Coalition in 1949 (ACHMH126) Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
    - the contrasting economic and social policies offered at the 1949 election (ACHMH126) Ethical understanding icon Civics and citizenship icon

## Option B: China 1927–1949

### Content Focus

Students investigate key features in the history of China 1927–1949. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* quest for political stability and national unification
* nature and impact of nationalism
* nature and impact of communism
* development and impact of Maoism
* nature, impact of and response to Japanese imperialism
* reasons for the Communist victory

### Content

Students investigate:

**Survey**

* The Nationalist decade 1927–1937, including:
  + - political, economic and social issues in the Chinese Republic in 1927 (ACHMH164) Asia and Australia’s engagement with Asia icon Intercultural understanding icon Civics and citizenship icon
    - the Northern Expedition and its impact (ACHMH164) Asia and Australia’s engagement with Asia icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
    - achievements and limitations of the Guomindang (GMD/Kuomintang) Nationalist Government (ACHMH166) Asia and Australia’s engagement with Asia icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon

**Focus of study**

* The rise of the Communist Party, including:
  + - role of Mao Zedong (ACHMH170) Asia and Australia’s engagement with Asia icon
    - Chinese Communist Party (CCP) ideology (ACHMH166) Asia and Australia’s engagement with Asia icon Intercultural understanding icon Civics and citizenship icon
    - rise and consolidation of Maoism (ACHMH165) Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - the Long March and its political and social consequences (ACHMH165) Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Intercultural understanding icon Civics and citizenship icon
* Resistance to Japan, including:
  + - military, social and economic impact of Japanese invasions from 1931 Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - differing aims and strategies of the GMD and CCP towards the Japanese invasion of China Asia and Australia’s engagement with Asia icon Ethical understanding icon Intercultural understanding icon
    - role and impact of the leadership of Mao Zedong and Chiang Kai-shek (ACHMH170) Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Civics and citizenship icon
    - political and social significance of the Yan’an (Yenan) period (ACHMH165) Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
* The triumph of the Chinese Communist Party, including:
  + - the Civil War and military success of the CCP Asia and Australia’s engagement with Asia icon Ethical understanding icon Civics and citizenship icon
    - reasons for the communist victory Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon

## Option C: India 1942–1984

### Content Focus

Students investigate key features of the history of India 1942–1984. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* visions for India post-independence
* national unity and identity
* nature and impact of modernisation
* changes in society
* successes and failures of democracy
* aims and impact of foreign policy

### Content

Students investigate:

**Survey**

* India towards independence, including:
  + - the Quit India Movement and the British decision to withdraw from India Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - the interim government of Nehru, the partition of India and Pakistan, and the role of Jinnah (ACHMH150, ACHMH155) Asia and Australia’s engagement with Asia icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
    - the ideas, methods and assassination of Mahatma Gandhi Asia and Australia’s engagement with Asia icon Critical and creative thinking icon

**Focus of study**

* India as a new nation 1947–1964, including:
  + - Nehru’s vision for India, including democracy, socialism and secularism (ACHMH155) Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Intercultural understanding icon Civics and citizenship icon
    - the creation of the Republic of India, including the Constitution of 1950 and the subsequent role of the Indian Congress Party and Hindu nationalism (ACHMH151) Asia and Australia’s engagement with Asia icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
    - attempts at unity: integration of the princely states, a national language Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - modernisation of India’s economy and society: industrial development (Five Year Plans), agricultural reform Asia and Australia’s engagement with Asia icon Intercultural understanding icon Work and enterprise Civics and citizenship icon
    - social challenges and the nature of Nehru’s social reforms (ACHMH192) Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
* India under Indira Gandhi, including:
  + - Indira’s role in the Indian state (ACHMH155) Asia and Australia’s engagement with Asia icon Critical and creative thinking icon
    - the nature and impact of economic and domestic policies, including the Green Revolution (ACHMH152) Asia and Australia’s engagement with Asia icon Sustainability icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
    - economic instability and growing corruption in the early 1970s Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Intercultural understanding icon
    - the Emergency of 1975–1977 and its impact Asia and Australia’s engagement with Asia icon Ethical understanding icon Intercultural understanding icon
    - social tensions and opposition to Indira Gandhi, including the Sikh separatists Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
* Indian foreign policy, including:
  + - aims and strategies of Indian foreign policy 1947–1984, including non-alignment and the Panchsheel Treaty 1954 (ACHMH153) Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Intercultural understanding icon
    - relations with Pakistan and Communist China Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Intercultural understanding icon

## Option D: Indonesia 1945–2005

### Content Focus

Students investigate key features of the history of Indonesia 1945–2005. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* nature and impact of nationalism
* forms of democracy
* challenge of communism
* role and influence of the army
* nature, impact and collapse of the New Order
* challenge of regionalism and separatism
* leadership of Sukarno; leadership of Suharto
* aims and impact of foreign policy
* Indonesia’s relations with Australia

### Content

Students investigate:

**Survey**

* Emergence of the Indonesian Republic 1945–1965, including:
  + - rise of the Nationalist movement, including the impact of Japanese occupation Asia and Australia’s engagement with Asia icon Ethical understanding icon Intercultural understanding icon Difference and diversity icon Civics and citizenship icon
    - 1945 Proclamation of Independence, Proclamation of Pancasila, the struggle with the Netherlands (ACHMH157) Asia and Australia’s engagement with Asia icon Ethical understanding icon Intercultural understanding icon
    - challenges facing an independent Indonesia (ACHMH158, ACHMH159) Asia and Australia’s engagement with Asia icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
    - the nature and impact of Sukarno’s presidency and Guided Democracy (ACHMH158, ACHMH159) Asia and Australia’s engagement with Asia icon Intercultural understanding icon Personal and social capability icon Civics and citizenship icon

**Focus of study**

* The 1965 coup, including:
  + - growth of the Indonesian Communist Party (PKI) Asia and Australia’s engagement with Asia icon Ethical understanding icon Civics and citizenship icon
    - reasons for and nature of the coup (ACHMH159) Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - role of army and religious groups Asia and Australia’s engagement with Asia icon Ethical understanding icon Intercultural understanding icon Difference and diversity icon
    - role of Suharto (ACHMH159, ACHMH163) Asia and Australia’s engagement with Asia icon Ethical understanding icon Personal and social capability icon
    - results of the coup (ACHMH159, ACHMH162) Asia and Australia’s engagement with Asia icon Intercultural understanding icon
* The New Order, including:
  + - ideology of the New Order and its political, economic and foreign policy impact (ACHMH161, ACHMH162) Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon
    - the nature and impact of religious and regional issues (Muslim-Christian conflict, East Timor, Aceh, Irian Jaya) (ACHMH160) Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon
    - political, social and economic challenges to the Suharto regime Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - reasons for, and consequences of, the end of the Suharto/New Order era Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - political, social and economic challenges in the post-Suharto era Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
* Indonesian foreign policy, including:
  + - aims and nature of Indonesian foreign policy 1945–2005 Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - the nature and impact of Indonesia’s relations with Australia 1945–2005 (ACHMH161) Asia and Australia’s engagement with Asia icon Intercultural understanding icon

## Option E: Japan 1904–1937

### Content Focus

Students investigate key features in the history of Japan 1904–1937. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* nature and role of nationalism
* nature and impact of internationalism
* successes and failures of democracy
* changes in society
* nature, growth and impact of imperialism
* nature and impact of militarism
* tensions between tradition and modernisation
* aims and impact of Japanese foreign policy

### Content

Students investigate:

**Survey**

* Japan as an emerging power, including:
  + - impact of Japanese expansion: Russo-Japanese War, annexation of Korea Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - status as a great power: 21 Demands, role in World War I, Washington Conference Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - political, social and economic issues in Japan by 1921 Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Intercultural understanding icon Civics and citizenship icon

**Focus of study**

* Challenges to traditional power and authority in the 1920s, including:
  + - the introduction of limited liberal democracy Asia and Australia’s engagement with Asia icon Civics and citizenship icon
    - political influence of the *zaibatsu* Asia and Australia’s engagement with Asia icon Intercultural understanding icon Civics and citizenship icon
    - impact of the Seiyukai and other political parties on Japanese political systems and governments Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
    - challenges of the *genro*, bureaucracy and army to party politics Asia and Australia’s engagement with Asia icon Civics and citizenship icon
* Rise of militarism in the 1930s, including:
  + - political and economic impact of the Great Depression Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - development and impact of modernisation and urbanisation and rising social tensions Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - role and significance of the army and political divisions within it Asia and Australia’s engagement with Asia icon Ethical understanding icon
    - hostility towards the *zaibatsu* and the collapse of party politics Asia and Australia’s engagement with Asia icon
    - differing domestic responses to militarism Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - the role of Emperor Hirohito Asia and Australia’s engagement with Asia icon
* Japanese foreign policy, including:
  + - aims and strategy of Japanese foreign policy to 1937 Asia and Australia’s engagement with Asia icon Ethical understanding icon
    - impact of ideology on Japanese foreign policy to 1937 Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon

## Option F: Russia and the Soviet Union 1917–1941

### Content Focus

Students investigate key features of the history of Russia and the Soviet Union 1917–1941. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* Bolshevik ideology in theory and practice
* competing visions for the Bolshevik Party and the USSR
* Bolshevik consolidation of power
* political and economic transformation
* social and cultural transformation
* nature and impact of Stalinism
* aims, nature and effectiveness of Soviet foreign policy

### Content

Students investigate:

**Survey**

* Bolshevik consolidation of power, including:
  + - an overview of Bolshevik ideology, the October coup 1917 and early Soviet government (ACHMH136) Intercultural understanding icon Civics and citizenship icon
    - the Treaty of Brest-Litovsk, the Civil War and the introduction of the New Economic Policy (ACHMH136, ACHMH138) Ethical understanding icon Intercultural understanding icon

**Focus of study**

* The Bolsheviks and the power struggle following the death of Lenin, including:
  + - the impact of the Bolshevik consolidation of power, including the creation of the USSR (ACHMH138) Ethical understanding icon Intercultural understanding icon Difference and diversity icon
    - power struggle between Stalin, Trotsky and other leading Bolshevik figures in the 1920s (ACHMH137) Intercultural understanding icon
    - reasons for the emergence of Stalin as leader of the USSR by the late 1920s (ACHMH137) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
* The Soviet State under Stalin, including:
  + - the nature of the USSR under Stalin, including dictatorship and totalitarianism (ACHMH138) Intercultural understanding icon Civics and citizenship icon
    - economic transformation under Stalin and its impact on Soviet society, including collectivisation and the five-year plans (ACHMH138) Intercultural understanding icon Work and enterprise icon
    - political transformation under Stalin: growth of the Party, use of terror, show trials, gulags, propaganda and censorship (ACHMH138, ACHMH139) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
    - social and cultural change in the USSR under Stalin (ACHMH138) Intercultural understanding icon Civics and citizenship icon
* Soviet foreign policy, including:
  + - the nature of Soviet foreign policy 1917–1941 Intercultural understanding icon
    - the role of ideology in Soviet foreign policy 1917–1941 Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon

## Option G: USA 1919–1941

### Content Focus

Students investigate key features of the history of the USA 1919–1941. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* nature and impact of industrialisation
* nature and impact of consumerism
* the Great Depression
* racism in American society
* changes in society
* influence of conservatism
* American capitalism
* government intervention
* American foreign policy and extent of isolationism

### Content

Students investigate:

**Survey**

* The USA in the aftermath of World War I and politics in the 1920s:
  + - consequences of World War I for the USA Intercultural understanding icon
    - Republican economic policies Intercultural understanding icon
    - long-term causes of the Great Depression Critical and creative thinking icon Ethical understanding icon
    - reactions to the Great Crash of 1929 Ethical understanding icon

**Focus of study**

* The Great Depression and its impact, including:
  + - effects of the Depression on different groups in society: workers, women, farmers, African-Americans (ACHMH116) Ethical understanding icon Intercultural understanding icon Personal and social capability icon Civics and citizenship icon Difference and diversity icon Work and enterprise icon
    - attempts to halt the Depression: the Hoover Presidency, the FDR years (ACHMH116) Intercultural understanding icon
    - assessment of the New Deal (ACHMH116) Critical and creative thinking icon Ethical understanding icon
* US society 1919–1941, including:
  + - implications of growing urbanisation and industrialisation Ethical understanding icon Intercultural understanding icon Work and enterprise icon
    - mobilisation of the military and war production 1939–1941 Intercultural understanding icon Work and enterprise icon
    - growth and influence of consumerism including entertainment (ACHMH115) Intercultural understanding icon
    - social tensions, including immigration restrictions, religious fundamentalism, Prohibition, crime, racial conflict, anti-communism and anti-unionism (ACHMH114) Ethical understanding icon Intercultural understanding icon Difference and diversity icon Civics and citizenship icon
* US foreign policy, including:
  + - the nature, aims and strategies of US foreign policy 1919–1941 (ACHMH117, ACHMH118) Critical and creative thinking icon Intercultural understanding icon Difference and diversity icon
    - impact of domestic pressures on the USA 1919–1941 Intercultural understanding icon

## Option H: Iran 1945–1989

### Content Focus

Students investigate key features of the history of Iran 1945–1989. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* nature and role of nationalism
* nature and impact of internationalism
* successes and failures of democracy
* changes in society
* nature, growth and impact of imperialism
* competing rivalry in the context of Cold War politics
* tensions between tradition and modernisation
* relations with the West/US and Iraq

### Content

Students investigate:

**Survey**

* Iran from the end of World War II to the 1953 Coup, including:
  + - the impact of World War II on Iran, the influence of the Soviet Union and the background of the Cold War Intercultural understanding icon
    - the election of Mosaddeq to the Majlis (Parliament of Iran) and the nationalisation of the Iranian oil industry Ethical understanding icon Intercultural understanding icon
    - Churchill, Eisenhower and the overthrow of Mosaddeq Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon

**Focus of study**

* The rule of the Shah of Iran 1953–1979, including:
  + - the government of Mohammad Reza Shah Pahlavi Ethical understanding icon Civics and citizenship icon
    - crackdown on the Tudeh (Communist Party) and political repression Intercultural understanding icon Civics and citizenship icon
    - oil revenue and the Iranian economy Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Work and enterprise icon
    - the White Revolution and social reforms Ethical understanding icon Intercultural understanding icon
* The Revolution of 1979, including:
  + - events leading to the overthrow of the Shah and the role of the Ayatollah Khomeini Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - causes and ideology of the revolution of 1979 (ACHMH218) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
    - opposition to the Shah and the role of the military Ethical understanding icon Intercultural understanding icon
    - collapse of the monarchy and ascendency of Khomeini (ACHMH218) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
* Iran under Khomeini 1979–1989, including:
  + - consolidation of power and the creation of the Islamic Republic Critical and creative thinking icon Intercultural understanding icon Civics and citizenship icon
    - Western/US–Iranian relations, including the Hostage Crisis (ACHMH221) Critical and creative thinking icon Intercultural understanding icon
    - the causes of tensions with Iraq (ACHMH218) Critical and creative thinking icon Intercultural understanding icon Difference and diversity icon Civics and citizenship icon
    - reforms and their impact on Iranian society and culture Critical and creative thinking icon Intercultural understanding icon Civics and citizenship icon Difference and diversity icon

## Peace and Conflict

### Outcomes

**A student:**

* accounts for the nature of continuity and change in the modern world MH12-1
* proposes arguments about the varying causes and effects of events and developments MH12-2
* evaluates the role of historical features, individuals, groups and ideas in shaping the past MH12-3
* analyses the different perspectives of individuals and groups in their historical context MH12-4
* assesses the significance of historical features, people, ideas, movements, events and developments of the modern world MH12-5
* analyses and interprets different types of sources for evidence to support an historical account or argument MH12-6
* discusses and evaluates differing interpretations and representations of the past MH12-7
* plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources MH12-8
* communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH12-9

**Related Life Skills outcomes:** MHLS6-1, MHLS6-2, MHLS6-3, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-10, MHLS6-11

### Content Focus

Students investigate key features of the history of ONE of the following studies in peace and conflict.

The Historical concepts and skills content is to be integrated as appropriate.

1. Conflict in Indochina 1954–1979
2. Conflict in the Pacific 1937–1951
3. Conflict in Europe 1935–1945
4. The Cold War 1945–1991
5. Conflict in the Gulf 1980–2011
6. The Arab–Israeli Conflict 1948–1996.

**The study selected must address the outcomes listed above.**

## Option A: Conflict in Indochina 1954–1979

### Content Focus

Students investigate key features in the history of the conflict in Indochina 1954–1979. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* nature and role of nationalism
* nature and role of communism
* nature and consequences of US involvement
* strategies and tactics
* impact of the war on civilians
* reasons for communist victories

### Content

Students investigate:

**Survey**

* Decolonisation in Indochina, including:
  + - conflict in Vietnam 1946–1954 Asia and Australia’s engagement with Asia icon
    - the nature of Vietnamese victory against the French in 1954 Asia and Australia’s engagement with Asia icon
    - the significance of the Geneva Conference for Indochina in 1954 Asia and Australia’s engagement with Asia icon Ethical understanding icon Civics and citizenship icon

**Focus of study**

* Conflict in Vietnam, 1954–1964, including:
  + - political, social, economic and military developments within North and South Vietnam Asia and Australia’s engagement with Asia icon Civics and citizenship icon
    - the nature and development of US policy towards Indochina to 1964 Asia and Australia’s engagement with Asia icon Ethical understanding icon Difference and diversity icon
* The Second Indochina War, including:
  + - US foreign policy towards Vietnam from 1964 Asia and Australia’s engagement with Asia icon Ethical understanding icon
    - the nature and effectiveness of the strategy and tactics employed by the North Vietnamese Army, the National Liberation Front, the Army of the Republic of Vietnam and the USA Asia and Australia’s engagement with Asia icon Critical and creative thinking icon
    - impact of the 1968 Tet Offensive Asia and Australia’s engagement with Asia icon Ethical understanding icon
    - impact of the war on civilians in Vietnam Asia and Australia’s engagement with Asia icon Intercultural understanding icon Civics and citizenship icon
    - the nature and significance of anti-war movements in the USA and Australia Intercultural understanding icon Civics and citizenship icon
    - the reasons for and the nature of the US withdrawal Asia and Australia’s engagement with Asia icon Critical and creative thinking icon
    - the reasons for the Communist victory in Vietnam Asia and Australia’s engagement with Asia icon Critical and creative thinking icon
* The spread of the conflict to Cambodia and Laos, including:
  + - impact of conflict on civilians in Cambodia and Laos Asia and Australia’s engagement with Asia icon Critical and creative thinking icon
    - the reasons for the Communist victories in Cambodia and Laos Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - Democratic Kampuchea under Pol Pot and the Khmer Rouge: aims and impact of the regime, foreign policy Asia and Australia’s engagement with Asia icon Intercultural understanding icon Civics and citizenship icon

## Option B: Conflict in the Pacific 1937–1951

### Content Focus

Students investigate key features in the history of the conflict in the Pacific 1937–1951. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* imperialism and responses
* nature and impact of nationalism
* Japanese and Allied strategies
* impact of the war on the home fronts of Japan and Australia
* impact of the war in occupied territories in South-East Asia
* use of the A-bomb
* reasons for the Japanese defeat
* aims and consequences of the Allied occupation of Japan

### Content

Students investigate:

**Survey**

* Growth of Pacific tensions, including:
  + - economic and political issues in the Pacific by 1937 Intercultural understanding icon Civics and citizenship icon
    - Japanese foreign policy 1937–1941 (ACHMH144) Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - US and British policies in the Pacific 1937–1941 Intercultural understanding icon

**Focus of study**

* The outbreak and course of the Pacific War, including:
  + - strategic and political reasons for the bombing of Pearl Harbor, and the US response (ACHMH144) Critical and creative thinking icon Ethical understanding icon
    - Japanese advance 1941–1942 and the impact of the fall of the Philippines, Singapore, Burma and the Dutch East Indies (ACHMH193) Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - turning points in the war: Battle of the Coral Sea, Battle of Midway, Battle of Guadalcanal, New Guinea Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon
    - strategies used by Allied forces against Japan 1942–1945 Asia and Australia’s engagement with Asia icon
* Civilians at war, including:
  + - social, political and economic effects on civilians in occupied territories in South-East Asia Asia and Australia’s engagement with Asia icon Intercultural understanding icon Civics and citizenship icon
    - life under occupation: collaboration and resistance, the use of slave labour Intercultural understanding icon
    - the effect of the war on the home fronts in Japan and Australia Asia and Australia’s engagement with Asia icon Intercultural understanding icon Civics and citizenship icon
* End of the conflict, including:
  + - reasons for the use of the A-bomb (ACHMH118) Critical and creative thinking icon Ethical understanding icon
    - reasons for the Japanese defeat Asia and Australia’s engagement with Asia icon
    - War Crimes Tribunals and the status of the Emperor (ACHMH193) Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon
    - Allied occupation of Japan to 1951 (ACHMH145, ACHMH193) Asia and Australia’s engagement with Asia icon Ethical understanding icon

## Option C: Conflict in Europe 1935–1945

### Content Focus

Students investigate key features in the history of the conflict in Europe 1935–1945. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* causes of the conflict
* aims and strategies of the Allied and Axis powers
* turning points of the war
* impact of the war on civilians
* impact of the Holocaust in occupied territories
* reasons for the Allied victory

### Content

Students investigate:

**Survey**

* Growth of European tensions, including:
  + - the collapse of collective security – Abyssinia, the Spanish Civil War Ethical understanding icon Intercultural understanding icon
    - Britain, France and the policy of appeasement Ethical understanding icon
    - significance of the Nazi–Soviet Non-Aggression Pact Ethical understanding icon

**Focus of study**

* German foreign policy, including:
  + - aims and strategy of German foreign policy to September 1939 Ethical understanding icon Intercultural understanding icon
    - impact of Nazi ideology on German foreign policy to September 1939 Ethical understanding icon Intercultural understanding icon
* Course of the European war, including:
  + - German advances: the fall of Poland, the Low Countries and France Ethical understanding icon
    - the air war and its effects: The Battle of Britain and the Blitz, the bombing of Germany Intercultural understanding icon Civics and citizenship icon
    - Operation Barbarossa, the Battle of Stalingrad and the significance of the Russian campaign Critical and creative thinking icon Intercultural understanding icon
    - Battle of El Alamein and the significance of the conflict in North Africa to the European War Critical and creative thinking icon Intercultural understanding icon
* Civilians at war, including:
  + - social and economic effects of the war on civilians in Britain, Germany and the Soviet Union Ethical understanding icon Intercultural understanding icon Civics and citizenship icon Difference and diversity icon
    - the nature and effects of the Holocaust in the Nazi-occupied territories Ethical understanding icon Intercultural understanding icon Difference and diversity icon
* End of the conflict, including:
  + - ‘D’ Day and the liberation of France Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - Russian counter-offensives 1944 Ethical understanding icon
    - final defeat 1944–1945 (ACHMH133) Ethical understanding icon
    - Nuremberg War Crimes trials Ethical understanding icon

## Option D: The Cold War 1945–1991

### Content Focus

Students investigate key features in the history of the Cold War 1945–1991. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* origins and developments of the Cold War
* influence of the ideologies of communism and capitalism on the Cold War
* origins and nature of détente, and its impact on the Cold War
* changing policies, strategies and responses to the Cold War
* impact of crises on changing superpower relations
* the arms race and disarmament
* reasons for the end of the Cold War

### Content

Students investigate:

**Survey**

* Origins of the Cold War 1945–1953, including:
  + - 1945 conferences and the emergence of the superpowers Intercultural understanding icon
    - emerging differences between the superpowers (ACHMH187) Intercultural understanding icon
    - the Truman Doctrine and its consequences (ACHMH187, ACHMH192) Personal and social capability icon
    - impact of the early crises: the Berlin blockade and airlift, China becoming communist in 1949 and the Korean War (ACHMH187) Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Civics and citizenship icon

**Focus of study**

* Development of the Cold War to 1968, including:
  + - policy of containment, domino theory and the emergence of peaceful coexistence Intercultural understanding icon
    - superpower rivalry: the arms race and space race (ACHMH188) Intercultural understanding icon
    - the nature and impact of crises: Berlin Wall 1961, Cuba 1962, Czechoslovakia 1968 (ACHMH188) Ethical understanding icon Intercultural understanding icon
* Détente, including:
  + - economic and political reasons for détente (ACHMH188) Ethical understanding icon Intercultural understanding icon
    - geopolitical developments: Vietnam, Sino-Soviet split, the Middle East (ACHMH188) Asia and Australia’s engagement with Asia icon Ethical understanding icon
    - features and consequences of détente (ACHMH188) Critical and creative thinking icon Ethical understanding icon
* Renewal and end of the Cold War, including:
  + - Soviet invasion of Afghanistan and its impacts Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - US attitudes and policies under Reagan (ACHMH192) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - Soviet attitudes and policies under Gorbachev (ACHMH192) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - disarmament agreements 1978–1991 (ACHMH188) Ethical understanding icon
    - collapse of communism in Eastern Europe and the USSR (ACHMH190) Intercultural understanding icon

## Option E: Conflict in the Gulf 1980–2011

### Content Focus

Students investigate key features in the history of the Conflict in the Gulf 1980–2011. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* origins and development of the conflict
* nature and impact of regional rivalries in the Gulf
* changing responses to the conflict by Iraq and the members of the coalition facing Iraq
* attempts at peacemaking and nation-building
* international involvement in the conflict
* regionalism and sectarianism

### Content

Students investigate:

**Survey**

* Origins of the First Gulf War, including:
  + - conflict between Iran and Iraq in the 1980s Ethical understanding icon Intercultural understanding icon
    - the nature of the Ba’ath regime Intercultural understanding icon
    - relations between Iraq and its neighbouring Arab states Intercultural understanding icon
    - invasion of Kuwait, August 1990, and the importance of oil in the conflict Ethical understanding icon Intercultural understanding icon

**Focus of study**

* Tension in the Gulf, including:
  + - role and objectives of the regional neighbours of Iraq in the outbreak of the First Gulf War Intercultural understanding icon
    - role and objectives of the superpowers and the United Nations, and Australia’s involvement (ACHMH221) Ethical understanding icon Intercultural understanding icon
    - Operation Desert Shield and the liberation of Kuwait Ethical understanding icon
* Consequences of the 1991 defeat of Saddam Hussein, including:
  + - the 1991 uprisings in Iraq Intercultural understanding icon
    - the investigation of weapons of mass destruction, and the aims and results of sanctions against Iraq Ethical understanding icon Intercultural understanding icon
    - role of regional differences in Iraq Ethical understanding icon Intercultural understanding icon
    - superpower and regional attitudes towards Saddam Hussein’s regime Ethical understanding icon
* The Iraq War, including:
  + - causes of the Iraq War and the role of George Bush (ACHMH218) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - the doctrine of ‘pre-emptive’ military action and weapons of mass destruction Intercultural understanding icon Ethical understanding icon Intercultural understanding icon
    - the differences between the USA and its European allies, and Australia’s participation in the war Intercultural understanding icon
    - combat operations in Iraq, end of the war in 2003 and the impact of the war on civilians and cultural sites Ethical understanding icon
* Iraq in transition 2003–2011, including:
  + - occupation of Iraq and attempts at nation-building (ACHMH219) Ethical understanding icon Intercultural understanding icon
    - influence of regionalism, sectarianism and tribalism Ethical understanding icon Intercultural understanding icon
    - US troop withdrawal 2011 Ethical understanding icon

## Option F: The Arab–Israeli Conflict 1948–1996

### Content Focus

Students investigate key features in the history of the Arab–Israeli conflict 1948–1996. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* origins and development of the conflict
* nature and impact of nationalism
* changing Palestinian and Israeli responses to the conflict
* nature and consequences of Israeli occupation of the Occupied Territories
* impact of conflict on Israeli and Palestinian communities
* attempts at peacemaking
* international involvement in the conflict

### Content

Students investigate:

**Survey**

* Origins of tension, including:
  + - Israeli and Palestinian perspectives on the 1948 Arab–Israeli War Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Difference and diversity icon
    - consequences of the war for Israel and the Palestinians to 1967 (ACHMH217) Critical and creative thinking icon Intercultural understanding icon Civics and citizenship icon
    - political and social issues in Arab–Israeli relations in 1967 Intercultural understanding icon Civics and citizenship icon Difference and diversity icon

**Focus of study**

* War and peace, including:
  + - causes, course and consequences of the 1967 (Six Day) War (ACHMH216) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Difference and diversity icon
    - creation, aims, methods and role of the Palestinian Liberation Organisation (PLO) 1964–1974 (ACHMH217) Critical and creative thinking icon Ethical understanding icon Civics and citizenship icon Difference and diversity icon
    - causes, course and consequences of the 1973 (Yom Kippur) War, including the Camp David Treaty (ACHMH216) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Difference and diversity icon
    - role and objectives of the superpowers in relation to events in the Middle East (ACHMH221) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
* The Occupied Territories and Lebanon, including:
  + - attitudes and policies of the Israeli Labour and Likud parties towards the Occupied Territories Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - rise and significance of the Israeli settler movement in the Occupied Territories Critical and creative thinking icon Intercultural understanding icon Difference and diversity icon
    - reasons for the Israeli invasions of Lebanon in 1978 and 1982 (ACHMH216, ACHMH218) Intercultural understanding icon
    - the significance of the war for Israel and the Palestinians Intercultural understanding icon
* The peace process, including:
  + - the Intifada 1987–1994: Palestinian resistance and Israeli response (ACHMH217) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Difference and diversity icon
    - successes and setbacks in the peace process 1987–1996 (ACHMH219) Intercultural understanding icon
    - support and opposition for the peace process among Israelis and Palestinians Intercultural understanding icon Difference and diversity icon
    - significance of the assassination of Yitzhak Rabin and the election of Netanyahu in 1996 Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon

## Change in the Modern World

### Outcomes

**A student:**

* accounts for the nature of continuity and change in the modern world MH12-1
* proposes arguments about the varying causes and effects of events and developments MH12-2
* evaluates the role of historical features, individuals, groups and ideas in shaping the past MH12-3
* analyses the different perspectives of individuals and groups in their historical context MH12-4
* assesses the significance of historical features, people, ideas, movements, events and developments of the modern world MH12-5
* analyses and interprets different types of sources for evidence to support an historical account or argument MH12-6
* discusses and evaluates differing interpretations and representations of the past MH12-7
* plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources MH12-8
* communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH12-9

**Related Life Skills outcomes:** MHLS6-1, MHLS6-2, MHLS6-3, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-10, MHLS6-11

### Content Focus

Students investigate key features of the history of ONE of the following, focusing on political and social change, and the role of individuals and groups.

The Historical concepts and skills content is to be integrated as appropriate.

1. Pro-democracy Movement in Burma 1945–2010
2. The Cultural Revolution to Tiananmen Square 1966–1989
3. Civil Rights in the USA 1945–1968
4. The Changing World Order 1945–2011
5. The Nuclear Age 1945–2011
6. Apartheid in South Africa 1960–1994.

**The study selected must address the outcomes listed above.**

## Option A: Pro-democracy Movement in Burma 1945–2010

### Content Focus

Students investigate key features in the history of the pro-democracy movement in Burma   
1945–2010. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* nature of the early democracy in Burma
* rise of the military in Burma
* impact of ethnic tensions
* rise and role of the pro-democracy movement
* differing visions and role of leadership
* reaction of military leaders in response to the pro-democracy movement

### Content

Students investigate:

**Survey**

* Modern Burma at the end of World War II, including:
  + - the geography, ethnic, linguistic, social and political characteristics of Burma Asia and Australia’s engagement with Asia icon Intercultural understanding icon Difference and diversity icon
    - the liberation of Burma from Japanese occupation in 1945 Asia and Australia’s engagement with Asia icon

**Focus of study**

* Independence and democracy, including:
  + - Aung San and moves towards an independent Burma Asia and Australia’s engagement with Asia icon Intercultural understanding icon Civics and citizenship icon
    - challenges for the new democratic government 1948–1958 Asia and Australia’s engagement with Asia icon Intercultural understanding icon Civics and citizenship icon
    - the impact of civil war on Burma Asia and Australia’s engagement with Asia icon Intercultural understanding icon
* The rise of the military in Burma, including:
  + - the military versus New Democratic Government Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - the role of General Ne Win Asia and Australia’s engagement with Asia icon Personal and social capability icon
    - aims of the ‘Burmese Way to Socialism’ Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - role of the Tatmadaw Asia and Australia’s engagement with Asia icon
    - the nature and impact of ethnic tensions Asia and Australia’s engagement with Asia icon Difference and diversity icon
* The uprising of 1988 and the election of Aung San Suu Kyi in 1990, including:
  + - resignation of Ne Win as Chairman of Burma Socialist Program Party Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - formation of the State Law and Order Restoration Council (SLORC) Asia and Australia’s engagement with Asia icon
    - significance of the National League for Democracy (NLD) Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon
    - house arrest of Aung San Suu Kyi Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
* The response of the military government 1990–2010, including:
  + - the continuing role of army leadership in Burma Asia and Australia’s engagement with Asia icon Intercultural understanding icon Civics and citizenship icon
    - importance of General Than Shwe and General Khin Nyunt Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Personal and social capability icon
    - ethnic tensions and separatist uprisings Asia and Australia’s engagement with Asia icon Intercultural understanding icon Civics and citizenship icon Difference and diversity icon
    - National League for Democracy and the role of Aung San Suu Kyi Asia and Australia’s engagement with Asia icon Personal and social capability icon
    - role of religion Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - the response of the international community to events in Burma Asia and Australia’s engagement with Asia icon Intercultural understanding icon

## Option B: The Cultural Revolution to Tiananmen Square 1966–1989

### Content Focus

Students investigate key features in the history of China from the Cultural Revolution to Tiananmen Square 1966–1989. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* Permanent Revolution, competing versions of Marxism and anti-revisionism
* role of leadership
* modernisation of the economy
* the nature of social change
* the causes of the Tiananmen Square protests
* reaction of Chinese Communist Party (CCP) to the pro-democracy movement

### Content

Students investigate:

**Survey**

* Political and social conditions in China at the start of the period, including:
  + - the legacy of the 1949 revolution and the Great Leap Forward (ACHMH168) Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - the state of Sino-Soviet relations Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - tensions between the Chinese Communist Party and its leader, Mao Zedong, that gave rise to the Cultural Revolution Asia and Australia’s engagement with Asia icon Personal and social capability icon

**Focus of study**

* The Cultural Revolution, including:
  + - the aims and methods of Mao Zedong Asia and Australia’s engagement with Asia icon
    - role of the Gang of Four and the Red Guards; the Destruction of the ‘Four Olds’ Asia and Australia’s engagement with Asia icon
    - removal of Deng Xiaoping from politics and the flight of Lin Biao (ACHMH170) Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - impact of the Cultural Revolution on society, the economy, education and culture (ACHMH169) Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon Work and enterprise icon
    - the nature of political disruption and the impact on the Chinese Communist Party Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
* Deng Xiaoping and the modernisation of China, including:
  + - responses to the death of Zhou Enlai: official and unofficial (ACHMH170) Asia and Australia’s engagement with Asia icon
    - changing political standing of Mao Zedong and Deng Xiaoping (ACHMH170) Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - death of Mao Zedong and the end of the Cultural Revolution Asia and Australia’s engagement with Asia icon Intercultural understanding icon
    - role of Hua Guofeng in the arrest of the Gang of Four Asia and Australia’s engagement with Asia icon
    - rehabilitation of Deng Xiaoping, the nature of his reforms and modernisation of the economy (ACHMH192) Asia and Australia’s engagement with Asia icon
* The Tiananmen Square protests, including:
  + - the demand for political, social and economic reform Asia and Australia’s engagement with Asia icon Intercultural understanding icon Civics and citizenship icon
    - events leading up to the June Fourth Incident, 1989 Asia and Australia’s engagement with Asia icon Intercultural understanding icon Civics and citizenship icon
    - military and political response to the protest, and the rise to power of Jiang Zemin Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Civics and citizenship icon
    - the impact of the events of Tiananmen Square in 1989 on China and its standing in the world Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon

## Option C: Civil Rights in the USA 1945–1968

### Content Focus

Students investigate key features in the history of the civil rights movement in the USA 1945–1968. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* nature and impact of segregation and discrimination
* role and impact of civil rights groups
* opposition to civil rights
* influence of changing social attitudes
* role of leadership
* successes of the civil rights movement

### Content

Students investigate:

**Survey**

* The position of African Americans at the start of the period, including:
  + - the impact of World War II on the circumstances of African Americans in the United States (ACHMH084) Intercultural understanding icon Civics and citizenship icon
    - the extent of racial segregation and various forms of discrimination (ACHMH084) Intercultural understanding icon Civics and citizenship icon

**Focus of study**

* Struggles for civil rights, including:
  + - formation and role of groups supporting civil rights and their ideas for change (ACHMH085) Personal and social capability icon
    - efforts of Martin Luther King to achieve change for African Americans Intercultural understanding icon Personal and social capability icon Difference and diversity icon
    - the methods employed by civil rights movements in the United States across the period: local and national boycotts, direct action and political agitation (ACHMH087) Critical and creative thinking icon Ethical understanding icon Civics and citizenship icon
    - Martin Luther King and Malcom X: beliefs, aims and methods (ACHMH086) Intercultural understanding icon Personal and social capability icon Civics and citizenship icon
    - the opposition to civil rights: the Ku Klux Klan, the White Citizens’ Council (ACHMH088) Critical and creative thinking icon Ethical understanding icon
* Key events of the civil rights movement, including:
  + - Montgomery Bus Boycott and the role of Rosa Parks (ACHMH089) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Personal and social capability icon Civics and citizenship icon
    - the desegregation of Little Rock High School (ACHMH089) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
    - Freedom Rides (ACHMH089) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
    - March on Washington (ACHMH089) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
    - ‘Mississippi Freedom Summer’ of 1964 (ACHMH089) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
    - the assassination of Martin Luther King Ethical understanding icon
* Achievements of the civil rights movement, including:
  + - the nature of social and political change (ACHMH089) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
    - the significance of legislative change, the Civil Rights Act (1964) and the attitudes of US presidents (ACHMH090) Critical and creative thinking icon Ethical understanding icon Difference and diversity icon
    - the influence of the US civil rights movement beyond the USA (ACHMH091) Critical and creative thinking icon Ethical understanding icon Difference and diversity icon

## Option D: The Changing World Order 1945–2011

### Content Focus

Students investigate key features of the changing world order 1945–2011. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* the ‘American Century’
* collapse of the USSR and its impact on Russia and Eastern Europe
* nature of post-Soviet Russia and Eastern Europe
* role of the United States in post-Cold War global history
* challenges for US foreign policy
* role of the United Nations

### Content

Students investigate:

**Survey**

* World order 1945–1989, including:
  + - an overview of the Cold War world and superpower rivalry (ACHMH187) Intercultural understanding icon
    - challenges of the United Nations during the Cold War 1946–1991 (ACHMH186, ACHMH223)
    - the emergence of the ‘American Century’ (ACHMH191) Intercultural understanding icon
    - the fall of the Berlin Wall Ethical understanding icon Intercultural understanding icon

**Focus of study**

* The collapse of the USSR and the nature of post-Soviet societies, including:
  + - reasons for the collapse of the Soviet Union and the role of Mikhail Gorbachev (ACHMH190, ACHMH192) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
    - political, social and cultural impacts of the dissolution of the USSR in Russia and Eastern Europe (ACHMH190) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
    - nature and role of the Russian Federation under Vladimir Putin to 2011 Intercultural understanding icon
* The influence of the USA internationally 1991–2011, including:
  + - the nature of US foreign policy in the post-Cold War world, including the use of ‘hard’ and ‘soft’ power (ACHMH191) Intercultural understanding icon
    - supporters and opponents of US foreign policy, focusing on Europe, Asia and the Middle East Intercultural understanding icon
* New centres of global power 1989–2011, including:
  + - the emergence, growth and influence of the European Union (ACHMH190) Intercultural understanding icon
    - the rise and influence of BRIC: Brazil, Russia, India and China (ACHMH190) Intercultural understanding icon
    - resurgence of modern nationalisms and the influence of non-state actors (ACHMH190, ACHMH227)
* The United Nations in post-Cold War history 1991–2011, including:
  + - international challenges to peace and security in the post-Cold War world and debate over the role and influence of the United Nations (ACHMH190, ACHMH228) Intercultural understanding icon
    - assessment of the role and impact of the United Nations as international peacekeeper in ONE of the following: the former Yugoslavia 1991–1992; Cambodia 1992–1993; Somalia 1993; Rwanda 1993–1996; Timor-Leste 1999–2001 (ACHMH225) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon

## Option E: The Nuclear Age 1945–2011

### Content Focus

Students investigate key features in the history of the Nuclear Age 1945–2011. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* the development and use of the atomic bomb
* the struggle to maintain weapons parity
* the nature of deterrence
* social, political and environmental impacts of the Nuclear Age
* proliferation and non-proliferation
* problems and issues with the use of nuclear energy

### Content

Students investigate:

**Survey**

* The birth of the Nuclear Age, including:
  + - Truman, Stalin and the Potsdam Conference (ACHMH192) Critical and creative thinking icon
    - the Manhattan Project and Trinity Test (ACHMH192) Critical and creative thinking icon

**Focus of study**

* The first use of atomic weapons and nuclear deterrence, including:
  + - the dropping of the bombs on Hiroshima and Nagasaki, their impact and legacy Critical and creative thinking icon
    - Truman and the debate on the use of the bomb (ACHMH118, ACHMH119, ACHMH192) Personal and social capability icon
    - US and Soviet nuclear capacity 1945–2011, and the doctrine of Mutually Assured Destruction (MAD) Intercultural understanding icon
* The nuclear threat and weapons testing, including:
  + - civilian fears and state programs in the USA to survive the bomb and fallout Intercultural understanding icon
    - the nature and impact of nuclear tests in the US and Soviet Union Critical and creative thinking icon Ethical understanding icon
    - selection of Maralinga for British nuclear tests, state secrecy, and impact of the tests on local Aboriginal people and Australian service personnel (ACHMH189) Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon Ethical understanding icon
    - the nature of French nuclear tests in the Pacific, the international response, and the activities of Greenpeace, including the *Rainbow Warrior* incident Sustainability icon Critical and creative thinking icon Ethical understanding icon
* Towards nuclear disarmament, including:
  + - anti-nuclear movements and the role of the United Nations: test ban treaties, arms limitations, non-proliferation Critical and creative thinking icon Ethical understanding icon Personal and social capability icon Civics and citizenship icon
    - nuclear disarmament after the Cold War (ACHMH224)
    - issues of proliferation, 1945–2011: Israel, India, Pakistan, Iran and North Korea Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
* The benefits and risks of the Nuclear Age, including:
  + - the contributions of nuclear medicine and energy
    - radioactive waste and issues of storage, safety and security Aboriginal and Torres Strait Islander histories and cultures icon Sustainability icon
    - critical incidents at Chernobyl and Fukushima, and their impact Sustainability icon
    - ending the nuclear age and the question of expanding or winding back nuclear energy Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon

## Option F: Apartheid in South Africa 1960–1994

### Content Focus

Students investigate key features of apartheid in South Africa 1960–1994. The Historical concepts and skills content is to be integrated as appropriate.

**Key features**

* differing visions of democracy
* nature and impact of apartheid
* role and impact of state terror and repression
* resistance to apartheid
* changes in society
* reasons for the collapse of apartheid
* international responses to apartheid

### Content

Students investigate:

**Survey**

* The nature of the apartheid system, including:
  + - political, economic, social and demographic issues in South Africa in 1960 Intercultural understanding icon Civics and citizenship icon Difference and diversity icon
    - apartheid: ideology, policy and practice Intercultural understanding icon Civics and citizenship icon Difference and diversity icon
    - impact of apartheid on rural and urban communities Personal and social capability icon Civics and citizenship icon Difference and diversity icon

**Focus of study**

* National resistance to apartheid, including:
  + - the nature, growth and impact of the African National Congress (ANC) and the Pan Africanist Congress (PAC) Intercultural understanding icon Personal and social capability icon Civics and citizenship icon
    - significance of the Sharpeville Massacre Ethical understanding icon Intercultural understanding icon
    - Mandela as head of Umkhonto we Sizwe, ‘The Spear of the Nation’ (MK) Ethical understanding icon Personal and social capability icon
    - Rivonia Trial, imprisonment on Robben Island, ‘Free Mandela’ campaign Ethical understanding icon
    - role of Mandela’s leadership of the ANC Personal and social capability icon
    - significance of Stephen Biko and the Black Consciousness Movement Critical and creative thinking icon Ethical understanding icon Personal and social capability icon
* Repression and control by South African governments, including:
  + - the nature, impact and significance of tactics of repression and oppression Ethical understanding icon Intercultural understanding icon Personal and social capability icon Civics and citizenship icon
    - role of South African security forces Ethical understanding icon
    - role and significance of Bantustans and independent black states Ethical understanding icon
    - relations with neighbouring African countries Personal and social capability icon
    - international responses to South African policies Ethical understanding icon
* End of apartheid, including:
  + - political, economic and social factors contributing to the end of apartheid Intercultural understanding icon Civics and citizenship icon
    - international factors contributing to the end of apartheid Critical and creative thinking icon Intercultural understanding icon
    - problems facing the National Party and the ANC in the transition to democracy in South Africa Civics and citizenship icon

# Glossary

| **Glossary term** | **Definition** |
| --- | --- |
| **Aboriginal and Torres Strait Islander Peoples** | Aboriginal Peoples are the first peoples of Australia and are represented by over 250 language groups each associated with a particular Country or territory. Torres Strait Islander Peoples whose island territories to the north east of Australia were annexed by Queensland in 1879 are also Indigenous Australians and are represented by five cultural groups.  An Aboriginal and/or Torres Strait Islander person is someone who:   * is of Aboriginal and/or Torres Strait Islander descent * identifies as an Aboriginal person and/or Torres Strait Islander person, and * is accepted as such by the Aboriginal and/or Torres Strait Islander community in which they live. |
| **Aboriginal Cultural Protocols** | Aboriginal Cultural Protocols describe appropriate ways of behaving, communicating and showing respect for diversity of histories and cultures. This involves appreciation of the knowledge, standing and status of people within the local Aboriginal community. Protocols inevitably vary between communities, and between people within a community. In establishing partnerships between Aboriginal communities and industries or professions, it is especially important that protocols are acknowledged and respected. |
| **Ancient** | As defined in the NSW *Ancient History Stage 6 Syllabus*, the Ancient period covers history from the development of early human communities to the end of late antiquity (around AD 650). |
| **ANZAC** | The word ANZAC refers to the Australian and New Zealand Army Corps (ANZAC) troops who first fought at Gallipoli in Turkey from April to December 1915. |
| **causation** | A process that includes a range of possible reasons for an historical event, situation or development. |
| **chronology** | A chronology places events and dates in order in time. |
| **colonisation** | In Modern History – a process by which a different system of government is established by one nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty according to its own law, rather than by the laws of the colonised, and may involve dispossession of land.  In Ancient History – a process by which ancient societies establish settlements in other lands and establish trading connections. |
| **concepts** | The key ideas that shape the practice of the discipline of history, eg causation, continuity, change, and significance. They provide the scope for judgement, interpretation and argument and are the major means by which knowledge is constructed, analysed, questioned and represented. |
| **contestability** | Contestability involves examining how interpretations and representations of the past differ, for example, as a result of using differing evidence or resulting from different perspectives. |
| **continuity and change** | Aspects of the past that have remained the same over a period of time or have changed over time. Change can be understood as a ‘process’. |
| **dispossession** | The removal of people from their lands which had been occupied and cared for by their ancestors over thousands of years. |
| **evidence** | The information elicited and interpreted from a source that is used to support an historical argument or inform a specific historical inquiry. |
| **heritage** | Tangible or intangible aspects of the past that are valued by an individual, group, community or nation as a result of birth, inheritance or membership. It can also be applied to significant examples of the human or natural environment. |
| **historical authentication** | A process of verifying the origins of an artefact or object and establishing it as genuine. |
| **historical inquiry** | The process of developing knowledge and understanding by posing questions about the past, and applying skills associated with locating, analysing, evaluating and using sources as evidence to develop an informed argument or interpretation. |
| **historiography** | The study of how history is constructed. It involves the critical analysis and evaluation of historical methodologies and the way history has been written over time. |
| **ideology** | A framework of beliefs that guides actions, for example fascism and communism. |
| **Indigenous cultural and intellectual property** | Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory. |
| **Indigenous peoples** | This term is used when referring collectively to the first peoples of a land in international communities. |
| **interpretation** | A way of understanding and explaining what has happened in the past. The discipline of History acknowledges that there is often more than one view of what has happened in the past. |
| **Modern** | As defined in the NSW *Modern History Stage 6 Syllabus*, the period of time in the modern world generally between 1750 and the present. |
| **perspective** | A point of view from which historical events, problems and issues can be analysed, for example the perspective of an individual or group in the past. This may involve empathetic understanding – the capacity to enter into the world of the past from the point of view of a particular individual or group from that time, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions. |
| **reconstruction** | A process of piecing together evidence from sources to develop an understanding or picture of the past. It may include the physical reconstruction of ancient sites. |
| **reliability** | Consideration of the context, purpose, origin and audience of a source, in order to determine how accurately an area of historical study is represented. A source is neither reliable nor unreliable in and of itself. It can only be judged reliable or useful for the question that is asked. Reliability requires an understanding of perspective. |
| **representation** | A portrayal of the past that may reflect a popular view within society, past or present, or that may be constructed by historians. |
| **significance** | The importance attributed to a particular aspect of the past such as an individual or event. Significance involves an understanding of the various considerations which cause different groups at different times to judge aspects of the past more or less historically significant. |
| **source** | Any written or non-written materials that can be used to investigate the past. A source is used to elicit ‘evidence’ in order to answer a specific historical question, inform an historical inquiry, or to support or refute an interpretation. |
| **terms** | A word or phrase used to describe abstract aspects or features of the past, eg imperialism, democracy or republic; and more specific features such as trench warfare, or a dictator, gladiator or vizier. |
| ***terra nullius*** | A concept in international law meaning ‘a territory belonging to no-one’ or ‘over which no-one claims ownership’. |