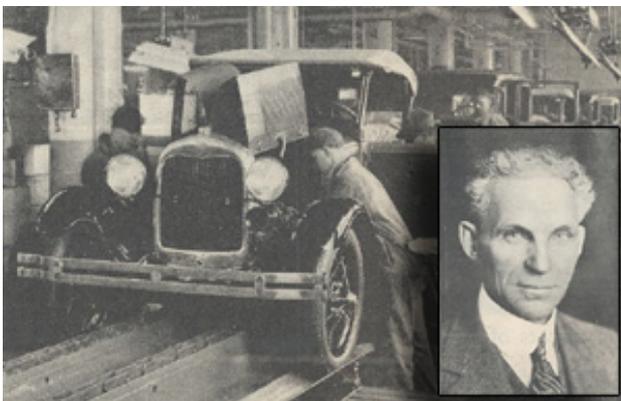




Name \_\_\_\_\_

# Modern History

- Understanding the Modern World
- Elective 7: Capitalism – the American Experience 1907 -1941



*Henry Ford and the Model T motor car assembly line*

- Movements for Change in the 20<sup>th</sup> Century
- Elective 6: Nazism in Germany



*Rare German vintage cigarette card from the 1933*



*GERMAN REICH - CIRCA 1944:  
A stamp printed in Germany shows image of Adolf Hitler*

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Henry Ford insert and the Model T motor car assembly line

<https://www.e-education.psu.edu/egee120/node/224>

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123rf.com

Rare German vintage cigarette card from the 1933 Kampf ums dritter reich album.

<http://us.cdn2.123rf.com/168nwm/kbuntu/kbuntu1103/kbuntu110300049/9073456-rare-german-vintage-cigarette-card-from-the-1933-kampf-ums-dritter-reich-album.jpg>

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GERMAN REICH - CIRCA 1944: A stamp printed in Germany shows image of Adolf Hitler, circa 1944

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# MODERN HISTORY

## ATAR COURSE

### Year 11 syllabus

## Content

Rationale .....	4
Aims .....	4
Organisation .....	5
Structure of the syllabus.....	5
Organisation of content.....	5
Progression from the Year 7–10 curriculum .....	6
Representation of the general capabilities .....	6
Unit 1 - Understanding the modern world.....	9
Unit description .....	9
Learning outcomes .....	9
Unit content.....	9
Elective 7: Capitalism – The American Experience (1907–1941) .....	12
Unit 2 - Movements for change in the 20th century .....	13
Unit description .....	13
Learning outcomes .....	13
Unit content.....	13
Elective 6 - Nazism in Germany.....	15
School-based assessment.....	16
Appendix 1 – Grade descriptions Year 11.....	18
Appendix 2 – Glossary.....	19
Maximising your achievement.....	21
Marking Guide .....	21
Examples of the types of source analysis questions you may be asked.....	22
Marking key for sample assessment Task 2 – Unit 1 .....	23
General Guidelines for Source Analysis.....	25
Useful Print and Electronic References.....	26
Modern History ATAR Year 11 Outline 2017.....	28

## IMPORTANT INFORMATION

This syllabus is effective from 1 January 2015.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

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# Rationale

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Modern history enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include: local, national and global conflicts and their resolution; the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation; the continuing struggle for the recognition of human rights; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.

The Modern History ATAR course begins with a study of key developments that have helped to define the modern world, with special attention given to important ideas and their consequences. This provides a context for a study of movements for change in the 20th century that have challenged the authority of the nation-state, the principal form of political organisation in the modern world. Students then investigate crises that confronted nation-states in the 20th century, the responses to these crises and the different paths nations have taken in the modern world. The course concludes with a study of the distinctive features of world order that have emerged since World War II and that are central to an understanding of the present.

The Modern History ATAR course continues to develop the historical skills and understandings taught in the Year 7–10 History curriculum. Students pose increasingly complex questions about the past and use their historical inquiry skills, analytical skills and interpretation of sources to formulate reasoned answers to those questions. The opportunities to apply these skills are sequential and cumulative so that students develop an increasingly sophisticated understanding of the different and sometimes conflicting perspectives of the past.

Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form; the distinctive characteristics of modern historical representation; and the skills that are required to investigate controversial issues that have a powerful contemporary resonance. Students develop increasingly sophisticated historiographical skills and historical understanding in their analysis of significant events and close study of the nature of modern societies.

## Aims

The Modern History ATAR course aims to develop students':

- knowledge and understanding of particular events, ideas, movements and developments that have shaped the modern world;
- capacity to undertake historical inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings;
- application of historical concepts, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability; and
- capacity to be informed citizens with the skills, including analytical and critical thinking, to participate in contemporary debates.

# Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

## Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### Unit 1 – Understanding the modern world

This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.

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

This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society.

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned
- electives – the content is delivered through one of seven electives, each of which focuses on a particular movement or development.

## Organisation of content

The Modern History ATAR course continues to develop student learning in history through the two strands of Historical Knowledge and Understanding, and Historical Skills. This strand organisation provides an opportunity to integrate content in flexible and meaningful ways.

### Historical Knowledge and Understanding

This strand focuses on knowing about and understanding key events, ideas, movements, developments and people that have shaped the modern world. Historical understanding is developed through concepts that define history as a discipline, including evidence, continuity and change, cause and effect, significance, empathy, perspectives, and contestability.

### Historical Skills

This strand presents historical skills, including skills that are used in historical inquiry. There are five key skill areas that build on those learned in the Year 7–10 History curriculum and which continue to be developed in the Year 11 and 12 Modern History ATAR syllabuses. These include chronology, terms and concepts; historical questions and research; analysis and use of sources; perspectives and interpretations; and explanation and communication. There is an emphasis through this strand on the development of informed and defensible responses to inquiry questions through a critical use of sources.

## Relationship between the strands

The two strands are interrelated and the content enables integration of the strands in the development of a teaching and learning program. The Historical Knowledge and Understanding strand provides the contexts through which particular skills are to be developed. The same set of historical skills is included in each of the units to provide a common focus for the teaching and learning of content in the Historical Knowledge and Understanding strand.

## Progression from the Year 7–10 curriculum

This syllabus continues to develop student learning in history through the same strands used in the Year 7–10 History curriculum, although in the Historical Knowledge and Understanding strand in Years 9–10, there is a focus on the history of Australia and the modern world, particularly world events and movements of significance in Australia's social, economic and political development. It focuses principally on the 20th century and continues to provide opportunities to study world history, including Australian history, in more depth. This includes topics related to revolutionary change, struggles for civil rights, the history of other nations, tensions and conflicts of international significance, and Asian and Australian history.

This syllabus also continues to develop the skills of historical inquiry, with a greater focus on skills associated with critical thinking, the analysis of sources, historical interpretation and contestability.

## Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the 21st century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Modern History ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

Literacy is of fundamental importance in the study of the Modern History ATAR course. Students access historical content through a variety of print, oral, visual, spatial and electronic forms, including letters, speeches, biographies, photographs, films, artefacts, and archived material. They learn to interpret and extrapolate meaning from a variety of sources to identify evidence. 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, explain 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 learn to monitor their own language use for accuracy in the use of historical terms, clarity of ideas and explanations, conciseness of expression and use language effectively to articulate a position.

### Numeracy

Numeracy is 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. Students have opportunities to support their views with data, some of which is numerical in nature. They develop numeracy capability when they analyse, interpret and draw conclusions from statistical information, for example, in relation to change over time.

## **Information and communication technology capability**

Information and communication technology (ICT) capability is important in the inquiry process, particularly in relation to investigation, analysis and communication. 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 communicate historical information. Students have opportunities to scrutinise websites and the interpretations and representations of the past they convey, including how and why such sites are constructed, the audiences they serve and their goals in, for example, commemoration, preservation, education and scholarship. They develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the historical inquiry process.

## **Critical and creative thinking**

Critical and creative thinking is integral to the historical inquiry process. There are opportunities for students to delve deeply and broadly 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 intelligent questions, interrogate, select and cross-reference sources, and develop interpretations based on an assessment of the evidence and reasoning. Students identify possible weaknesses in their own positions, and analyse, evaluate and synthesise alternative interpretations and representations of the past.

## **Personal and social capability**

Personal and social capability skills are developed and practised in the Modern History ATAR course 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 the course. Students 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 develop their ability to appreciate the perspectives and experiences of others through the practice of empathy. Students develop increasing social awareness through the study of relationships between individuals and diverse social groups in the modern world.

## **Ethical understanding**

Ethical understanding provides 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. 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.

## **Intercultural understanding**

Intercultural understanding is a vital part of historical learning in the Modern History ATAR course. Students explore the different beliefs and values of a range of cultural groups, and develop an appreciation of the diversity in the modern period. They have opportunities to develop an understanding of the nature, causes and consequences of conflict, dispossession and interdependence. Students 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.

### **Representation of the cross-curriculum priorities**

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Modern History ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

### **Aboriginal and Torres Strait Islander histories and cultures**

Aboriginal and Torres Strait Islander histories and cultures includes study of the ideas that have influenced movements for change, the impact of government policies, the progress towards recognition and equality for Aboriginal and Torres Strait Islander People, and the focus of continued efforts.

### **Asia and Australia's engagement with Asia**

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 provides 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.

# Unit 1 - Understanding the modern world

## Unit description

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine **one** development or turning point that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry.

The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

## Learning outcomes

By the end of this unit, students:

- understand key developments that have helped define the modern world, their causes, the different experiences of individuals and groups, and their short-term and long-term consequences
- understand the ideas that both inspired and emerged from these key developments and their significance for the contemporary world
- apply key concepts as part of an historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- use historical skills to investigate particular developments of the modern era and the nature of sources; determine the reliability and usefulness of sources and evidence; explore different perspectives and interpretations; and use a range of evidence to support and communicate an historical argument.

## Unit content

This unit includes the knowledge, understandings and skills described below.

### Historical Skills

The following skills will be developed during this unit.

#### Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

### **Historical questions and research**

- formulate, test and modify propositions to investigate historical issues
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of primary and secondary sources
- practise ethical scholarship when conducting research

### **Analysis and use of sources**

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument
- evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an historical argument

### **Perspectives and interpretations**

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions

### **Explanation and communication**

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently

### **Historical Knowledge and Understanding**

Students study **one** of the following electives, which is to be taught with the requisite historical skills described as part of this unit.

- The Enlightenment 1750–1789
- The American Revolution 1763–1812
- The French Revolution 1774–1799
- The Industrial Revolutions 1750–1890s
- The Age of Imperialism 1848–1914
- The Meiji Restoration – Japan 1853–1911

- Elective 7 Capitalism – the American Experience 1907–1941

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

- economic
- external forces/international relations
- ideas
- leadership
- political
- social/cultural.

## Elective 7: Capitalism – The American Experience (1907–1941)

- The main causes of the rise of capitalism in the USA, including the expansion of the railways; post-Civil War reconstruction; immigrant labour; discovery of oil; and mass production
- The role and impact of significant individuals in the period, with particular reference to Theodore Roosevelt, Woodrow Wilson, Calvin Coolidge, Herbert Hoover, F D Roosevelt, J D Rockefeller, Henry Ford
- Key ideas of: theories of capitalism, laissez-faire, consumerism, individualism (including 'rugged individualism'), limited government, economic liberty, and the American Dream
- The impact of WWI, the 1920s, and WWII until 1941, on American capitalism; the growth of consumerism; and the shaping of American values, for example, film and fashion, prohibition and the 'Jazz Age'
- The causes of the Great Depression, the consequences for different groups and the effectiveness of political responses, including the New Deal, and the impact on capitalism
- The impact of capitalism on different groups within American society and the aims and beliefs of different groups, for example, African Americans, urban workers, rural workers, immigrants, industrialists, and members of Indian Nations; and the consequences of divisions
- The significance of capitalism in this period, including a comparison with other key economic ideologies, in particular, communism

**At Rossmoyne Senior High School we will complete Elective 7 in Semester 1.**

# Unit 2 - Movements for change in the 20th century

## Unit description

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of **one** major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies. The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.

## Learning outcomes

By the end of this unit, students:

- understand the key features of the movements for change, including the conditions that gave rise to these movements, the motivations and role of individuals and groups, and the short-term and long-term consequences
- understand the significance of these movements, the influence of ideas that were central in their development, and the methods employed
- apply key concepts as part of an historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- use historical skills to investigate these movements in the modern period; judge the reliability and usefulness of sources and the value of different kinds of evidence; explore different perspectives and interpretations; and use a range of evidence to support and communicate an historical argument.

## Unit content

This unit includes the knowledge, understandings and skills described below.

### Historical Skills

The following skills will be developed during this unit.

#### Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

#### Historical questions and research

- formulate, test and modify propositions to investigate historical issues
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of primary and secondary sources
- practise ethical scholarship when conducting research

### **Analysis and use of sources**

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument
- evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an historical argument

### **Perspectives and interpretations**

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions

### **Explanation and communication**

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently

### **Historical Knowledge and Understanding**

Students study **one** of the following electives, which is to be taught with the requisite historical skills described as part of this unit.

- Women's movements
- Recognition and rights of Indigenous Peoples
- Decolonisation
- The civil rights movement in the USA
- Workers' movements
- **Nazism in Germany**
- Movements for peace and security post 1945

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

- economic
- external forces/international relations
- ideas
- leadership
- political
- social/cultural.

## Elective 6 - Nazism in Germany

- The economic, political and military circumstances in Germany at the end of WWI and how those circumstances contributed to the rise of Nazism
- The democratic changes under the Weimar Government and reasons for its failure to deal with social, political and economic problems
- the reasons for the Nazi Party's rise to power, including the Treaty of Versailles, the impact of the Great Depression; the nature of Nazi ideology and hostility to communism; the ability of Hitler and the Nazi Party to utilise popular fears; and the Party's organisational and tactical skills
- The nature and effects of key aspects of the Nazi state, including military mobilisation, Lebensraum (living space), propaganda, terror and repression (SA and SS), the Hitler Youth, social policies on religion, women, education, trade unions, and the nature of opposition to the Nazis
- Nazi policies of anti-Semitism and the promotion of the Aryan race, resulting in efforts to exterminate minorities in German-controlled lands and the Holocaust
- The role and impact of significant individuals in Weimar and Nazi Germany, for example, Adolf Hitler, Gustav Stresemann, President von Hindenburg, Leni Riefenstahl, Alfred Krupp, Joseph Goebbels, Hermann Göring and Albert Speer
- The legacy of Nazism after WWII

**At Rossmoyne Senior High School we will complete  
Elective 6 Nazism in Germany in Semester 2.**

# School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Modern History ATAR Year 11 syllabus and the weighting for each assessment type.

**Assessment table – Year 11**

Type of assessment	Weighting
<p><b>Historical inquiry</b> Students use the relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying. The inquiry proposition is devised by the teacher or the student.</p> <p>The final presentation can be: a written report; an analysis of the sources used in the inquiry; a debate; a hypothetical; an oral presentation and/or a multimodal presentation which can be presented individually or in a group.</p> <p>Typically one historical inquiry is completed for each unit.</p>	20%
<p><b>Explanation</b> A response in the form of an essay (which can be scaffolded) or a sectionalised answer for one or more closed or open questions or for a topic. The question can require students to respond to propositions or points of debate; explanations or evaluations of historical evidence; and interpretations and/or representations.</p> <p>At least two explanation tasks must be administered under test conditions.</p>	20–30%
<p><b>Source analysis</b> A number of sources are interpreted, analysed, evaluated and/or synthesised. Questions typically require students to use evidence from the sources when commenting on: message; origin, purpose and context; reliability, usefulness and contestability of the evidence; perspective; and relevance to the context.</p> <p>The teacher can select the sources and provide the questions or a student (or group of students) can select a range of sources to respond to questions provided by the teacher.</p> <p>Source materials can include: photographs, cartoons, paintings, graphs, government papers, extracts from newspaper articles, letters, diaries, literary sources, and/or secondary sources.</p> <p>At least two source analysis tasks must be administered under test conditions.</p>	20–30%
<p><b>Examination</b> Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p>	30%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least twice. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. For example, student performance for an historical inquiry could be validated by a task (such as a structured essay, extended answer or analysis of the sources used in the inquiry) which is completed in class after the final presentation is submitted.

## Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Modern History ATAR Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

## Appendix 1 – Grade descriptions Year 11

<b>A</b>	<p><b>Historical Skills</b>            Selects a range of sources and analyses these for accuracy, bias, omissions and differences in viewpoint.            Responds to key words in research or essay questions, accurately applying evidence and historical understandings from appropriately acknowledged sources.            Identifies and explains why historical perspectives change.            Uses appropriate historical terms and concepts to develop cohesive arguments which are analytical, logical and coherent.</p>
	<p><b>Historical Knowledge and Understanding</b>            Assesses the extent to which one or more of the following: people/events/ideas and/or structures, have direct and indirect consequences within and/or between societies.</p>
<b>B</b>	<p><b>Historical Skills</b>            Selects a range of sources and begins to analyse for accuracy, bias, and different viewpoints.            Begins to respond to key words in research or essay questions, applying some evidence and historical understandings from appropriately acknowledged sources.            Explains why various perspectives of history exist.            Uses appropriate historical terms and concepts and develops an argument which is logical, coherent and largely narrative.</p>
	<p><b>Historical Knowledge and Understanding</b>            Describes how one or more of the following: people/events/ideas and/or structures, have direct consequences in different societies.</p>
<b>C</b>	<p><b>Historical Skills</b>            Selects a limited range of sources and makes an assessment of accuracy, bias and different viewpoints.            Responds to some aspects of the research or essay question; selects and acknowledges sources but makes limited use of supporting evidence.            Identifies some different points of view of history.            Recounts the major features of the narrative and provides a simple structure for the argument/discussion.</p>
	<p><b>Historical Knowledge and Understanding</b>            Identifies simple interactions between people/events/ideas and/or structures.</p>
<b>D</b>	<p><b>Historical Skills</b>            Selects sources from a narrow range, which may or may not be relevant, and makes statements about accuracy, bias and different viewpoints.            Responds to one or two aspects of the question. Shows limited range and depth in selecting sources and evidence to support statements, and limited interpretation and acknowledgement of the sources.            Identifies one perspective of an historical event.            Demonstrates a limited knowledge of the historical narrative and the structural conventions.</p>
	<p><b>Historical Knowledge and Understanding</b>            Identifies that there are people/events/ideas and/or structures that characterise a time period.</p>
<b>E</b>	<p><b>Historical Skills</b>            Selects a limited number of sources, which may have little relevance and provides unsupported statements about accuracy, bias or different viewpoints in the sources.            Responds without addressing the key aspects of the task; uses minimal or no evidence to support answers; provides no interpretation or acknowledgement of the sources.            Provides incomplete and poorly structured responses, displaying little or no knowledge of the historical narrative.            Inaccurately identifies one or more perspectives of an historical event.</p>
	<p><b>Historical Knowledge and Understanding</b>            Provides a few unsupported statements about people or events that characterise a time period.</p>

## Appendix 2 – Glossary

This glossary is provided to enable a common understanding of the key terms in this syllabus.

<b>Cause and effect</b>	Used by historians to identify chains of events and developments over time, short-term and long-term.
<b>Contestability</b>	Occurs when particular interpretations about the past are open to debate (for example, as a result of a lack of evidence or different perspectives).
<b>Continuity and change</b>	Aspects of the past that remained the same over certain periods of time are referred to as continuities. Continuity and change are evident in any given period of time, and concepts, such as progress and decline, may be used to evaluate continuity and change.
<b>Concept</b>	In the study of history, a concept refers to any general notion or idea that is used to develop an understanding of the past, such as a concept related to the process of historical inquiry (for example, evidence, continuity and change, perspectives, significance).
<b>Contemporary world</b>	As defined in this syllabus, the period of modern world history from 1945 to 2001.
<b>Empathy</b>	Empathy is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.
<b>Evidence</b>	In the study of history, evidence is the information obtained from sources that is valuable for a particular inquiry. Evidence can be used to help construct an historical narrative, to support a hypothesis or to prove or disprove a conclusion.
<b>Historical inquiry</b>	Historical inquiry is the process of investigation undertaken in order to understand the past. Steps in the inquiry process include posing questions, locating and analysing sources and using evidence from sources to develop an informed explanation about the past.
<b>Interpretation</b>	An interpretation is an explanation of the past, for example, about a specific person, event or development. There may be more than one interpretation of a particular aspect of the past because historians may have used different sources, asked different questions and held different points of view about the topic.
<b>Modern world</b>	As defined in this syllabus, the period of time in the modern world between 1750 and 2001.
<b>Perspective</b>	A person's perspective is their point of view, the position from which they see and understand events going on around them. People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values. Historians also have perspectives and this can influence their interpretation of the past.

<b>Primary sources</b>	In the study of history, primary sources are objects and documents created or written during the time being investigated, for example, during an event or very soon after. Examples of primary sources include official documents, such as laws and treaties; Personal documents, such as diaries and letters; photographs; Film and documentaries. These original, firsthand accounts are analysed by the historian to answer questions about the past.
<b>Representation</b>	A picture or image of the past that may be a popular portrayal within society (past or present) or that may be created by historians.
<b>Secondary sources</b>	In the study of history, secondary sources are accounts about the past that were created after the time being investigated and which often use or refer to primary sources, and present a particular interpretation. Examples of secondary sources include writings of historians, encyclopaedias, documentaries, history textbooks, and websites.
<b>Significance</b>	The importance that is assigned to particular aspects of the past (for example, events, developments, and historical sites). Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of questions, such as: How did people in the past view the significance of an event? How important were the consequences of an event? What was the duration of the event? How relevant is it to the contemporary world?
<b>Source</b>	Any written or non-written materials that can be used to investigate the past (for example, newspaper articles, photos, and journal entries). A source becomes 'evidence' if it is of value to a particular inquiry.

# Maximising your achievement

## Marking Guide

Below is an example of the allocation of marks that may be used for marking essays in Year 11.

<b>Thesis introductory paragraph</b>	
Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay.	3
Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition.	2
The opening paragraph has a sentence or two outlining the 'who' or 'what to be discussed in the essay.	1
<b>Total</b>	/3
<b>Synthesised narrative</b>	
Demonstrates an understanding of the inter-relationship between events, people and ideas, continuity and change.	
Demonstrates an understanding of the narrative, for example that there are relationships between events, people and ideas, and/or continuity and change.	
A mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change.	
A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas.	
<b>Total</b>	/4
<b>Argument</b>	
Develops a sustained and sophisticated argument which shows a depth of analysis throughout the essay which is analytical, logical and coherent.	5-6
Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative.	4
Written with a sense of argument using some appropriate language of history.	3
The response contains a number of generalisations and statements that lack supporting evidence.	2
Disjointed discussion/argument suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change.	1
<b>Total</b>	/6
<b>Supporting evidence</b>	
Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction of debate or evaluate that proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments.	7-9
Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.	5-6
Some relevant and accurate evidence is provided.	3-4
Limited evidence is provided that is sometimes inaccurate or irrelevant.	2
Very limited evidence is provided or is often irrelevant or inaccurate.	1
<b>Total</b>	/9
<b>Conclusion</b>	
Draws the essay's argument or point of view together.	3
Summarises the essay's point of view.	2
Is based on the essay's general focus.	1
<b>Total Marks</b>	/25

## Examples of the types of source analysis questions you may be asked.

Students will be given four (4) sources and usually be asked to answer 5 questions

- (a) Compare and contrast the messages of Sources 1 and 2. 4 marks
- (b) Evaluate the usefulness, in terms of strengths and weakness of Sources 1 and 2 as representations of the attitudes towards changes in the USA in the 1920s. 5 marks
- (c) Explain the historical context of source 3. Include the relevant events, people and ideas depicted or represented in the source. 4 marks
- (d) Identify and account for the author's perspectives in sources 3 and 4 regarding the specific changes described in the document. 6 marks
- (e) Evaluate the extent to which the four sources give an accurate insight into the significance of the 1920s as a period of change in the USA. 6 marks
- (f) Compare and contrast the purpose of Source 1 and 2. 5 marks
- (g) Describe the message of Source 3. 3 marks
- (h) Identify and discuss why Sources 3 and 4 are contestable. 6 marks
- (i) Using your knowledge of the whole period of study, evaluate the importance of the themes, ideas and/or events represented in the four sources. 7 marks

## Marking key for sample assessment Task 2 – Unit 1

**NOTE 1:** Specific answers will depend on the sources selected by the teacher.

**NOTE 2: When marking a student's work:**

1. Not all points necessarily need to be in an answer for the student to gain full marks.
2. Reward each salient point made by the student. Students may make different valid points of interpretation.
3. Students are expected to refer to relevant supporting evidence from the sources.

(a) Compare and contrast the messages of **Sources 1** and **2**. (4 marks)

Description	Marks
Reference to the messages in Source 1 and Source 2	1-2
Points of comparison of the message(s) in Source 1 and Source 2	1
Points of contrast of the message in Source 1 and Source 2	1 -2
<b>Total</b>	<b>/5</b>
<b>Note:</b> Look for the message of each of the sources. Evidence should be sourced from the documents themselves to support message.	

(b) Evaluate the usefulness, in terms of strengths and weaknesses, of **Sources 1** and **2** as representations of the attitudes towards changes in the USA in the 1920s. (5 marks)

Description	Marks
Provide example of a strength and weakness of Source 1 as a representation of attitudes towards change	1-2
Provide example of a strength and weakness of Source 2 as a representation of attitudes towards change	1-2
Evaluation of the usefulness of the sources	1
<b>Total</b>	<b>/5</b>
<b>Note:</b> Higher marks should be awarded to students who look at both the strengths and weaknesses of the sources provided in terms of how they are representative of attitudes towards changes in the USA in the 1920s.	

(c) Explain the historical context of **Source 3**. (4 marks)

Description	Marks
Identify the focus of the source	1
Outline the causes or events that lead to the focus of the source	1
Provide specific details for the focus of the source, dates/events/people/place/ideas	1-2
<b>Total</b>	<b>/4</b>
<b>Note:</b> This question is concerned with the historical context in which the source is located. The answer must concentrate on what is in the source and explain the relevance/significance.	

- (d) Identify and account for the authors' perspectives in **Source 3** and **4** regarding the specific changes described in the documents. (6 marks)

Description	Marks
Articulation of the perspective of Source 3	1
Articulation of the perspective of Source 4	1
Analysis of the perspectives in relation to the question asked. This may include discussion of: <ul style="list-style-type: none"> <li>• motives</li> <li>• bias</li> <li>• time</li> <li>• place</li> <li>• purpose</li> </ul>	1-4
<b>Total</b>	<b>/6</b>

**Note:** Students must consider the perspective to the sources in terms of the theme/force of the document study.

To do this:

- Articulate the perspectives from which the sources were constructed or analyse reasons for the perspective (purpose/motive/place/and time).
- Use evidence of the perspective from the source
- Identify how the author shows the perspective in the source.

- (e) Evaluate the extent to which the **four** sources give an accurate insight into the significance of the 1920s as a period of change in the USA. (6 marks)

Description	Marks
Articulation of the different aspects of change that are shown.	2
Identification of aspects of change that have been omitted.	1
Evaluation of the extent to which the sources reflect the significance of the changes depicted in the sources in terms of the 1920s as a period of change in the USA.	1-3
<b>Total</b>	<b>/6</b>

**Note:** The intent is not to have a list of what has been omitted; rather students need to focus on what the documents so tell them about change within the context studied and why it may have been significant to highlight that, plus what the implication/impact of those changes were on American society. Students should include their own knowledge of the 1920s to support their point of view as well as the sources provided.

# General Guidelines for Source Analysis

Historical context	Messages	Usefulness	Perspectives	Evaluate the extent
<p>Explain the historical context</p> <p>This question is concerned with the historical context in which the source is located. The answer must concentrate on <b>what is in the source</b>- explain the relevance/significance of the source content to the context.</p> <p>To do this:</p> <ul style="list-style-type: none"> <li>Identify the focus of the source</li> <li>Outline the causes or events that lead to the focus of the source</li> <li>Provide specific details for the focus of the source –</li> <li><b>Events</b></li> <li><b>People</b></li> <li><b>Ideas</b></li> <li><b>Place</b></li> <li><b>Dates</b></li> </ul> <p>• Students are expected to show depth and breadth of knowledge of the period and how the specific context/s relate to that broader period of study.</p> <p>• What was happening at the time the source was created?</p>	<p>Compare and contrast the messages</p> <p>Look for the message of each of the sources.</p> <p>To do this:</p> <ul style="list-style-type: none"> <li>Read all of the elements of the source (title/author/date/location)</li> <li>Identify the issue/event/subject</li> <li>Identify the representation or opinion being expressed</li> <li>Provide evidence from the source to support the response.</li> </ul> <p>Explain how they compare (are similar) and contrast (are different).</p> <p>A strong response will integrate the comparison and contrast with the discussion of the message/s.</p> <ul style="list-style-type: none"> <li>Students are expected to show depth and breadth of knowledge when discussing the significance of the messages.</li> <li>Show more than one point of comparison and of contrast.</li> <li>Meaning of source</li> <li>What is the author of the source saying?</li> </ul>	<p>Evaluate the usefulness of Source ____ as representatives of...</p> <p><b>Note</b> the last part of the question: <i>as representations of...</i> Therefore, students must consider the usefulness of the sources in terms of the theme/force of the document study. Does the source assist in understanding what is being represented?</p> <p>To do this:</p> <ul style="list-style-type: none"> <li>Consider the accuracy of the source</li> <li>Consider the information in the source and question the <b>reliability</b> of the source type</li> <li>Identify the discourse</li> <li>Evaluate – <b>make an on-balance judgement</b> about the usefulness of the source <b>as representations of the theme/force</b></li> <li>Use evidence from the sources to support the on balance judgement. This will include the factual information such as dates/events/people</li> <li>Consider the <b>limitations</b> of the sources: propaganda/<b>gaps</b> AND <b>omissions/relevance/other perspectives</b></li> <li>Strong responses will evaluate the usefulness of the sources as a pair rather than individually.</li> <li>Is the source bias?</li> <li>Is the source/site trustworthy?</li> <li>Who is the author?</li> </ul>	<p>Identify and discuss the authors' perspectives in Source on...</p> <p><b>Note</b> the last part of the question: <i>on...</i> Therefore, students must consider the perspective of the sources in terms of the theme/force of the document study.</p> <p>To do this:</p> <ul style="list-style-type: none"> <li>Articulate the perspectives from which the source was constructed or analysed</li> <li>Reasons for the perspective (purpose/motive/place/and time)</li> <li>Provide evidence of the perspective from the source</li> <li>Identify how the author shows the perspective in the source</li> </ul>	<p>Evaluate the extent which the four sources give an accurate insight into...</p> <p><b>Note</b> the last part of the question.</p> <p>To do this:</p> <ul style="list-style-type: none"> <li>Develop an opening statement which provides a thesis/proposition</li> <li>Do <b>not</b> reiterate what is in the sources – this has occurred in the earlier questions</li> <li>Make incidental reference to sources only – indicate, in brackets, where the cohesive or divisive impact being referred to is located (ed. S1, S4 and S5)</li> <li>Equally, it is <b>not only</b> about omissions.</li> <li>Focus on: <ul style="list-style-type: none"> <li>cohesive impact</li> <li>divisive impact</li> <li>omissions</li> <li>evaluation</li> </ul> </li> </ul>

# Useful Print and Electronic References

## Print Resources for USA

### TEXTBOOK

MIRAMS, S. (2015). *THE USA 1900-1945*. Melbourne, Nelson Cengage Learning  
ISBN: 978-0170244077

CLEMENTS, P. (2008). *Access to History: Prosperity, depression and the New Deal: the USA 1890–1954* (4<sup>th</sup> ed.) London: Hodder Education.  
ISBN 0340965886

This text contains chapters detailing the social, political and economic developments up to 1954. The focus is on Presidents, particular policies and events

DE PENNINGTON, J. (2005). *Modern America: the USA, 1865 to the present*. London: Hodder Education.  
ISBN 9780719577444

This text was written specifically for students and explores the three major themes of civil rights, foreign policy, and industrial growth and change

FIEHN, T., MILLS, R., SAMUELSON, M., & WHITE, C. (1998) *The USA between the wars 1919-1941* London: Hodder Education  
ISBN 9780719552595

Detailed focus on economic and social developments and the New Deal

## Print Resources for Nazi Germany

### TEXT BOOK

MASON, K J (2014) *Germany 1918-1945*. Melbourne, Nelson Cengage Learning  
ISBN 978-0170244091

BROOMAN, J. (2005). *Germany: 1918–1945* (2<sup>nd</sup> ed.) Essex, U.K.: Longman ISBN 0582473845  
Extensive and diverse sources incorporated in the text. Pitched at a level suitable for all students

CLOAKE, J.A. (2002). *Germany 1918–1945. (Updated 2002)* Oxford: Oxford University Press.  
ISBN 0199132771

(Written specifically for students) This text includes extensive use of a wide range of source types.

ELLIOTT, B.J. (1998). *Hitler and Germany* New York: Longman.  
ISBN 058203793X

A clearly set out student text with some source material.

EVANS, D., & Jenkins, J. (2008) *Years of Weimar, the Third Reich and post-war Germany* (2<sup>nd</sup> ed.). London: Hodder Education.  
ISBN 9780340966600

Comprehensive in depth coverage of the period (Includes primary evidence; suitable as a text as well as a reference book

LACEY, G., & SHEPHARD, K. (2006) *Germany 1918-1945 a study in depth* London: Hodder Murray ISBN 9780719570599

Accessible text for all students; Includes primary sources as part of the text

# Electronic Resources for World History

## Introductory sites

### Best of History Websites

<http://www.besthistorysites.net/>

This is an interesting reference site. As the name suggests, it gives links to a variety of other sites which contain 20th Century history.

### The Historical Thinking Project

<http://www.histori.ca/benchmarks/bio/peter-seixas>

The Historical Thinking Project aims to promote critical historical literacy for the 21<sup>st</sup> Century. It defines and explains six historical thinking concepts and has supporting note-making templates and lesson plans. It is accessible for both teachers and students.

## General History sites

### BBC – educational resources from the BBC

<http://www.bbc.co.uk/schools/gcsebitesize/>

This site contains but is not limited to the following areas:

International relations 1900–1939 and 1945–1991

Germany 1918–1939

### BBC History

<http://www.bbc.co.uk/history/>

This site contains the following areas:

- British history
- World Wars:
  - Included in the WWI section:
    - War and Revolution in Russia
    - Australia in WWI
  - Included in the WWII section:
    - material on the rise of Hitler
    - a Holocaust timeline
    - the use of the Bomb
- Historic figures A–Z

### The Corner of the World

<http://www.funfront.net/history.htm>

### Internet Modern History Sourcebook – Fordham University

<http://www.fordham.edu/halsall/mod/modsbook.html>

### Spartacus educational

<http://www.spartacus.schoolnet.co.uk/>

These three sites cover a number of relevant topics for Modern History including:

- Military history including the World Wars and the Vietnam War
- Russia 1860–1945 including specific sections on the Russian Revolution
- Germany 1900–1945 including specific sections on Nazi Germany
- Totalitarianism 1919–1939
- The Civil Rights movement
- The Cold War

# Modern History ATAR Year 11 Outline 2018

## UNIT 1 Understanding the Modern World

### Elective 7 - Capitalism – the American Experience (1907 – 1941)

Term	Week	Topic/s	Assessment
1	1	<p>The theories of capitalism and key ideas</p> <p><b>The main causes for the rise of capitalism</b></p> <p>A review of the period from 1850–1907</p> <ul style="list-style-type: none"> <li>○ Expansion of the railways</li> <li>○ Post-Civil War reconstruction</li> </ul>	
1	2	<p><b>The main causes for the rise of capitalism (cont.)</b></p> <ul style="list-style-type: none"> <li>○ Mass immigration and immigrant labour</li> <li>○ Discovery of oil and the importance of JD Rockefeller and Standard Oil</li> <li>○ Impact on different groups (immigrants, rural and urban workers, wealthy industrialists)</li> </ul> <p><b>1907–1914</b></p> <ul style="list-style-type: none"> <li>○ Henry Ford, the Model T, mass production and consumerism</li> <li>○ Theodore Roosevelt and expansionism</li> </ul>	
1	3	<p><b>1907-1914 (cont.)</b></p> <ul style="list-style-type: none"> <li>○ Taft and economic reform to curb laissez-faire policies</li> <li>○ Impact on different groups (immigrants, rural &amp; urban workers, wealthy industrialists)</li> <li>○ <i>Skills and revision</i></li> </ul>	
1	4	<p><b>Impact of World War 1 on American capitalism</b></p> <ul style="list-style-type: none"> <li>○ Woodrow Wilson and America’s involvement in World War I</li> <li>○ The Fourteen Points and the return to isolationism</li> <li>○ Industrialisation</li> <li>○ Constitutional amendments: women voting</li> <li>○ Immigration restriction</li> <li>○ Impact on different groups (immigrants, rural &amp; urban workers, wealthy industrialists)</li> <li>❖ Hand out Inquiry – due week 9</li> </ul>	<p>Explanation</p> <p><b>5%</b> Causes of the rise of capitalism - 1907-1914</p>
1	5	<p><b>The 1920s and the shaping of the American Dream</b></p> <p><i>“After all, the chief business of the American people is business”</i></p> <p>Coolidge</p> <ul style="list-style-type: none"> <li>○ Limited government involvement and economic liberty (laissez-faire)</li> <li>○ Mass production in industry and agriculture</li> <li>○ Impact of the specialisation of industry</li> </ul>	
1	6	<p><b>The 1920s and the shaping of the American Dream (cont.)</b></p> <ul style="list-style-type: none"> <li>○ Mass marketing, consumerism and a change in lifestyle including: <ul style="list-style-type: none"> <li>○ the Jazz age</li> <li>○ film</li> <li>○ fashion</li> <li>○ prohibition</li> </ul> </li> </ul>	

1	7	<b>The 1920s and the shaping of the American Dream (cont.)</b> <ul style="list-style-type: none"> <li>○ Impact on different groups (immigrants, rural &amp; urban workers, wealthy industrialists)</li> <li>○ Individualism and rugged individualism</li> </ul>	<i>Source Analysis</i> <b>5%</b> The impact of capitalism on different groups in American society
1	8	<b>The Great Depression and the New Deal</b> <ul style="list-style-type: none"> <li>○ The impact of the stock market dealings throughout the 1920s</li> <li>○ How these lead to the Wall Street Crash of 1929</li> <li>○ Other factors which contributed to the Great Depression</li> <li>○ The spiral into economic depression</li> </ul>	
1	9	<b>The Great Depression and the New Deal (Cont.)</b> <ul style="list-style-type: none"> <li>○ The short-term and long-term social, political and economic impacts including: <ul style="list-style-type: none"> <li>○ the impact on capitalism and on different groups in society (immigrants, rural &amp; urban workers, wealthy industrialists)</li> </ul> </li> </ul>	
1	10	<b>The Great Depression and the New Deal (Cont.)</b> <ul style="list-style-type: none"> <li>○ The effectiveness of political responses including: <ul style="list-style-type: none"> <li>● Hoover and 'Rugged Individualism'</li> <li>● Roosevelt and the 'New Deal'</li> </ul> </li> <li>○ <i>Preparation for essay</i></li> </ul>	<i>Historical Inquiry</i> <b>10%</b> - A significant individual, movement or idea associated with American Capitalism
1	11	<b>Impact of WWII to 1941</b> The impact of World War II on American capitalism <ul style="list-style-type: none"> <li>● <i>the armaments and other industries</i></li> <li>● <i>foreign affairs and trade</i></li> <li>● <i>women in the workforce</i></li> </ul>	<i>Explanation</i> <b>7.5%</b> The Great Depression and the New Deal
2	1-2	<b>Divisions in society caused or widened by capitalism</b> <ul style="list-style-type: none"> <li>○ The impact of capitalism on different groups within American society and the aims and beliefs of different groups, <b>and</b> the consequences of divisions – for example: <ul style="list-style-type: none"> <li>○ African Americans,</li> <li>○ Urban workers,</li> <li>○ Rural workers,</li> <li>○ Immigrants,</li> <li>○ Industrialists, and members of Indian Nations</li> </ul> </li> </ul>	
2	3	<b>The significance of capitalism in this period,</b> <ul style="list-style-type: none"> <li>○ Including a comparison with other key ideologies in particular communism</li> </ul>	Source Analysis 7.5% The impact of war (WW1 & WW2) on American Capitalism
2	4	<b>Assessment of significant individuals and key ideas throughout the time period:</b> <ul style="list-style-type: none"> <li>○ <i>Significant Individuals</i>; Theodore Roosevelt, Woodrow Wilson, Calvin Coolidge, Herbert Hoover, F D Roosevelt, J D Rockefeller, Henry Ford</li> <li>○ <i>Key ideas</i>; theories of capitalism, laissez-faire, consumerism, individualism (including 'rugged individualism'), limited government, economic liberty, and the American Dream</li> </ul>	
2	5	<b>REVISION</b> (Assessment free week)	
2	6	EXAMINATION WEEK	<b>Examination 10%</b>
2	7	EXAMINATION WEEK	

## UNIT 2 Movements for Change in the Twentieth Century

### Elective 6 – Nazism in Germany

Term	Week	Topic/s	Assessment
2	8	<b>The economic, political and military circumstances in Germany at the end of WW1 and how those circumstances contributed to the rise of Nazism</b> <ul style="list-style-type: none"> <li>• Post war conditions</li> <li>• The role and impact of significant individuals</li> </ul>	
2	9 to 10	<b>The democratic changes under the Weimar Government 1919-1933 and reasons for its failure to deal with social, political and economic problems</b> <ul style="list-style-type: none"> <li>• Treaty of Versailles</li> <li>• Constitution</li> <li>• Kapp Putsch</li> <li>• Right wing movements</li> <li>• Spartacist League</li> <li>• Democracy</li> <li>• The role and impact of significant individuals</li> </ul>	Hand out Historical Inquiry <b>10%</b> The role and impact of Hitler on Germany
3	1	<b>The reasons for the Nazi Party's rise to power</b> <ul style="list-style-type: none"> <li>• Impact of the Great Depression</li> <li>• Nature of Nazi ideology and hostility to communism Munich Putsch Mein Kampf</li> <li>• The role and impact of significant individuals</li> </ul>	Task 7 Explanation <b>5%</b> In -class essay Weimar Republic after WW 1 up to 1923
3	2	<b>The reasons for the Nazi Party's rise to power</b> <ul style="list-style-type: none"> <li>• Ability of Hitler and the Nazi Party to utilise popular fears</li> <li>• The Party's organisational and tactical skills</li> <li>• The role and impact of significant individuals</li> </ul>	
3	3	<b>The nature and effects of key aspects of the Nazi state</b> <ul style="list-style-type: none"> <li>• Social policies on religion, women, education and trade unions</li> <li>• The Hitler Youth</li> <li>• The role and impact of significant individuals</li> </ul>	Task 8 Source Analysis <b>5%</b> The reasons for the Nazi Rise to Power
3	4	<b>The nature and effects of key aspects of the Nazi state)</b> <ul style="list-style-type: none"> <li>• Military mobilisation</li> <li>• Terror and repression (SA and SS)</li> <li>• The role and impact of significant individuals</li> </ul>	
3	5	<b>The nature and effects of key aspects of the Nazi state</b> <ul style="list-style-type: none"> <li>• Propaganda</li> <li>• Lebensraum (living space)</li> <li>• The role and impact of significant individuals</li> </ul>	
3	6	<b>The nature and effects of key aspects of the Nazi state</b> <ul style="list-style-type: none"> <li>• The nature of opposition to the Nazis</li> <li>• Civilian, church and military levels</li> <li>• Youth and Student protest Edelweiss and White Rose</li> <li>• The role and impact of significant individuals</li> </ul>	Task 9 Explanation <b>7.5%</b> In class essay Key aspects of the Nazi state
3	7 and 8	<b>Nazi policies of anti-Semitism and the promotion of the Aryan race, resulting in efforts to exterminate minorities in German-controlled lands and the Holocaust</b> <ul style="list-style-type: none"> <li>• The role and impact of significant individuals</li> </ul>	Week 8 Visit Holocaust Centre  Task 10 Historical Inquiry due <b>10%</b> The role and impact of Hitler on Germany
3	9	The role and impact of significant individuals in Weimar and Nazi Germany, for example: <ul style="list-style-type: none"> <li>• Adolf Hitler,</li> <li>• Historiography on Hitler</li> <li>• Gustav Stresemann,</li> <li>• President von Hindenburg</li> </ul>	

3	10	Legacies of Nazism after WWII <ul style="list-style-type: none"> <li>• Alfred Krupp,</li> <li>• Joseph Goebbels,</li> <li>• Hermann Göring and</li> <li>• Albert Speer</li> <li>• Leni Riefenstahl,</li> </ul>	
4	1	Revision	Task 11 Source Analysis <b>7.5%</b> Role and impact of significant individual/s in Nazi Germany
4	2	Revision of Capitalism unit	
4	3	EXAMINATION WEEK	Task 12
4	4	EXAMINATION WEEK	<b>Examination</b>

## Capitalism – the American Experience Assessment Outline

Assessment Description		Content that may be Assessed Use in conjunction with the course Outline	Task Weight <i>For whole year course</i>	When (Term/ Week)
<b>Source Analysis</b>	Source analysis questions based on 4 sources	Causes for the rise of capitalism America 1907-14	5%	Term 1 Week 4
	Source analysis questions based on 4 sources	The impact of war (WWI & WWII) on American capitalism	7.5%	Term 2 Week 4
<b>Historical Inquiry</b>	Assessment includes the planning and conducting of a research task and presenting your findings through an in-class essay.	A significant individual, movement or idea associated with American Capitalism during the 1920s	10%	Term 1 Week 10
<b>Explanation</b>	In class essay	The impact of capitalism on different groups in American society	5%	Term 1 Week 7
	In class essay	The Great Depression and the New Deal	7.5%	Term 2 Week 1
<b>Examination</b>	Source Analysis & Essay	Whole course	10%	Term 2 Week 6/7
		<b>Total</b>	<b>45%</b>	

## Nazism in Germany Assessment Outline

Assessment Description		Content that may be Assessed Use in conjunction with the course Outline	Task Weight <i>For whole year course</i>	When (Term/ Week)
<b>Source Analysis</b>	Source analysis questions based on 4 sources	Germany after WW I	5%	Term 2 Week 10
	Source analysis questions based on 4 sources	Key aspects of the Nazi state	7.5%	Term 3 Week 5
<b>Explanation</b>	In class essay	Reasons for the Nazi Party's rise to power	5%	Term 3 Week 3
	In class essay	Role and impact of a significant individual in Nazi Germany	7.5%	Term 4 Week 1
<b>Historical Inquiry</b>	Assessment includes the planning and conducting of a research task and presenting your findings	The nature and effects of a key aspect of the Nazi state	10%	Term 3 Week 8
<b>Examination</b>	Source Analysis & Essay	Whole course	20%	Term 4 Weeks 3/4
		<b>Total</b>	<b>55%</b>	