



**NSW Syllabus
for the Australian
curriculum**



**NSW
EDUCATION
STANDARDS
AUTHORITY**

Modern History

**Stage 6
Syllabus**

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Introduction

Stage 6 Curriculum

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

The purpose of Stage 6 syllabuses is to:

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

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

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

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

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

Diversity of Learners

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

Students with Special Education Needs

All students are entitled to participate in and progress through the curriculum. Schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with special education needs. [Adjustments](#) are measures or actions taken in relation to teaching, learning and assessment that enable a student with special education needs to access syllabus outcomes and content, and demonstrate achievement of outcomes.

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

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

Decisions regarding curriculum options, including adjustments, should be made in the context of [collaborative curriculum planning](#) with the student, parent/carer and other significant individuals to ensure that decisions are appropriate for the learning needs and priorities of individual students.

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

Further information can be found in support materials for:

- Modern History
- Special education needs
- Life Skills.

Gifted and Talented Students

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

Generally, gifted students demonstrate the following characteristics:

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

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

Curriculum strategies for gifted and talented students may include:

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

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

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

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

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

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

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

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

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

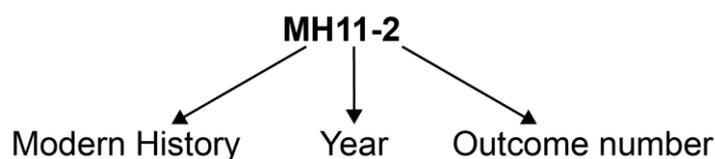
The *ESL Scales* and the [English as an Additional Language or Dialect: Teacher Resource](#) provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of English language learners and to assist students to access syllabus outcomes and content.

Modern History Key

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

Outcome Coding

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

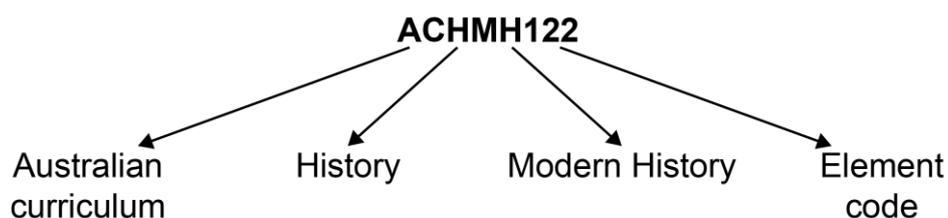


Outcome code	Interpretation
MH11-1	Modern History, Year 11 – Outcome number 1
MH12-4	Modern History, Year 12 – Outcome number 4
MHLS6-6	Modern History Life Skills, Stage 6 – Outcome number 6

Coding of Australian Curriculum Content

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

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



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

Learning Across the Curriculum Icons

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

Cross-curriculum priorities

-  Aboriginal and Torres Strait Islander histories and cultures
-  Asia and Australia's engagement with Asia
-  Sustainability

General capabilities

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

Other learning across the curriculum areas

-  Civics and citizenship
-  Difference and diversity
-  Work and enterprise

Rationale

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

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

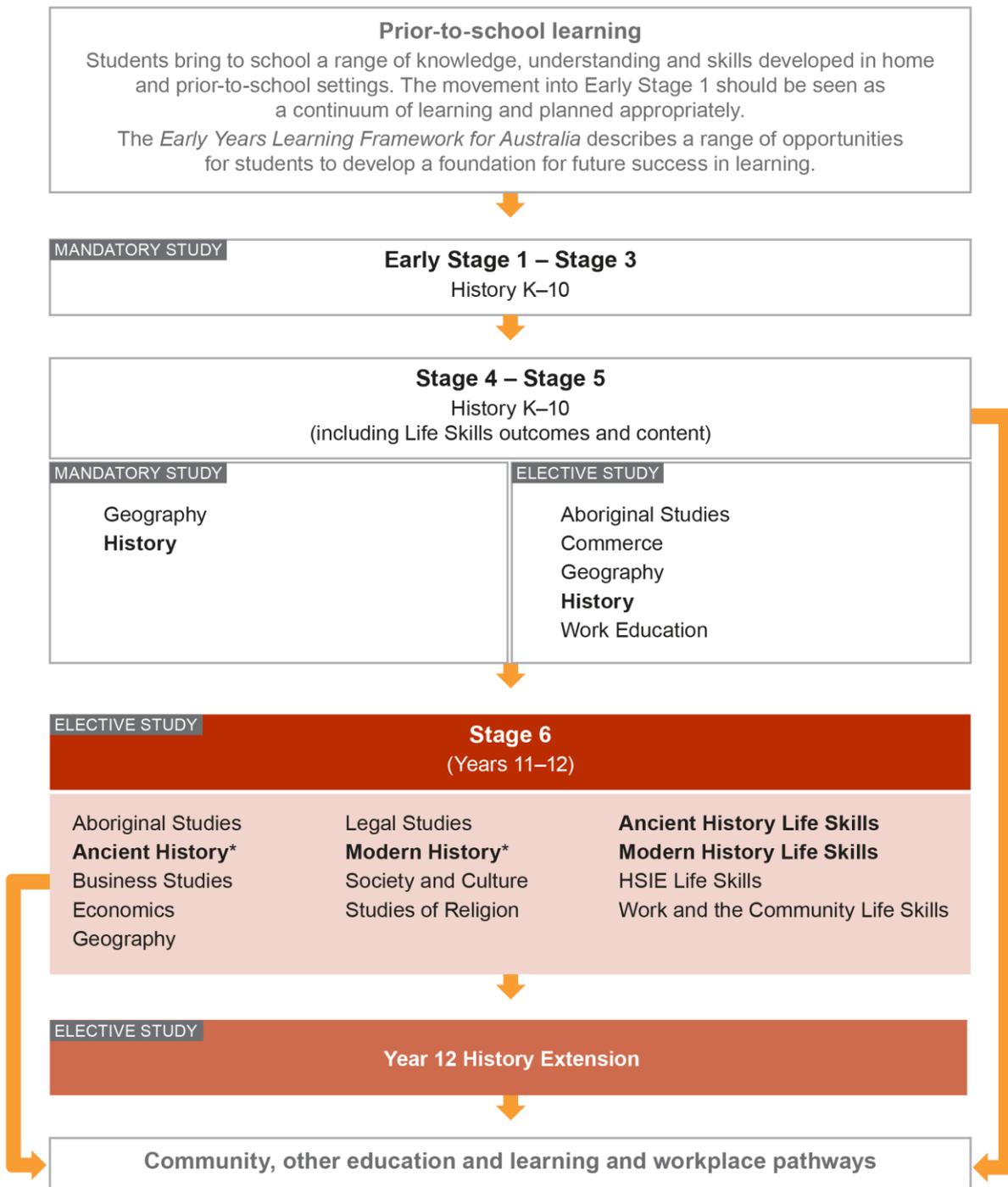
The study of Modern History requires students to understand and use historical concepts and apply skills in their investigation of people, ideas, movements, events and developments of the modern world within personal, local, national, regional and global contexts. Students are introduced to the complexities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

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

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

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

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



* Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension. Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

Aim

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

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

Objectives

Knowledge and Understanding

Students:

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

Skills

Students:

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

Values and Attitudes

Students:

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

Outcomes

Table of Objectives and Outcomes – Continuum of Learning

Knowledge and Understanding

<p>Objectives</p> <p>Students:</p> <ul style="list-style-type: none"> • develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical context • develop an understanding of continuity and change over time. 	
<p>Year 11 course outcomes</p> <p>A student:</p>	<p>Year 12 course outcomes</p> <p>A student:</p>
<p>MH11-1 describes the nature of continuity and change in the modern world</p> <p>MH11-2 proposes ideas about the varying causes and effects of events and developments</p> <p>MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past</p> <p>MH11-4 accounts for the different perspectives of individuals and groups</p> <p>MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world</p>	<p>MH12-1 accounts for the nature of continuity and change in the modern world</p> <p>MH12-2 proposes arguments about the varying causes and effects of events and developments</p> <p>MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past</p> <p>MH12-4 analyses the different perspectives of individuals and groups in their historical context</p> <p>MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world</p>

Skills

<p>Objectives</p> <p>Students:</p> <ul style="list-style-type: none"> • undertake the process of historical inquiry • use historical concepts and skills to examine the modern past • communicate an understanding of history, sources and evidence, and historical interpretations. 	
<p>Year 11 course outcomes</p> <p>A student:</p>	<p>Year 12 course outcomes</p> <p>A student:</p>
<p>MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>MH11-7 discusses and evaluates differing interpretations and representations of the past</p> <p>MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p>MH11-10 discusses contemporary methods and issues involved in the investigation of modern history</p>	<p>MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>MH12-7 discusses and evaluates differing interpretations and representations of the past</p> <p>MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p>

Year 11 Course Structure and Requirements

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

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

	Modern History	Indicative hours
Year 11 course (120 hours)	Investigating Modern History <ul style="list-style-type: none">• The Nature of Modern History• Case Studies <i>Each case study should be a minimum of 10 indicative hours.</i>	60
	Historical Investigation	20
	The Shaping of the Modern World	40

Historical concepts and skills

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

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

1. Investigating Modern History

- (a) The Nature of Modern History
- (b) Case Studies

Students undertake:

- at least ONE option from 'The Nature of Modern History', AND
- at least TWO case studies.

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

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

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

Teachers may develop their own case studies.

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

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

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

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

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

2. Historical Investigation

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

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

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

3. The Shaping of the Modern World

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

At least ONE study from 'The Shaping of the Modern World' is to be undertaken.

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

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

Year 12 Course Structure and Requirements

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

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

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

Historical concepts and skills

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

The course comprises a study of:

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

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

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

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

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

Assessment and Reporting

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

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

This information should be read in conjunction with requirements on the [Assessment Certification Examination \(ACE\)](#) website.

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

Content

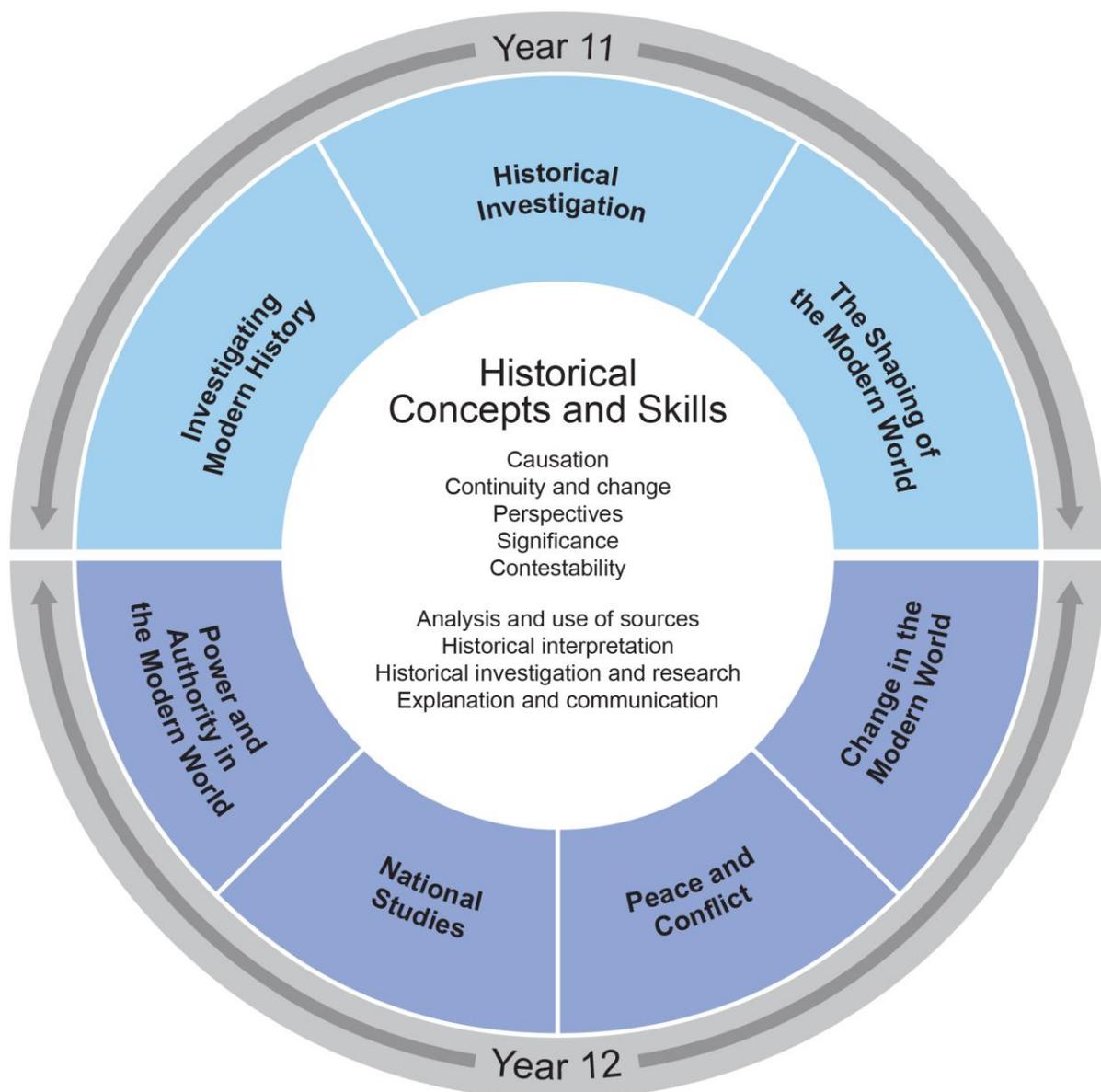
Content defines what students are expected to know and do as they work towards syllabus outcomes. It provides the foundations for students to successfully progress to the next stage of schooling or post-school opportunities.

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

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

Organisation of Content

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



Learning Across the Curriculum

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

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

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability ♻️

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

The general capabilities are:

- Critical and creative thinking 🧠
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 🧑

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

- Civics and citizenship 🇺🇸
- Difference and diversity 🌈
- Work and enterprise ⭐

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

Aboriginal and Torres Strait Islander Histories and Cultures

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

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

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the [*Principles and Protocols*](#) relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

Asia and Australia's Engagement with Asia

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

Sustainability

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

Critical and Creative Thinking

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

Ethical Understanding

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

Information and Communication Technology Capability

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

Intercultural Understanding

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

Literacy

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

Numeracy

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

Personal and Social Capability

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

Civics and Citizenship

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

Difference and Diversity

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

Work and Enterprise

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

Modern History Year 11 Course Content

Year 11 Course Structure and Requirements

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

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

	Modern History	Indicative hours
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	Historical Investigation	20
	The Shaping of the Modern World	40

Historical concepts and skills

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

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

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

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

Teachers may develop their own case studies.

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

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

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

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

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

2. Historical Investigation

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

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

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

3. The Shaping of the Modern World

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

At least ONE study from 'The Shaping of the Modern World' should be undertaken.

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

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

Historical Concepts and Skills

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

Analysis and use of sources

Explain the meaning and value of sources for an historical inquiry (ACHMH007, ACHMH009)   

Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHMH010)     

Analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHMH008)   

Identify and analyse problems relating to sources in the investigation of the past (ACHMH011)  

Historical interpretation

Analyse the extent and nature of continuity and change over time (ACHMH001)  

Identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHMH001)  

Form judgements about historical significance, recognising that significance may be attributed for different purposes    

Analyse and evaluate contested interpretations and representations of the past (ACHMH011, ACHMH012)     

Historical investigation and research

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

Use evidence from a range of sources to inform investigation and research (ACHMH005)  

Acknowledge sources appropriately (ACHMH015)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHMH013)    

Communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACHMH014)     

Investigating Modern History – The Nature of Modern History

Outcomes

A student:

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

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

Content Focus

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

Students investigate at least ONE of the following options:

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

The studies selected must address the outcomes listed above.

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

1. The Investigation of Historic Sites and Sources

Content Focus

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

Content

Students investigate:

- the nature, range and importance of archives to historians of modern history and the digitisation of archival records 📄 🖨️
- the reconstruction of historic sites and site chronology using evidence ⚙️ 📄
- the contribution of archaeological and scientific techniques in the investigation of the past, including site surveys, excavation, forensic examination, DNA analysis and exhumation 📄
- the contribution of historic sites and oral testimony to an understanding of events, developments and life in the past 🌐

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

Teachers may develop their own examples.

2. The Contestability of the Past

Content Focus

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

Content

Students investigate:

- how historians test hypotheses about the past through the corroboration of sources 🖐️ ⚙️ ⚖️
- problems associated with the evaluation of sources: authenticity, and reliability and usefulness for particular historical inquiries 🖐️ ⚙️ 📄 🎓
- the importance of understanding the historical context in the interpretation of sources 🖐️ ⚙️ ⚖️ 📄
🌐 🖐️
- the role of sources and evidence in the evaluation of different theories about the past 🖐️ ⚙️ ⚖️ 📄
🌐 🖐️

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

Teachers may develop their own examples.

3. The Construction of Modern Histories

Content Focus

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

Content

Students investigate:

- an overview of different types of histories, including narrative history, biography, social and cultural history 📖📄🌐📚
- the role of evidence, interpretation and perspective in the construction of historical accounts 📄📚🌐📖
- problems associated with the construction of modern histories: the abundance of documentary material, the incomplete nature of evidence and political controls on access to source materials, including classified records 📖📄📚📖🌐📚
- the role of selectivity, emphasis and omission in the construction of historical accounts 📄📚📖📄🌐📚

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

Teachers may develop their own examples.

4. History and Memory

Content Focus

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

Content

Students investigate:

- the nature of history compared to memoir, including oral accounts and national ceremonies 🗣️🌐
- the contribution of oral history to our understanding of the past 🗣️⚙️⚖️🌐★
- the tensions between national memory and different perspectives on the past 🗣️⚙️⚖️🌐
- an example of how memory can turn into myth 📺🗣️
- the variety of expressions of collective memory and a critical examination of an expression of memory as reflected through a film, monument, official document, statue or oral account 🗣️⚙️⚖️📺🗣️

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

Teachers may develop their own examples.

5. The Representation and Commemoration of the Past

Content Focus

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

Content

Students investigate:

- the public nature of history and the uses of history 📖🌐👉
- how history is represented through ONE of the following: memorials, museums, the media, film, documentaries and online 🗑️⚖️📺🌐👉
- the need for critical analysis of representations of the past and historical methods that can be used for this purpose 🗑️⚙️📺👉
- the various ways the past is commemorated, including the role of key influences, eg nationalism and nation-building ⚖️📺🌐👉🗑️

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

Teachers may develop their own examples.

Investigating Modern History – Case Studies

Outcomes

A student:

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

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

Content Focus

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

Students study TWO case studies, choosing ONE from List A and ONE from List B.

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

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

The studies selected must address the outcomes listed above.

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

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

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

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

A1: Australia and the Rise of Communism

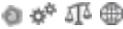
Content Focus

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

Content

Students investigate:

- the historical context, including:
 - the changing nature of propaganda in Australia after the war: the question of Japanese invasion; the idea of an impending communist invasion/takeover within society (ACHMH126)


- the nature of the communist presence in Australia and Asia, including:
 - the rise of the Communist Party and the attempt to ban it under Robert Menzies (ACHMH127)


 - the various responses to communism in the 1950s, eg 'Reds under the beds', the Petrov Affair 
 - Australia's response to the rise of communism in China, involvement in the Korean War, and the Malayan Emergency 
 - the formation of the ANZUS Treaty and creation of SEATO 
 - the 'domino theory' and Australia's involvement in the Vietnam War 
- a relevant historical debate or issue, for example:
 - the 'threat' of communism in Australia 

A2: Making Change: Day of Mourning to Mabo

Content Focus

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

Content

Students investigate:

- the historical context, including:
 - the development of the modern Aboriginal political movement, including the founding of the Australian Aboriginal Progressive Association 🗳️⚖️🌐🏘️🗳️✳️
 - historical efforts towards self-determination 🗳️⚖️🌐🏘️🗳️
- the nature of the modern Aboriginal political movement, including:
 - the motivations, role and contribution of at least ONE individual who achieved positive change for Aboriginal and Torres Strait Islander Peoples * (ACHMH073) 🗳️⚖️🌐🏘️🗳️✳️
 - the relationship between the modern Aboriginal political movement and a range of Australian and international groups and organisations, eg workers' movements, the United Nations, anti-apartheid movements or other protest movements 🗳️⚖️🌐🏘️🗳️✳️
- a relevant historical debate or issue, for example:
 - identity and cultural resilience; movements towards reconciliation; the Aboriginal Tent Embassy 🗳️🔧🌐

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

A3: The Changing Nature of Anglo-Irish Relations

Content Focus

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

Content

Students investigate:

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

A4: The Decline and Fall of the Romanov Dynasty

Content Focus

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

Content

Students investigate:

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

A5: The Trans-Atlantic Slave Trade

Content Focus

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

Content

Students investigate:

- the historical context, including:
 - an overview of Western imperial and economic expansion in both Africa and America 🌐
- the nature of the Trans-Atlantic slave trade, including:
 - the motivations for the trading in enslaved peoples ⚙️ ⚖️ 🌐
 - the experiences and treatment of slaves in Africa compared to the 'New World' ⚙️ ⚖️ 🌐
 - the role of the plantation owners in the slave trade ⚙️ ⚖️ 🌐
 - the economic, social and political impacts of the trading of slaves on Africa and the Western imperial powers ⚙️ ⚖️
 - anti-slavery campaigns that led to the abolition of the slave trade ⚙️ ⚖️
 - the legacy of the slave trade ⚙️ ⚖️
- a relevant historical debate or issue, for example:
 - the number of slaves that were traded ⚙️ ⚖️ 📊

A6: The American Civil War

Content Focus

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

Content

Students investigate:

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

A7: The Rise of the Environmental Movement

Content Focus

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

Content

Students investigate:

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

A8: Women's Movements

Content Focus

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

Content

Students investigate:

- the historical context, including:
 - an overview of the social and political roles of women in the 19th century and the contribution of suffragettes to the legal and political entitlements of women ✨ ⚖️ 🌐 🏛️ ✨
 - the significance of World Wars I and II, and postwar international agreements, for women (ACHMH064) 🌐
- the nature of women's movements, including:
 - developments in women's movements in the 1960s–1970s 🌐
 - the contribution of ONE individual or group (ACHMH065) 🏛️
 - postwar social, economic and technological improvements that changed women's lives (ACHMH066, ACHMH067) ✨ ✨
 - the impact of women's movements on changing gender roles 🌐 🏛️
 - the nature of women's demands in the 1990s 🌐
 - the achievements and legacies of women's movements (ACHMH069) 🌐
- a relevant historical debate or issue, for example:
 - the significance of a suffragette movement ✨ 🌐 🏛️

B1: The Boxer Rebellion in China

Content Focus

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

Content

Students investigate:

- the historical context, including:
 - aims and membership of the secret society of 'Righteous and Harmonious Fists' (the Boxers) 🌐
 - the reasons for the emergence of the Boxers, including the role of foreign imperialism and the spread of Christianity 🌐 ⚙️
 - the role and motivation of Empress Dowager Cixi in encouraging the Boxers 🌐 ⚙️
- the nature of the Boxer Rebellion in China, including:
 - the extent of the rebellion 🌐 ⚙️
 - the international response to the rebellion, including Australia's involvement 🌐
 - consequences of the rebellion and its impact on different groups 🌐 ⚙️ ⚖️
 - the implications of the rebellion for China and the Qing dynasty, including the Boxer Protocol 🌐 ⚙️
- a relevant historical debate or issue, for example:
 - the aims of the Boxer movement; The Boxer Rebellion – a 'complete failure'? 🌐 ⚙️ 🌐

B2: The British in India and Burma

Content Focus

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

Content

Students investigate:

- the historical context, including:
 - the reasons for the British presence in India and Burma and the activities of the East India Company 🌐
- the nature of tensions with the British, including:
 - forces and events that led to the 1857 Indian Mutiny, including westernisation 🌐 ⚙️ 🌐
 - the course of the Mutiny and its impact on the people of India and Anglo-Indian relations 🌐 ⚖️ 🌐
 - features of British rule in India, including the role of the British Raj 🌐 ⚙️ ⚖️ 🌐
 - disruptions to the traditional culture and economy of India 🌐 ⚖️ 🌐
 - an overview of the Anglo-Burmese Wars 🌐
 - the fall of the royal family in Burma and the creation of Burma as a province of British India 🌐
 - features of British rule in Burma, the impact on Burmese society and the Saya San Rebellion 🌐 ⚙️ ⚖️ 🌐
- a relevant historical debate or issue, for example:
 - the causes of the Indian Mutiny 🌐 ⚙️ ⚖️ 🌐

B3: The Meiji Restoration

Content Focus

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

Content

Students investigate:

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

B4: Tibet in the Modern World

Content Focus

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

Content

Students investigate:

- the historical context, including:
 - the assertion of Chinese influence in Tibet under Mao Zedong 🌐 ⚙️ 🌐
- the nature of Tibet's relations with China, including:
 - China's hegemony in the immediate region 🌐 ⚙️ 🌐
 - the conflict between the Tibetan resistance and China: the 1959 Tibetan Uprising 🌐 ⚙️ ⚖️ 🌐
 - the impact of the Cultural Revolution on Tibet 🌐 ⚙️ 🌐
 - international responses to the political situation in Tibet 🌐 🌐
 - the move to Tibetan independence: social, cultural and political factors 🌐 ⚙️ ⚖️ 🌐
 - the roles of prominent individuals in promoting Tibetan independence, eg the Dalai Lama 🌐 🙏
- a relevant historical debate or issue, for example:
 - the impact of the Chinese occupation of Tibet 🌐 ⚙️ ⚖️ 🌐

B5: Making Contact with the Pacific

Content Focus

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

Content

Students investigate:

- the historical context, including:
 - origins and nature of the ‘Age of Discovery’ and advances in sailing and navigation to the 18th century 🌐
 - European exploration and settlement of the Pacific, including Magellan and Drake 🌐
 - the Spanish Manila–Acapulco Trans-Pacific Trade Route
- the nature of contact with the Pacific, including:
 - Dutch and Portuguese settlements in the Western Pacific in the 18th century 🏠
 - Anglo-French rivalries and reasons for voyages of ‘scientific discovery’ to the South Pacific, including Cook, de Bougainville and Lapérouse 🗺️ ⚙️ 🌐 ✳️
 - the mutiny on the Bounty and the settlement on Pitcairn Island 🌐
 - the discovery of Norfolk Island and the changing nature of settlement over time 🏠
- a relevant historical debate or issue, for example:
 - Norfolk Island’s relationship with Australia; Europeans in the Pacific – ‘exploration’ or ‘incursion’? ⚙️ 🏠 🌐

B6: The Making of Modern South Africa

Content Focus

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

Content

Students investigate:

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

B7: The Origins of the Arab–Israeli Conflict

Content Focus

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

Content

Students investigate:

- the historical context, including:
 - Arab nationalism and Zionism: origins and aspirations 🌐
 - the response of the British government to growing tensions ⚙️
- the nature of Arab–Israeli tensions, including:
 - conflicting Arab and Jewish responses to the Balfour Declaration ⚙️ ⚖️ 🌐
 - the nature of Arab and Jewish responses to the question of a Jewish homeland post-World War II ⚙️ ⚖️ 🌐 ✚️
 - the reasons for the UN partition of Palestine ⚙️
 - the terms of the partition plan and its failure, including international responses ⚙️
 - mounting violence leading to the 1948 Arab–Israeli war
- a relevant historical debate or issue, for example:
 - the role of the United Nations ⚙️ ⚖️ 🌐

B8: The Cuban Revolution

Content Focus

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

Content

Students investigate:

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

Historical Investigation

Outcomes

A student:

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

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

Content Focus

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

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

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

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

Possible historical investigations include:

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

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

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

Content

- The process of historical investigation involves:
 - planning and conducting historical investigations using historical concepts
 - formulating historical questions and hypotheses relevant to the investigation ⚙️
 - locating and interrogating a range of sources 📖 📄
 - identifying different perspectives evident in sources ⚙️ ⚖️ 🌐
 - analysing sources for their usefulness and reliability for the question(s) asked ⚙️
 - developing and/or examining historical interpretations ⚙️ 📖 📄
 - using sources to develop a view about an historical issue ⚙️ 📖 📄
 - selecting and organising relevant information 📖 📄
 - synthesising evidence from a range of sources to develop and support a reasoned historical account or argument ⚙️
 - using historical terms and concepts appropriately 📖
 - presenting and communicating the findings of an historical investigation using appropriate and well-structured oral, written and/or multimedia forms, including ICT 📖 📄

The Shaping of the Modern World

Outcomes

A student:

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

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

Content Focus

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

Students study at least ONE of the following topics:

1. The Enlightenment
2. The French Revolution
3. The Age of Imperialism
4. The Industrial Age
5. World War I
6. The End of Empire.

The studies selected must address the outcomes listed above.

Topic 1: The Enlightenment

Content Focus

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

Content

Students investigate:

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

Topic 2: The French Revolution

Content Focus

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

Content

Students investigate:

- the historical context, including:
 - the causes of the Revolution, including the influence of the Enlightenment (ACHMH028) 🌐
- the nature of the French Revolution, including:
 - the impact of key ideas, including liberty, equality, fraternity, citizenship and inalienable rights (ACHMH030) ⚙️ 🌐 🗣️
 - the storming of the Bastille and its impact 🌐
 - the role of individuals and groups in the French Revolution, eg Louis XVI, Marie-Antoinette, Robespierre, the bourgeoisie and peasants (ACHMH029) 🏰
 - the end of the ancien régime, changes to the social structure and the revolutionary wars (ACHMH031) ⚖️ 🌐
 - the counter-revolution and the 'Reign of Terror', the end of monarchy, democracy and rise of the middle class (ACHMH032) ⚖️ 🗣️
 - the impact of the Revolution, the rise of Napoleon and the growth of nationalism and secularism (ACHMH032, ACHMH033) ⚙️ ⚖️ 🌐 🗣️
 - the broader influence of the French Revolution, eg the abolition of serfdom and inherited privilege 🌐
- the nature and legacy of the French Revolution and its influence on modernity ⚙️ ⚖️ 🌐

Topic 3: The Age of Imperialism

Content Focus

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

Content

Students investigate:

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

Topic 4: The Industrial Age

Content Focus

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

Content

Students investigate:

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

Topic 5: World War I

Content Focus

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

Content

Students investigate:

- the historical context, including:
 - the influence of nationalism, imperialism, militarism and alliances on Great Power rivalry by the end of the 19th century 🌐
- the nature of World War I, including:
 - the outbreak of war in 1914, the Western and Eastern fronts, and why it became the world's first global conflict 🌐 🌐
 - the varying experiences of soldiers in key battles, eg Verdun, the Somme, Passchendaele, Tannenberg, Beersheba 🖐️
 - the changing nature of war to 1918: scientific and industrial developments in weaponry, the mechanisation of modern warfare, advances in medicine and communications 🎓
 - the impact of the war on civilians, including women's lives and the changing role of women (ACHMH064) 🌐 🏠
 - the scale of recruitment, conscription, censorship and propaganda in World War I 🌐 📰
 - an overview of the reasons for the Allied victory
 - the effects of World War I in giving rise to the Russian Revolution 🌐
 - the idea of 'total war', the end of 'empire', and World War I as 'the war to end all wars' ⚙️ 🌐 🌐
- the nature and legacy of World War I and its influence on modernity ⚙️ 🌐 🌐

Topic 6: The End of Empire

Content Focus

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

Content

Students investigate:

- the historical context, including:
 - the impact of World Wars I and II on European empires (ACHMH079) ⚙️ 🌐 🏛️
- the nature of the 'end of empire', including:
 - an overview of the emergence of movements for decolonisation in the modern world, the key groups and individuals that pressed for liberation, the ideas that influenced them, and their struggle to achieve independence (ACHMH080) 🌐 🏛️ 🏛️
 - the significance of international movements for change that supported the decolonisation process, eg the emerging recognition of the rights of Indigenous peoples, movements for international peace and cooperation, and the recognition of human rights (ACHMH081) 🌐 🏛️ 🏛️
 - the rise of non-violent independence movements, wars of independence and the role of external powers (ACHMH081) ⚖️ 🌐 🏛️
 - a study of the causes, nature and outcomes of decolonisation in ONE country, eg Algeria, Indonesia, Kenya, South Africa (ACHMH082) ⚖️ 🌐
- the nature and legacy of 'the end of empire' and its influence on modernity ⚙️ ⚖️ 🌐

Modern History Year 12 Course Content

Year 12 Course Structure and Requirements

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

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

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

Historical concepts and skills

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

The course comprises a study of:

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

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

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

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

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

Historical Concepts and Skills

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

Analysis and use of sources

Explain the meaning and value of sources for an historical inquiry (ACHMH007, ACHMH009)   

Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHMH010)     

Analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHMH008)   

Identify and analyse problems relating to sources in the investigation of the past (ACHMH011)  

Historical interpretation

Analyse the extent and nature of continuity and change over time (ACHMH001)  

Identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHMH001)  

Form judgements about historical significance, recognising that significance may be attributed for different purposes    

Analyse and evaluate contested interpretations and representations of the past (ACHMH011, ACHMH012)     

Historical investigation and research

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

Use evidence from a range of sources to inform investigation and research (ACHMH005)  

Acknowledge sources appropriately (ACHMH015)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHMH013)    

Communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACHMH014)     

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

Outcomes

A student:

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

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

Content Focus

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

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

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

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

Content

Students investigate:

Survey

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

Focus of study

The rise of dictatorships after World War I

- the conditions that enabled dictators to rise to power in the interwar period (ACHMH130, ACHMH136, ACHMH138) ⚙️
- an overview of the features of the dictatorships that emerged in Russia, Italy, Japan (ACHMH138) 🌐 🗺️

The Nazi regime to 1939

- the rise of the Nazi party and Hitler in Germany and the collapse of the Weimar Republic (ACHMH129, ACHMH130) ⚙️
- the initial consolidation of Nazi power 1933–1934 (ACHMH130) ⚙️ 🗺️
- the nature of Nazi ideology (ACHMH130, ACHMH132) ⚙️ ⚖️
- the role of prominent individuals in the Nazi state (ACHMH130, ACHMH134) ⚙️ ⚖️ 🌐 🏛️
- the various methods used by the Nazi regime to exercise control, including laws, censorship, repression, terror, propaganda, cult of personality (ACHMH131, ACHMH132) ⚙️ ⚖️ 🌐 🗞️ 🗺️
- the impact of the Nazi regime on life in Germany, including cultural expression, religion, workers, youth, women, minorities including Jews (ACHMH131, ACHMH132) ⚙️ ⚖️ 🌐 🗞️ ✝️ ⚙️
- opposition to the Nazi regime ⚙️

The search for peace and security in the world

- an overview of the search for peace and security 1919–1946:
 - the ambitions of Germany in Europe and Japan in the Asia-Pacific (ACHMH131, ACHMH144) ⚙️ 🌐
 - the intentions and authority of the League of Nations and the UN (ACHMH222) ⚙️ 🗺️

National Studies

Outcomes

A student:

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

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

Content Focus

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

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

- A. Australia 1918–1949
- B. China 1927–1949
- C. India 1942–1984
- D. Indonesia 1945–2005
- E. Japan 1904–1937
- F. Russia and the Soviet Union 1917–1941
- G. USA 1919–1941
- H. Iran 1945–1989.

The study selected must address the outcomes listed above.

Option A: Australia 1918–1949

Content Focus

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

Key features

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

Content

Students investigate:

Survey

- Australia and the aftermath of World War I, including:
 - consequences of World War I for Australia 🌐
 - the social landscape of Australia following World War I 🌐🌐🌐🌐
 - attitudes and policies towards Aboriginal and Torres Strait Islander Peoples immediately after the war (ACHMH121) 🌐🌐🌐🌐

Focus of study

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

Option B: China 1927–1949

Content Focus

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

Key features

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

Content

Students investigate:

Survey

- The Nationalist decade 1927–1937, including:
 - political, economic and social issues in the Chinese Republic in 1927 (ACHMH164) 🌐🌐🌐
 - the Northern Expedition and its impact (ACHMH164) 🌐🌐🌐🌐
 - achievements and limitations of the Guomindang (GMD/Kuomintang) Nationalist Government (ACHMH166) 🌐🌐🌐🌐

Focus of study

- The rise of the Communist Party, including:
 - role of Mao Zedong (ACHMH170) 🌐
 - Chinese Communist Party (CCP) ideology (ACHMH166) 🌐🌐🌐
 - rise and consolidation of Maoism (ACHMH165) 🌐🌐
 - the Long March and its political and social consequences (ACHMH165) 🌐🌐🌐🌐
- Resistance to Japan, including:
 - military, social and economic impact of Japanese invasions from 1931 🌐🌐
 - differing aims and strategies of the GMD and CCP towards the Japanese invasion of China 🌐🌐🌐
 - role and impact of the leadership of Mao Zedong and Chiang Kai-shek (ACHMH170) 🌐🌐🌐🌐
 - political and social significance of the Yan'an (Yenan) period (ACHMH165) 🌐🌐🌐🌐🌐
- The triumph of the Chinese Communist Party, including:
 - the Civil War and military success of the CCP 🌐🌐🌐
 - reasons for the communist victory 🌐🌐🌐

Option C: India 1942–1984

Content Focus

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

Key features

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

Content

Students investigate:

Survey

- India towards independence, including:
 - the Quit India Movement and the British decision to withdraw from India 🌐 ⚙️ ⚖️ 🌐
 - the interim government of Nehru, the partition of India and Pakistan, and the role of Jinnah (ACHMH150, ACHMH155) 🌐 ⚖️ 🌐 🗳️
 - the ideas, methods and assassination of Mahatma Gandhi 🌐 ⚙️

Focus of study

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

Option D: Indonesia 1945–2005

Content Focus

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

Key features

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

Content

Students investigate:

Survey

- Emergence of the Indonesian Republic 1945–1965, including:
 - rise of the Nationalist movement, including the impact of Japanese occupation 🌐 🗺️ 🌐 🗺️ 🗺️
 - 1945 Proclamation of Independence, Proclamation of Pancasila, the struggle with the Netherlands (ACHMH157) 🌐 🗺️ 🌐
 - challenges facing an independent Indonesia (ACHMH158, ACHMH159) 🌐 🗺️ 🌐 🗺️
 - the nature and impact of Sukarno's presidency and Guided Democracy (ACHMH158, ACHMH159) 🌐 🌐 🗺️ 🗺️

Focus of study

- The 1965 coup, including:
 - growth of the Indonesian Communist Party (PKI) 🌐 🗺️ 🗺️
 - reasons for and nature of the coup (ACHMH159) 🌐 🌐
 - role of army and religious groups 🌐 🗺️ 🌐 🗺️
 - role of Suharto (ACHMH159, ACHMH163) 🌐 🗺️ 🗺️
 - results of the coup (ACHMH159, ACHMH162) 🌐 🌐
- The New Order, including:
 - ideology of the New Order and its political, economic and foreign policy impact (ACHMH161, ACHMH162) 🌐 🗺️ 🗺️
 - the nature and impact of religious and regional issues (Muslim-Christian conflict, East Timor, Aceh, Irian Jaya) (ACHMH160) 🌐 🗺️ 🗺️
 - political, social and economic challenges to the Suharto regime 🌐 🌐
 - reasons for, and consequences of, the end of the Suharto/New Order era 🌐 🌐
 - political, social and economic challenges in the post-Suharto era 🌐 🗺️ 🗺️ 🗺️
- Indonesian foreign policy, including:
 - aims and nature of Indonesian foreign policy 1945–2005 🌐 🌐
 - the nature and impact of Indonesia's relations with Australia 1945–2005 (ACHMH161) 🌐 🌐

Option E: Japan 1904–1937

Content Focus

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

Key features

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

Content

Students investigate:

Survey

- Japan as an emerging power, including:
 - impact of Japanese expansion: Russo-Japanese War, annexation of Korea 🌐 ⚙️ ⚖️ 🌐
 - status as a great power: 21 Demands, role in World War I, Washington Conference 🌐 🌐
 - political, social and economic issues in Japan by 1921 🌐 ⚙️ 🌐 🌐

Focus of study

- Challenges to traditional power and authority in the 1920s, including:
 - the introduction of limited liberal democracy 🌐 🌐
 - political influence of the *zaibatsu* 🌐 🌐 🌐
 - impact of the Seiyukai and other political parties on Japanese political systems and governments 🌐 ⚙️ ⚖️ 🌐 🌐
 - challenges of the *genro*, bureaucracy and army to party politics 🌐 🌐
- Rise of militarism in the 1930s, including:
 - political and economic impact of the Great Depression 🌐 🌐
 - development and impact of modernisation and urbanisation and rising social tensions 🌐 🌐
 - role and significance of the army and political divisions within it 🌐 ⚖️
 - hostility towards the *zaibatsu* and the collapse of party politics 🌐
 - differing domestic responses to militarism 🌐 ⚙️ ⚖️ 🌐
 - the role of Emperor Hirohito 🌐
- Japanese foreign policy, including:
 - aims and strategy of Japanese foreign policy to 1937 🌐 ⚖️
 - impact of ideology on Japanese foreign policy to 1937 🌐 ⚙️ ⚖️ 🌐

Option F: Russia and the Soviet Union 1917–1941

Content Focus

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

Key features

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

Content

Students investigate:

Survey

- Bolshevik consolidation of power, including:
 - an overview of Bolshevik ideology, the October coup 1917 and early Soviet government (ACHMH136) 🌐 🗺
 - the Treaty of Brest-Litovsk, the Civil War and the introduction of the New Economic Policy (ACHMH136, ACHMH138) ⚖ 🌐

Focus of study

- The Bolsheviks and the power struggle following the death of Lenin, including:
 - the impact of the Bolshevik consolidation of power, including the creation of the USSR (ACHMH138) ⚖ 🌐 ✨
 - power struggle between Stalin, Trotsky and other leading Bolshevik figures in the 1920s (ACHMH137) 🌐
 - reasons for the emergence of Stalin as leader of the USSR by the late 1920s (ACHMH137) ⚙ ⚖ 🌐
- The Soviet State under Stalin, including:
 - the nature of the USSR under Stalin, including dictatorship and totalitarianism (ACHMH138) 🌐 🗺
 - economic transformation under Stalin and its impact on Soviet society, including collectivisation and the five-year plans (ACHMH138) 🌐 ✨
 - political transformation under Stalin: growth of the Party, use of terror, show trials, gulags, propaganda and censorship (ACHMH138, ACHMH139) ⚙ ⚖ 🌐 🗺
 - social and cultural change in the USSR under Stalin (ACHMH138) 🌐 🗺
- Soviet foreign policy, including:
 - the nature of Soviet foreign policy 1917–1941 🌐
 - the role of ideology in Soviet foreign policy 1917–1941 ⚙ ⚖ 🌐

Option G: USA 1919–1941

Content Focus

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

Key features

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

Content

Students investigate:

Survey

- The USA in the aftermath of World War I and politics in the 1920s:
 - consequences of World War I for the USA 🌐
 - Republican economic policies 🌐
 - long-term causes of the Great Depression ⚙️ 📖
 - reactions to the Great Crash of 1929 📖

Focus of study

- The Great Depression and its impact, including:
 - effects of the Depression on different groups in society: workers, women, farmers, African-Americans (ACHMH116) 📖 🌐 🏠 🗳️ ⚙️ ⚡
 - attempts to halt the Depression: the Hoover Presidency, the FDR years (ACHMH116) 🌐
 - assessment of the New Deal (ACHMH116) ⚙️ 📖
- US society 1919–1941, including:
 - implications of growing urbanisation and industrialisation 📖 🌐 ⚡
 - mobilisation of the military and war production 1939–1941 🌐 ⚡
 - growth and influence of consumerism including entertainment (ACHMH115) 🌐
 - social tensions, including immigration restrictions, religious fundamentalism, Prohibition, crime, racial conflict, anti-communism and anti-unionism (ACHMH114) 📖 🌐 ⚡ 🗳️
- US foreign policy, including:
 - the nature, aims and strategies of US foreign policy 1919–1941 (ACHMH117, ACHMH118) ⚙️ 🌐 ⚡
 - impact of domestic pressures on the USA 1919–1941 🌐

Option H: Iran 1945–1989

Content Focus

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

Key features

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

Content

Students investigate:

Survey

- Iran from the end of World War II to the 1953 Coup, including:
 - the impact of World War II on Iran, the influence of the Soviet Union and the background of the Cold War 🌐
 - the election of Mosaddeq to the Majlis (Parliament of Iran) and the nationalisation of the Iranian oil industry ⚖️ 🌐
 - Churchill, Eisenhower and the overthrow of Mosaddeq ⚙️ ⚖️ 🌐

Focus of study

- The rule of the Shah of Iran 1953–1979, including:
 - the government of Mohammad Reza Shah Pahlavi ⚖️ 🌐
 - crackdown on the Tudeh (Communist Party) and political repression 🌐 🌐
 - oil revenue and the Iranian economy ⚙️ ⚖️ 🌐 ⚙️
 - the White Revolution and social reforms ⚖️ 🌐
- The Revolution of 1979, including:
 - events leading to the overthrow of the Shah and the role of the Ayatollah Khomeini ⚙️ ⚖️ 🌐
 - causes and ideology of the revolution of 1979 (ACHMH218) ⚙️ ⚖️ 🌐 🌐
 - opposition to the Shah and the role of the military ⚖️ 🌐
 - collapse of the monarchy and ascendancy of Khomeini (ACHMH218) ⚙️ ⚖️ 🌐
- Iran under Khomeini 1979–1989, including:
 - consolidation of power and the creation of the Islamic Republic ⚙️ 🌐 🌐
 - Western/US–Iranian relations, including the Hostage Crisis (ACHMH221) ⚙️ 🌐
 - the causes of tensions with Iraq (ACHMH218) ⚙️ 🌐 ⚙️ 🌐
 - reforms and their impact on Iranian society and culture ⚙️ 🌐 🌐 ⚙️

Peace and Conflict

Outcomes

A student:

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

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

Content Focus

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

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

- A. Conflict in Indochina 1954–1979
- B. Conflict in the Pacific 1937–1951
- C. Conflict in Europe 1935–1945
- D. The Cold War 1945–1991
- E. Conflict in the Gulf 1980–2011
- F. The Arab–Israeli Conflict 1948–1996.

The study selected must address the outcomes listed above.

Option A: Conflict in Indochina 1954–1979

Content Focus

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

Key features

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

Content

Students investigate:

Survey

- Decolonisation in Indochina, including:
 - conflict in Vietnam 1946–1954
 - the nature of Vietnamese victory against the French in 1954
 - the significance of the Geneva Conference for Indochina in 1954

Focus of study

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

Option B: Conflict in the Pacific 1937–1951

Content Focus

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

Key features

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

Content

Students investigate:

Survey

- Growth of Pacific tensions, including:
 - economic and political issues in the Pacific by 1937 🌐 🗺️
 - Japanese foreign policy 1937–1941 (ACHMH144) 🌐 🌐
 - US and British policies in the Pacific 1937–1941 🌐

Focus of study

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

Option C: Conflict in Europe 1935–1945

Content Focus

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

Key features

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

Content

Students investigate:

Survey

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

Focus of study

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

Option D: The Cold War 1945–1991

Content Focus

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

Key features

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

Content

Students investigate:

Survey

- Origins of the Cold War 1945–1953, including:
 - 1945 conferences and the emergence of the superpowers 🌐
 - emerging differences between the superpowers (ACHMH187) 🌐
 - the Truman Doctrine and its consequences (ACHMH187, ACHMH192) 🏛️
 - impact of the early crises: the Berlin blockade and airlift, China becoming communist in 1949 and the Korean War (ACHMH187) 🌐 ⚙️ 🏛️ 🌐

Focus of study

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

Option E: Conflict in the Gulf 1980–2011

Content Focus

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

Key features

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

Content

Students investigate:

Survey

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

Focus of study

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

Option F: The Arab–Israeli Conflict 1948–1996

Content Focus

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

Key features

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

Content

Students investigate:

Survey

- Origins of tension, including:
 - Israeli and Palestinian perspectives on the 1948 Arab–Israeli War ✨ ⚖️ 🌐 ✨
 - consequences of the war for Israel and the Palestinians to 1967 (ACHMH217) ✨ 🌐 🌐 ✨
 - political and social issues in Arab–Israeli relations in 1967 🌐 🌐 ✨

Focus of study

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

Change in the Modern World

Outcomes

A student:

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

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

Content Focus

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

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

- A. Pro-democracy Movement in Burma 1945–2010
- B. The Cultural Revolution to Tiananmen Square 1966–1989
- C. Civil Rights in the USA 1945–1968
- D. The Changing World Order 1945–2011
- E. The Nuclear Age 1945–2011
- F. Apartheid in South Africa 1960–1994.

The study selected must address the outcomes listed above.

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

Content Focus

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

Key features

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

Content

Students investigate:

Survey

- Modern Burma at the end of World War II, including:
 - the geography, ethnic, linguistic, social and political characteristics of Burma 🌐🌐🌐
 - the liberation of Burma from Japanese occupation in 1945 🌐

Focus of study

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

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

Content Focus

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

Key features

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

Content

Students investigate:

Survey

- Political and social conditions in China at the start of the period, including:
 - the legacy of the 1949 revolution and the Great Leap Forward (ACHMH168)
 - the state of Sino-Soviet relations
 - tensions between the Chinese Communist Party and its leader, Mao Zedong, that gave rise to the Cultural Revolution

Focus of study

- The Cultural Revolution, including:
 - the aims and methods of Mao Zedong
 - role of the Gang of Four and the Red Guards; the Destruction of the ‘Four Olds’
 - removal of Deng Xiaoping from politics and the flight of Lin Biao
 - impact of the Cultural Revolution on society, the economy, education and culture
 - the nature of political disruption and the impact on the Chinese Communist Party
- Deng Xiaoping and the modernisation of China, including:
 - responses to the death of Zhou Enlai: official and unofficial
 - changing political standing of Mao Zedong and Deng Xiaoping
 - death of Mao Zedong and the end of the Cultural Revolution
 - role of Hua Guofeng in the arrest of the Gang of Four
 - rehabilitation of Deng Xiaoping, the nature of his reforms and modernisation of the economy
- The Tiananmen Square protests, including:
 - the demand for political, social and economic reform
 - events leading up to the June Fourth Incident, 1989
 - military and political response to the protest, and the rise to power of Jiang Zemin
 - the impact of the events of Tiananmen Square in 1989 on China and its standing in the world

Option C: Civil Rights in the USA 1945–1968

Content Focus

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

Key features

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

Content

Students investigate:

Survey

- The position of African Americans at the start of the period, including:
 - the impact of World War II on the circumstances of African Americans in the United States (ACHMH084) 🌐 🗳️
 - the extent of racial segregation and various forms of discrimination (ACHMH084) 🌐 🗳️

Focus of study

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

Option D: The Changing World Order 1945–2011

Content Focus

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

Key features

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

Content

Students investigate:

Survey

- World order 1945–1989, including:
 - an overview of the Cold War world and superpower rivalry (ACHMH187) 🌐
 - challenges of the United Nations during the Cold War 1946–1991 (ACHMH186, ACHMH223)
 - the emergence of the 'American Century' (ACHMH191) 🌐
 - the fall of the Berlin Wall 🏰 🌐

Focus of study

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

Option E: The Nuclear Age 1945–2011

Content Focus

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

Key features

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

Content

Students investigate:

Survey

- The birth of the Nuclear Age, including:
 - Truman, Stalin and the Potsdam Conference (ACHMH192) ✨
 - the Manhattan Project and Trinity Test (ACHMH192) ✨

Focus of study

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

Option F: Apartheid in South Africa 1960–1994

Content Focus

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

Key features

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

Content

Students investigate:

Survey

- The nature of the apartheid system, including:
 - political, economic, social and demographic issues in South Africa in 1960 🌐 🌐 🌐
 - apartheid: ideology, policy and practice 🌐 🌐 🌐
 - impact of apartheid on rural and urban communities 🌐 🌐 🌐

Focus of study

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

Glossary

Glossary term	Definition
Aboriginal and Torres Strait Islander Peoples	<p>Aboriginal Peoples are the first peoples of Australia and are represented by over 250 language groups each associated with a particular Country or territory. Torres Strait Islander Peoples whose island territories to the north east of Australia were annexed by Queensland in 1879 are also Indigenous Australians and are represented by five cultural groups.</p> <p>An Aboriginal and/or Torres Strait Islander person is someone who:</p> <ul style="list-style-type: none"> • is of Aboriginal and/or Torres Strait Islander descent • identifies as an Aboriginal person and/or Torres Strait Islander person, and • is accepted as such by the Aboriginal and/or Torres Strait Islander community in which they live.
Aboriginal Cultural Protocols	<p>Aboriginal Cultural Protocols describe appropriate ways of behaving, communicating and showing respect for diversity of histories and cultures. This involves appreciation of the knowledge, standing and status of people within the local Aboriginal community. Protocols inevitably vary between communities, and between people within a community. In establishing partnerships between Aboriginal communities and industries or professions, it is especially important that protocols are acknowledged and respected.</p>
Ancient	<p>As defined in the NSW <i>Ancient History Stage 6 Syllabus</i>, the Ancient period covers history from the development of early human communities to the end of late antiquity (around AD 650).</p>
ANZAC	<p>The word ANZAC refers to the Australian and New Zealand Army Corps (ANZAC) troops who first fought at Gallipoli in Turkey from April to December 1915.</p>
causation	<p>A process that includes a range of possible reasons for an historical event, situation or development.</p>
chronology	<p>A chronology places events and dates in order in time.</p>
colonisation	<p>In Modern History – a process by which a different system of government is established by one nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty according to its own law, rather than by the laws of the colonised, and may involve dispossession of land.</p> <p>In Ancient History – a process by which ancient societies establish settlements in other lands and establish trading connections.</p>
concepts	<p>The key ideas that shape the practice of the discipline of history, eg causation, continuity, change, and significance. They provide the scope for judgement, interpretation and argument and are the major means by which knowledge is constructed, analysed, questioned and represented.</p>

Glossary term	Definition
contestability	Contestability involves examining how interpretations and representations of the past differ, for example, as a result of using differing evidence or resulting from different perspectives.
continuity and change	Aspects of the past that have remained the same over a period of time or have changed over time. Change can be understood as a 'process'.
dispossession	The removal of people from their lands which had been occupied and cared for by their ancestors over thousands of years.
evidence	The information elicited and interpreted from a source that is used to support an historical argument or inform a specific historical inquiry.
heritage	Tangible or intangible aspects of the past that are valued by an individual, group, community or nation as a result of birth, inheritance or membership. It can also be applied to significant examples of the human or natural environment.
historical authentication	A process of verifying the origins of an artefact or object and establishing it as genuine.
historical inquiry	The process of developing knowledge and understanding by posing questions about the past, and applying skills associated with locating, analysing, evaluating and using sources as evidence to develop an informed argument or interpretation.
historiography	The study of how history is constructed. It involves the critical analysis and evaluation of historical methodologies and the way history has been written over time.
ideology	A framework of beliefs that guides actions, for example fascism and communism.
Indigenous cultural and intellectual property	Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory.
Indigenous peoples	This term is used when referring collectively to the first peoples of a land in international communities.
interpretation	A way of understanding and explaining what has happened in the past. The discipline of History acknowledges that there is often more than one view of what has happened in the past.
Modern	As defined in the NSW <i>Modern History Stage 6 Syllabus</i> , the period of time in the modern world generally between 1750 and the present.

Glossary term	Definition
perspective	A point of view from which historical events, problems and issues can be analysed, for example the perspective of an individual or group in the past. This may involve empathetic understanding – the capacity to enter into the world of the past from the point of view of a particular individual or group from that time, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.
reconstruction	A process of piecing together evidence from sources to develop an understanding or picture of the past. It may include the physical reconstruction of ancient sites.
reliability	Consideration of the context, purpose, origin and audience of a source, in order to determine how accurately an area of historical study is represented. A source is neither reliable nor unreliable in and of itself. It can only be judged reliable or useful for the question that is asked. Reliability requires an understanding of perspective.
representation	A portrayal of the past that may reflect a popular view within society, past or present, or that may be constructed by historians.
significance	The importance attributed to a particular aspect of the past such as an individual or event. Significance involves an understanding of the various considerations which cause different groups at different times to judge aspects of the past more or less historically significant.
source	Any written or non-written materials that can be used to investigate the past. A source is used to elicit 'evidence' in order to answer a specific historical question, inform an historical inquiry, or to support or refute an interpretation.
terms	A word or phrase used to describe abstract aspects or features of the past, eg imperialism, democracy or republic; and more specific features such as trench warfare, or a dictator, gladiator or vizier.
<i>terra nullius</i>	A concept in international law meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'.