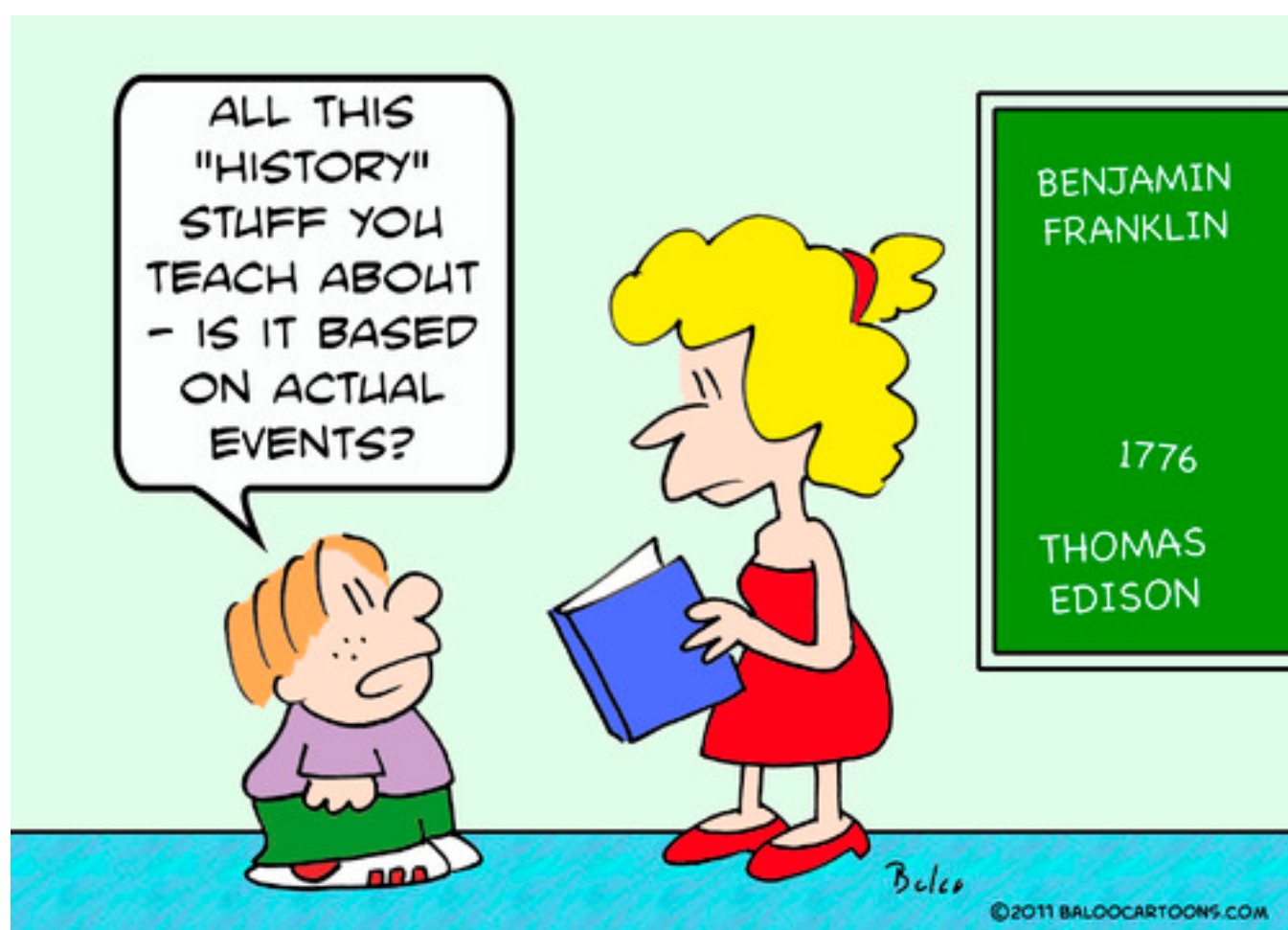
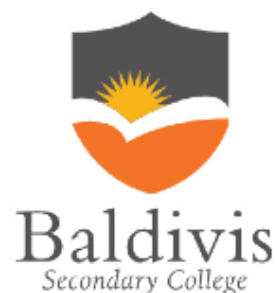


MODERN HISTORY

ATAR COURSE

YEAR 11 COURSE INFORMATION



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Course Outline

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Please refer to:

<http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/modern-history>

STRUCTURE OF SYLLABUS

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.

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:

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
- Practice 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
- Capitalism – the American Experience 1907–1941

At Baldvis Secondary College we will complete elective 7 in semester 1.

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

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:

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
- Analyze, 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

At Baldivis Secondary College we will complete elective 6 in semester 2.

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

School-based Assessment

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 |
|--|-----------|
| Historical inquiry 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. 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% |
| Explanation 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. At least two explanation tasks must be administered under test conditions. | 20-30% |
| Source analysis 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. 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. Source materials 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. | 20-30% |
| Examination 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. | 30% |

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 |

Grade descriptions Year 11

| | |
|----------|---|
| A | Historical Skills 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. |
| | Historical Knowledge and Understanding 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. |
| B | Historical Skills 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. |
| | Historical Knowledge and Understanding Describes how one or more of the following: people/events/ideas and/or structures, have direct consequences in different societies. |

| | |
|----------|---|
| C | Historical Skills <p>Selects a limited range of sources and makes an assessment of accuracy, bias and different viewpoints.</p> <p>Responds to some aspects of the research or essay question; selects and acknowledges sources but makes limited use of supporting evidence.</p> <p>Identifies some different points of view of history.</p> <p>Recounts the major features of the narrative and provides a simple structure for the argument/discussion.</p> |
| | Historical Knowledge and Understanding <p>Identifies simple interactions between people/events/ideas and/or structures.</p> |

| | |
|----------|---|
| D | Historical Skills <p>Selects sources from a narrow range, which may or may not be relevant, and makes statements about accuracy, bias and different viewpoints.</p> <p>Responds to one or two aspects of the question.</p> <p>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.</p> <p>Demonstrates a limited knowledge of the historical narrative and the structural conventions.</p> |
| | Historical Knowledge and Understanding <p>Identifies that there are people/events/ideas and/or structures that characterise a time period.</p> |

| | |
|----------|--|
| E | Historical Skills <p>Selects a limited number of sources, which may have little relevance and provides unsupported statements about accuracy, bias or different viewpoints in the sources.</p> <p>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.</p> <p>Provides incomplete and poorly structured responses, displaying little or no knowledge of the historical narrative.</p> <p>Inaccurately identifies one or more perspectives of an historical event.</p> |
| | Historical Knowledge and Understanding <p>Provides a few unsupported statements about people or events that characterise a time period.</p> |

Assessment Outline

MODERN HISTORY – ATAR YEAR 11 UNIT 1 and UNIT 2

| Assessment Type and Syllabus Weighting | Assessment Task Weighting | Schedule | Assessment Task and Description |
|--|---------------------------|--------------------------|---|
| Historical Inquiry (20%) | 10% | Semester 1 Week 7-9 | Task 2 The planning and conducting of a research task and presenting your findings through an in- class essay. The social impact of American Capitalism in the 1920s. |
| | 10% | Semester 2 Week 11-14 | Task 9 The planning and conducting of a research task and presenting your findings through an in-class essay. The Impact of the Nazis on German society and the economy. |
| Source Analysis (30%) | 5% | Semester 1 Week 4 | Task 1 Causes for the rise of Capitalism in America pre WWI and their impact. |
| | 10% | Semester 1 Week 13 | Task 4 The New Deal |
| | 5% | Semester 2 Week 4 | Task 6 Post WWI Germany |
| | 10% | Semester 2 Week 10 | Task 8 Features of the Nazi State |
| Explanation (20%) | 10% | Semester 1 Week 11 | Task 3 In-class essay – the Great Depression. |
| | 10% | Semester 2 Week 7 | Task 7 In-class essay – Nazi rise to Power |
| Examination (30%) | 15% | Semester 1 Week 16 | Task 5 Source Analysis and Essay Whole Course |
| | 15% | Semester 2 Week 16 | Task 10 Source Analysis and Essay Whole Course |
| Total | 100% | | |

Assessment Outline

MODERN HISTORY– ATAR YEAR 11 UNIT 1 – SEMESTER 1

| Assessment Type and Syllabus Weighting | Assessment Task Weighting | Schedule | Assessment Task and Description |
|--|---------------------------|------------------------|--|
| Historical Inquiry (20%) | 10% | Semester 1 Week 7-9 | Task 2 The planning and conducting of a research task and presenting your findings through an in- class essay. The social impact of American Capitalism in the 1920s. |
| Source Analysis (30%) | 5% | Semester 1 Week 4 | Task 1 Causes for the rise of Capitalism in America pre WWI and their impact. |
| | 10% | Semester 1 Week 13 | Task 4 The New Deal |
| Explanation (20%) | 10% | Semester 1 Week 11 | Task 3 In-class essay – the Great Depression |
| Examination (30%) | 15% | Semester 1 Week 16 | Task 5 Source Analysis and Essay Whole Course |
| Total | 50% | | |

Points to note

The weighting and date given for assessment tasks are as a guide only. Students will be given at least 1 week notice of assessment task due date changes.

Any tasks not completed on the set due date will require a medical note in order not to incur a grading penalty- as per BSC assessment policy.

Assessment Outline

MODERN HISTORY – ATAR YEAR 11 UNIT 2 – SEMESTER 2

| Assessment Type and Syllabus Weighting | Assessment Task Weighting | Schedule | Assessment Task and Description |
|--|---------------------------|--------------------------|---|
| Historical Inquiry (20%) | 10% | Semester 2 Week 11-14 | Task 9 The planning and conducting of a research task and presenting your findings through an in-class essay. The Impact of the Nazis on German society and the economy. |
| Source Analysis (30%) | 5% | Semester 2 Week 4 | Task 6 Post WWI Germany |
| | 10% | Semester 2 Week 10 | Task 8 Features of the Nazi State |
| Explanation (20%) | 10% | Semester 2 Week 7 | Task 7 In-class essay – the Nazi rise to Power |
| Examination (30%) | 15% | Semester 2 Week 16 | Task 10 Source Analysis and Essay Whole Course |
| Total | 50% | | |

Points to note

The weighting and date given for assessment tasks are as a guide only. Students will be given at least 1 week notice of assessment task due date changes.

Any tasks not completed on the set due date will require a medical note in order not to incur a grading penalty- as per BSC assessment policy.

Course Outline

Semester 1 – Unit 1 — Understanding the Modern World

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

| Week | Key teaching points |
|-------|---|
| 1 | Introduction <ul style="list-style-type: none">• Documents, set up Interactive Notebook• Timeline of period• Theory of Capitalism |
| 2-4 | The rise of Capitalism – the period 1850-1907 <ul style="list-style-type: none">• Expansion of the railways – settlement of the west• Mass immigration and labour• Post civil war reconstruction• Industrialisation – discovery of oil, use of steel• Mass production – Henry Ford, Model T, Consumerism• The Gilded Age and the Progressive Era• Roosevelt and Expansionism, Taft and laissez-faire |
| 5 | World War One <ul style="list-style-type: none">• Wilson and America's involvement in WWI• Impact of WWI on America – Return to Isolationism, Impact on Capitalism |
| 6-9 | The 1920s and American Capitalism <ul style="list-style-type: none">• Beginning of 1920s – overview• The boom – mass production and economic prosperity, growth of consumerism• The shaping of American Values – mass media, jazz, cinema, flappers, Prohibition• Inequality of prosperity – impact of Capitalism on different groups• Significant Individuals |
| 10-13 | The Great Depression <ul style="list-style-type: none">• Context – End of the boom, government involvement and policies• Causes of the GD – overproduction, protectionism, speculation, stock market crash• Impacts of the GD – short and long term; political, social and economic; different social groups• Effectiveness of political responses – Hoover and Rugged Individualism; FDR and the New Deal |
| 14 | World War Two until 1941 <ul style="list-style-type: none">• Foreign Policy and US involvement in WWII• Impact upon American Capitalism – Armaments, industries, women in the workforce |
| 15 | Impact of Capitalism 1907-1941 <ul style="list-style-type: none">• On different groups throughout the period• Consequences of division caused/widened by Capitalism• Significance of Capitalism – compared to other political ideologies |

Course Outline

Semester 2 – Unit 2 — Movements for Change in the 20th Century

Elective 6 – Nazism in Germany

| Week | Key Teaching Points |
|-------|--|
| 1 | Introduction <ul style="list-style-type: none">• Documents, set up Interactive Notebook• Timeline of period• Background to the German Empire |
| 2-3 | The End of World War One <ul style="list-style-type: none">• The Paris Peace Conference and The Treaty of Versailles – restrictions on Germany and impacts• Political circumstances – November Revolution, abdication of the Kaiser, creation of the Weimar Republic• Economic Circumstances – crippling debt from war costs and ToV• Military circumstances – Kiel mutiny, the Freikorps and the Kapp Putsch, Spartacist Uprising |
| 4-5 | The Weimar Republic <ul style="list-style-type: none">• Creation and nature of the Weimar Republic• Democratic changes -• Failures of the Weimar republic – social; political and economic; 1923 Crises: Hyperinflation, Munich Putsch and Occupation of the Ruhr; Coalition; Role of Chancellor and the Constitution, the GD• Significant Individuals – Hindenburg, Stresemann |
| 6-7 | Rise of the Nazi Party <ul style="list-style-type: none">• Appeal to people – hatred of ToV, rise of extremism, strong leadership – Hitler and his henchmen• Impact of the GD – weakened the republic, Nazis promised jobs and profits• Organisation and tactical skills – technology, propaganda , support of big business, winning over• Ideology – anti-communist, anti-jewish• Reichstag Fire and Enabling Act |
| 8-10 | Features of the Nazi State <ul style="list-style-type: none">• Terror and repression – the SA and SS• Lebensraum – ‘living space’ and military mobilisation• Propaganda, the Hitler Youth, the Volk “ein Volk, ein Reich, ein Fuhrer” and race• Social policies – religion, women, education, trade unions• Opposition to the Nazis – the ‘White Rose’ Group, ‘Edelweiss Pirates’, Operation Valkyrie |
| 11-14 | Impact of the Nazis <ul style="list-style-type: none">• Anti-Semitism and the Aryan Race• Extermination of minorities – jews, gypsies, disabled, communists, homosexuals• The Holocaust – phases and profound global impact• Significant Individuals – Goebbels, Goring, Himmler, Hess |
| 15 | Legacy of Nazism after World War Two <ul style="list-style-type: none">• The lead up to war and the policy of Appeasement• Impact of the Holocaust upon Germany and the world• Impact upon social groups• Geo-political nature of Europe after WWII |

