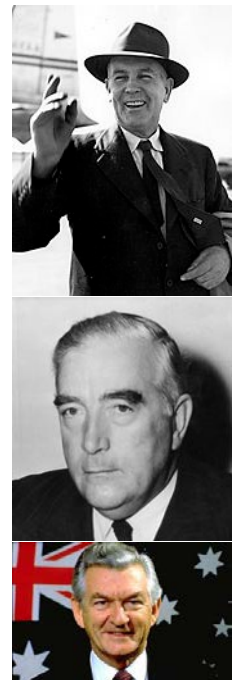




**ROSSMOYNE SENIOR HIGH SCHOOL**

**HUMANITIES AND SOCIAL SCIENCES**

**MODERN HISTORY: ATAR Year 12: 2017/2018**



**Unit 3 Modern nations in the 20<sup>th</sup> century**  
***Russia and the Soviet Union 1914–1945***  
***(World War I to the end of World War II)***

**Unit 4 The modern world since 1945**  
***Australia's engagement with Asia***

**Student's Name:** \_\_\_\_\_

## Acknowledgements

- Image 1 "Military parade dedicated to the 63rd anniversary of the Soviet Union's victory in the 1941-1945 Great Patriotic War".  
<http://euromaidanpress.com/2015/04/22/memory-of-the-great-patriotic-war-in-russias-expansionist-policy-latvias-experience/>
- Image 2 Real hardship: Refugees flee starvation and the war front in Russia in 1943  
By Max Hastings for the Daily Mail Updated: 19:40 EST, 12 September 2011  
<http://www.dailymail.co.uk/news/article-2036347/The-squalor-World-War-II-London-Leningrad-told-hand.html#ixzz3mTosHHV1>
- Image 3 Is Australia serious about Asia by Ramesh Thakur  
<http://globalbrief.ca/blog/2013/03/05/is-australia-serious-about-asia/>
- Image 4 ASEAN and regional cooperation: recent developments and Australia's interests.  
[http://www.aph.gov.au/About\\_Parliament/Parliamentary\\_Departments/Parliamentary\\_Library/pubs/rp/rp1314/ASEAN](http://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/rp/rp1314/ASEAN)
- Image 5 Ben Chifley  
<http://adb.anu.edu.au/biography/chifley-joseph-benedict-ben-9738>
- Image 6 Robert Menzies  
<http://sydwalker.info/blog/2009/07/01/australia-world-war-two>
- Image 7 Bob Hawke  
<http://www.britannica.com/biography/Robert-Hawke>

## MISSING AN ASSESSMENT TASK

Where a student is likely to experience difficulty meeting a deadline they must discuss the matter with the teacher at the earliest opportunity **before** the due date.

For any late out-of-class assessment task, or where a student does not attend a scheduled in-class assessment task and where the student **does not** provide a reason which is acceptable to the school, the following penalties may apply at the discretion of the teacher in consultation with the HOLA:

- 10% reduction per day for up to 5 days for late out-of-class assessment tasks
- zero for not attending an scheduled in-class assessment task or zero for more than 5 days late for an out-of-class assessment task

## ACCEPTABLE REASONS FOR NON-SUBMISSION OR NON-COMPLETION

The penalty for non-submission or non-completion will be waived if the student provides a reason acceptable to the school. For example:

- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion and submission.
- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled.

In such cases the parent/guardian must:

- contact the school (and class teacher – use message bank) on the day **and**
  - provide either a medical certificate or a letter of explanation immediately the student returns.
- The teacher in consultation with the HOLA determines if the reason for a student's non-completion or non-submission of an assessment task is acceptable.

Where the student provides a reason acceptable to the school for the non-submission or non-completion of an assessment task the teacher in consultation with the HOLA will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**
- re-weight the student's marks for other tasks (where there is sufficient evidence to assign a grade), **or**
- decide on an alternate assessment task if, in the opinion of the teacher, the assessment is no longer valid, **or**
- statistically estimate the student's mark for the assessment task on the basis of their marks in similar tasks.

Attending events that can be rescheduled are not a valid reason for non-completion, non-submission or non-attendance for an assessment task. Family holidays during the term are not considered a valid reason for non-completion, non-submission or non-attendance.

## MODERN HISTORY

### 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
- 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 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

#### **Unit 3 – Modern nations in the 20th century**

This unit examines the ‘nation’ as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

#### **Unit 4 – The modern world since 1945**

This unit focuses on the distinctive features of the modern world that emerged in the period 1945–2001. It aims to build students’ understanding of the contemporary world – that is, why we are here at this point in time.

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 three electives, each of which focuses on a particular nation state or development.

## Unit 3 – Modern nations in the 20th century

### Unit description

This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of **one** nation. Students investigate crises that challenged the stability of government, the path of development that was taken and the social, economic and political order that was either established or maintained. Students examine the ways in which the nation dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of a modern nation. The key conceptual understandings covered in this unit are the reliability and usefulness of evidence; cause and effect; continuity and change; significance; empathy; contestability; and changing representations and interpretations.

### Learning outcomes

By the end of this unit, students:

- understand the characteristics of modern nations, the internal divisions and external threats that they encountered, and the different experiences of individuals and groups within those nations
- understand the significance of the changes experienced by modern nations and the different paths of development they have taken
- 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 the history of selected nations, frame questions for research, determine the reliability and usefulness of sources and evidence, explore different interpretations of the past, and use a range of evidence to analyse interpretations and representations, and communicate historical arguments.

### Unit content

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

### 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.

- Australia 1918–1955 (the end of World War I to the ALP Split)
- **Russia and the Soviet Union 1914–1945 (World War I to the end of World War II)**
- China 1935–1989 (the Long March to the Tiananmen Massacre)

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 2: Russia and the Soviet Union 1914–1945 (World War I to the end of World War II)

- an overview of Russia in 1914 as background for more intensive study of the period
- the significant ideas of the period, including autocracy, Marxism, communism, Leninism, Stalinism, and collectivisation
- the internal divisions and crises within Russian society, including the impact of World War I; the causes, events and outcomes of the February and October Revolutions in 1917
- the initial reforms and decrees of the Bolsheviks; the opposition to the Bolsheviks; the Brest-Litovsk Treaty; the civil war and the reasons for the Bolshevik victory
- the significance of the struggle of Josef Stalin and Leon Trotsky for power and the reasons for the success of Stalin
- the changes that transformed Russia, including War Communism; the New Economic Policy; the creation of the USSR; the Five Year Plans and how they contributed to state control of the economy, forced rural collectivisation, state-created famine and the modernisation of the Soviet Union
- the social/cultural impact of Bolshevism and Stalin's Cultural Revolution to 1945, including women, nationalities, youth and education (Komsomol), the arts (including Social Realism) and religion
- the different experiences of individuals and groups in the period to 1945, including nobility, the clergy, peasants and factory workers; and the methods the regime employed to control them, including mobilisation and propaganda, repression, the Purges and the Great Terror
- the impact of World War II and the methods that enabled the USSR to secure victory
- the role and impact of significant individuals in the period, including political, military and social/cultural leaders

## Unit 4 – The modern world since 1945

### Unit description

This unit examines some significant and distinctive features of the modern world within the period 1945–2001 in order to build students' understanding of the contemporary world – that is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs; the emergence of Asia as a significant international political and economic force, and the nature of engagement by and with Australia; the nature of various conflicts and regional and international attempts to create peace and security. Students study **one** of these features. As part of their study, they should follow and make relevant connections with contemporary events. The key conceptual understandings covered in this unit are: causation; continuity and change; historical significance and changing perspectives and interpretations of the past; and contestability.

## **Learning outcomes**

By the end of this unit, students:

- understand the distinctive features of the modern world that have emerged since World War II and the historical forces that provided their impetus
- understand the changes that took place over time, and their significance to the experiences of individuals, groups, nations and the international community
- 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 some distinctive features of the world since 1945; frame questions for research; interpret sources and evidence with a focus on reliability and usefulness; and use evidence to evaluate perspectives and interpretations, and communicate historical arguments.

## **Unit content**

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

## **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 purpose and audience
- apply appropriate referencing techniques accurately and consistently

## **Historical Knowledge and Understanding**

Students study **one** of the following electives, with a focus on the period 1945–2001, which is to be taught with the requisite historical skills described as part of this unit.

- The changing European world since 1945
- **Australia's engagement with Asia**
- The struggle for peace in the Middle East

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 2: Australia's engagement with Asia**

- an overview, as background, of the impact of World War II on Australia and Asia, including the significance of the fall of Singapore; the political and social impact of the war with Japan; the increasing regional involvement of the United States; and movements towards decolonisation
- the nature of Australia's response to key developments in international relations, including the success of the Communists in China, the Korean War, Indonesian claims for independence, the Malay Crisis, the Vietnam War, Cambodia and East Timor; and the impact of international relations within Australia; the significant ideas of forward defence, communism, decolonisation, nationalism, and peace-keeping
- the formation of formal alliances and forums, including the Colombo Plan, ANZUS, SEATO, Asia-Pacific Economic Cooperation (APEC), Association of Southeast Asian Nations (ASEAN)/ASEAN Forum; and the reasons for these alliances and forums, including the significant concepts of powerful friends and regional security
- the significance of Australia's immigration policies on regional relationships after World War II, including Australia's adherence to the White Australia Policy until 1973; changing attitudes towards Japanese war brides; the acceptance of refugees from Asia; family reunions, skilled and business migration; the significant ideas of assimilation, multiculturalism, humanitarianism, asylum and exclusion
- the influence of cultural ties with Asia, including debates on Asian immigration, popular culture, travel, education, religion
- an overview of the changing nature and ongoing importance of Australia's trade with Asia; a case study of the trade relations between Australia and EITHER China OR Japan, including how these relations reflect the changing nature of economic development in the chosen country and its impact on Australia
- the political impacts in Australia as a result of the international relations, formal alliances and forums, immigration policies, cultural and economic ties examined above
- the role of significant individuals during the period, including political, economic and military leaders

## 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 12 syllabus and the weighting for each assessment type.

**Assessment table – Year 12**

Type of assessment	Weighting
<b>Historical inquiry</b> Students use the relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying. Typically the inquiry proposition is devised by the student. 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. Typically one historical inquiry is completed for each unit.	20%
<b>Explanation</b> A response in the form of an essay 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. At least two explanation tasks must be administered under test conditions.	20%
<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. Typically the teacher selects the sources and provides the questions. Source material can include: photographs, cartoons, paintings, graphs, government papers, extracts from newspaper articles, letters, diaries, literary sources, and/or secondary sources. At least two source analysis tasks must be administered under test conditions.	20%
<b>Examination</b> Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	40%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

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.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

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
<b>A</b>	Excellent achievement
<b>B</b>	High achievement
<b>C</b>	Satisfactory achievement
<b>D</b>	Limited achievement
<b>E</b>	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units. 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 12 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.

## WACE examination

All students enrolled in the Modern History ATAR Year 12 course are required to sit the WACE examination. The examination is based on a representative sampling of the syllabus content for Unit 3 and Unit 4. Details of the WACE examination are prescribed in the examination design brief on the following page.

Refer to the WACE Manual for further information.

## Examination design brief – Year 12

### Time allowed

Reading time before commencing work: ten minutes

Working time for paper: three hours

### Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: nil

### Provided by the supervisor

A source booklet containing one set of four sources for each Unit 3 and Unit 4 elective

SECTION	SUPPORTING INFORMATION
<b>Section One</b> <b>Source analysis – Unit 3</b> 25% of the total examination One question Suggested working time: 45 minutes	The question consists of five parts, which are structured as a series of open and/or partially open questions.  This question is applicable to all Unit 3 electives.  There are four sources for each elective which the candidate is required to interpret, analyse, evaluate and/or synthesise. The question requires candidates to use evidence from the sources.  Source material can include: photographs; cartoons; paintings; graphs; and/or extracts from government papers, newspaper articles, letters, diaries, literary sources and/or secondary sources.  The source material for each elective is comparable and is placed in the same order. One source shows broad perspectives, interpretations or historiography.
<b>Section Two</b> <b>Essay – Unit 3</b> 25% of the total examination One question from a choice of three for each elective Suggested working time: 45 minutes	Questions are specific to the Unit 3 electives.  Use of questions common to all electives is not precluded.
<b>Section Three</b> <b>Source analysis – Unit 4</b> 25% of the total examination One question Suggested working time: 45 minutes	The question consists of five parts, which are structured as a series of open and/or partially open questions.  This question is applicable to all Unit 4 electives.  There are four sources for each elective which the candidate is required to interpret, analyse, evaluate and/or synthesise. The question requires candidates to use evidence from the sources.  Source material can include: photographs; cartoons; paintings; graphs; and/or extracts from government papers, newspaper articles, letters, diaries, literary sources and/or secondary sources.  The source material for each elective is comparable and is placed in the same order. One source shows broad perspectives, interpretations or historiography.
<b>Section Four</b> <b>Essay – Unit 4</b> 25% of the total examination One question from a choice of three for each elective Suggested working time: 45 minutes	Questions are specific to the Unit 4 electives.  Use of questions common to all electives is not precluded.



## Appendix 1 – Grade descriptions Year 12

A	<b>Historical Skills</b> Selects a comprehensive range of sources and analyses these for accuracy, bias, omissions and differences in viewpoint. Responds to key words in research or essay questions, effectively applying evidence and historical understandings from appropriately acknowledged sources. Explains how historical perspectives change within and between time periods. Uses appropriate historical terms and concepts to develop sustained arguments which are analytical, logical and coherent.
	<b>Historical Knowledge and Understanding</b> Evaluates the extent to which forces (including people, events, ideas and structures) have direct and indirect consequences within and/or between societies.
B	<b>Historical Skills</b> Selects a range of sources and analyses for accuracy, bias, and different viewpoints. Responds to key words in research or essay questions, applying evidence and historical understandings from appropriately acknowledged sources. Explains why various perspectives of history exist within and between time periods. Uses appropriate historical terms and concepts and develops an argument which is logical, coherent and largely narrative.
	<b>Historical Knowledge and Understanding</b> Explains how forces (including people, events, ideas and structures) have direct consequences within and/or between societies.
C	<b>Historical Skills</b> Selects a limited range of sources and begins to analyse for accuracy, bias and different viewpoints. Responds to some aspects of the research or essay question; selects and acknowledges sources and uses supporting evidence. Identifies and describes different perspectives of history. Recounts the major features of the narrative and provides a structure for the argument/discussion.
	<b>Historical Knowledge and Understanding</b> Identifies that there is interaction between forces (including people, events, ideas and structures) in a time period.
D	<b>Historical Skills</b> Selects sources from a narrow range, which may or may not be relevant, and makes an attempt to analyse for accuracy, bias and different viewpoints. Endeavours to respond to the question; acknowledges some sources but displays limited application of evidence. Identifies at least one perspective of an historical event. Demonstrates some knowledge of the historical narrative and the structural conventions.
	<b>Historical Knowledge and Understanding</b> Demonstrates, to a limited degree, the relationship between people, events, ideas and structures.

<b>E</b>	<b>Historical Skills</b> Selects a limited number of sources, which may have little relevance and provides statements with minimal explanation about accuracy, bias or different viewpoints in the sources. Responds without addressing the key aspects of the task; uses minimal evidence to support answers; provides limited acknowledgement of the sources. Provides incomplete and poorly structured responses, displaying little knowledge of the historical narrative. Identifies one or more simple perspectives of an historical event with inaccuracies.
	<b>Historical Knowledge and Understanding</b> Provides limited statements about people, events, or ideas that characterise a time period.

## 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.

<b>Additional Terminology for Modern History</b>	
<b>Word/s</b>	<b>Asks you to:</b>
Account for	Give reasons for particular events or outcomes.
Analyse	Make a detailed examination of the various components of an historical context; the events, people and/or ideas.
Argue (for and against the proposition)	Make a case, based on appropriate evidence, for and/or against some given point of view.
Artefact	An object such as a tool or work of art, usually from a time before the present.
Assess	Make a judgement of the merits or significance of an argument, proposition or concept ending with an evaluation of what has been argued or supported in the response.
Bias	Favouring one particular point of view over another.
Causal	Explains how change occurs in society. Causal analysis may include: forces within the time period/society; motivations and intensions of individuals and groups within the time period/society; actions of individuals and groups within the time period/society.
Compare	Show how things are similar and different.
Contestability	Occurs when particular interpretations about the past are open to debate. This may be due to a lack of evidence or different perspectives.
Contrast	Show how things are different or opposite.
Consequence	Show the outcome of an event, action or policy. May be combined with short term/long term.
Debate	Present arguments for both sides of a statement/proposition. Use historical details and evidence to support your answer. Make a judgment as to which is the stronger argument.
Describe	Recount, write a detailed account of the particular people, event or ideas. Provide the narrative.
Discuss (the proposition)	Analyse the proposition then examine its validity. Can the proposition be supported by historical evidence?
Evaluate (the proposition)	Make an appraisal of the argument, proposition or concept citing both the advantages and limitations and concluding with a personal judgement.
Evidence	Information obtained from historical sources (primary/secondary; print/non-print) and can be used to establish a fact or to support an argument. May be assessed in terms of: provenance (The origin of a source: when, where, by whom / for whom it was made); relevance; sufficiency; accuracy; reliability; consistency (within the source/evidence and with other sources/evidence); how the dominant contemporary culture, political thought is reflected in the evidence. Evidence should also be assessed in terms of: gaps in evidence; filling in gaps; interpretation using own knowledge.
Examine	Scrutinise carefully the known facts about a particular situation, person/s, event/s or idea/s and present in a balanced way.
Explain	Describe clearly and/or give reasons for: context; issue; idea; cause/effect; consequences; action; why.
Historical forces	Are various influences, pressures and stimuli in a period or era that brought about change or maintained continuity. These forces may include political, economic, social/cultural, military/conflict/ international relations, religious, technological, leadership, collective or group pressures and identity. The relative impact of forces refers not only to the forces themselves, but also the degree, scale or pace of change or the continuity during the period.
Historians	An expert in or student of history.
Historical context	The situation in which the source was produced. The elements, conditions and characteristics needed to understand an element of history. Consider the relevant events, people and ideas. Helps in deciding reliability.
History	Our understanding of the past based on available evidence.
Historiography	The study of how history is constructed and recorded. Examination in the changes in the methods, interpretations and conclusions of earlier generations of historians. Recognises that some interpretations can be contested.



Identify	Recognise the significance of one or more people, events and/or ideas contained in a source.
Message	The main idea conveyed by a source. Not just the topic.
Motive	A reason for doing something. Eg why was the source created?
Perspective (of people at the time or people looking back)	A person's point of view, the position from which they see and understand events going on around them. People in the past may have been influenced by age, gender, social position, beliefs and values. Can also consider motive, bias, time, place and purpose.
Primary Sources	Objects and documents created or written during the time being investigated. Often subjective.
Provenance	To establish the provenance of a source it is necessary to question the source to establish its history Eg origin, agenda behind the construction of the source and reasons for the continued existence of the source.
Purpose	What was the intended outcome from creating the source? Was it to inform (reliable), or persuade (unreliable)?
Outline	Write a summary of the main aspects of a source or an area of study such as a revolution including relevant people/events and/or ideas.
Reliability	Refers to the accuracy and origins of a source.
Secondary Sources	Accounts about the past that were created after the time being investigated which often use or refer to primary sources, and which often present a particular interpretation. Often objective.
Significance	The importance assigned to an aspect of the past. Involves an examination of the principles behind the selection of what should be investigated and remembered. Consider how people in the past viewed a particular event, how important the consequences were, the duration of the event and its relevance to the contemporary world.
Historical sources	Any written or non-written materials that can be used to investigate the past. A source becomes 'evidence' if it is of value to a particular inquiry.
To what extent	Make a judgement of the relative importance of the person, event and/or idea depicted in the source or the question.
Usefulness	An evaluation of sources to be used in historical analysis. May include type of source; origin; purpose; content covered; reliability; relevance; bias; limitations; gaps and omissions; context. Sources can be considered as having strengths and weaknesses with respect to usefulness in historical inquiry.

## Modern History – ATAR Year 12

### Unit 3 – Modern Nations In The 20<sup>th</sup> Century

#### Elective 2: Russia and the Soviet Union 1914-1945 (WWI to the end of WWII)

<p><b>2017</b> <b>Term 4</b> Week 5- 6</p>	<p><b>Historical Knowledge and Understanding (p. 6)</b></p> <ul style="list-style-type: none"> <li>• Overview of Russia in 1914</li> <li>• Significant ideas of the period</li> <li>• The role and impact of significant individuals in the period, including political, military and social/cultural leaders</li> </ul> <p><b><u>Overview</u></b></p> <ul style="list-style-type: none"> <li>• Geography, social structure, role of the Orthodox Church, political structure of Russia</li> <li>• Ideas and groups in 1915 <ul style="list-style-type: none"> <li>◦ Autocracy, liberalism, socialism, Marxism, communism</li> <li>◦ Nobility, intelligentsia, Social Democrats, Bolsheviks/Mensheviks, Social Revolutionaries, Constitutional Democrats</li> </ul> </li> <li>• Political changes from 1905 including Dumas and Fundamental Laws</li> <li>• Individuals including Tsar Nicholas II, Trotsky and Lenin</li> </ul>	
<p>Week 7-8</p>	<p><b>Historical Knowledge and Understanding (p. 6)</b></p> <ul style="list-style-type: none"> <li>• The internal divisions and crises within Russian society</li> <li>• The significant ideas of the period</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• Chronology, terms and concepts</li> <li>• Perspectives and interpretations</li> </ul> <p><b><u>1914-1917: World War 1 and its impact</u></b></p> <ul style="list-style-type: none"> <li>• Causes of discontent/February Revolution <ul style="list-style-type: none"> <li>◦ Political discontent; Tsar as commander-in-chief, Tsarina and Rasputin, Progressive Bloc</li> <li>◦ Economic discontent</li> <li>◦ Military defeat, mutiny, Brusilov</li> </ul> </li> <li>• Events of February 1917</li> <li>• Outcomes <ul style="list-style-type: none"> <li>◦ Provisional Government and Kerensky</li> <li>◦ Petrograd Soviet</li> <li>◦ The Soviets and Order number 1</li> <li>◦ July Days</li> <li>◦ Kornilov affair</li> <li>◦ The weakness of the political system</li> <li>◦ Bolshevik response – April Thesis, Bolshevik Military Revolutionary Committee (<i>Milrevcom</i>), the growth of support for the Bolsheviks</li> </ul> </li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• Analysis and use of sources</li> <li>• Perspectives and interpretations</li> <li>• Explanation and communication</li> </ul>	<p><b>Assessment 1</b> <b>Week 8</b> <b>Explanation</b> <b>5%</b></p> <p><b>Distribute</b> <b>Assessment 2</b> <b>Week 8</b> <b>Part A</b> <b>Historical Inquiry</b> <b>10%</b></p>

<b>2018</b> <b>Term 1</b> Week 1-2	<b>Historical Knowledge and understanding(p. 6)</b> <ul style="list-style-type: none"> <li>• The role and impact of significant individuals in the period, including political, military and social/cultural leaders</li> </ul> <b>Historical skills</b> Perspectives and interpretations <b><u>Revolutionary ideals: the revolution from below versus the revolution from above</u></b> <ul style="list-style-type: none"> <li>• Causes and events of the October Revolution, roles of Trotsky and Lenin</li> <li>• Outcomes of the October Revolution</li> </ul> <b>Historical Debate</b> <ul style="list-style-type: none"> <li>• The Bolshevik seizure of power – a coup d’etat or a revolution?</li> <li>• The importance of leadership in the revolution</li> </ul>	
Week 3-4	<b>Historical Knowledge and Understanding (p. 6)</b> <ul style="list-style-type: none"> <li>• The initial reforms and decrees of the Bolsheviks</li> </ul> <b><u>Putting ideas into practice: support and opposition</u></b> <ul style="list-style-type: none"> <li>• Initial ideas and decrees:             <ul style="list-style-type: none"> <li>◦ Role of Lenin and the <i>Sovnarkom</i></li> <li>◦ Land, Peace and Factory Decrees, abolition of classes and ranks, separation of church and State, abolition of Constituent Assembly, State Socialism</li> </ul> </li> <li>• Brest-Litovsk Treaty 1918</li> <li>• Opposition to the Bolsheviks             <ul style="list-style-type: none"> <li>◦ The elimination of class enemies including the Tsar, nobility and the clergy</li> <li>◦ Development of the Red Terror</li> </ul> </li> <li>• The Civil War and reasons for the Bolshevik victory             <ul style="list-style-type: none"> <li>◦ Trotsky and the Red Army</li> <li>◦ Strategic advantages</li> <li>◦ Communism/War communism and impact on peasants</li> <li>◦ The role of Lenin and the Cheka</li> <li>◦ Kronstadt Rebellion</li> </ul> </li> </ul> <b>Historical Skills</b> <ul style="list-style-type: none"> <li>• Chronology, terms and concepts</li> <li>• Explanation and communication</li> </ul>	<b>Assessment 3</b> <b>Week 3</b> <b>Source Analysis</b> <b>5%</b>
Week 5-6	<b>Historical Knowledge and Understanding (p. 6)</b> <ul style="list-style-type: none"> <li>• The changes that transformed Russia</li> <li>• The significant ideas of the period</li> </ul> <b><u>Changes (i)</u></b> <ul style="list-style-type: none"> <li>• The New Economic Policy (NEP) and the impact on the peasants</li> <li>• Creation of the USSR</li> </ul> <b><u>Evaluation of Lenin/Leninism</u></b> <ul style="list-style-type: none"> <li>• Pipes and Figs</li> </ul> <b><u>The power struggle between Trotsky and Stalin</u></b> <ul style="list-style-type: none"> <li>• NEP versus industrialisation and collectivisation</li> <li>• Socialism in One Country versus Permanent Revolution</li> <li>• Politburo factions – Zinoviev, Kamenev and Bukharin</li> <li>• Reasons for the success of Stalin</li> </ul> <b><u>Changes (ii)</u></b> <ul style="list-style-type: none"> <li>• The Five Year Plans</li> </ul>	

	<ul style="list-style-type: none"> <li>○ State control of the economy</li> <li>○ Forced rural collectivisation</li> <li>○ State-created famine</li> <li>○ Modernisation, urbanisation, industrialisation</li> <li>○ Stakhanovites, Shock troops and factory workers</li> </ul> <p><b>Historical skills</b></p> <ul style="list-style-type: none"> <li>• Analysis and use of sources</li> <li>• Perspectives and interpretations</li> <li>• Explanation and communication</li> </ul>	
Week 7-8	<p><b>Historical Knowledge and Understandings (p. 6)</b></p> <ul style="list-style-type: none"> <li>• The different experiences of individuals and groups in the period to 1945</li> <li>• The significant ideas of the period</li> <li>• The significance of the struggle of Stalin and Trotsky for power and the reasons for the success of Stalin</li> </ul> <p><b>Historical skills</b></p> <ul style="list-style-type: none"> <li>• Perspectives and interpretations</li> </ul> <p><b><u>The nature and style of Stalin's leadership/Stalinism</u></b></p> <ul style="list-style-type: none"> <li>• Experience of the nobility, clergy, peasants and factory workers</li> <li>• Methods the regime employed to control <ul style="list-style-type: none"> <li>○ Repression</li> <li>○ Class warfare including <i>dekulakisation</i></li> <li>○ Mobilisation and propaganda including the 'Cult of Stalin'</li> <li>○ 1936 Constitution</li> <li>○ Murder of Kirov, the Show Trials, the Purges and the Great Terror (the Yezhovshchina)</li> </ul> </li> </ul> <p><b><u>Historical debate</u></b></p> <ul style="list-style-type: none"> <li>• Was <i>dekulakisation</i> a civil war?</li> <li>• Was terror from above or terror from below?</li> </ul>	<p><b>Assessment 4</b>  <b>Explanation</b>  <b>Week 7</b>  <b>5%</b></p>
Week 9 and 10	<p><b>Historical Knowledge and Understanding (p. 6)</b></p> <ul style="list-style-type: none"> <li>• The social/cultural impact of Bolshevism and Stalin's Cultural Revolution to 1945</li> <li>• The different experiences of individuals and groups in the period to 1945</li> </ul> <p><b>Historical skills</b></p> <p>Chronology, terms and concepts  Historical questions and research  Analysis and use of sources  Perspectives and interpretations  Explanation and communication</p> <p><b><u>Social/Cultural change to 1945</u></b></p> <ul style="list-style-type: none"> <li>• Women, the roles of Krupskaya and Kollontai</li> <li>• Nationalities</li> <li>• Youth and education such as Young Pioneers, Komsomol, the role of Lunacharsky</li> <li>• The arts including Social Realism, the role of Zhdanov</li> <li>• Religion, persecution, Soviet League of the Militant Godless</li> <li>• The social/cultural impact of Bolshevism and Stalin's Cultural Revolution and Great Retreat</li> </ul>	<p><b>Assessment 2</b>  <b>Week 9</b>  <b>Part B</b>  <b>Validation Essay</b>  <b>Hand in Part A</b>  <b>10%</b></p>
Week 11	<p><b>Historical Knowledge and Understanding (p. 6)</b></p> <ul style="list-style-type: none"> <li>• The impact of World War II and the methods that enabled the USSR to secure victory</li> </ul>	

	<ul style="list-style-type: none"> <li>• The role and impact of significant individuals in the period, including political, military and social/cultural leaders</li> <li>• The different experiences of individuals and groups in the period to 1945</li> </ul> <p><b><u>World War II (the Great Patriotic War)</u></b></p> <ul style="list-style-type: none"> <li>• Non-Aggression Pact, the invasion of Finland, the seizure of the Baltic States and the German invasion</li> <li>• Impact of the war 1941-1945 including: <ul style="list-style-type: none"> <li>◦ Level of destruction and number of casualties</li> <li>◦ Collaboration of non-Russians with the Nazis</li> <li>◦ Resurgence and exploitation of Russian nationalism by Stalin</li> </ul> </li> </ul> <p><b>Historical skills</b></p> <ul style="list-style-type: none"> <li>• Chronology, terms and concepts</li> <li>• Explanation and communication</li> </ul>	
<b>Term 2</b> Week 1	<p><b><u>Methods that enabled the USSR to secure victory</u></b></p> <ul style="list-style-type: none"> <li>• NKVD and STAVKA</li> <li>• Role of the military leaders (Zhukov, Vasilevsky, Molotov and Rokossovsky)</li> <li>• geo-political changes at the end of the war</li> </ul>	<p><b>Assessment 5</b> <b>Week 1</b> <b>Source Analysis</b> <b>5%</b></p>
Week 2	<p><b>Revision</b> <b>Refer to SCSA website for past exams</b></p>	
Weeks 3 and 4	<p><b>Assessment 6</b></p> <p><b>EXAMINATION    15%</b> <b>2 Source Analysis Questions</b> <b>2 Essays</b></p>	



## Unit 4 – The Modern World Since 1945

### Elective 2: Australia's engagement with Asia

<b>Term 2</b> <b>Week</b> <b>5-6</b>	<ul style="list-style-type: none"> <li>• <b>Review Semester 1 Exam</b></li> <li>• <b>Historical Knowledge and Understanding (p. 9)</b></li> <li>• the impact of WWII on Australia and Asia</li> <li>• the role of significant individuals during the period</li> <li>• <b><u>Where Australians fought</u></b></li> <li>• <b><u>Overview of impact of WWII on Australia</u></b></li> <li>• fall of Singapore 1942, significance and Curtin's response</li> <li>• political and social impact of the war with Japan</li> <li>• increased regional involvement of the US and the shift in Australian foreign policy, including the Chifley government's and Evatt's role in the United Nations</li> <li>• summary of Asia after the war including the movement towards decolonisation in countries such as Indonesia, Indochina, India and Malaya</li> </ul>	<b>Distribute</b> <b>Assessment 7</b> <b>Week 6</b> <b>Part A</b> <b>Historical</b> <b>Inquiry</b>
<b>Week</b> <b>7-8</b>	<ul style="list-style-type: none"> <li>• <b>Historical Knowledge and Understanding (p. 9)</b></li> <li>• the nature of Australia's response to international relations</li> <li>• the formation of formal alliances and forums</li> <li>• the role of significant individuals during the period</li> <li>• <b><u>Australia's post-war response to Asia</u></b></li> <li>• Australia's role in post-war Japanese reconstruction, Japanese war brides 1952, social attitudes towards Japan</li> <li>• Indonesian independence struggle 1945-1949 and 'Confrontation' 1963</li> <li>• The Chifley government's attitude to Indonesian independence</li> <li>• Decolonisation and the rise of Indonesian nationalism</li> <li>• Indonesia-Malaysia 'Confrontation' 1963-1966</li> <li>• Australia's response to the 'Confrontation' and the subsequent Suharto government</li> <li>• <b>Historical Skills</b></li> <li>• Chronology, terms and concepts</li> <li>• Perspectives and interpretations</li> <li>• Explanation and communication</li> </ul>	
<b>Week</b> <b>8-9</b>	<ul style="list-style-type: none"> <li>• <b>Historical Knowledge and Understanding (p. 9)</b></li> <li>• The nature of Australia's response to international relations</li> <li>• The formation of formal alliances and forums</li> <li>• The role of significant individuals during the period</li> <li>• <b><u>Australia's post-war fear of Communism in Asia</u></b></li> <li>• Communist victory in China 1949</li> <li>• Menzies' responses to the perceived threat from the spread of Communism in Asia</li> <li>• Korean War 1950-1953 <ul style="list-style-type: none"> <li>○ Outline of cause and events</li> <li>○ Australia's response</li> <li>○ Impact within Australia</li> </ul> </li> <li>• Malay Emergency 1948-1960 <ul style="list-style-type: none"> <li>○ Causes</li> <li>○ Australia's response</li> </ul> </li> </ul>	<b>Assessment 8</b> <b>Week 8</b> <b>Explanation</b> <b>5%</b>

	<b><u>Australian foreign policies as a reaction to fears of communism and Cold War alignments</u></b> <ul style="list-style-type: none"> <li>• Powerful friends and regional security</li> <li>• Colombo Plan (1950-1980), ANZUS (1951-1977), SEATO (1954-2001)</li> </ul>	
Week 10  <b>Term 3</b> Week 1	<b>Historical Knowledge and Understanding (p. 9)</b> <ul style="list-style-type: none"> <li>• The nature of Australia's response to developments in international relations</li> <li>• The significance of Australia's immigration policies on regional relationships after WWII</li> <li>• The role of significant individuals during the period</li> </ul> <b>Historical skills</b> <ul style="list-style-type: none"> <li>• Perspectives and interpretations</li> </ul> <b><u>Vietnam War 1965-1972</u></b> <ul style="list-style-type: none"> <li>• Causes of war including the ideas of 'forward defence' and containment</li> <li>• Key events and changing perspectives on the war</li> <li>• Social impact of Vietnam War on Australia including the protest movement</li> <li>• Actions of the Menzies' and subsequent liberal governments, and growing opposition to government policies</li> <li>• Political impact of the Vietnam War on Australia</li> <li>• The Whitlam government's response</li> </ul> <b><u>Cambodian Genocide 1975-79</u></b> <ul style="list-style-type: none"> <li>• Outline of causes and key events</li> </ul> <b>Historical skills</b> <ul style="list-style-type: none"> <li>• Analysis and use of sources</li> <li>• Perspectives and interpretations</li> <li>• Explanation and communication</li> </ul>	<b>Assessment 9</b> <b>Week 10</b> <b>Source</b> <b>Analysis</b> <b>5%</b>
Week 2-3	<b>Historical Knowledge and Understanding (p. 9)</b> <ul style="list-style-type: none"> <li>• Significance of Australia's immigration policies on regional relationships after WWII</li> <li>• The influence of cultural ties with Asia</li> <li>• The role of significant individuals during the period</li> </ul> <b><u>Asian migration to Australia</u></b> <ul style="list-style-type: none"> <li>• Changes in immigration policies post 1973 – the end of the 'White Australia Policy'</li> <li>• Acceptance of refugees from Asia, family reunion, skilled and business migration</li> <li>• The roles of Grassby and Whitlam</li> <li>• Social/cultural impact               <ul style="list-style-type: none"> <li>◦ Debates on migration policies throughout the period including the ideas of assimilation, multiculturalism, humanitarianism, asylum and exclusion</li> <li>◦ Impact on popular culture</li> <li>◦ Education, cuisine, travel and religion</li> </ul> </li> <li>• Political impact               <ul style="list-style-type: none"> <li>◦ Shift in government policies towards immigration from Fraser to Howard</li> <li>◦ 'Boat people' debate from 1970s to 2001 (Hanson, successive government policies, the ideas of asylum and exclusion and the contestable nature of policies)</li> </ul> </li> </ul>	<b>Assessment 7</b> <b>Week 2</b> <b>Part B</b> <b>Validation</b> <b>Essay</b> <b>10%</b> <b>Hand in Part A</b>

	<b>Historical skills</b> <ul style="list-style-type: none"> <li>• Analysis and use of sources</li> <li>• Perspectives and interpretations</li> <li>• Explanation and communication</li> </ul>	
Week 4-5	<b>Historical Knowledge and Understanding (p. 9)</b> <ul style="list-style-type: none"> <li>• The changing nature and ongoing importance of Australia's trade with Asia</li> <li>• The political impacts in Australia as a result of international relations, formal alliances and forums, immigration policies, cultural and economic ties</li> <li>• The role of significant individuals during the period</li> </ul> <b><u>Case study of trade relations with China</u></b> <ul style="list-style-type: none"> <li>• How trade relations reflect the changing nature of economic development in China and its impact on Australia</li> </ul> <b>China</b> <ul style="list-style-type: none"> <li>• 1949-1972 non-recognition of the Communist government, yet maintenance of trade relations</li> <li>• Trade during this period</li> <li>• 1972-1975 Whitlam government's diplomatic relations with China</li> <li>• Impact of Australia's trade with China</li> <li>• Social/cultural impact of Australia's trade with China</li> <li>• 1980 Treaty on Science and Technology Cooperation and the bilateral science and research relationship since signing the treaty</li> <li>• 1989 APEC</li> <li>• Changing nature of the trade, significance to Australia's economic development</li> <li>• Changing nature of diplomatic relations including Tiananmen Square and student asylum seekers</li> </ul> <b>Historical skills</b> <ul style="list-style-type: none"> <li>• Chronology, terms and concepts</li> <li>• Historical questions and research</li> <li>• Analysis and use of sources</li> <li>• Perspectives and interpretations</li> <li>• Explanation and communication</li> </ul>	<b>Assessment 10</b> <b>Week 4</b> <b>Explanation</b> <b>5%</b>
Week 6-7	<b>Historical Knowledge and Understanding (p. 9)</b> <ul style="list-style-type: none"> <li>• The political impacts in Australia as a result of international relations, formal alliances and forums, immigration policies, cultural and economic ties</li> <li>• The role of significant individuals during the period</li> </ul> <b>Historical skills</b> <ul style="list-style-type: none"> <li>• Chronology, terms and concepts</li> <li>• Perspectives and interpretations</li> </ul> <b><u>Australia's involvement in Timor 1975-1999</u></b> <ul style="list-style-type: none"> <li>• Background of events in Timor – cause of conflict</li> <li>• Key events and issues</li> <li>• Australia's involvement in Timor including INTERFET/peacekeeping</li> <li>• Impact within Australia</li> <li>• Australia's role and relationship with Indonesia from 1974 to the Timor election of 2001, including the 1995 bilateral security agreement with Indonesia</li> </ul>	<b>Assessment 11</b> <b>Week 6</b> <b>Source</b> <b>Analysis</b> <b>5%</b>

	<p><b><u>Australia's engagement with Asia 1945-2001</u></b></p> <p>Social impact</p> <ul style="list-style-type: none"> <li>• Of Asia on Australian popular culture, migration debates, education</li> </ul> <p>Economic impact</p> <ul style="list-style-type: none"> <li>• Trade with 'Asian Tigers', APEC (1989), ASEAN Forum (1994), Asian tourism and students</li> </ul> <p>Political impact</p> <ul style="list-style-type: none"> <li>• Shifts in government policy including the Keating policy of 'Engagement' and regional dialogue and the Howard aid policy</li> <li>• Shifts in foreign policy</li> <li>• Refugee and asylum seeker debates</li> </ul> <p><b>Historical skills</b></p> <ul style="list-style-type: none"> <li>• Chronology, terms and concepts</li> <li>• Perspectives and interpretations</li> <li>• Explanation and communication</li> </ul>	
Week 8	<p style="text-align: center;"><b>Revision</b></p> <p style="text-align: center;"><b>Refer to SCSA website for past exams</b></p>	
Week 9-10	<p style="text-align: center;"><b>Assessment 12</b></p> <p style="text-align: center;"><b>EXAMINATION 25%</b></p> <p style="text-align: center;"><b>2 Source Analysis Questions</b></p> <p style="text-align: center;"><b>2 Essays</b></p>	

### Assessment Schedule 2017/2018

<b>Unit 3 – Modern Nations In The 20<sup>th</sup> Century (Russia and the Soviet Union 1914-1945)</b>			
<b>Number</b>	<b>Assessment type</b>	<b>When</b>	<b>Weighting (Year)</b>
2	<b>Historical Inquiry</b> Social/cultural impact of Bolshevism and Stalin's Cultural Revolution to 1945 (includes Validation Essay)	Distribute 2017 Term 4 Week 8 Validation Essay 2018 Term 1 Week 9	10%
3	<b>Source Analysis</b> 1917 Revolutions	2018 Term 1 Week 3	5%
5	<b>Source Analysis</b> Stalin Period	2018 Term 2 Week 1	5%
1	<b>Explanation</b> Russia up until Feb Revolution	2017 Term 4 Week 8	5%
4	<b>Explanation</b> Lenin Period	2018 Term 1 Week 7	5%
6	<b>Examination (3 hours)</b> Source Analysis x 2/Essays x 2	2018 Term 2 Weeks 3 and 4	15%
<b>Unit 4 – The Modern World Since 1945 (Australia Engagement With Asia)</b>			
7	<b>Historical Inquiry</b> Immigration (includes Validation Essay)	Distribute 2018 Term 2 Week 6 Validation Essay 2018 Term 3 Week 2	10%
9	<b>Source Analysis</b> Formation of formal alliances and forums	2018 Term 2 Week 10	5%
11	<b>Source Analysis</b> Australia's presence in Asia	2018 Term 3 Week 6	5%
8	<b>Explanation</b> WW2 and Australia's post war response to Asia	2018 Term 2 Week 6	5%
10	<b>Explanation</b> Foreign Policy up until 1970s	2018 Term 3 Week 4	5%
12	<b>Examination (3 hours)</b> Source Analysis x 2/ Essays x 2	2018 Term 3 Weeks 9 and 10	25%

<b>Type of Assessment and Weighting</b>		
Historical Inquiry (20%)	Assessment 2	10%
	Assessment 7	10%
Explanation (20%)	Assessment 1	5%
	Assessment 4	5%
	Assessment 8	5%
	Assessment 10	5%
Source Analysis (20%)	Assessment 3	5%
	Assessment 5	5%
	Assessment 9	5%
	Assessment 11	5%
Examination (40%)	Assessment 6	15%
	Assessment 12	25%
<b>Total</b>		<b>100%</b>



## MODERN HISTORY: Source Analysis

### NOTE:

Source analysis questions may be chosen from EACH set below for all Source Analysis assessments (in-class and exams).

### Source Analysis Questions # 1

**Note: Need 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	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
<b>Total</b>	<b>4</b>
<b>Note:</b> Look for the message of each of the sources. Evidence should be sourced from the documents themselves to support the message.	

- (b) Evaluate the usefulness, in terms of strengths and weaknesses, of Sources 1 and 2 as representations of? (5 marks)

Description	Marks
Provide an example of a strength and weakness of Source 1 as a representation of?	2
Provide an example of a strength and weakness of Source 2 as a representation of?	2
Evaluation of the usefulness of the sources	1
<b>Total</b>	<b>5</b>
<b>Note:</b> Higher marks should be awarded to candidates who look at both the strengths and weaknesses of the sources provided in terms of how they represent? Usefulness – content covered, origin, purpose, reliability, relevance, bias, limitation, context of the source	

- (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 led to the focus of the source	1
Provide specific details for the focus of the source, Dates/events/people/places/ideas	2
<b>Total</b>	<b>3</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 relevance/significance.	

- (d) Identify and account for the authors' perspectives in Sources 3 and 4 regarding?  
(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. Thus 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>	4
<b>Total</b>	<b>6</b>
<b>Note:</b> The last part of the question 'regarding'. Students must consider the perspectives of the sources in terms of the theme/force of the document study. To do this: <ul style="list-style-type: none"> <li>• Articulate the perspectives from which the sources were constructed or analyse reasons for the perspective (purpose/motive/place/and time)</li> <li>• Use evidence of the perspective from the source</li> <li>• Identify how the author shows the perspective in the source</li> </ul>	

- (e) Evaluate the extent to which the four sources give an accurate insight in to the significance of?  
(6 marks)

Description	Marks
Articulation of the different aspects of? that are shown	2
Identification of aspects of? that have been omitted	1
Evaluation of the extent to which the sources reflect?	3
<b>Total</b>	<b>6</b>
<b>Note:</b> The intent is not to have a list of what has been omitted; rather students need to focus on what the documents tell them about? In the context studied and why it may have been significant to highlight that. Students should include their own knowledge of the course studied to support their point of view as well as the sources provided.	

## MODERN HISTORY

### Source Analysis Questions # 2

**Note: Need to refer to relevant supporting evidence from the sources.**

- (a) Explain the historical context of Source 1. Include relevant events, people and ideas depicted or represented in the source.

(4 marks)

Description	Marks
Identify the focus of the source	1
Outline the causes or event that led to the focus of the source	1
Provides specific details of the focus of the source, events/people/ideas/ dates/places	2
<b>Total</b>	<b>5</b>
<b>Note:</b> This question is concerned with the historical context in which the source is located. The answer must focus on what is in the source, and provide the surrounding 'picture' for that source.	

- (b) Compare and contrast the purpose of Source 1 and 2.

(5 marks)

Description	Marks
Articulation of the purpose of source 1	1
Articulation of the purpose of source 2	1
Identification of elements of comparison and contrast between the two sources	1-3
<b>Total</b>	<b>5</b>
<b>Note:</b> This question focuses on the reasons for the construction of the sources, and what they hope to achieve. You need to: <ul style="list-style-type: none"><li>• Identify the issue/event/subject of each source</li><li>• Identify the message of the sources</li><li>• Identify the likely purpose for which the source was constructed (or, in the case of a photograph, how the source might have been used)</li><li>• Use evidence from the source to support the response</li></ul> Explain how they compare (are similar) and contrast (are different) in terms of their purpose  A strong answer will integrate their comparisons and contrasts with the discussion of their purpose	

(c) Explain the message of Source 3.

(3 marks)

Description	Marks
Explains the message of the source	3
Outlines the message of the source	2
Identifies an aspect of the message of the source	1
<b>Total</b>	<b>3</b>
<b>Note:</b> Look at the message of the source. To do this: <ul style="list-style-type: none"><li>• Read all 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>	

(d) Identify how and discuss why Sources 3 and 4 are contestable.

(6 marks)

Description	Marks
Identification of element/s of contestability for source 3	1
Articulation of the reasons for that contestability	2
Identification of element/s of contestability for source 4	1
Articulation of the reasons for that contestability	2
<b>Total</b>	<b>6</b>
<b>Note:</b> Need to <ul style="list-style-type: none"><li>• Demonstrate an understanding on what can make a source contestable, whether it provides a certain interpretation of events for which other interpretations exist; or whether the type of source provides an incomplete or suggestive picture which can be disputed</li><li>• identify in each source argument/s, biases or perspectives that can be disputed</li></ul> Stronger candidates may discuss the nature of the contestability, perhaps by referring to alternative arguments or viewpoints on the interpretations presented by the sources, or by making comparisons between the two sources.	

- (e) Using your knowledge for the whole period of study, evaluate the importance of the themes, ideas and/or events represented in the four sources.

(7 marks)

Description	Marks
Identification of the themes/ideas/events	1
Placement of the themes/ideas/events with the themes/issues/events of the broader historical context of the time. Need to demonstrate a breadth and depth of knowledge of the time period	2
Evaluation of the themes/ideas/events in relation to those of the broader historical context	2
Compare and/or contrast what is in the sources with the other themes/ideas/events of the time period	2
<b>Total</b>	<b>7</b>
<p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. This question does not require reiteration of the messages in the sources</li> <li>2. Evaluate the importance of the theme/idea/event in relation to how they are represented in the sources, relates to the other themes/ideas/events of the whole period</li> </ol> <p>To do this:</p> <ul style="list-style-type: none"> <li>• Identify the themes/ideas/events in the sources</li> <li>• Evaluate the importance of what is shown in the sources by using evidence from the sources and the whole historical period</li> <li>• Refer to the long and/or short term effects of the theme/idea/event</li> <li>• Refer to elements of continuity and/or change evident in the theme/idea/event</li> <li>• Need to demonstrate a depth and breadth of knowledge for the whole period.</li> </ul>	

## Marking Key for Essays

GUIDE TO MARKING RESPONSES	
<b>Thesis introductory paragraph</b>	<b>Marks</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 paragraph gives a general indication that the topic is understood and includes a simple proposition.	1
The opening paragraph has a sentence or two outlining the 'who' or 'what' to be discussed in the essay.	1
No evidence of this criterion.	0
<b>Total</b>	<b>3</b>
<b>Synthesised narrative</b>	<b>Marks</b>
Demonstrates an understanding of the inter-relationship between events, people and ideas, and continuity and change.	4
Demonstrates an understanding of the narrative, for example that there are relationships between events, people and ideas, and/or continuity and change.	3
A mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change.	2
A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas.	1
No evidence of this criterion.	0
<b>Total</b>	<b>4</b>
<b>Argument</b>	<b>Marks</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
No evidence of this criterion.	0
<b>Total</b>	<b>6</b>
<b>Supporting evidence</b>	<b>Marks</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
No evidence of this criterion.	0
<b>Total</b>	<b>9</b>
<b>Conclusion</b>	<b>Marks</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
Is very superficial, or vaguely summarises with use of clichés such as 'In conclusion ...' or one that just repeats the proposition stated in the introduction.	1
Little to no attempt at providing a conclusion.	0
<b>Total</b>	<b>3</b>
<b>Total marks</b>	<b>25</b>

