

# Modern History 2019 v1.2

## General Senior Syllabus

This syllabus is for implementation with Year 11 students in 2019.

# Contents

<b>1</b>	<b>Course overview</b>	<b>1</b>
1.1	Introduction	1
1.1.1	Rationale	1
1.1.2	Learning area structure	3
1.1.3	Course structure	4
1.2	Teaching and learning	6
1.2.1	Syllabus objectives	6
1.2.2	Underpinning factors	7
1.2.3	Aboriginal perspectives and Torres Strait Islander perspectives	10
1.2.4	Pedagogical and conceptual frameworks	11
1.2.5	Subject matter	13
1.3	Assessment — general information	14
1.3.1	Formative assessments — Units 1 and 2	14
1.3.2	Summative assessments — Units 3 and 4	14
1.4	Reporting standards	15
<b>2</b>	<b>Unit 1: Ideas in the Modern World</b>	<b>17</b>
2.1	Unit description	17
2.2	Unit objectives	18
2.3	Topic 1: Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay crisis ends)	19
2.4	Topic 2: Age of Enlightenment, 1750s–1789 ( <i>Encyclopédie</i> published – French Revolution begins)	20
2.5	Topic 3: Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed)	21
2.6	Topic 4: American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed)	22
2.7	Topic 5: French Revolution, 1789–1799 (Estates General meets – New Consulate established)	23
2.8	Topic 6: Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins)	24
2.9	Topic 7: Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies)	25
2.10	Topic 8: Boxer Rebellion, 1900–1901 (Boxer militancy in Pingyuan begins – Boxer Protocol signed)	26
2.11	Topic 9: Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends)	27

2.12	Topic 10: Xinhai Revolution, 1911–1912 (Wuchang Uprising begins – Emperor Puyi abdicates) .....	28
2.13	Topic 11: Iranian Revolution, 1977–1979 (anti-Shah demonstrations take place – Iran becomes an Islamic Republic) .....	29
2.14	Topic 12: Arab Spring since 2010 (Tunisian Revolution begins) .....	30
2.15	Topic 13: Alternative topic for Unit 1 .....	31
2.16	Assessment guidance .....	32
<b>3</b>	<b>Unit 2: Movements in the Modern World _____</b>	<b>33</b>
3.1	Unit description.....	33
3.2	Unit objectives .....	34
3.3	Topic 1: Australian Indigenous rights movement since 1967 (Australian referendum of 1967 takes place).....	35
3.4	Topic 2: Independence movement in India, 1857–1947 (Sepoy Rebellion begins – <i>Indian Independence Act 1947</i> becomes law) .....	36
3.5	Topic 3: Workers’ movement since the 1860s (Great Shoemakers Strike in New England begins) .....	37
3.6	Topic 4: Women’s movement since 1893 (Women’s suffrage in New Zealand becomes law) .....	38
3.7	Topic 5: May Fourth Movement in China, 1919 (student protests at Beijing University begin – <i>Victory of the People</i> published).....	39
3.8	Topic 6: Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared).....	40
3.9	Topic 7: Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces).....	41
3.10	Topic 8: Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end).....	42
3.11	Topic 9: African-American civil rights movement, 1954–1968 (judgment in <i>Brown v. Board of Education</i> delivered – <i>Kerner Report</i> published).....	43
3.12	Topic 10: Environmental movement since the 1960s ( <i>Silent Spring</i> published).....	44
3.13	Topic 11: LGBTIQ civil rights movement since 1969 (Stonewall Riots begin) .....	45
3.14	Topic 12: Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins) .....	46
3.15	Topic 13: Alternative topic for Unit 2.....	47
3.16	Assessment guidance .....	48

<b>4</b>	<b>Unit 3: National experiences in the Modern World</b>	<b>49</b>
4.1	Unit description.....	49
4.2	Unit objectives .....	50
4.3	Topic 1: Australia, 1914–1949 (World War I begins – Robert Menzies becomes Prime Minister for the second time) .....	51
4.4	Topic 2: England, 1756–1837 (Seven Years’ War begins – reign of Queen Victoria begins).....	52
4.5	Topic 3: France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end) .....	53
4.6	Topic 4: New Zealand, 1841–1934 (separate colony of New Zealand established – Reserve Bank of New Zealand established).....	54
4.7	Topic 5: Germany, 1914–1945 (World War I begins – World War II ends) .....	55
4.8	Topic 6: United States of America, 1917–1945 (entry into World War I – World War II ends).....	56
4.9	Topic 7: Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends).....	57
4.10	Topic 8: Japan, 1931–1967 (invasion of Manchuria begins – National Foundation Day takes place).....	58
4.11	Topic 9: China, 1931–1976 (invasion of Manchuria begins – Cultural Revolution ends).....	59
4.12	Topic 10: Indonesia, 1942–1975 (Japanese occupation begins – invasion of East Timor begins) .....	60
4.13	Topic 11: India, 1947–1974 (Indian Independence Act of 1947 becomes law – India explodes its first nuclear device).....	61
4.14	Topic 12: Israel, 1948–1993 (Israeli independence declared – Oslo Peace Accords signed).....	62
4.15	Topic 13: South Korea, 1948–1972 (Republic of Korea begins – Third Republic ends) .....	63
4.16	Assessment.....	64
	4.16.1 Summative internal assessment 1 (IA1): Examination — essay in response to historical sources (25%) .....	64
	4.16.2 Summative internal assessment 2 (IA2): Investigation — independent source investigation (25%) .....	68
<b>5</b>	<b>Unit 4: International experiences in the Modern World</b>	<b>73</b>
5.1	Unit description.....	73
5.2	Unit objectives .....	74
5.3	Topic 1: Australian engagement with Asia since 1945 (World War II in the Pacific ends).....	75

5.4	Topic 2: Search for collective peace and security since 1815 (Concert of Europe begins) .....	76
5.5	Topic 3: Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed) .....	77
5.6	Topic 4: Mass migrations since 1848 (California Gold Rush begins) .....	78
5.7	Topic 5: Information Age since 1936 ( <i>On Computable Numbers</i> published).....	79
5.8	Topic 6: Genocides and ethnic cleansings since the 1930s (Holocaust begins).....	80
5.9	Topic 7: Nuclear Age since 1945 (first atomic bomb detonated) .....	81
5.10	Topic 8: Cold War, 1945–1991 (Yalta Conference begins – Soviet Union ends) .....	82
5.11	Topic 9: Struggle for peace in the Middle East since 1948 (Arab- Israeli War begins).....	83
5.12	Topic 10: Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place) .....	84
5.13	Topic 11: Space exploration since 1957 (Sputnik 1 orbits the Earth) .....	85
5.14	Topic 12: Rights and recognition of First Peoples since 1982 (United Nations Working Group on Indigenous Populations established).....	86
5.15	Topic 13: Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place).....	87
5.16	Assessment.....	88
	5.16.1 Summative internal assessment 3 (IA3): Investigation — historical essay based on research (25%).....	88
	5.16.2 Summative external assessment (EA): Examination — short responses to historical sources (25%) .....	93
<b>6</b>	<b>Glossary</b> _____	<b>95</b>
<b>7</b>	<b>References</b> _____	<b>123</b>
<b>8</b>	<b>Version history</b> _____	<b>127</b>

# 1 Course overview

## 1.1 Introduction

### 1.1.1 Rationale

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between the past, present and possible futures.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students think historically and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the *Australian Curriculum: 7–10 History*. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, Modern History uses a model of inquiry learning.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

### Assumed knowledge, prior learning or experience

Before studying Modern History, it is assumed students have studied the *Australian Curriculum: 7–10 History*. Through this prior learning it is assumed students understand and can apply historical concepts, including:

- evidence
- continuity and change
- cause and effect
- significance
- perspectives
- empathy
- contestability.

It is also assumed students understand and can apply historical skills, including:

- chronology, terms and concepts
- historical questions and research
- analysis and use of sources
- perspectives and interpretations
- explanation and communication.

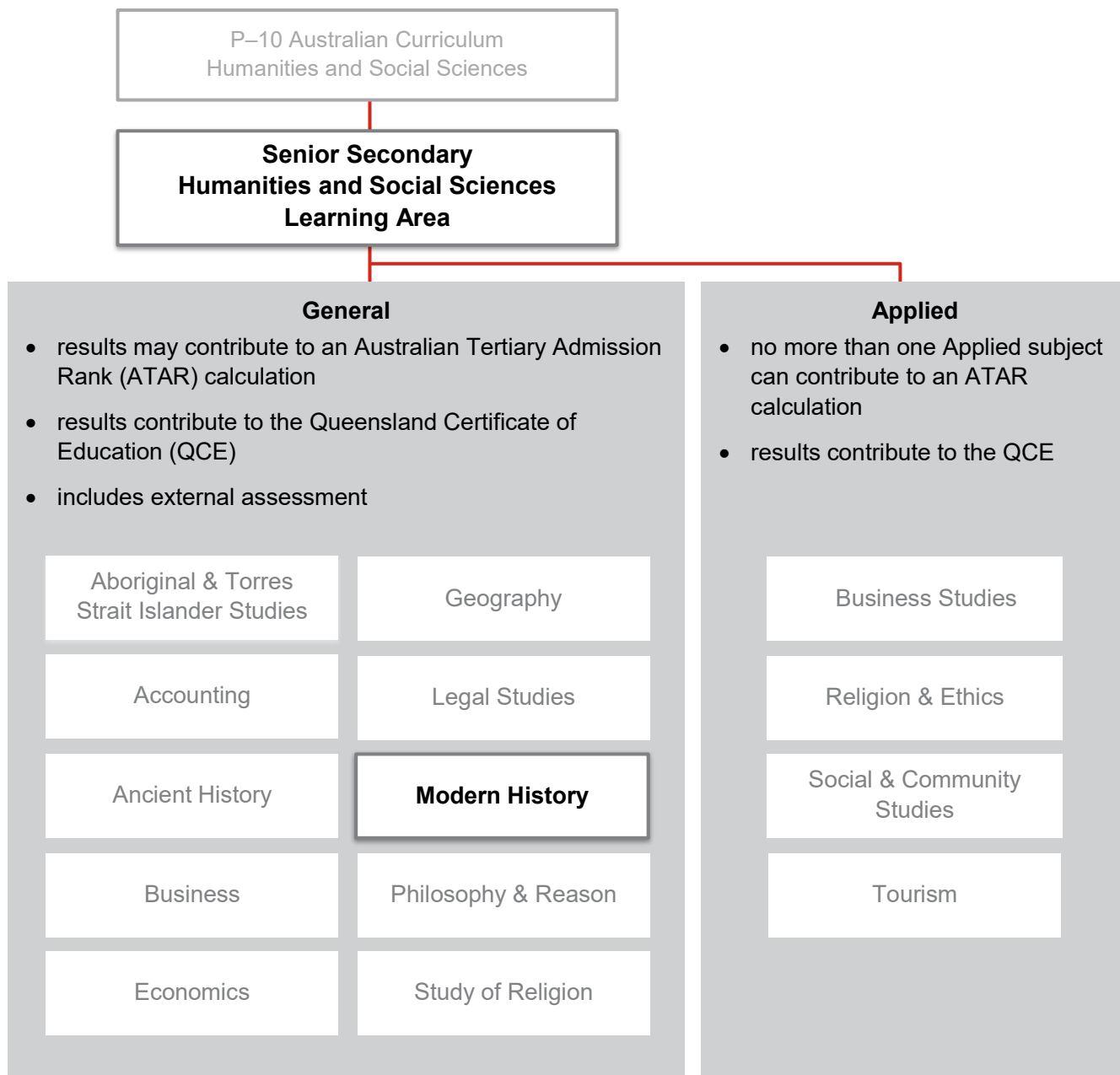
## **Pathways**

Modern History is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis. The skills developed in Modern History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

## 1.1.2 Learning area structure

All learning areas build on the Australian Curriculum: P–10.

Figure 1: Learning area structure





### 1.1.3 Course structure

Modern History is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

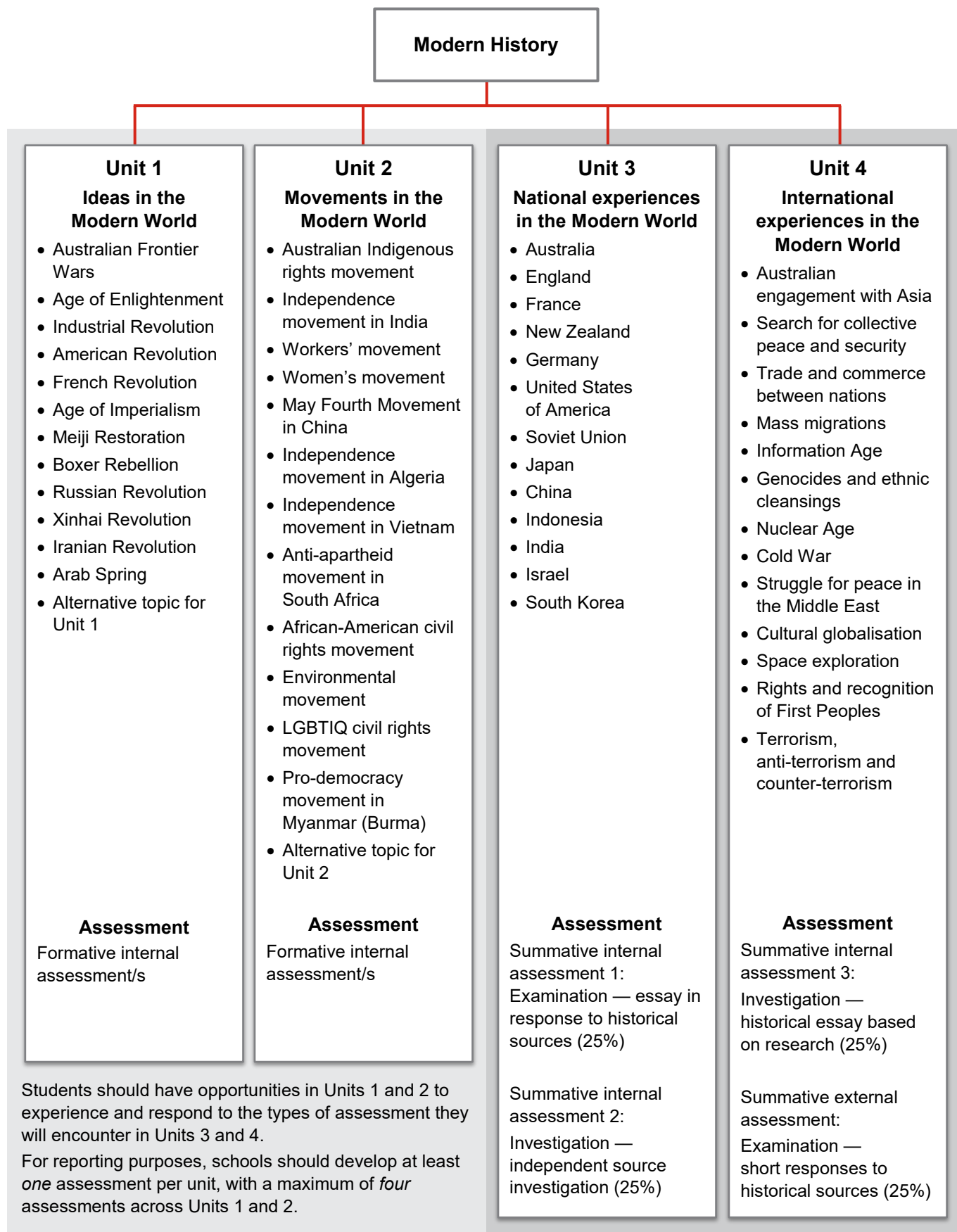
Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Figure 2 outlines the structure of this course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Figure 2: Course structure



# 1.2 Teaching and learning

## 1.2.1 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn. Assessment provides evidence of how well students have achieved the objectives.

Syllabus objectives inform unit objectives, which are contextualised for the subject matter and requirements of the unit. Unit objectives, in turn, inform the assessment objectives, which are further contextualised for the requirements of the assessment instruments. The number of each objective remains constant at all levels, i.e. Syllabus objective 1 relates to Unit objective 1 and to Assessment objective 1 in each assessment instrument.

Syllabus objectives are described in terms of actions that operate on the subject matter. Students are required to use a range of cognitive processes in order to demonstrate and meet the syllabus objectives. These cognitive processes are described in the explanatory paragraph following each objective in terms of four levels: retrieval, comprehension, analytical processes (analysis), and knowledge utilisation, with each process building on the previous processes (see Marzano & Kendall 2007, 2008). That is, comprehension requires retrieval, and knowledge utilisation requires retrieval, comprehension and analytical processes (analysis).

By the conclusion of the course of study, students will:

Syllabus objective	Unit 1	Unit 2	Unit 3	Unit 4
1. comprehend terms, concepts and issues	•	•	•	•
2. devise historical questions and conduct research	•	•	•	•
3. analyse evidence from historical sources to show understanding	•	•	•	•
4. synthesise evidence from historical sources to form a historical argument	•	•	•	•
5. evaluate evidence from historical sources to make judgments	•	•	•	•
6. create responses that communicate meaning to suit purpose	•	•	•	•

### 1. comprehend terms, concepts and issues

When students comprehend terms, concepts and issues, they acquire an understanding about matters proceeding from any cause, effect, outcome or consequence; and any general notion or idea that is used to develop an understanding of the past. They establish links between information to understand the nature and significance of historical concepts (e.g. evidence, continuity and change, and perspectives) and general concepts (e.g. democracy, imperialism and liberalism).

### 2. devise historical questions and conduct research

When students devise historical questions and conduct research, they frame a key inquiry question and sub-questions and develop a research plan to guide an investigation. They understand the complexities within the research that is generated from these questions. Students locate and organise information from primary and secondary sources, and they identify and practise a research process.

### 3. analyse evidence from historical sources to show understanding

When students analyse evidence from historical sources to show understanding, they identify the features, which may include origin, motive, audience, perspective, context, explicit meanings and implicit meanings. They use this information to break down, examine and/or interpret these features.

#### 4. synthesise evidence from historical sources to form a historical argument

When students synthesise evidence from historical sources to form a historical argument, they select and combine information into a coherent whole. This synthesis may be used to support historical arguments and/or justify decisions about for example, ideas, evidence, continuity and change, cause and effect, significance, perspectives, contestability and interpretations.

#### 5. evaluate evidence from historical sources to make judgments

When students evaluate evidence from historical sources to make judgments, they assess usefulness and reliability. They make judgments about this information and different perspectives of individuals and groups in the past, how they evolved and how these are shaped by the author's perspective. They assess contested views about the past to understand the provisional nature of historical knowledge. Based on their interpretations, students arrive at reasoned and corroborated judgments.

#### 6. create responses that communicate meaning to suit purpose

When students create responses that communicate meaning to suit purpose, they present an account that integrates evidence from sources to explain the past and to develop arguments. They select and use text forms and language conventions, and use recognised conventions of referencing that support ethical scholarship.

### 1.2.2 Underpinning factors

There are three skill sets that underpin senior syllabuses and are essential for defining the distinctive nature of subjects:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying Modern History content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

These skill sets, which overlap and interact, are derived from current education, industry and community expectations. They encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

Together these three skill sets shape the development of senior subject syllabuses. Although coverage of each skill set may vary from syllabus to syllabus, students should be provided with opportunities to learn through and about these skills over the course of study. Each skill set contains identifiable knowledge and skills that can be directly assessed.

### Literacy in Modern History

Ongoing systematic teaching and learning focused on the literacy knowledge and skills specific to Modern History is essential for student achievement.

Students need to learn and use knowledge and skills of reading, viewing and listening to understand and learn the content of Modern History. Students need to learn and use the knowledge and skills of writing, composing and speaking to convey the Modern History content they have learnt.

To understand and use Modern History content, teaching and learning strategies include:

- accessing historical content through a variety of print, oral, visual, spatial and electronic forms, including inscriptions, reliefs, accounts of the past by contemporary or modern writers, photographs, films, artefacts, sites and archived material
- learning to interpret and extrapolate meaning from a variety of sources to identify evidence
- analysing and evaluating texts for authority, reliability, relevance and accuracy
- having opportunities to create a wide range of texts to communicate, explore, discuss, explain and argue a point of view, selecting and employing text structure and language knowledge to express their thoughts and ideas logically and fluently, supported by evidence
- learning to monitor their own language use for accuracy in the use of historical terms, clarity of ideas and explanations, conciseness of expression and using language effectively to articulate a position.

These aspects of literacy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter, and instrument-specific marking guides (ISMGs) for Modern History.

### **Numeracy in Modern History**

Although much of the explicit teaching of numeracy skills occurs in Mathematics, being numerate involves using mathematical skills across the curriculum. Therefore, numeracy development is an essential component of teaching and learning across the curriculum and a responsibility for all teachers.

To understand and use Modern History content, teaching and learning strategies include:

- identifying specific mathematical information specific to Modern History. For example, numeracy is useful in the historical inquiry process where students are required to recognise patterns and relationships, chronologically and spatially, through the use of scaled timelines and maps
- providing learning experiences and opportunities that support the application of students' general mathematical knowledge and problem-solving processes, such as students validating their views with numerical data, or analysing, interpreting and drawing conclusions from statistical information. For example, in relation to continuity and change over time
- communicating and representing the language of numeracy in teaching, as appropriate.

These aspects of numeracy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter, and ISMGs for Modern History.

## 21st century skills

The 21st century skills identified in the following table reflect a common agreement, both in Australia and internationally, on the skills and attributes students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

21st century skills	Associated skills	21st century skills	Associated skills
critical thinking	<ul style="list-style-type: none"> <li>• analytical thinking</li> <li>• problem-solving</li> <li>• decision-making</li> <li>• reasoning</li> <li>• reflecting and evaluating</li> <li>• intellectual flexibility</li> </ul>	creative thinking	<ul style="list-style-type: none"> <li>• innovation</li> <li>• initiative and enterprise</li> <li>• curiosity and imagination</li> <li>• creativity</li> <li>• generating and applying new ideas</li> <li>• identifying alternatives</li> <li>• seeing or making new links</li> </ul>
communication	<ul style="list-style-type: none"> <li>• effective oral and written communication</li> <li>• using language, symbols and texts</li> <li>• communicating ideas effectively with diverse audiences</li> </ul>	collaboration and teamwork	<ul style="list-style-type: none"> <li>• relating to others (interacting with others)</li> <li>• recognising and using diverse perspectives</li> <li>• participating and contributing</li> <li>• community connections</li> </ul>
personal and social skills	<ul style="list-style-type: none"> <li>• adaptability/flexibility</li> <li>• management (self, career, time, planning and organising)</li> <li>• character (resilience, mindfulness, open- and fair-mindedness, self-awareness)</li> <li>• leadership</li> <li>• citizenship</li> <li>• cultural awareness</li> <li>• ethical (and moral) understanding</li> </ul>	Information & communication technologies (ICT) skills	<ul style="list-style-type: none"> <li>• operations and concepts</li> <li>• accessing and analysing information</li> <li>• being productive users of technology</li> <li>• digital citizenship (being safe, positive and responsible online)</li> </ul>

Modern History helps develop the following 21st century skills:

- critical thinking
- creative thinking
- communication
- collaboration and teamwork
- personal and social skills
- information & communication technologies skills.

These elements of 21st century skills are embedded in the syllabus objectives, unit objectives and subject matter, and ISMGs for Modern History.

### 1.2.3 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation in Australia. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at [www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives](http://www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives).

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

Modern History requires students to engage with the perspectives of Aboriginal peoples and Torres Strait Islander peoples by having them study at least one of the following:

- Unit 1 Topic 1: Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends)
- Unit 2 Topic 1: Australian Indigenous rights movement since 1967 (Australian Referendum of 1967 takes place).

## 1.2.4 Pedagogical and conceptual frameworks

### An approach to inquiry

Learning in the 21st century is dynamic, and is enhanced by an inquiry approach that applies discipline knowledge and skills to real-world situations and contemporary events (Masters 2016). An inquiry approach involves a range of instructional practices that stimulate student learning and give precedence to students' investigative work (Aditomo et al. 2013).

#### Inquiry-based learning

An inquiry approach involves:

- a method of learning, initiated by questions or problems
- personal construction of a student's own knowledge, i.e. knowledge that is new to the student
- an active approach to learning where students have the central role
- the teacher acting as a facilitator
- developing self-directed learning over time, as students assume increasing responsibility for their learning.

These core elements are stated by Spronken-Smith and Walker (2010, p. 726) and supported by references to Justice et al. (2007), Khan and O'Rourke (2004) and Weaver (1989).

The following table describes three different approaches to teaching inquiry along the continua between teaching for and through. This is based on Spronken-Smith and Walker (2010, p. 726), who built on the problem-solving approach of Staver and Bay (1987).

Inquiry type	Description	Teaching for or through inquiry
<b>Structured</b>	Teacher provides students with an issue, problem or question, and an outline for addressing it. The inquiry components are structured and each component may be the focus of class activities either in isolation or through connections structured by the teacher.	For
<b>Guided</b>	Teacher provides questions to stimulate inquiry, and students are self-directed in terms of exploring these questions. Teacher provides guidance with some or all inquiry components.	Through
<b>Open</b>	Teacher cedes control and students work more independently to formulate their own questions and problems, and progress through the full inquiry cycle, with the teacher monitoring this progress.	Through

Classroom learning may involve activities and experiences that focus on particular components of the inquiry process so that these are explicitly taught — it is not necessary that students undertake all components of an inquiry approach to develop mastery, confidence and independence. Figure 3 depicts the four components of an inquiry approach.



Figure 3: Stages of an inquiry approach

### An inquiry approach illustrated

**Reflecting** is the crucial metacognitive activity that connects the four inquiry components of forming, finding, analysing, and evaluating. As students progress in their inquiry, they develop meaning about previous understandings and inquiry decisions. Consequently, students should be encouraged to view all key decisions and activities as formative and therefore worthy of reflection and revision (see Marzano & Kendall 2007, 2008).

#### Forming

- Describing the task and its components
- Developing questions about the task
- Writing the methodology

#### Finding

- Exploring sources
- Informing
- Locating and gathering data, information and sources



#### Evaluating

- Making decisions and judgments
- Drawing conclusions
- Synthesising findings
- Verifying findings

#### Analysing

- Matching
- Comparing
- Interpreting relationships, patterns and trends

## 1.2.5 Subject matter

Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with Modern History. It is particular to each unit in the course of study and provides the basis for student learning experiences.

Subject matter has a direct relationship to the unit objectives, but is of a finer granularity and is more specific. These statements of learning are constructed in a similar way to objectives. Each statement:

- describes an action (or combination of actions) — what the student is expected to do
- describes the element — expressed as information, mental procedures and/or psychomotor procedures
- is contextualised for the topic or circumstance particular to the unit.

In Modern History, subject matter consists of the historical concepts, skills, knowledge and understandings described in the unit objectives. This subject matter is organised into topics. For each of the topics selected, students will need to engage with contextual, depth and concluding studies:

- contextual studies provide students with context for the depth study and are shorter — approximately 20% of unit time
- depth studies are the central focus for the topic, allow students to engage rigorously with a process of inquiry, and are longer than the contextual and concluding studies — approximately 60% of unit time
- concluding studies provide students with coherence for the depth study and are shorter — approximately 20% of unit time.

Where 'for example' appears in the subject matter, it is used to provide ideas about aspects, elements or contexts that could be covered when teaching topics in the units; teachers may choose to use other examples to substitute for the examples stated.

When preceding a list, 'including' refers to the aspects, elements or contexts that must be covered when teaching topics in the units; additional aspects, elements or contexts may be used at the teacher's discretion.

The subject matter covered in Units 1 and 2 must include at least one of the following topics:

- Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends)
- Australian Indigenous rights movement since 1967 (Australian Referendum of 1967 takes place)

It is recommended that the topics chosen across a course of study should not significantly overlap or duplicate. For example, limiting topic choice to one nation or a single time period over the four units would not allow students sufficient breadth and depth of understanding of the Modern World.

It is also recommended that at least one of the topics chosen across a course of study reflects engagement with Asia. Opportunities for engagement with Asia appear in Units 1–4.

In Modern History, the subject matter covered in each topic focuses on an aspect of the topic. An aspect of the topic is a specific or targeted area of study related to the topic. It is narrower in focus than the topic as a whole.

## 1.3 Assessment — general information

Assessments are formative in Units 1 and 2, and summative in Units 3 and 4.

Assessment	Unit 1	Unit 2	Unit 3	Unit 4
Formative assessments	•	•		
Summative internal assessment 1			•	
Summative internal assessment 2			•	
Summative internal assessment 3				•
Summative external assessment				•

### 1.3.1 Formative assessments — Units 1 and 2

Formative assessments provide feedback to both students and teachers about each student's progress in the course of study.

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

For reporting purposes, schools should devise at least *two* but no more than *four* assessments for Units 1 and 2 of this subject. At least *one* assessment must be completed for *each* unit.

The sequencing, scope and scale of assessments for Units 1 and 2 are matters for each school to decide and should reflect the local context.

Teachers are encouraged to use the A–E descriptors in the reporting standards (Section 1.4) to provide formative feedback to students and to report on progress.

### 1.3.2 Summative assessments — Units 3 and 4

Students will complete a total of *four* summative assessments — three internal and one external — that count towards their final mark in each subject.

Schools develop *three* internal assessments for each senior subject, based on the learning described in Units 3 and 4 of the syllabus.

The three summative internal assessments will be endorsed and the results confirmed by the QCAA. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for Modern History will contribute 25% towards a student's result.

### Summative internal assessment — instrument-specific marking guides

This syllabus provides ISMGs for the three summative internal assessments in Units 3 and 4.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

#### Criteria

Each ISMG groups assessment objectives into criteria. An assessment objective may appear in multiple criteria, or in a single criterion of an assessment.

#### Making judgments

Assessment evidence of student performance in each criterion is matched to a performance-level descriptor, which describes the typical characteristics of student work.

Where a student response has characteristics from more than one performance level, a best-fit approach is used. Where a performance level has a two-mark range, it must be decided if the best fit is the higher or lower mark of the range.

### **Authentication**

Schools and teachers must have strategies in place for ensuring that work submitted for internal summative assessment is the student's own. Authentication strategies outlined in QCAA guidelines, which include guidance for drafting, scaffolding and teacher feedback, must be adhered to.

### **Summative external assessment**

The summative external assessment adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes 25% to the student's result in Modern History. It is not privileged over the school-based assessment.

## **1.4 Reporting standards**

Reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A–E). They reflect the cognitive taxonomy and objectives of the course of study.

The primary purpose of reporting standards is for twice-yearly reporting on student progress. These descriptors can also be used to help teachers provide formative feedback to students and to align ISMGs.

## Reporting standards

### A

The student demonstrates thorough comprehension of terms, concepts and issues to develop an understanding of the past. Historical questions are devised and research conducted through framing nuanced key inquiry questions and sub-questions to select evidence from primary and secondary sources that offer different perspectives.

The student analyses evidence from historical sources to show discerned understanding by identifying, examining and explaining features of evidence. Synthesis of evidence from historical sources is used to form a sophisticated historical argument and justify insightful decisions.

The student demonstrates evaluation of evidence from historical sources to make discerning judgments that are well-reasoned and corroborated. Communication of historical ideas and arguments is succinct and logical, is characterised by using ethical scholarship, and has minimal spelling, grammar and punctuation errors.

### B

The student demonstrates detailed comprehension of terms, concepts and issues to develop an understanding of the past. Historical questions are devised and research conducted through framing a key inquiry question and sub-questions to select evidence from primary and secondary sources that offer perspectives.

The student analyses evidence from historical sources to show reasoned understanding by identifying, examining and explaining features of evidence. Synthesis of evidence historical from sources is used to form a considered historical argument and justify credible decisions.

The student demonstrates evaluation of evidence from historical sources to make effective judgments that are reasoned and corroborated. Communication of historical ideas and arguments is clear and is characterised by using ethical scholarship, and has few spelling, grammar and punctuation errors.

### C

The student demonstrates appropriate comprehension of terms, concepts and issues to develop an understanding of the past. Historical questions are devised and adequate use of research is conducted through framing a key inquiry question and relevant sub-questions to select evidence from primary or secondary sources that provide perspectives.

The student analyses evidence from historical sources to show understanding by identifying, examining and explaining features of evidence. Synthesis of evidence from historical sources is used to form a basic historical argument and justify reasonable decisions.

The student demonstrates evaluation of evidence from historical sources to make adequate judgments that are appropriate and corroborated. Communication of historical ideas and arguments is characterised by using ethical scholarship, and has some spelling, grammar and punctuation errors.

### D

The student demonstrates partial comprehension of terms, concepts and issues to develop some understanding of the past. Some use of research is conducted through framing a key inquiry question to select evidence from sources that provide a perspective.

The student identifies and examines evidence from historical sources to show partial understanding of features of evidence. Synthesis of evidence from sources is used to form a cursory historical argument and partial decisions.

The student demonstrates evaluation of evidence from historical sources to make inconsistent judgments. Communication of historical ideas and arguments and has significant spelling, grammar and punctuation errors.

### E

The student demonstrates fragmented comprehension of terms, concepts and issues to develop a superficial understanding of the past. Questions are often unclear or irrelevant and rudimentary information is located in sources.

The student identifies evidence from historical sources to show a superficial understanding of features of evidence. Synthesis of evidence from sources is used to form a rudimentary historical argument and fragmentary decisions.

The student makes a sporadic evaluation of evidence from sources to make statements that are vague or superficial. Communication of historical ideas and arguments has frequent spelling, grammar and punctuation errors.

# 2 Unit 1: Ideas in the Modern World

## 2.1 Unit description

In Unit 1, students form their own knowledge and understanding about ideas that have emerged in the Modern World. The ideas examined include assumptions, beliefs, views or opinions that are of local, national or international significance. They consist of, for example: authoritarianism, capitalism, communism, democracy, environmental sustainability, egalitarianism, imperialism, nationalism, and self-determination. Students apply historical concepts and historical skills to explore the nature, origins, development, legacies and contemporary significance of these ideas within selected historical contexts, e.g. rebellions, restorations, revolutions or conflicts.

Examples of key inquiry questions to help guide the course of study in Unit 1 are:

- To what extent did the ideas under investigation help to shape the Modern World?
- How did these ideas influence the development of the Modern World?

Examples of sub-questions to help guide the course of study in Unit 1 are:

- What terms, concepts and issues are linked to the ideas under investigation?
- Why did these ideas occur?
- When, why and how did individuals, groups, events or other factors contribute to the development of these ideas?
- To what degree did conditions remain the same or change while these ideas developed?
- How have historians or other commentators interpreted contestable and historical features linked to these ideas?

### Unit requirements

Two topics are studied in this unit. One of these must be Topic 1, if Topic 1 in Unit 2 (Australian Indigenous rights movement since 1967) is not studied. The topics that may be selected are:

- Topic 1: Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends)
- Topic 2: Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins)
- Topic 3: Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed)
- Topic 4: American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed)
- Topic 5: French Revolution, 1789–1799 (Estates General meets – New Consulate established)
- Topic 6: Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins)
- Topic 7: Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies)
- Topic 8: Boxer Rebellion, 1900–1901 (Boxer militancy in Pingyuan begins – Boxer Protocol signed)
- Topic 9: Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends)
- Topic 10: Xinhai Revolution, 1911–1912 (Wuchang Uprising begins – Emperor Puyi abdicates)

- Topic 11: Iranian Revolution, 1977–1979 (anti-Shah demonstrations take place – Iran becomes an Islamic Republic)
- Topic 12: Arab Spring since 2010 (Tunisian Revolution begins)
- Topic 13: Alternative topic for Unit 1.

## Subject matter

The subject matter provides the context through which the historical concepts, skills, knowledge and understandings described in the unit objectives are developed. The sequence and emphasis of these objectives should be applied by teachers to enhance the process of historical inquiry and align with the specified assessment.

Teachers may select subject matter where ‘for example’ is used and do not need to cover all the subject matter outlined. The example subject matter is provided for guidance, particularly where topics are unfamiliar.

In Modern History, the subject matter covered in each topic focuses on an aspect of the topic. An aspect of the topic is a specific or targeted area of study related to the topic. It is narrower in focus than the topic as a whole.

## 2.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

1. comprehend terms, concepts and issues linked to ideas in the Modern World
2. devise historical questions and conduct research associated with ideas in the Modern World
3. analyse evidence from historical sources to show understanding about ideas in the Modern World
4. synthesise evidence from historical sources to form a historical argument associated with ideas in the Modern World
5. evaluate evidence from historical sources to make judgments about ideas in the Modern World
6. create responses that communicate meaning to suit purpose about ideas in the Modern World.

## 2.3 Topic 1: Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay crisis ends)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.



## 2.4 Topic 2: Age of Enlightenment, 1750s–1789 (*Encyclopédie* published – French Revolution begins)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 2.5 Topic 3: Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 2.6 Topic 4: American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 2.7 Topic 5: French Revolution, 1789–1799 (Estates General meets – New Consulate established)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 2.8 Topic 6: Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 2.9 Topic 7: Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 2.10 Topic 8: Boxer Rebellion, 1900–1901 (Boxer militancy in Pingyuan begins – Boxer Protocol signed)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 2.11 Topic 9: Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.



## 2.12 Topic 10: Xinhai Revolution, 1911–1912 (Wuchang Uprising begins – Emperor Puyi abdicates)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 2.13 Topic 11: Iranian Revolution, 1977–1979 (anti-Shah demonstrations take place – Iran becomes an Islamic Republic)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 2.14 Topic 12: Arab Spring since 2010 (Tunisian Revolution begins)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 2.15 Topic 13: Alternative topic for Unit 1

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 2.16 Assessment guidance

In constructing assessment instruments for Unit 1, schools should ensure that the objectives cover, or are chosen from, the unit objectives. If one assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one assessment instrument is developed, the unit objectives must be covered across those instruments.

For Unit 1, suggested assessment instruments include an Examination — short responses to historical sources aligned with the first topic selected for study in Unit 1, and Investigation — independent source investigation aligned with the second topic selected for study in Unit 1.

# 3 Unit 2: Movements in the Modern World

## 3.1 Unit description

In Unit 2, students form their own knowledge and understanding about movements that have emerged in the Modern World. The movements examined include actions or activities on a local, national or international level that are directed towards a particular social purpose. Often the social purpose has been to make the world more inclusive, liberal, equitable, egalitarian or accessible through the removal of discrimination and exploitation based on some form of prejudice, e.g. ableism, anti-Semitism, classism, homophobia, Islamophobia, racism, sexism, transphobia or xenophobia. Students apply historical concepts and historical skills to explore the nature, origins, development, legacies and contemporary significance of these movements within selected historical contexts, e.g. movements for independence, civil rights or some other form of political and social change.

Examples of key inquiry questions to help guide the course of study in Unit 2 are:

- To what extent did the movements under investigation help to shape the Modern World?
- How did these movements influence the development of the Modern World?

Examples of sub-questions to help guide the course of study in Unit 2 are:

- What terms, concepts and issues are linked to these movements under investigation?
- Why did these movements occur?
- When, why and how did individuals, groups, events or other factors contribute to these movements?
- To what degree did conditions remain the same or change while these movements developed?
- How have historians or other commentators interpreted contestable and historical features linked to these movements?

### Unit requirements

Two topics are studied in this unit — one of which must be Topic 1, if Topic 1 in Unit 1 (Australian Frontier Wars, 1788–1930s) has not been studied previously. The topics that may be selected are:

- Topic 1: Australian Indigenous rights movement since 1967 (Australian Referendum of 1967 takes place)
- Topic 2: Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law)
- Topic 3: Workers' movement since the 1860s (Great Shoemakers Strike in New England begins)
- Topic 4: Women's movement since 1893 (Women's suffrage in New Zealand becomes law)
- Topic 5: May Fourth Movement in China, 1919 (Student protests at Beijing University begin – Victory of the People published)
- Topic 6: Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared)
- Topic 7: Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces)

- Topic 8: Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)
- Topic 9: African-American civil rights movement, 1954–1968 (judgment in *Brown v. Board of Education* delivered – *Kerner Report* published)
- Topic 10: Environmental movement since the 1960s (*Silent Spring* published)
- Topic 11: LGBTIQ civil rights movement since 1969 (Stonewall Riots begin)
- Topic 12: Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins)
- Topic 13: Alternative topic for Unit 2.

### Subject matter

The subject matter provides the context through which the historical concepts, skills, knowledge and understandings described in the unit objectives are developed. The sequence and emphasis of these objectives should be applied by teachers to enhance the process of historical inquiry and align with the specified assessment.

Teachers may select subject matter where ‘for example’ is used and do not need to cover all the subject matter outlined. The example subject matter is provided for guidance, particularly where topics are unfamiliar.

In Modern History, the subject matter covered in each topic focuses on an aspect of the topic. An aspect of the topic is a specific or targeted area of study related to the topic. It is narrower in focus than the topic as a whole.

## 3.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

1. comprehend terms, concepts and issues linked to movements in the Modern World
2. devise historical questions and conduct research associated with movements in the Modern World
3. analyse evidence from historical sources to show understanding about movements in the Modern World
4. synthesise evidence from historical sources to form a historical argument associated with movements in the Modern World
5. evaluate evidence from historical sources to make judgments about movements in the Modern World
6. create responses that communicate meaning to suit purpose about movements in the Modern World.

### 3.3 Topic 1: Australian Indigenous rights movement since 1967 (Australian referendum of 1967 takes place)

#### Subject matter

##### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

##### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

##### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.



### 3.4 Topic 2: Independence movement in India, 1857–1947 (Sepoy Rebellion begins – *Indian Independence Act 1947* becomes law)

#### Subject matter

##### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

##### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

##### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 3.5 Topic 3: Workers' movement since the 1860s (Great Shoemakers Strike in New England begins)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 3.6 Topic 4: Women's movement since 1893 (Women's suffrage in New Zealand becomes law)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

### 3.7 Topic 5: May Fourth Movement in China, 1919 (student protests at Beijing University begin – *Victory of the People* published)

#### Subject matter

##### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

##### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

##### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

### 3.8 Topic 6: Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared)

#### Subject matter

##### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

##### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

##### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

### 3.9 Topic 7: Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces)

#### Subject matter

##### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

##### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

##### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

### 3.10 Topic 8: Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)

#### Subject matter

##### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

##### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

##### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

### 3.11 Topic 9: African-American civil rights movement, 1954–1968 (judgment in *Brown v. Board of Education* delivered – *Kerner Report* published)

#### Subject matter

##### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

##### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

##### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.



## 3.12 Topic 10: Environmental movement since the 1960s (*Silent Spring* published)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

### 3.13 Topic 11: LGBTIQ civil rights movement since 1969 (Stonewall Riots begin)

#### Subject matter

##### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

##### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

##### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 3.14 Topic 12: Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 3.15 Topic 13: Alternative topic for Unit 2

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others
- create responses that communicate meaning to suit purpose.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 3.16 Assessment guidance

In constructing assessment instruments for Unit 2, schools should ensure that the objectives cover, or are chosen from, the unit objectives. If one assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one assessment instrument is developed, the unit objectives must be covered across those instruments.

For Unit 2, suggested assessment instruments include an Investigation — historical essay based on research using any of Topics 1–13, and Examination — essay in response to historical sources using any of Topics 1–13.

# 4 Unit 3: National experiences in the Modern World

## 4.1 Unit description

In Unit 3, students form their own knowledge and understanding about national experiences that have emerged in the Modern World. The national experiences examined may include crises that have confronted nations, their responses to these crises, and the different paths nations have taken to fulfil their goals. These national experiences consist of, for example: civil wars, immigration policies, electoral campaigns and major economic events. Students apply historical concepts and historical skills to explore the nature, origins, development, legacies and contemporary significance of these national experiences within selected historical contexts.

Examples of key inquiry questions to help guide the course of study in Unit 3 are:

- To what extent did the national experiences under investigation help to shape the Modern World?
- How did these national experiences influence the development of the Modern World?

Examples of sub-questions to help guide the course of study in Unit 3 are:

- What terms, concepts and issues are linked to the national experiences under investigation?
- Why did these national experiences occur?
- When, why and how did individuals, groups, events or other factors contribute to these national experiences?
- To what degree did conditions remain the same or change while these national experiences developed?
- How have historians or other commentators interpreted contestable and historical features linked to these national experiences?

### Unit requirements

Two topics are studied in this unit. The topics that may be selected are:

- Topic 1: Australia, 1914–1949 (World War I begins – Robert Menzies becomes Prime Minister for the second time)
- Topic 2: England, 1756–1837 (Seven Years' War begins – reign of Queen Victoria begins)
- Topic 3: France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end)
- Topic 4: New Zealand, 1841–1934 (separate colony of New Zealand established – Reserve Bank of New Zealand established)
- Topic 5: Germany, 1914–1945 (World War I begins – World War II ends)
- Topic 6: United States of America, 1917–1945 (entry into World War I – World War II ends)
- Topic 7: Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends)
- Topic 8: Japan, 1931–1967 (invasion of Manchuria begins – National Foundation Day takes place)
- Topic 9: China, 1931–1976 (invasion of Manchuria begins – Cultural Revolution ends)
- Topic 10: Indonesia, 1942–1975 (Japanese occupation begins – invasion of East Timor begins)

- Topic 11: India, 1947–1974 (Indian Independence Act of 1947 becomes law – India explodes its first nuclear device)
- Topic 12: Israel, 1948–1993 (Israeli independence declared – Oslo Peace Accords signed)
- Topic 13: South Korea, 1948–1972 (Republic of Korea begins – Third Republic ends).

## Subject matter

The subject matter provides the context through which the historical concepts, skills, knowledge and understandings described in the unit objectives are developed. The sequence and emphasis of these objectives should be applied by teachers to enhance the process of historical inquiry and align with the specified assessment.

Teachers may select subject matter where ‘for example’ is used and do not need to cover all the subject matter outlined. The example subject matter is provided for guidance, particularly where topics are unfamiliar.

In Modern History, the subject matter covered in each topic focuses on an aspect of the topic. An aspect of the topic is a specific or targeted area of study related to the topic. It is narrower in focus than the topic as a whole.

## 4.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

Unit objective	IA1	IA2
1. <u>comprehend terms, concepts and issues</u> linked to national experiences in the <u>Modern World</u>	•	
2. <u>devise historical questions</u> and <u>conduct</u> research associated with national experiences in the Modern World		•
3. <u>analyse evidence</u> from <u>historical sources</u> to <u>show understanding</u> about national experiences in the Modern World	•	•
4. <u>synthesise</u> evidence from historical sources to form a historical argument associated with national experiences in the Modern World	•	
5. <u>evaluate</u> evidence from historical sources to make judgments about national experiences in the Modern World	•	•
6. <u>create</u> responses that <u>communicate</u> meaning to suit purpose about national experiences in the Modern World.	•	•

## 4.3 Topic 1: Australia, 1914–1949 (World War I begins – Robert Menzies becomes Prime Minister for the second time)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
    - a chronology of events
    - ideological, cultural, political or any other influences that existed within a society or across societies
    - individuals, groups, ideas and events and the relationships between them
  - analyse evidence from historical sources to show understanding
  - synthesise evidence from historical sources to form a historical argument
  - evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
    - short-, medium- and long-term causes
    - the role and significance of ideas, people, groups and other features
    - actions and events
    - effects, continuities and changes
    - perspectives and points of contestability raised by historians or others
- and either
- create a response that communicates meaning to suit purpose by presenting an essay in response to historical sources
- or
- devise historical questions and conduct research and create a response that communicates meaning to suit purpose by presenting an independent source investigation.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.



## 4.4 Topic 2: England, 1756–1837 (Seven Years' War begins – reign of Queen Victoria begins)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
    - a chronology of events
    - ideological, cultural, political or any other influences that existed within a society or across societies
    - individuals, groups, ideas and events and the relationships between them
  - analyse evidence from historical sources to show understanding
  - synthesise evidence from historical sources to form a historical argument
  - evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
    - short-, medium- and long-term causes
    - the role and significance of ideas, people, groups and other features
    - actions and events
    - effects, continuities and changes
    - perspectives and points of contestability raised by historians or others
- and either
- create a response that communicates meaning to suit purpose by presenting an essay in response to historical sources
- or
- devise historical questions and conduct research and create a response that communicates meaning to suit purpose by presenting an independent source investigation.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 4.5 Topic 3: France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
    - a chronology of events
    - ideological, cultural, political or any other influences that existed within a society or across societies
    - individuals, groups, ideas and events and the relationships between them
  - analyse evidence from historical sources to show understanding
  - synthesise evidence from historical sources to form a historical argument
  - evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
    - short-, medium- and long-term causes
    - the role and significance of ideas, people, groups and other features
    - actions and events
    - effects, continuities and changes
    - perspectives and points of contestability raised by historians or others
- and either
- create a response that communicates meaning to suit purpose by presenting an essay in response to historical sources
- or
- devise historical questions and conduct research and create a response that communicates meaning to suit purpose by presenting an independent source investigation.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 4.6 Topic 4: New Zealand, 1841–1934 (separate colony of New Zealand established – Reserve Bank of New Zealand established)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
    - a chronology of events
    - ideological, cultural, political or any other influences that existed within a society or across societies
    - individuals, groups, ideas and events and the relationships between them
  - analyse evidence from historical sources to show understanding
  - synthesise evidence from historical sources to form a historical argument
  - evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
    - short-, medium- and long-term causes
    - the role and significance of ideas, people, groups and other features
    - actions and events
    - effects, continuities and changes
    - perspectives and points of contestability raised by historians or others
- and either
- create a response that communicates meaning to suit purpose by presenting an essay in response to historical sources
- or
- devise historical questions and conduct research and create a response that communicates meaning to suit purpose by presenting an independent source investigation.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 4.7 Topic 5: Germany, 1914–1945 (World War I begins – World War II ends)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or othersand either
  - create a response that communicates meaning to suit purpose by presenting an essay in response to historical sourcesor
  - devise historical questions and conduct research and create a response that communicates meaning to suit purpose by presenting an independent source investigation.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 4.8 Topic 6: United States of America, 1917–1945 (entry into World War I – World War II ends)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or othersand either
  - create a response that communicates meaning to suit purpose by presenting an essay in response to historical sourcesor
  - devise historical questions and conduct research and create a response that communicates meaning to suit purpose by presenting an independent source investigation.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 4.9 Topic 7: Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
    - a chronology of events
    - ideological, cultural, political or any other influences that existed within a society or across societies
    - individuals, groups, ideas and events and the relationships between them
  - analyse evidence from historical sources to show understanding
  - synthesise evidence from historical sources to form a historical argument
  - evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
    - short-, medium- and long-term causes
    - the role and significance of ideas, people, groups and other features
    - actions and events
    - effects, continuities and changes
    - perspectives and points of contestability raised by historians or others
- and either
- create a response that communicates meaning to suit purpose by presenting an essay in response to historical sources
- or
- devise historical questions and conduct research and create a response that communicates meaning to suit purpose by presenting an independent source investigation.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 4.10 Topic 8: Japan, 1931–1967 (invasion of Manchuria begins – National Foundation Day takes place)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or othersand either
  - create a response that communicates meaning to suit purpose by presenting an essay in response to historical sourcesor
  - devise historical questions and conduct research and create a response that communicates meaning to suit purpose by presenting an independent source investigation.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 4.11 Topic 9: China, 1931–1976 (invasion of Manchuria begins – Cultural Revolution ends)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or othersand either
  - create a response that communicates meaning to suit purpose by presenting an essay in response to historical sourcesor
  - devise historical questions and conduct research and create a response that communicates meaning to suit purpose by presenting an independent source investigation.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.



## 4.12 Topic 10: Indonesia, 1942–1975 (Japanese occupation begins – invasion of East Timor begins)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
    - a chronology of events
    - ideological, cultural, political or any other influences that existed within a society or across societies
    - individuals, groups, ideas and events and the relationships between them
  - analyse evidence from historical sources to show understanding
  - synthesise evidence from historical sources to form a historical argument
  - evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
    - short-, medium- and long-term causes
    - the role and significance of ideas, people, groups and other features
    - actions and events
    - effects, continuities and changes
    - perspectives and points of contestability raised by historians or others
- and either
- create a response that communicates meaning to suit purpose by presenting an essay in response to historical sources
- or
- devise historical questions and conduct research and create a response that communicates meaning to suit purpose by presenting an independent source investigation.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 4.13 Topic 11: India, 1947–1974 (Indian Independence Act of 1947 becomes law – India explodes its first nuclear device)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
    - a chronology of events
    - ideological, cultural, political or any other influences that existed within a society or across societies
    - individuals, groups, ideas and events and the relationships between them
  - analyse evidence from historical sources to show understanding
  - synthesise evidence from historical sources to form a historical argument
  - evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
    - short-, medium- and long-term causes
    - the role and significance of ideas, people, groups and other features
    - actions and events
    - effects, continuities and changes
    - perspectives and points of contestability raised by historians or others
- and either
- create a response that communicates meaning to suit purpose by presenting an essay in response to historical sources
- or
- devise historical questions and conduct research and create a response that communicates meaning to suit purpose by presenting an independent source investigation.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 4.14 Topic 12: Israel, 1948–1993 (Israeli independence declared – Oslo Peace Accords signed)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or othersand either
  - create a response that communicates meaning to suit purpose by presenting an essay in response to historical sourcesor
  - devise historical questions and conduct research and create a response that communicates meaning to suit purpose by presenting an independent source investigation.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 4.15 Topic 13: South Korea, 1948–1972 (Republic of Korea begins – Third Republic ends)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or othersand either
  - create a response that communicates meaning to suit purpose by presenting an essay in response to historical sourcesor
  - devise historical questions and conduct research and create a response that communicates meaning to suit purpose by presenting an independent source investigation.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 4.16 Assessment

### 4.16.1 Summative internal assessment 1 (IA1): Examination — essay in response to historical sources (25%)

#### Description

The examination assesses the application of a range of cognitions to an unseen question.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

#### Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. comprehend terms, concepts and issues linked to a topic focused on national experiences in the Modern World
3. analyse evidence from historical sources to show understanding that is linked to a topic focused on national experiences in the Modern World
4. synthesise evidence from historical sources to form a historical argument that is linked to a topic focused on national experiences in the Modern World
5. evaluate evidence from historical sources to make judgments linked to a topic focused on national experiences in the Modern World
6. create an essay in response to historical sources that communicates meaning to suit purpose that is linked to a topic focused on national experiences in the Modern World.

**Note:** Unit objective 2 is not assessed in this instrument.

#### Specifications

- The unseen question will be developed from Unit 3, using the topic from 1–13 that was chosen for study. The assessment instrument must reflect the application of key issues raised in the depth study of the topic selected.
- An essay in response to historical sources requires sustained analysis, synthesis and evaluation of the stimulus material in order to fully support a student-generated hypothesis.
- An essay in response to historical sources has the following features:
  - an introduction (which sets context and includes a hypothesis and outline of the argument)
  - body paragraphs with topic sentences
  - a conclusion (which draws together the main ideas and arguments).
- Ethical scholarship to be applied in the response.

#### Stimulus specifications

- Stimulus supplied for an essay in response to historical sources includes 9 to 12 sources.
- Some sources (6–7) seen one week before the examination but not interrogated with teacher assistance; some sources (3–5) are not seen before the examination, and these should be succinct enough for students to engage with during planning time.
- Context statements must be supplied for each source in the form of a brief description that may include: author, time of production, and any general details about the circumstances in which a source was produced.

## Conditions

- Time: 2 hours plus 15 minutes planning time
- Length: 800–1000 words
- No notes allowed
- Clean copy of the stimulus supplied.

## Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the essay in response to historical sources.

Criterion	Objectives	Marks
Comprehending	1	6
Analysing	3	4
Synthesising	4	4
Evaluating	5	6
Creating and communicating	6	5
<b>Total</b>		<b>25</b>

**Note:** Unit objective 2 is not assessed in this instrument.

## Instrument-specific marking guide

### Criterion: Comprehending

#### Assessment objective

1. comprehend terms, concepts and issues linked to a topic focused on national experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>thorough</u> and mostly accurate use of terms placed into <u>historical contexts</u></li> <li>• <u>detailed</u> explanation of issues related to the unseen question</li> <li>• <u>informed</u> understanding of the relationship between concepts and a variety of ideas developed in response to the unseen question.</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• <u>appropriate</u> use of terms placed into historical contexts</li> <li>• <u>adequate</u> explanation of issues related to the unseen question</li> <li>• <u>reasonable</u> understanding of the relationship between concepts and the unseen question.</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• <u>partial, fragmented</u> or mostly <u>inaccurate</u> use of a term or terms</li> <li>• <u>rudimentary</u> explanation of an issue or issues</li> <li>• <u>superficial</u> understanding of the link between a concept or concepts and the unseen question or topic.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Analysing

### Assessment objective

3. analyse evidence from historical sources to show understanding that is linked to a topic focused on national experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• <u>discerning</u> identification of the <u>features of evidence</u> from a <u>range of sources</u> in the stimulus supplied</li><li>• <u>detailed</u> examination of the features of evidence from sources in the stimulus supplied</li><li>• <u>informed</u> explanation about how evidence from sources in the stimulus supplied contributes to the development of the <u>hypothesis</u>.</li></ul>	3-4
<ul style="list-style-type: none"><li>• identification of the features of evidence from sources in the stimulus supplied</li><li>• examination of the features of evidence from sources in the stimulus supplied</li><li>• explanation about how evidence from sources in the stimulus supplied contributes to the development of the hypothesis or the unseen question.</li></ul>	2
<ul style="list-style-type: none"><li>• <u>partial</u> or <u>fragmented</u> identification of a feature of evidence from a source or sources</li><li>• <u>rudimentary</u> examination of a feature of evidence from a source or sources</li><li>• <u>superficial</u> explanation about how evidence from a source or sources relate to the hypothesis, unseen question or the topic.</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

## Criterion: Synthesising

### Assessment objective

4. synthesise evidence from historical sources to form a historical argument that is linked to a topic focused on national experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• <u>combination of information</u> from the stimulus supplied to justify <u>insightful</u> decisions</li><li>• combination of information from the stimulus supplied to support a <u>sophisticated</u> historical argument</li><li>• these combinations use evidence from a <u>range of sources</u> in the stimulus supplied.</li></ul>	3-4
<ul style="list-style-type: none"><li>• combination of information from the stimulus supplied to justify <u>reasonable</u> decisions</li><li>• combination of information from the stimulus supplied to support a <u>basic</u> historical argument</li><li>• these combinations use evidence from sources in the stimulus supplied.</li></ul>	2
<ul style="list-style-type: none"><li>• combination of information from the stimulus supplied relates to a <u>partial</u> or <u>fragmented</u> decision</li><li>• combination of information from the stimulus supplied relates to a <u>superficial</u> or <u>rudimentary</u> historical argument or a <u>non-historical argument</u></li><li>• these combinations use evidence from a source.</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

## Criterion: Evaluating

### Assessment objective

5. evaluate evidence from historical sources to make judgments linked to a topic focused on national experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• <u>discerning</u> judgments about <u>usefulness</u> and/or <u>reliability</u></li><li>• these judgments use evidence from a <u>range of sources</u> and/or refer to different <u>perspectives</u> in the stimulus supplied</li><li>• these judgments are well-reasoned and <u>corroborated</u>.</li></ul>	5–6
<ul style="list-style-type: none"><li>• <u>adequate</u> judgments about usefulness and/or reliability</li><li>• these judgments use evidence from sources and/or refer to perspectives in the stimulus supplied</li><li>• these judgments are <u>appropriate</u> and corroborated.</li></ul>	3–4
<ul style="list-style-type: none"><li>• <u>partial</u> or <u>fragmented</u> statement/s about usefulness and/or reliability</li><li>• these statements use evidence from a source and/or refer to a perspective in the stimulus supplied</li><li>• these statements are <u>inconsistent</u>, <u>superficial</u> or <u>vague</u>.</li></ul>	1–2
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

## Criterion: Creating and communicating

### Assessment objective

6. create an essay in response to historical sources that communicates meaning to suit purpose that is linked to a topic focused on national experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• <u>succinct</u>, with ideas related to the unseen question and hypothesis conveyed <u>logically</u></li><li>• features of an essay in response to historical sources and <u>ethical scholarship</u> are <u>consistently</u> demonstrated</li><li>• <u>minimal</u> errors in spelling, grammar and punctuation.</li></ul>	4–5
<ul style="list-style-type: none"><li>• conveys ideas related to the unseen question and/or hypothesis</li><li>• features of an essay in response to historical sources and ethical scholarship are demonstrated</li><li>• some errors in spelling, grammar and punctuation.</li></ul>	2–3
<ul style="list-style-type: none"><li>• conveys ideas that are frequently unrelated to the set question and/or hypothesis</li><li>• features of an essay in response to historical sources and ethical scholarship are <u>inconsistently</u> demonstrated</li><li>• frequent errors in spelling, grammar and punctuation impede the communication of ideas.</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0



## 4.16.2 Summative internal assessment 2 (IA2): Investigation — independent source investigation (25%)

### Description

An independent source investigation uses research and investigative practices to assess a range of cognitions in a particular context. It is an opportunity for students to demonstrate the application of historical concepts and historical skills — by selecting and analysing a range of historical sources and considering different perspectives — to the investigation.

Investigative practices and research include locating and using evidence from historical sources and information that goes beyond what has been provided to the student in class. Research conventions, including citations and reference list, must be adhered to. Responses are completed individually, under process writing conditions, over a number of hours.

### Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

2. devise historical questions and conduct research linked to a topic focused on national experiences in the Modern World
3. analyse evidence from historical sources to show understanding that is linked to a topic focused on national experiences in the Modern World
5. evaluate evidence from historical sources to make judgments linked to a topic focused on national experiences in the Modern World
6. create an independent source investigation that communicates meaning to suit purpose that is linked to a topic focused on national experiences in the Modern World.

**Note:** Unit objectives 1 and 4 are not assessed in this instrument.

### Specifications

- Schools select and contextualise one topic from Unit 3 not previously assessed for the Summative internal assessment 1 (IA1). The assessment instrument must reflect the application of key issues raised in the depth study of the topic selected.
- An independent source investigation has the following features:
  - identifying, locating and organising sources that have not been studied or supplied in class (a combined total of 4–6 sources, including primary and secondary, that demonstrate different perspectives)
  - devising a student-driven key inquiry question and 3–5 sub-questions
  - creating a rationale (with a paragraph structure) that explains the thinking behind their topic, e.g. topic choice, origins of their questions, possible hypothesis, choice of sources
  - developing a source analysis where emphasis is given to analysing the origin, purpose and context of historical evidence, and evaluating historical sources and evidence to show understanding of perspectives and interpretations. These can be in dot points. However, accepted standard language conventions apply
  - creating a critical summary of evidence reflecting on decisions, judgments and/or conclusions
- Practising ethical scholarship by using a recognised referencing system to acknowledge sources (including a reference list).

## Conditions

- Time: recommended duration is approximately 15 hours of class time over a period of weeks; students may use class time and their own time to develop a response.
- Length: 1500–2000 words total (suggested breakdown: rationale 200–300 words, source analysis 800–1200 words, critical summary of evidence 300–500 words).
- Direct quotes are included in the word length unless cited for authentication purposes (e.g. direct quotes presented alongside the source analysis).

## Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the independent source investigation.

Criterion	Objectives	Marks
Devising and conducting	2	6
Analysing	3	8
Evaluating	5	8
Creating and communicating	6	3
<b>Total</b>		<b>25</b>

**Note:** Unit objectives 1 and 4 are not assessed in this instrument.

## Instrument-specific marking guide

### Criterion: Devising and conducting

#### Assessment objective

2. devise historical questions and conduct research linked to a topic focused on national experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• <u>discerning</u> use of historical questions by creating a <u>nuanced</u> key inquiry question and relevant sub-questions</li><li>• <u>detailed</u> use of historical research by using evidence from primary and secondary sources that demonstrate application of the key inquiry question</li><li>• selection of evidence from primary and secondary sources that offer different <u>perspectives</u>.</li></ul>	5–6
<ul style="list-style-type: none"><li>• <u>appropriate</u> use of historical questions by creating a key inquiry question and <u>relevant</u> sub-questions</li><li>• <u>adequate</u> use of historical research by using evidence from primary or secondary sources that demonstrate application of the key inquiry question</li><li>• selection of evidence from primary or secondary sources that offer perspectives.</li></ul>	3–4
<ul style="list-style-type: none"><li>• <u>partial</u> or <u>fragmented</u> use of historical questions by creating a key inquiry question and/or sub-question/s that are <u>irrelevant</u>, non-historical or <u>vague</u></li><li>• <u>rudimentary</u> use of historical research by using evidence from a source that relates to the key inquiry question, sub-question/s or non-historical statements</li><li>• selection of a source or sources that offer a perspective.</li></ul>	1–2
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

## Criterion: Analysing

### Assessment objective

3. analyse evidence from historical sources to show understanding that is linked to a topic focused on national experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• <u>discerning</u> identification of the <u>features of evidence</u> from primary and secondary sources</li><li>• <u>detailed</u> examination of the features of evidence from primary and secondary sources</li><li>• <u>informed</u> explanation about how evidence from sources contributes to the development of the key inquiry question.</li></ul>	7–8
<ul style="list-style-type: none"><li>• <u>appropriate</u> identification of the features of evidence from primary and secondary sources</li><li>• <u>adequate</u> examination of the features of evidence from primary and secondary sources</li><li>• <u>reasonable</u> explanation about how evidence from sources contributes to the development of the key inquiry question.</li></ul>	5–6
<ul style="list-style-type: none"><li>• identification of the features of evidence from sources</li><li>• examination of the features of evidence from sources</li><li>• explanation about how evidence from sources contributes to the development of the key inquiry question.</li></ul>	3–4
<ul style="list-style-type: none"><li>• <u>partial</u> or <u>fragmented</u> identification of a feature of evidence from a source or sources</li><li>• <u>rudimentary</u> examination of a feature of evidence from a source or sources</li><li>• <u>superficial</u> explanation about how evidence from a source or sources relate to the key inquiry question, sub-question/s or the topic.</li></ul>	1–2
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

## Criterion: Evaluating

### Assessment objective

5. evaluate evidence from historical sources to make judgments linked to a topic focused on national experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• <u>discerning</u> judgments about <u>usefulness</u> and <u>reliability</u></li><li>• these judgments use evidence from primary and secondary sources and refer to different perspectives included in the source analysis</li><li>• these judgments are well-reasoned and <u>corroborated</u>.</li></ul>	7–8
<ul style="list-style-type: none"><li>• <u>effective</u> judgments about usefulness and/or reliability</li><li>• these judgments use evidence from primary and secondary sources and/or refer to perspectives included in the source analysis</li><li>• these judgments are <u>reasoned</u> and corroborated.</li></ul>	5–6
<ul style="list-style-type: none"><li>• <u>adequate</u> judgments about usefulness and/or reliability</li><li>• these judgments use evidence from sources and/or refer to perspectives included in the source analysis</li><li>• these judgments are <u>appropriate</u> and corroborated.</li></ul>	3–4
<ul style="list-style-type: none"><li>• <u>partial</u> or <u>fragmented</u> statement/s about usefulness and/or reliability</li><li>• these statement/s use evidence from a source and/or refer to a perspective included in the source analysis</li><li>• these statement/s are <u>inconsistent</u>, <u>superficial</u> or <u>vague</u>.</li></ul>	1–2
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

## Criterion: Creating and communicating

### Assessment objective

6. create an independent source investigation that communicates meaning to suit purpose that is linked to a topic focused on national experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• <u>succinct</u>, with ideas related to the key inquiry question and sub-questions conveyed <u>logically</u></li><li>• features of an independent source investigation and <u>ethical scholarship</u> are <u>consistently</u> demonstrated</li><li>• <u>minimal</u> errors in spelling, grammar and punctuation.</li></ul>	3
<ul style="list-style-type: none"><li>• conveys ideas related to the key inquiry question or sub-questions</li><li>• features of an independent source investigation and ethical scholarship are demonstrated</li><li>• some errors in spelling, grammar and punctuation.</li></ul>	2
<ul style="list-style-type: none"><li>• conveys ideas that are frequently unrelated to the key inquiry question and/or sub-question/s</li><li>• features of an independent source investigation and ethical scholarship are <u>inconsistently</u> demonstrated</li><li>• <u>frequent</u> errors in spelling, grammar and punctuation impede the communication of ideas.</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

# 5 Unit 4: International experiences in the Modern World

## 5.1 Unit description

In Unit 4, students form their own knowledge and understanding about international experiences that have emerged in the Modern World. The international experiences examined may include responses to cultural, economic, ideological, political, religious, military or other challenges that have gone beyond national borders. They consist of situations where, for example, two or more nations or regional groups: come into conflict with each other (directly or via proxies); form a common union, treaty or commerce-based arrangement; engage with a subnational or transnational organisation; experience the effects of a global or regional trend. Students apply historical concepts and historical skills to explore the nature, origins, development, legacies and contemporary significance of these international experiences within selected historical contexts.

Examples of key inquiry questions to help guide the course of study in Unit 4 are:

- To what extent did the international experiences under investigation help to shape the Modern World?
- How did these international experiences influence the development of the Modern World?

Examples of sub-questions to help guide the course of study in Unit 4 are:

- What terms, concepts and issues are linked to the international experiences under investigation?
- Why did these international experiences occur?
- When, why and how did individuals, groups, events or other factors contribute to these international experiences?
- To what degree did conditions remain the same or change while these international experiences developed?
- How have historians or other commentators interpreted contestable and historical features linked to these international experiences?

### Unit requirements

Two topics are studied in this unit. QCAA will nominate one topic from the list below that will be the basis for external assessment. Schools will be notified of the topic at least 12 months before the external assessment is implemented.

Schools must then choose an alternative topic from:

- Topic 1: Australian engagement with Asia since 1945 (World War II in the Pacific ends)
- Topic 2: Search for collective peace and security since 1815 (Concert of Europe begins)
- Topic 3: Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed)
- Topic 4: Mass migrations since 1848 (California Gold Rush begins)
- Topic 5: Information Age since 1936 (On Computable Numbers published)
- Topic 6: Genocides and ethnic cleansings since the 1930s (Holocaust begins)
- Topic 7: Nuclear Age since 1945 (first atomic bomb detonated)

- Topic 8: Cold War, 1945–1991 (Yalta Conference begins – Soviet Union ends)
- Topic 9: Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins)
- Topic 10: Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place)
- Topic 11: Space exploration since 1957 (Sputnik 1 orbits the Earth)
- Topic 12: Rights and recognition of First Peoples since 1982 (United Nations Working Group on Indigenous Populations established)
- Topic 13: Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place).

## Subject matter

The subject matter provides the context through which the historical concepts, skills, knowledge and understandings described in the unit objectives are developed. The sequence and emphasis of these objectives should be applied by teachers to enhance the process of historical inquiry and align with the specified assessment.

Teachers may select subject matter where ‘for example’ is used and do not need to cover all the subject matter outlined. The example subject matter is provided for guidance, particularly where topics are unfamiliar.

In Modern History, the subject matter covered in each topic focuses on an aspect of the topic. An aspect of the topic is a specific or targeted area of study related to the topic. It is narrower in focus than the topic as a whole.

## 5.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

Unit objective	IA3	EA
1. <u>comprehend terms, concepts and issues</u> linked to international experiences in the <u>Modern World</u>	•	•
2. <u>devise historical questions and conduct</u> research associated with international experiences in the Modern World	•	
3. <u>analyse evidence</u> from <u>historical sources</u> to <u>show understanding</u> about international experiences in the Modern World	•	•
4. <u>synthesise</u> evidence from historical sources to form a historical argument associated with international experiences in the Modern World	•	•
5. <u>evaluate</u> evidence from historical sources to make judgments about international experiences in the Modern World	•	•
6. <u>create</u> responses that <u>communicate</u> meaning to suit purpose about international experiences in the Modern World.	•	•

## 5.3 Topic 1: Australian engagement with Asia since 1945 (World War II in the Pacific ends)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others

and either

- devise historical questions and conduct research, and create a response that communicates meaning to suit purpose by presenting a historical essay based on research

or

- create a response that communicates meaning to suit purpose by completing short responses to historical sources.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.



## 5.4 Topic 2: Search for collective peace and security since 1815 (Concert of Europe begins)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or othersand either
- devise historical questions and conduct research, and create a response that communicates meaning to suit purpose by presenting a historical essay based on research
- or
- create a response that communicates meaning to suit purpose by completing short responses to historical sources.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 5.5 Topic 3: Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
    - a chronology of events
    - ideological, cultural, political or any other influences that existed within a society or across societies
    - individuals, groups, ideas and events and the relationships between them
  - analyse evidence from historical sources to show understanding
  - synthesise evidence from historical sources to form a historical argument
  - evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
    - short-, medium- and long-term causes
    - the role and significance of ideas, people, groups and other features
    - actions and events
    - effects, continuities and changes
    - perspectives and points of contestability raised by historians or others
- and either
- devise historical questions and conduct research, and create a response that communicates meaning to suit purpose by presenting a historical essay based on research
- or
- create a response that communicates meaning to suit purpose by completing short responses to historical sources.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 5.6 Topic 4: Mass migrations since 1848 (California Gold Rush begins)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others

and either

- devise historical questions and conduct research, and create a response that communicates meaning to suit purpose by presenting a historical essay based on research
- or
- create a response that communicates meaning to suit purpose by completing short responses to historical sources.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 5.7 Topic 5: Information Age since 1936 (*On Computable Numbers* published)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others

and either

- devise historical questions and conduct research, and create a response that communicates meaning to suit purpose by presenting a historical essay based on research
- or
- create a response that communicates meaning to suit purpose by completing short responses to historical sources.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 5.8 Topic 6: Genocides and ethnic cleansings since the 1930s (Holocaust begins)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others

and either

- devise historical questions and conduct research, and create a response that communicates meaning to suit purpose by presenting a historical essay based on research
- or
- create a response that communicates meaning to suit purpose by completing short responses to historical sources.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 5.9 Topic 7: Nuclear Age since 1945 (first atomic bomb detonated)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
    - a chronology of events
    - ideological, cultural, political or any other influences that existed within a society or across societies
    - individuals, groups, ideas and events and the relationships between them
  - analyse evidence from historical sources to show understanding
  - synthesise evidence from historical sources to form a historical argument
  - evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
    - short-, medium- and long-term causes
    - the role and significance of ideas, people, groups and other features
    - actions and events
    - effects, continuities and changes
    - perspectives and points of contestability raised by historians or others
- and either
- devise historical questions and conduct research, and create a response that communicates meaning to suit purpose by presenting a historical essay based on research
- or
- create a response that communicates meaning to suit purpose by completing short responses to historical sources.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 5.10 Topic 8: Cold War, 1945–1991 (Yalta Conference begins – Soviet Union ends)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others

and either

- devise historical questions and conduct research, and create a response that communicates meaning to suit purpose by presenting a historical essay based on research
- or
- create a response that communicates meaning to suit purpose by completing short responses to historical sources.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 5.11 Topic 9: Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - a chronology of events
  - ideological, cultural, political or any other influences that existed within a society or across societies
  - individuals, groups, ideas and events and the relationships between them
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
  - short-, medium- and long-term causes
  - the role and significance of ideas, people, groups and other features
  - actions and events
  - effects, continuities and changes
  - perspectives and points of contestability raised by historians or others

and either

- devise historical questions and conduct research, and create a response that communicates meaning to suit purpose by presenting a historical essay based on research
- or
- create a response that communicates meaning to suit purpose by completing short responses to historical sources.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.



## 5.12 Topic 10: Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
    - a chronology of events
    - ideological, cultural, political or any other influences that existed within a society or across societies
    - individuals, groups, ideas and events and the relationships between them
  - analyse evidence from historical sources to show understanding
  - synthesise evidence from historical sources to form a historical argument
  - evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
    - short-, medium- and long-term causes
    - the role and significance of ideas, people, groups and other features
    - actions and events
    - effects, continuities and changes
    - perspectives and points of contestability raised by historians or others
- and either
- devise historical questions and conduct research, and create a response that communicates meaning to suit purpose by presenting a historical essay based on research
- or
- create a response that communicates meaning to suit purpose by completing short responses to historical sources.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 5.13 Topic 11: Space exploration since 1957 (Sputnik 1 orbits the Earth)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
    - a chronology of events
    - ideological, cultural, political or any other influences that existed within a society or across societies
    - individuals, groups, ideas and events and the relationships between them
  - analyse evidence from historical sources to show understanding
  - synthesise evidence from historical sources to form a historical argument
  - evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
    - short-, medium- and long-term causes
    - the role and significance of ideas, people, groups and other features
    - actions and events
    - effects, continuities and changes
    - perspectives and points of contestability raised by historians or others
- and either
- devise historical questions and conduct research, and create a response that communicates meaning to suit purpose by presenting a historical essay based on research
- or
- create a response that communicates meaning to suit purpose by completing short responses to historical sources.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 5.14 Topic 12: Rights and recognition of First Peoples since 1982 (United Nations Working Group on Indigenous Populations established)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
    - a chronology of events
    - ideological, cultural, political or any other influences that existed within a society or across societies
    - individuals, groups, ideas and events and the relationships between them
  - analyse evidence from historical sources to show understanding
  - synthesise evidence from historical sources to form a historical argument
  - evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
    - short-, medium- and long-term causes
    - the role and significance of ideas, people, groups and other features
    - actions and events
    - effects, continuities and changes
    - perspectives and points of contestability raised by historians or others
- and either
- devise historical questions and conduct research, and create a response that communicates meaning to suit purpose by presenting a historical essay based on research
- or
- create a response that communicates meaning to suit purpose by completing short responses to historical sources.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 5.15 Topic 13: Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place)

### Subject matter

#### Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
  - ideas, beliefs and perspectives
  - significant historical features that existed within a society or across societies
  - the thoughts and feelings of people or groups adversely affected by terrorism so as to empathise with them
- analyse evidence from historical sources to show understanding in relation to an aspect of the topic by focusing on, for example
  - the nature and range of sources and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

#### Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to an aspect of the topic by focusing on, for example
    - a chronology of events
    - ideological, cultural, political or any other influences that existed within a society or across societies
    - individuals, groups, ideas and events and the relationships between them
  - analyse evidence from historical sources to show understanding
  - synthesise evidence from historical sources to form a historical argument
  - evaluate evidence from historical sources to make judgments in relation to an aspect of the topic by focusing on, for example
    - short-, medium- and long-term causes
    - the role and significance of ideas, people, groups and other features
    - actions and events
    - effects, continuities and changes
    - perspectives and points of contestability raised by historians or others
- and either
- devise historical questions and conduct research, and create a response that communicates meaning to suit purpose by presenting a historical essay based on research
- or
- create a response that communicates meaning to suit purpose by completing short responses to historical sources.

#### Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between an aspect of the topic and the current world by focusing on discussions or debates about, for example
  - any enduring legacy in one or more parts of the world
  - recent and related ideas, actions, movements or other events.

## 5.16 Assessment

### 5.16.1 Summative internal assessment 3 (IA3):

#### Investigation — historical essay based on research (25%)

##### Description

This assessment requires students to research a historical topic through collection, analysis and synthesis of primary and secondary sources. A historical essay based on research uses investigative practices and research to assess a range of cognitions in a particular context. Investigative practices and research include locating and using evidence from historical sources and information that goes beyond what has been provided to the student in class. Responses are completed individually, under process writing conditions, over a number of hours.

##### Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. comprehend terms, concepts and issues linked to a topic focused on international experiences in the Modern World
2. devise historical questions and conduct research linked to a topic focused on international experiences in the Modern World
3. analyse evidence from historical sources to show understanding that is linked to a topic focused on international experiences in the Modern World
4. synthesise evidence from historical sources to form a historical argument that is linked to a topic focused on international experiences in the Modern World
5. evaluate evidence from historical sources to make judgments linked to a topic focused on international experiences in the Modern World
6. create a historical essay based on research that communicates meaning to suit purpose that is linked to a topic focused on international experiences in the Modern World.

##### Specifications

- Schools select and contextualise one Unit 4 topic, not nominated by QCAA as the basis for external assessment, from which students will generate their own key inquiry question and conduct their investigation. The assessment instrument must reflect the application of key issues raised in the depth study of the topic selected.
- A historical essay based on research requires sustained analysis, synthesis and evaluation to fully support the hypothesis
- A historical essay based on research has the following features:
  - a student-generated key inquiry question
  - a student-generated hypothesis
  - an introduction (which sets context and includes the student-generated hypothesis and an outline of the argument)
  - body paragraphs with topic sentences
  - a conclusion (which draws together the main ideas and arguments)
- Practising ethical scholarship by using a recognised referencing system to acknowledge sources (including a reference list).

## Conditions

- Time: recommended duration is approximately 15 hours of class time over a period of weeks; students may use class time and their own time to develop a response
- Length: 1500–2000 words.

## Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the historical essay based on research.

Criterion	Objectives	Marks
Comprehending	1	4
Devising and conducting	2	3
Analysing	3	4
Synthesising	4	4
Evaluating	5	6
Creating and communicating	6	4
<b>Total</b>		<b>25</b>

## Instrument-specific marking guide

### Criterion: Comprehending

#### Assessment objective

1. comprehend terms, concepts and issues linked to a topic focused on international experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• <u>thorough</u> and mostly accurate use of terms placed into <u>historical contexts</u></li><li>• <u>detailed</u> explanation of issues related to the key inquiry question</li><li>• <u>informed</u> understanding of the relationship between concepts and a variety of ideas developed in response to the key inquiry question.</li></ul>	3–4
<ul style="list-style-type: none"><li>• <u>appropriate</u> use of terms placed into historical contexts</li><li>• <u>adequate</u> explanation of issues related to the key inquiry question</li><li>• <u>reasonable</u> understanding of the relationship between concepts and the key inquiry question.</li></ul>	2
<ul style="list-style-type: none"><li>• <u>partial, fragmented</u> or mostly <u>inaccurate</u> use of a term or terms</li><li>• <u>rudimentary</u> explanation of an issue or issues</li><li>• <u>superficial</u> understanding of the link between a concept or concepts and the key inquiry question or the topic.</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

## Criterion: Devising and conducting

### Assessment objective

2. devise historical questions and conduct research linked to a topic focused on international experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• <u>discerning</u> use of historical questions by creating a nuanced key inquiry question</li><li>• <u>detailed</u> use of historical research by using evidence from primary and secondary sources that demonstrate application of the key inquiry question and hypothesis</li><li>• selection of evidence from primary and secondary sources that offer different <u>perspectives</u>.</li></ul>	3
<ul style="list-style-type: none"><li>• <u>appropriate</u> use of historical questions by creating a key inquiry question</li><li>• <u>adequate</u> use of historical research by using evidence from primary or secondary sources that demonstrate application of the key inquiry question or hypothesis</li><li>• selection of evidence from primary or secondary sources that offer perspectives.</li></ul>	2
<ul style="list-style-type: none"><li>• <u>partial</u> or <u>fragmented</u> use of historical questions by creating a key inquiry question that is <u>irrelevant</u>, <u>non-historical</u> or <u>vague</u></li><li>• <u>rudimentary</u> use of historical research by using evidence from a source that relates to the key inquiry question or non-historical statements</li><li>• selection of a source or sources that offer a perspective.</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

## Criterion: Analysing

### Assessment objective

3. analyse evidence from historical sources to show understanding that is linked to a topic focused on international experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• <u>discerning</u> use of the <u>features of evidence</u> from primary and secondary sources</li><li>• <u>detailed</u> examination of the features of evidence from sources</li><li>• <u>informed</u> explanation about how evidence from sources contributes to the development of the key inquiry question and hypothesis.</li></ul>	3-4
<ul style="list-style-type: none"><li>• <u>appropriate</u> use of the features of evidence from sources</li><li>• <u>adequate</u> examination of the features of evidence from sources</li><li>• <u>reasonable</u> explanation about how evidence from sources contributes to the development of the key inquiry question or hypothesis.</li></ul>	2
<ul style="list-style-type: none"><li>• <u>partial</u> or <u>fragmented</u> identification of a feature of evidence from a source or sources</li><li>• <u>rudimentary</u> examination of a feature of evidence from a source or sources</li><li>• <u>superficial</u> explanation about how evidence from a source or sources relate to the key inquiry question, hypothesis or topic.</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

## Criterion: Synthesising

### Assessment objective

4. synthesise evidence from historical sources to form a historical argument that is linked to a topic focused on international experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• <u>combination of information</u> from sources to justify <u>insightful</u> decisions</li><li>• combination of information from sources to support a <u>sophisticated</u> historical argument</li><li>• these combinations use evidence from primary and secondary sources.</li></ul>	3-4
<ul style="list-style-type: none"><li>• combination of information from sources to justify <u>reasonable</u> decisions</li><li>• combination of information from sources to support a <u>basic</u> historical argument</li><li>• these combinations use evidence from primary or secondary sources.</li></ul>	2
<ul style="list-style-type: none"><li>• combination of information from a source or sources relates to a <u>partial</u> or <u>fragmented</u> decision</li><li>• combination of information from a source or sources relate to a <u>superficial</u> or <u>rudimentary</u> historical argument or a <u>non-historical argument</u></li><li>• these combinations use evidence from a source.</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

## Criterion: Evaluating

### Assessment objective

5. evaluate evidence from historical sources to make judgments linked to a topic focused on international experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• <u>discerning</u> judgments about <u>usefulness</u> and <u>reliability</u></li><li>• these judgments use evidence from primary and secondary sources and/or refer to different <u>perspectives</u></li><li>• these judgments are well-reasoned and <u>corroborated</u>.</li></ul>	5-6
<ul style="list-style-type: none"><li>• <u>adequate</u> judgments about usefulness and/or reliability</li><li>• these judgments use evidence from sources and/or refer to perspectives</li><li>• these judgments are <u>appropriate</u> and corroborated.</li></ul>	3-4
<ul style="list-style-type: none"><li>• <u>partial</u> or <u>fragmented</u> statement/s about usefulness and/or reliability</li><li>• these statements use evidence from a source and/or refer to a perspective</li><li>• these statements are <u>inconsistent</u>, <u>superficial</u> or <u>vague</u>.</li></ul>	1-2
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0



## Criterion: Creating and communicating

### Assessment objective

6. create a historical essay based on research that communicates meaning to suit purpose that is linked to a topic focused on international experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• succinct, with ideas related to the key inquiry question and hypothesis conveyed <u>logically</u></li><li>• features of a historical essay based on research and <u>ethical scholarship</u> are <u>consistently</u> demonstrated</li><li>• <u>minimal</u> errors in spelling, grammar and punctuation.</li></ul>	3–4
<ul style="list-style-type: none"><li>• conveys ideas related to the key inquiry question and/or hypothesis</li><li>• features of a historical essay based on research and ethical scholarship are demonstrated</li><li>• some errors in spelling, grammar and punctuation.</li></ul>	2
<ul style="list-style-type: none"><li>• conveys ideas that are frequently unrelated to the key inquiry question</li><li>• features of a historical essay based on research are <u>inconsistently</u> demonstrated</li><li>• <u>frequent</u> errors in spelling, grammar and punctuation impede the communication of ideas.</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

## 5.16.2 Summative external assessment (EA): Examination — short responses to historical sources (25%)

### General information

Summative external assessment is developed and marked by the QCAA. In Modern History, it contributes 25% to a student's overall subject result.

The external assessment in Modern History is common to all schools and administered under the same conditions, at the same time, on the same day.

### Description

The examination assesses the application of a range of cognitions to unseen questions in response to historical sources. Student responses must be completed individually, under supervised conditions, and in a set timeframe.

### Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. comprehend terms, concepts and issues linked to a topic focused on international experiences in the Modern World
3. analyse evidence from historical sources to show understanding that is linked to a topic focused on international experiences in the Modern World
4. synthesise evidence from historical sources to form a historical argument that is linked to a topic focused on international experiences in the Modern World
5. evaluate evidence from historical sources to make judgments linked to a topic focused on international experiences in the Modern World
6. create responses that communicate meaning to suit purpose that is linked to a topic focused on international experiences in the Modern World.

**Note:** Unit objective 2 is not assessed in this instrument.

### Specifications

- QCAA will nominate one Unit 4 topic that will be the basis for external assessment. Schools will be notified of the topic at least 12 months before the external assessment is implemented.

### Short response examination

- Consists of a number of short items requiring paragraph responses that include references to historical sources and evidence.

### Stimulus specifications

- Up to 12 sources.
- Sources must be succinct enough to allow students sufficient time to engage with them in planning time.
- Sources not provided before the exam.
- Context statements will be supplied for each source in the form of a brief description that may include author, time of production and any general details about the circumstances in which a source was produced.

## Conditions

- Time: 2 hours plus 15 minutes planning time
- Length: 3–5 questions with a total word length of 800–1000 words.

The following table summarises the criteria and weighting of assessment objectives within the Examination — short responses to historical sources.

Criterion	Objectives	Approximate weighting of objectives
Comprehending	1	25%
Analysing	3	20%
Synthesising	4	20%
Evaluating	5	25%
Creating and communicating	6	10%
<b>Total</b>		<b>100%</b>

## Instrument-specific marking guide

No ISMG is provided for the external assessment.

## 6 Glossary

Term	Explanation
<b>A</b>	
<b>ableism</b>	discrimination and social prejudice against people with disabilities (Linton 1998)
<b>accomplished</b>	highly trained or skilled in a particular activity; perfected in knowledge or training; expert
<b>accuracy</b>	the condition or quality of being true, correct or exact; freedom from error or defect; precision or exactness; correctness
<b>accurate</b>	precise and exact; to the point; consistent with or exactly conforming to a truth, standard, rule, model, convention or known facts; free from error or defect; meticulous; correct in all details
<b>adept</b>	very/highly skilled or proficient at something; expert
<b>adequate</b>	satisfactory or acceptable in quality or quantity equal to the requirement or occasion
<b>alternative topic for Unit 1</b>	<p>a topic that has not been listed in Unit 1. The alternative topic selected for Unit 1 must have the following qualities:</p> <ul style="list-style-type: none"> <li>• aligns with the unit description</li> <li>• affected a large number of people</li> <li>• affected the lives of people at the time</li> <li>• had longer-term consequences</li> <li>• is somehow relevant to or connected with contemporary concerns, issues, ideas, beliefs, values or motivations</li> <li>• is discussed in primary and secondary sources</li> <li>• is examined by historians or other commentators in ways that enable students to apply historical concepts and historical skills.</li> </ul> <p>Alternative topics for Unit 1 are, for example:</p> <ul style="list-style-type: none"> <li>• Dismissal of the Whitlam Government in 1975</li> <li>• Eureka Rebellion in 1854</li> <li>• First Opium War, 1839–1942</li> </ul>
<b>alternative topic for Unit 2</b>	<p>a topic that has not been listed in Unit 2. The alternative topic selected for Unit 2 must have the following qualities:</p> <ul style="list-style-type: none"> <li>• aligns with the unit description</li> <li>• affected a large number of people</li> <li>• affected the lives of people at the time</li> <li>• had longer-term consequences</li> <li>• is somehow relevant to or connected with contemporary concerns, issues, ideas, beliefs, values or motivations</li> <li>• is discussed in primary and secondary sources</li> <li>• is examined by historians or other commentators in ways that enable students to apply historical concepts and historical skills.</li> </ul> <p>Alternate topics for Unit 2 are, for example:</p> <ul style="list-style-type: none"> <li>• Federation movement in Australia, 1880s–1901</li> <li>• Independence movement in East Timor (Timor Leste), 1975–2002</li> </ul>

Term	Explanation
	<ul style="list-style-type: none"> <li>Independence movement in the Congo, 1958–1959</li> </ul>
<b>analyse</b>	<p>dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information;</p> <p>examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences</p>
<b>anti-Semitism</b>	hostility to or prejudice against Jews
<b>anti-Shah</b>	opposition to Iran's monarchy
<b>anti-terrorism</b>	political activities or other measures that aim to prevent terrorism
<b>apartheid laws</b>	legislation supporting a policy or system of segregation based on race
<b>applied learning</b>	the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts that may encompass workplace, industry and community situations; it emphasises learning through doing and includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills
<b>Applied subject</b>	<p>a subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections;</p> <p>a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from Applied syllabuses contribute to the QCE; results may contribute to ATAR calculations</p>
<b>apply</b>	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
<b>appraise</b>	evaluate the worth, significance or status of something; judge or consider a text or piece of work
<b>appreciate</b>	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of
<b>appropriate</b>	acceptable; suitable or fitting for a particular purpose, circumstance, context, etc.
<b>apt</b>	suitable to the purpose or occasion; fitting, appropriate
<b>Arab Spring</b>	wave of demonstrations, protests, riots, coups and civil wars in north Africa and the Middle East that began in late 2010
<b>Arab-Israeli War</b>	conflict between Israel and a military coalition of Arab states from 15 May 1948 to 10 March 1949 (Bickerton & Hill, 2003)
<b>archival material</b>	information and objects about the past that are kept in an archive
<b>area of study</b>	a division of, or a section within a unit
<b>argue</b>	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons

Term	Explanation
<b>artefact</b>	object made by a human, typically of cultural, social and historical importance
<b>Asia</b>	a continent bounded by Europe and the Arctic, Pacific and Indian Oceans
<b>aspect</b>	a particular part of a feature of something; a facet, phase or part of a whole
<b>aspect of the topic</b>	a specific or targeted area of study related to the topic. It is narrower in focus than the topic as a whole. A specific area of study might be created by focusing on, for example, the role and significance played by a particular person, group, ideology, causal factor or some other historical feature. A specific area might also be created by focusing on, for example, a particular time, era, perspective, social class, or geography
<b>assess</b>	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something
<b>assessment</b>	purposeful and systematic collection of information about students' achievements
<b>assessment instrument</b>	a tool or device used to gather information about student achievement
<b>assessment objectives</b>	drawn from the unit objectives and contextualised for the requirements of the assessment instrument (see also 'syllabus objectives', 'unit objectives')
<b>assessment technique</b>	the method used to gather evidence about student achievement (e.g. examination, project, investigation)
<b>astute</b>	showing an ability to accurately assess situations or people; of keen discernment
<b>ATAR</b>	Australian Tertiary Admission Rank
<b>atomic bomb</b>	a bomb which derives its destructive power from the rapid release of nuclear energy by fission of heavy atomic nuclei, causing damage through heat, blast and radioactivity
<b>audience</b>	an individual or group of people for whom a source was intended
<b>Australian Referendum of 1967</b>	a direct vote by the entire electorate of Australia to decide whether changes to sections 51(xxvi) and 127 of the Australian Constitution that related to Aboriginal peoples could be made.
<b>authoritarianism</b>	the enforcement or advocacy of strict obedience to authority at the expense of personal freedom
<b>authoritative</b>	able to be trusted as being accurate or true; reliable; commanding and self-confident; likely to be respected and obeyed
<b>B</b>	
<b>balanced</b>	keeping or showing a balance; not biased; fairly judged or presented; taking everything into account in a fair, well-judged way
<b>basic</b>	fundamental

Term	Explanation
<b>Bloody Sunday</b>	name given to events in early 1905 in St Petersburg, Russia, when demonstrators led by Father Grigori Gapon were fired on by soldiers of the Imperial Guard as the demonstrators marched towards the Winter Palace to present a petition to Tsar Nicholas II of Russia (Sablinsky 2014)
<b>Boxer Protocol</b>	a treaty signed on 7 September 1901 between the Qing Empire of China and the Eight-Nation Alliance plus Belgium, Spain and the Netherlands that had provided military forces after China's defeat in the intervention to put down the Boxer Rebellion (Preston 2000)
<b>Brighton Hotel bombing</b>	an IRA (Irish Republican Army) assassination attempt against members of the British government that took place at the Grand Hotel in Brighton, England in 1984 (Hughes 2014)
<b><i>Brown v. Board of Education</i></b>	a landmark United States Supreme Court case in which the court declared state laws establishing separate public schools for black students and white students to be unconstitutional
<b>C</b>	
<b>calculate</b>	determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
<b>Caledon Bay Crisis</b>	name given to a series of deaths in Caledon Bay in the Northern Territory of Australia during 1932–1934, and the subsequent landmark case in the High Court of Australia, <i>Tuckiar v. R</i> (Egan 1996)
<b>capitalism</b>	an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state
<b>categorise</b>	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
<b>cause and effect</b>	used by historians to identify chains of events and developments over time, short term and long term; 'cause' refers to the range of reasons for a historical event or development and 'effect' to the range of subsequent outcomes or results
<b>causes</b>	range of reasons for a historical event or development
<b>challenging</b>	difficult but interesting; testing one's abilities; demanding and thought-provoking; usually involving unfamiliar or less familiar elements
<b>characteristic</b>	a typical feature or quality
<b>chronology</b>	sequences events and provides students with a mental map of the past; students use this map to make links between events and understand and apply concepts such as continuity and change or cause and effect; chronology involves the use of historical terms to describe time, periodisation and dating systems
<b>civil rights</b>	the rights of citizens to political and social freedom and equality
<b>civil wars</b>	wars between citizens of the same country

Term	Explanation
<b>clarify</b>	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible
<b>clarity</b>	clearness of thought or expression; the quality of being coherent and intelligible; free from obscurity of sense; without ambiguity; explicit; easy to perceive, understand or interpret
<b>classify</b>	arrange, distribute or order in classes or categories according to shared qualities or characteristics
<b>classism</b>	prejudice against people belonging to a particular social class
<b>clear</b>	free from confusion, uncertainty, or doubt; easily seen, heard or understood
<b>clearly</b>	in a clear manner; plainly and openly, without ambiguity
<b>coherent</b>	having a natural or due agreement of parts; connected; consistent; logical, orderly; well-structured and makes sense; rational, with parts that are harmonious; having an internally consistent relation of parts
<b>cohesive</b>	characterised by being united, bound together or having integrated meaning; forming a united whole
<b>Cold War</b>	the state of hostility that existed between the Soviet bloc countries and the Western Powers from 1945 to 1991
<b>collective peace and security</b>	an arrangement whereby each state in a system accepts that the security of one is the concern of all, and therefore commits to a collective response to threats to, and breaches of peace
<b>colony</b>	a country or area under the full or partial control of another country and occupied by settlers from that country
<b>combination of information</b>	the joining of features located within or across historical sources. These features may focus on, for example: ideas, evidence, continuity and change, cause and effect, significance, perspectives, contestability and interpretations.
<b>comment</b>	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
<b>communicate</b>	convey knowledge and/or understandings to others; make known; transmit
<b>communism</b>	a theory or system of social organisation in which all property is owned by the community and each person contributes and receives according to their ability and needs (Cowie 1979, 1993, 1994 & Hoepper et al. 1996a)
<b>compare</b>	display recognition of similarities and differences and recognise the significance of these similarities and differences
<b>competent</b>	having suitable or sufficient skills, knowledge, experience, etc. for some purpose; adequate but not exceptional; capable; suitable or sufficient for the purpose; having the necessary ability, knowledge or skill to do something successfully; efficient and capable (of a person); acceptable and satisfactory, though not outstanding



Term	Explanation
<b>competently</b>	in an efficient and capable way; in an acceptable and satisfactory, though not outstanding, way
<b>complex</b>	composed or consisting of many different and interconnected parts or factors; compound; composite; characterised by an involved combination of parts; complicated; intricate; a complex whole or system; a complicated assembly of particulars
<b>comprehend</b>	understand the meaning or nature of; grasp mentally
<b>comprehensive</b>	inclusive of large content or scope; including or dealing with all or nearly all elements or aspects of something; wide-ranging; detailed and thorough, including all that is relevant
<b>concepts</b>	any general notion or idea that is used to develop an understanding of the past, such as historical concepts related to the process of historical inquiry (e.g. evidence, continuity and change, perspectives, and significance) and more general concepts that are culturally, socially, politically or otherwise significant (e.g. democracy, autocracy, hegemony and civilisation)
<b>Concert of Europe</b>	a system of dispute resolution adopted by the major conservative powers of Europe during the 1800s to maintain their power, oppose revolutionary movements, weaken the forces of nationalism, and uphold the balance of power (Jarrett 2013)
<b>concise</b>	expressing much in few words; giving a lot of information clearly and in a few words; brief, comprehensive and to the point; succinct, clear, without repetition of information
<b>concisely</b>	in a way that is brief but comprehensive; expressing much in few words; clearly and succinctly
<b>conduct</b>	direct in action or course; manage; organise; carry out
<b>consider</b>	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on
<b>considerable</b>	fairly large or great; thought about deliberately and with a purpose
<b>considered</b>	formed after careful and deliberate thought
<b>consistent</b>	agreeing or accordant; compatible; not self-opposed or self-contradictory, constantly adhering to the same principles; acting in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard, or effect over time; not containing any logical contradictions (of an argument); constant in achievement or effect over a period of time
<b>construct</b>	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
<b>contestability</b>	occurs when particular interpretations about the past are open to debate, for example, as a result of a lack of evidence or different perspectives

Term	Explanation
<b>continuity and change</b>	aspects of the past that remained the same over certain periods of time are referred to as continuities. Changes refer to aspects of the past that have varied over certain periods of time. Continuity and change are evident in any given period of time
<b>contrast</b>	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout
<b>controlled</b>	shows the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds
<b>convincing</b>	persuaded by argument or proof; leaving no margin of doubt; clear; capable of causing someone to believe that something is true or real; persuading or assuring by argument or evidence; appearing worthy of belief; credible or plausible
<b>corroboration</b>	to strengthen and/or support an assertion with evidence from a variety of sources to make more certain
<b>counter-terrorism</b>	political or military activities designed to prevent terrorism. See also: anti-terrorism
<b>Coup of 18 Brumaire</b>	overthrow of the Directory and the emergence of the French Consulate as the ruling authority in France in 1799 (Doyle 1990)
<b>course</b>	a defined amount of learning developed from a subject syllabus
<b>create</b>	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
<b>creative</b>	resulting from originality of thought or expression; relating to or involving the use of the imagination or original ideas to create something; having good imagination or original ideas
<b>credible</b>	capable or worthy of being believed; believable; convincing
<b>criterion</b>	the property or characteristic by which something is judged or appraised
<b>critical</b>	involving skilful judgment as to truth, merit, etc.; involving the objective analysis and evaluation of an issue in order to form a judgment; expressing or involving an analysis of the merits and faults of a work of literature, music, or art; incorporating a detailed and scholarly analysis and commentary (of a text); rationally appraising for logical consistency and merit
<b>critique</b>	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
<b>cultural globalisation</b>	transmission of ideas, meanings and values around the world in ways that extend and intensify social relations (Jones 2006)
<b>Cultural Revolution</b>	a political upheaval in China between 1966 and 1976 intended to bring about a return to revolutionary Maoist beliefs (Cowie 1993 & Hoepper et al. 2005)

Term	Explanation
<b>cursory</b>	hasty, and therefore not thorough or detailed; performed with little attention to detail; going rapidly over something, without noticing details; hasty; superficial
<b>D</b>	
<b>decide</b>	reach a resolution as a result of consideration; make a choice from a number of alternatives
<b>deduce</b>	reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given
<b>defensible</b>	justifiable by argument; capable of being defended in argument
<b>define</b>	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities
<b>democracy</b>	a system of government by the whole population, or all eligible members of a state, typically through elected representatives (Cowie et al. 1994)
<b>demonstrate</b>	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition
<b>derive</b>	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship
<b>describe</b>	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
<b>design</b>	produce a plan, simulation, model or similar; plan, form or conceive in the mind
<b>detailed</b>	executed with great attention to the fine points; meticulous; including many of the parts or facts
<b>determine</b>	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
<b>develop</b>	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
<b>devise</b>	think out; plan; contrive; invent
<b>differentiate</b>	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things
<b>discerning</b>	discriminating; showing intellectual perception; showing good judgment; making thoughtful and astute choices; selected for value or relevance
<b>discriminate</b>	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different

Term	Explanation
<b>discriminating</b>	differentiating; distinctive; perceiving differences or distinctions with nicety; possessing discrimination; perceptive and judicious; making judgments about quality; having or showing refined taste or good judgment
<b>discuss</b>	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
<b>discussions about the nature of history</b>	debates, discourses and any other conversations associated with the study of the past. Discussions may focus on, for example: the purpose of history; the importance of thinking historically in the Modern World; the philosophical assumptions that support the study of history; the reasons for and the degree to which a study of the past is contestable; the personal, administrative and other challenges associated with the creation of knowledge and understanding about the past; the relationship between history and memory; the representation and commemoration of the past; and the nature and importance of the historical method
<b>disjointed</b>	disconnected; incoherent; lacking a coherent order/sequence or connection
<b>distinguish</b>	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items
<b>diverse</b>	of various kinds or forms; different from each other
<b>document</b>	support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)
<b>draw conclusions</b>	make a judgment based on reasoning and evidence
<b>E</b>	
<b>effective</b>	successful in producing the intended, desired or expected result; meeting the assigned purpose
<b>efficient</b>	working in a well-organised and competent way; maximum productivity with minimal expenditure of effort; acting or producing effectively with a minimum of waste, expense or unnecessary effort
<b>egalitarianism</b>	the doctrine that all people are equal and deserve equal rights and opportunities
<b>electoral campaigns</b>	organised effort that seeks to influence the decision making process regarding the appointment of people to public office, referendums, public policy decisions, legislative proposals and other political developments
<b>element</b>	a component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity
<b>elementary</b>	simple or uncompounded; relating to or dealing with elements, rudiments or first principles (of a subject); of the most basic kind; straightforward and uncomplicated

Term	Explanation
<b>empathy</b>	an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions
<b><i>Encyclopedie</i></b>	general encyclopaedia published in France between 1751 and 1772
<b>environmental sustainability</b>	a process that allows biological systems to remain diverse and exist indefinitely
<b>erroneous</b>	based on or containing error; mistaken; incorrect
<b>essential</b>	absolutely necessary; indispensable; of critical importance for achieving something
<b>Estates General</b>	a legislative and consultative assembly of different classes (or estates) of French subjects. In 1789, it reconstituted itself as the National Constituent Assembly (Doyle 1990)
<b>ethical scholarship</b>	using a recognised system of referencing to acknowledge all the sources used in the production of a historical response, whether directly quoted or indirectly cited
<b>ethnic cleansings</b>	the mass expulsion or killing of members of one ethnic or religious group in an area by those of another (Petrovic 1998)
<b>evaluate</b>	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
<b>evidence</b>	the information obtained from sources that is useful for a particular inquiry. Evidence can be used to help construct a historical narrative, to support a hypothesis or to prove or disprove a conclusion
<b>examination</b>	a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe
<b>examine</b>	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
<b>experiment</b>	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
<b>explain</b>	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
<b>explicit</b>	clearly and distinctly expressing all that is meant; unequivocal; clearly developed or formulated; leaving nothing merely implied or suggested
<b>explore</b>	look into closely and broadly; scrutinise; inquire into or discuss something in detail

Term	Explanation
<b>express</b>	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); (in words, art, music or movement) convey or suggest a representation of; depict
<b>extended response</b>	an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus; while students may undertake some research when writing the extended response, it is not the focus of this technique; an extended response occurs over an extended and defined period of time
<b>Extension subject</b>	a two-unit subject (Units 3 and 4) for which a syllabus has been developed by QCAA, that is an extension of one or more General subject/s, studied concurrently with, or after completion of, Units 3 and 4 of that subject
<b>extensive</b>	of great extent; wide; broad; far-reaching; comprehensive; lengthy; detailed; large in amount or scale
<b>external assessment</b>	summative assessment that occurs towards the end of a course of study and is common to all schools; developed and marked by the QCAA according to a commonly applied marking scheme
<b>external examination</b>	a supervised test, developed and marked by the QCAA, that assesses the application of a range of cognitions to multiple provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe
<b>extrapolate</b>	infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable
<b>F</b>	
<b>factual</b>	relating to or based on facts; concerned with what is actually the case; actually occurring; having verified existence
<b>familiar</b>	well-acquainted; thoroughly conversant with; well-known from long or close association; often encountered or experienced; common; (of materials, texts, skills or circumstances) having been the focus of learning experiences or previously encountered in prior learning activities
<b>feasible</b>	capable of being achieved, accomplished or put into effect; reasonable enough to be believed or accepted; probable; likely
<b>features of evidence</b>	attributes of information obtained from sources that are useful for a particular historical inquiry. These attributes may relate to, for example: origin, motive, audience, perspective, context, explicit meanings and implicit meanings
<b>First Peoples</b>	ethnic groups of people who are descended from and identify with the original inhabitants of a given region, in contrast to groups that have settled, occupied or colonised the area more recently

Term	Explanation
<b>fluent</b>	spoken or written with ease; able to speak or write smoothly, easily or readily; articulate; eloquent; in artistic performance, characteristic of a highly developed and excellently controlled technique; flowing; polished; flowing smoothly, easily and effortlessly
<b>fluently</b>	in a graceful and seemingly effortless manner; in a way that progresses smoothly and readily
<b>formative assessment</b>	assessment whose major purpose is to improve teaching and student achievement
<b>fragmented</b>	disorganised; broken down; disjointed or isolated
<b>French and Indian War</b>	the North American theatre of the worldwide Seven Years' War. It continued from 1754 until 1763. The conflict pitted the colonies of British America against those of New France, with both sides supported by their parent countries of Great Britain and France respectively
<b>frequent</b>	happening or occurring often at short intervals; constant, habitual, or regular
<b>fundamental</b>	forming a necessary base or core; of central importance; affecting or relating to the essential nature of something; part of a foundation or basis
<b>G</b>	
<b>General subject</b>	a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from general syllabuses contribute to the QCE; general subjects have an external assessment component; results may contribute to ATAR calculations
<b>generate</b>	produce; create; bring into existence
<b>genocides</b>	intentional action to destroy a people in whole or in part (Cowie et al. 1994)
<b>Great Britain</b>	the name for the island that comprises England, Scotland and Wales as a unit. The name is also often used loosely to refer to the United Kingdom
<b>Great Shoemakers Strike in New England</b>	protest that began on 22 February 1860 when approximately 3,000 shoemakers walked off their jobs in Lynn, Massachusetts. It ended in April of the same year and resulted in some pay increases and owner recognition of some labour unions (Dawley 1976)
<b>H</b>	
<b>historical argument</b>	approach taken to prove a hypothesis regarding the past
<b>historical consciousness</b>	individual and collective understandings about the past, the cognitive and cultural factors which shape those understandings, as well as the relations of historical understanding to those of the present and the future (Centre for the Study of Historical Consciousness [2003], Rusen 2006, Seixas 2006, Taylor & Young 2003, Taylor 2006, Curthoys 2011, Eliasson et al. 2015)



Term	Explanation
<b>historical concepts</b>	concepts specifically associated with the process of historical inquiry, for example: evidence; continuity and change; cause and effect; significance; perspectives; empathy; and contestability
<b>historical contexts</b>	the background features pertaining to historical events and trends (e.g. cultural, religious, social, ideological, political and economic factors)
<b>historical inquiry</b>	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 explanation, argument or interpretation about the past
<b>historical knowledge</b>	understanding of concepts, terms, ideas, events, developments, people and places
<b>historical questions</b>	points of inquiry about the past that often reflect the use of historical concepts
<b>historical research</b>	information about of the past that is located and documented. Historical research is often acquired through the application of historical inquiry (see historical inquiry)
<b>historical skills</b>	activities associated with the study of the past, including: chronology, terms and concepts; historical questions and research; analysis and the use of sources; perspectives and interpretations; and explanation and communication
<b>historical sources</b>	sources that relate to or focus on the study of the past. Historical sources are often categorised into primary and secondary sources (see primary and secondary sources)
<b>historiography</b>	the study of how history is constructed. It involves the critical analysis and evaluation of the usefulness and reliability of evidence, as well as the way history has been written in the past (usefulness may include relevance, authenticity and/or accuracy depending on the source and the context in which it is used)
<b>Holocaust</b>	the genocide of European Jews and people from other groups by the Nazis before and during World War II (Cowie et al. 1994)
<b>homophobia</b>	dislike of or prejudice against homosexual people (California State Board of Education 2016)
<b>Hundred Days</b>	in France, the period of time covering Napoleon Bonaparte's escape from Elba on 20 March 1815 until the second restoration of King Louis XVIII to the French throne on 8 July 1815 (Doyle 1990)
<b>hypothesis</b>	in History, the hypothesis is the answer posed to a question (e.g. the answer to a key inquiry question or unseen question)
<b>hypothesise</b>	formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds



Term	Explanation
<b>I</b>	
<b>identify</b>	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
<b>illogical</b>	lacking sense or sound reasoning; contrary to or disregarding of the rules of logic; unreasonable
<b>immigration policies</b>	the policies of the state regarding the transit of people across its borders, but especially those who plan to work and stay in the state
<b>imperialism</b>	a policy of extending a country's power or influence through colonisation, use of military force or other means (Cowie et al. 1994)
<b>implement</b>	put something into effect, e.g. a plan or proposal
<b>implicit</b>	implied, rather than expressly stated; not plainly expressed; capable of being inferred from something else
<b>improbable</b>	not probable; unlikely to be true or to happen; not easy to believe
<b>inaccurate</b>	not accurate
<b>inappropriate</b>	not suitable or proper in the circumstances
<b>including</b>	when preceding a list, refers to the aspects, elements or contexts that must be covered when teaching topics in the units; additional aspects, elements or contexts that may be used at the teacher's discretion
<b>inconsistent</b>	lacking agreement, as one thing with another, or two or more things in relation to each other; at variance; not consistent; not in keeping; not in accordance; incompatible, incongruous
<b>independent</b>	thinking or acting for oneself, not influenced by others
<b>in-depth</b>	comprehensive and with thorough coverage; extensive or profound; well-balanced or fully developed
<b><i>Indian Independence Act of 1947</i></b>	a law passed by the parliament of the United Kingdom in 1947 that partitioned British India into the two new independent dominions of India and Pakistan
<b>infer</b>	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
<b>Information Age</b>	period in human history characterised by the shift from traditional industry that the Industrial Revolution brought to an economy based on information computerisation (Castells 1996–1998)
<b>informed</b>	knowledgeable; learned; having relevant knowledge; being conversant with the topic; based on an understanding of the facts of the situation (of a decision or judgment)
<b>innovative</b>	new and original; introducing new ideas; original and creative in thinking

Term	Explanation
<b>insightful</b>	showing understanding of a situation or process; understanding relationships in complex situations; informed by observation and deduction
<b>instrument-specific marking guide</b>	ISMG; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
<b>integral</b>	necessary for the completeness of the whole; essential or fundamental
<b>intended</b>	designed, meant; done on purpose, intentional
<b>internal assessment</b>	assessments that are developed by schools; summative internal assessments are endorsed by the QCAA before use in schools and results externally confirmed contribute towards a student's final result
<b>interpret</b>	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or music work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
<b>interpretations</b>	explanations of the past, for example about a specific person, event or development; there may be more than one interpretation of a particular aspect of the past because historians may have used different sources, asked different questions and held different points of view about the topic; the discipline of history acknowledges that there is often more than one view of what has happened in the past
<b>Invasion of Manchuria</b>	entry into mainland China by the Empire of Japan that started on 18 September 1931 when the Kwantung Army occupied Manchuria. The invasion formally ended in 1932 when the Tangu Truce was signed by Republic of China and the Empire of Japan (Cantwell et al. 2003)
<b>investigate</b>	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
<b>investigation</b>	an assessment technique that requires students to research a specific problem, question, issue, design challenge or hypothesis through collection, analysis and synthesis of primary and/or secondary data; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time
<b>irrelevant</b>	not relevant; not applicable or pertinent; not connected with or relevant to something
<b>Islamic Republic</b>	name given to states ruled by Islamic laws

Term	Explanation
<b>Islamophobia</b>	fear, prejudice, hatred or dislike directed against Islam or Muslims, or towards Islamic politics or culture
<b>ISMG</b>	instrument-specific marking guide; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
<b>isolated</b>	detached, separate, or unconnected with other things; one-off; something set apart or characterised as different in some way
<b>issues</b>	matters proceeding from any cause, effect, outcome and/or consequence
<b>J</b>	
<b>judge</b>	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination
<b>justified</b>	sound reasons or evidence is provided to support an argument, statement or conclusion
<b>justify</b>	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable
<b>K</b>	
<b><i>Kerner Report</i></b>	A report published by the National Advisory Commission on Civil Disorders in 1968. It was called the <i>Kerner Report</i> as the chair of the National Advisory Commission on Civil Disorders went by the name of Otto Kerner
<b>key inquiry question</b>	the main question driving a historical investigation
<b>Kinetoscope</b>	early motion picture exhibition device (Baldwin 2001)
<b>L</b>	
<b>learning area</b>	a group of subjects, with related characteristics, within a broad field of learning, e.g. the Arts, Sciences, Languages
<b>LGBTIQ</b>	an acronym standing for Lesbian, Gay, Bisexual, Transgender, Intersex and Questioning, Queer or Querying. The acronym is synonymous with other acronyms such as, LGBT, LGBTI, LGBTI+ and LGBTQI (Rasmussen & Gowlett 2015)
<b>liberal</b>	willing to respect or accept behaviour or opinions different from one's own; open to new ideas
<b>logical</b>	rational and valid; internally consistent; reasonable; reasoning in accordance with the principles/rules of logic or formal argument; characterised by or capable of clear, sound reasoning; (of an action, decision, etc.) expected or sensible under the circumstances
<b>logically</b>	according to the rules of logic or formal argument; in a way that shows clear, sound reasoning; in a way that is expected or sensible

Term	Explanation
<b>M</b>	
<b>make decisions</b>	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position
<b>manipulate</b>	adapt or change to suit one's purpose
<b>mass migrations</b>	migration of large groups of people from one geographical area to another
<b>Meiji Government</b>	government that was initially formed by politicians of the Satsuma Domain and the Choshu Domain in the 1860s
<b>mental procedures</b>	a domain of knowledge in Marzano's taxonomy, and acted on by the cognitive, metacognitive and self-systems; sometimes referred to as 'procedural knowledge' there are three distinct phases to the acquisition of mental procedures — the cognitive stage, the associative stage, and the autonomous stage; the two categories of mental procedures are skills (single rules, algorithms and tactics) and processes (macroprocedures)
<b>methodical</b>	performed, disposed or acting in a systematic way; orderly; characterised by method or order; performed or carried out systematically
<b>Middle East</b>	a transcontinental region centred on Western Asia and Egypt
<b>minimal</b>	least possible; small, the least amount; negligible
<b>Modern World</b>	period of time throughout the world since 1750. It should be noted, however, that definitions in this space vary widely, and the basis for differences often hinge on what benchmarks or criteria are used to identify historical phenomena as 'modern'
<b>modify</b>	change the form or qualities of; make partial or minor changes to something
<b>motive</b>	the reasons why someone or something created a source (e.g. to support a perspective; to provide additional information on a matter of interest; to entertain; to celebrate; and to challenge or disrupt a commonly shared point of view)
<b>multimodal</b>	uses a combination of at least two modes (e.g. spoken, written), delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated so that each mode contributes significantly
<b>N</b>	
<b>narrow</b>	limited in range or scope; lacking breadth of view; limited in amount; barely sufficient or adequate; restricted
<b>National Foundation Day</b>	a national holiday in Japan, celebrated annually on February 11, commemorating the foundation of Japan and the accession of its first emperor, Emperor Jimmu
<b>nationalism</b>	an extreme form of patriotism marked by a feeling of superiority over other countries

Term	Explanation
<b>New Consulate</b>	the name given to the government of France from the fall of the Directory in the coup of Brumaire in 1799 until the start of the Napoleonic Empire in 1804
<b>non-historical argument</b>	an approach taken to prove a hypothesis that is not focused on the past and/or the disciplinary expectations associated with the study of history
<b>nuanced</b>	showing a subtle difference or distinction in expression, meaning, response, etc.; finely differentiated; characterised by subtle shades of meaning or expression; a subtle distinction, variation or quality; sensibility to, awareness of, or ability to express delicate shadings, as of meaning, feeling, or value
<b>Nuclear Age</b>	period of history following the detonation of the first nuclear bomb, <i>Trinity</i> , on 16 July 1945, during World War II
<b>nuclear device</b>	a bomb or missile that uses nuclear energy to cause an explosion
<b>O</b>	
<b>objectives</b>	see 'syllabus objectives', 'unit objectives', 'assessment objectives'
<b>obvious</b>	clearly perceptible or evident; easily seen, recognised or understood
<b><i>On Computable Numbers</i></b>	proof by Alan Turing first published in 1937
<b>optimal</b>	best, most favourable, under a particular set of circumstances
<b>organise</b>	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
<b>organised</b>	systematically ordered and arranged; having a formal organisational structure to arrange, coordinate and carry out activities
<b>origin</b>	where a source came from and who created it
<b>Oslo Peace Accords</b>	an agreement created in 1993 that established a framework for resolving the ongoing Israeli–Palestinian conflict
<b>outstanding</b>	exceptionally good; clearly noticeable; prominent; conspicuous; striking
<b>P</b>	
<b>partial</b>	not total or general; existing only in part; attempted, but incomplete
<b>particular</b>	distinguished or different from others or from the ordinary; noteworthy
<b>People Power Uprising</b>	series of nationwide demonstrations, marches, protests and civil unrest in Myanmar (Burma) that peaked in August 1988
<b>perceptive</b>	having or showing insight and the ability to perceive or understand; discerning (see 'discriminating')

Term	Explanation
<b>performance</b>	an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills and to apply theoretical and conceptual understandings, through the psychomotor domain; involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent; a performance is developed over an extended and defined period of time
<b>perspectives</b>	points of view of people, groups or institutions; the position from which they see and understand events going on around them. People in the past may have had different points of view about a particular event, depending on, for example, their age, gender, social position and their beliefs and values. Historians also have perspectives and this can influence their interpretation of the past e.g. whether a source reflects a dominant perspective as opposed to a minor or marginalised perspective/s on an issue or period of time
<b>persuasive</b>	capable of changing someone's ideas, opinions or beliefs; appearing worthy of approval or acceptance; (of an argument or statement); communicating reasonably or credibly (see also: 'convincing')
<b>perusal time</b>	time allocated in an assessment to reading items and tasks and associated assessment materials; no writing is allowed; students may not make notes and may not commence responding to the assessment in the response space/book
<b>planning time</b>	time allocated in an assessment to planning on how to respond to items and tasks and associated assessment materials; students may make notes but may not commence responding to the assessment in the response space/book; notes made during planning are not collected nor are they graded or used as evidence of achievement
<b>plausible</b>	having an appearance of truth or reason; seemingly worthy of approval or acceptance; seeming reasonable or probable (of an argument or statement); credible and possible
<b>polished</b>	flawless or excellent; performed with skilful ease
<b>precise</b>	definite or exact; definitely or strictly stated, defined, or fixed; characterised by definite or exact expression or execution
<b>precision</b>	accuracy; exactness; exact observance of forms in conduct or actions
<b>predict</b>	give an expected result of an upcoming action or event; suggest what may happen based on available information

Term	Explanation
<b>primary and secondary sources</b>	<p>primary sources are objects and documents created or written during the time being investigated, for example during an event or very soon after. Examples of primary sources include official documents, such as laws and treaties; personal documents, such as diaries and letters; photographs, films and documentaries; these original, firsthand accounts are analysed by the historian to answer questions about the past;</p> <p>secondary sources are accounts about the past that were created after the time being investigated and which often use or refer to primary sources and present a particular interpretation; examples of secondary sources include writings of historians, encyclopaedia, documentaries, history textbooks, and websites</p>
<b>process writing</b>	as opposed to examination or controlled conditions, process writing is the series of overlapping steps that writers follow in composing texts and the text is written over a longer period of time, with opportunities for drafting and revision
<b>product</b>	an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings; a product is developed over an extended and defined period of time
<b>proficient</b>	well advanced or expert in any art, science, or subject; competent, skilled or adept in doing or using something
<b>project</b>	an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings; the response is a coherent work that documents the iterative processes undertaken to develop a solution and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models; a project is developed over an extended and defined period of time
<b>propose</b>	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
<b>prove</b>	use a sequence of steps to obtain the required result in a formal way
<b>psychomotor procedures</b>	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; these are the physical procedures used to negotiate daily life and to engage in complex physical activities; the two categories of psychomotor procedures are skills (foundational procedures and simple combination procedures) and processes (complex combination procedures)
<b>purposeful</b>	having an intended or desired result; having a useful purpose; determined; resolute; full of meaning; significant; intentional

Term	Explanation
<b>Q</b>	
<b>QCE</b>	Queensland Certificate of Education
<b>R</b>	
<b>racism</b>	discrimination and prejudice towards people based on their race or ethnicity (Cowie et al. 1994)
<b>range of sources</b>	a number of sources that may or may not be different types and/or different authors/corporate authors; quantity of sources that may not be distinct in character, quality or information
<b>realise</b>	create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to
<b>reasonable</b>	endowed with reason; having sound judgment; fair and sensible; based on good sense; average; appropriate, moderate
<b>reasoned</b>	logical and sound; based on logic or good sense; logically thought out and presented with justification; guided by reason; well-grounded; considered
<b>rebellions</b>	events involving open resistance against the orders of an established authority
<b>recall</b>	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one's mind
<b>recognise</b>	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge
<b>recognised referencing system</b>	a style of referencing in common use (e.g. American Psychological Association (APA) referencing style; Chicago Manual of Style; Harvard referencing style; and Modern Language Association of America (MLA) referencing style)
<b>reference list</b>	a list of the works cited in the final product presented for assessment, using a recognised system of referencing
<b>refined</b>	developed or improved so as to be precise, exact or subtle
<b>reflect on</b>	think about deeply and carefully
<b>rehearsed</b>	practiced; previously experienced; practiced extensively
<b>related</b>	associated with or linked to
<b>relevance</b>	being related to the matter at hand
<b>relevant</b>	bearing upon or connected with the matter in hand; to the purpose; applicable and pertinent; has direct bearing on
<b>relevant sources</b>	the extent to which sources have a bearing on or are connected to an investigation



Term	Explanation
<b>reliability</b>	the quality of being trustworthy; in history, reliability is considered in terms of degrees, rather than absolutes. It may be determined by asking, for example: Who produced the source? What did they produce? Why did they produce it? Where does it come from? How it is presented?
<b>repetitive</b>	containing or characterised by repetition, especially when unnecessary or tiresome
<b>reporting</b>	providing information that succinctly describes student performance at different junctures throughout a course of study
<b>Republic of Korea</b>	the official name of South Korea
<b>research</b>	the systematic investigation into and study of primary and secondary sources to address the historical questions posed
<b>resolve</b>	consolidate and communicate intent through a synthesis of ideas and application of media to express meaning
<b>restorations</b>	events involving the return to significance of a political or social institution
<b>revolutions</b>	fundamental changes in political power or organisational structures that take place in a relatively short space of time when people rise up in opposition to the current authorities
<b>Robert Menzies</b>	Prime Minister of Australia from 1939 to 1941 and again from 1949 to 1966
<b>routine</b>	often encountered, previously experienced; commonplace; customary and regular; well-practiced; performed as part of a regular procedure, rather than for a special reason
<b>rudimentary</b>	relating to rudiments or first principles; elementary; undeveloped; involving or limited to basic principles; relating to an immature, undeveloped or basic form
<b>Russian Civil War</b>	a multi-party war in the former Russian Empire immediately after the Russian Revolution of 1917, as many factions vied to determine Russia's political future
<b>S</b>	
<b>safe</b>	secure; not risky
<b>Second Anglo-Sikh War</b>	a conflict that took place in 1848 and 1849, between the Sikh Empire and the British East India Company
<b>secure</b>	sure; certain; able to be counted on; self-confident; poised; dependable; confident; assured; not liable to fail

Term	Explanation
<b>seen/not seen sources</b>	seen sources are stimulus given to students one week before an essay in response to historical sources. Seen sources are not interrogated with teacher assistance during this one-week period. However, a scaffold may be supplied by the teacher to assist students to independently interrogate the seen sources. Seen sources may have been referred to in class by the teacher prior to this one-week period; and/or located by students of their own accord when, for example, conducting their own research. Sources not seen are stimulus students receive at the commencement of the essay in response to historical sources. Sources not seen must be excluded from teaching and learning experiences across the unit.
<b>self-determination</b>	the determining by the people of the form their government shall have, without reference to the wishes of any other nation, especially by people of a territory or former colony
<b>sensitive</b>	capable of perceiving with a sense or senses; aware of the attitudes, feelings or circumstances of others; having acute mental or emotional sensibility; relating to or connected with the senses or sensation
<b>Sepoy Rebellion</b>	a rebellion in India against the rule of the British East India Company, that ran from May 1857 to July 1859
<b>sequence</b>	place in a continuous or connected series; arrange in a particular order
<b>sexism</b>	prejudice or discrimination based on a person's sex or gender
<b>show</b>	provide the relevant reasoning to support a response
<b>significance</b>	the importance that is assigned to particular aspects of the past, for example events, developments, and historical sites. Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of questions such as: How did people in the past view the significance of an event? How important were the consequences of an event? What was the duration of the event? How relevant is it to the contemporary world?
<b>significant</b>	important; of consequence; expressing a meaning; indicative; includes all that is important; sufficiently great or important to be worthy of attention; noteworthy; having a particular meaning; indicative of something
<b><i>Silent Spring</i></b>	title of an environmental science book written by Rachel Carson that was first published in 1962
<b>simple</b>	easy to understand, deal with and use; not complex or complicated; plain; not elaborate or artificial; may concern a single or basic aspect; involving few elements, components or steps
<b>simplistic</b>	characterised by extreme simplification, especially if misleading; oversimplified
<b>sketch</b>	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy

Term	Explanation
<b>skilful</b>	having technical facility or practical ability; possession, showing, involving or requiring skill; expert, dexterous; demonstrating the knowledge, ability or training to perform a certain activity or task well; trained, practised or experienced
<b>skilled</b>	having or showing the knowledge, ability or training to perform a certain activity or task well; having skill; trained or experienced; showing, involving or requiring skill
<b>solve</b>	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
<b>sophisticated</b>	of intellectual complexity; reflecting a high degree of skill, intelligence, etc.; employing advanced or refined methods or concepts; highly developed or complicated
<b>sources</b>	any written or non-written materials that can be used to investigate the past, for example coins, letters, tombs, buildings
<b>space exploration</b>	investigation of the environment beyond Earth's atmosphere
<b>specific</b>	clearly defined or identified; precise and clear in making statements or issuing instructions; having a special application or reference; explicit, or definite; peculiar or proper to something, as qualities, characteristics, effects, etc.
<b>Spinning Jenny</b>	a multi-spindle spinning frame that was one of the key developments in the industrialisation of weaving during the early Industrial Revolution in Europe
<b>sporadic</b>	happening now and again or at intervals; irregular or occasional; appearing in scattered or isolated instances
<b>Sputnik 1</b>	first artificial satellite that was launched into an elliptical low Earth orbit on 4 October 1957
<b>Stonewall Riots</b>	demonstrations by members of the LGBTIQ community against a police raid that took place in 1969 at the Stonewall Inn, located in Greenwich Village neighbourhood of Manhattan, New York City (Duberman 1993)
<b>straightforward</b>	without difficulty; uncomplicated; direct; easy to do or understand
<b>structure</b>	give a pattern, organisation or arrangement to; construct or arrange according to a plan
<b>structured</b>	organised or arranged so as to produce a desired result
<b>subject</b>	a branch or area of knowledge or learning defined by a syllabus; school subjects are usually based in a discipline or field of study (see also 'course')
<b>subject matter</b>	the subject-specific body of information, mental procedures and psychomotor procedures that are necessary for students' learning and engagement within that subject
<b>subnational</b>	a region or space within a nation

Term	Explanation
<b>sub-questions</b>	questions aimed at supporting the development of an answer to a key inquiry question
<b>substantial</b>	of ample or considerable amount, quantity, size, etc.; of real worth or value; firmly or solidly established; of real significance; reliable; important, worthwhile
<b>substantiated</b>	established by proof or competent evidence
<b>subtle</b>	fine or delicate in meaning or intent; making use of indirect methods; not straightforward or obvious
<b>successful</b>	achieving or having achieved success; accomplishing a desired aim or result
<b>succinct</b>	expressed in few words; concise; terse; characterised by conciseness or verbal brevity; brief and clear
<b>sufficient</b>	enough or adequate for the purpose
<b>suffrage</b>	the right to vote in elections
<b>suitable</b>	appropriate; fitting; conforming or agreeing in nature, condition, or action
<b>summarise</b>	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence
<b>summative assessment</b>	assessment whose major purpose is to indicate student achievement; summative assessments contribute towards a student's subject result
<b>superficial</b>	concerned with or comprehending only what is on the surface or obvious; shallow; not profound, thorough, deep or complete; existing or occurring at or on the surface; cursory; lacking depth of character or understanding; apparent and sometimes trivial
<b>supported</b>	corroborated; given greater credibility by providing evidence
<b>sustained</b>	carried on continuously, without interruption, or without any diminishing of intensity or extent
<b>syllabus</b>	a document that prescribes the curriculum for a course of study
<b>syllabus objectives</b>	outline of what the school is required to teach and what students have the opportunity to learn; described in terms of actions that operate on the subject matter; the overarching objectives for a course of study (see also 'unit objectives', 'assessment objectives')
<b>symbolise</b>	represent or identify by a symbol or symbols
<b>synthesise</b>	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding
<b>systematic</b>	done or acting according to a fixed plan or system; methodical; organised and logical; having, showing, or involving a system, method, or plan; characterised by system or method; methodical; arranged in, or comprising an ordered system

Term	Explanation
<b>T</b>	
<b>terms</b>	words or phrases used to describe abstract aspects or features of the past (e.g. imperialism, democracy, republic) and more specific features (e.g. pyramid, gladiator, temple)
<b>terrorism</b>	the use of intentionally indiscriminate violence as a means to create terror or fear, in order to achieve a political, religious and/or ideological aim (Hoepper 2009)
<b>test</b>	take measures to check the quality, performance or reliability of something
<b>think historically</b>	thinking skills learnt by studying history. Views about these thinking skills vary, with differences often focused on, for example: how these thinking skills should be described; what 'benchmarks' or 'frameworks' may be used to characterise these thinking skills; and which concepts are associated with individual thinking skills. However, it's often acknowledged that thinking historically is based on, defined by and linked to 'historical skills' and 'historical concepts' (see also: 'historical skills' and 'historical concepts'). Thinking historically is known by other names, such as 'historical thinking'; 'historical reasoning'; and 'historical reasoning skills' (Ankersmit 2005, Bailey & Hughes-Warrington 2009, Boix 2000, Charap 2015, Ercikan & Seixas 2015, Gilbert 2011 & 2013, Gray 1983, Jenkins 2003, Levesque 2005 & 2008, Macintyre 2009, National Curriculum Board 2009, Peck & Seixas, 2008, Seixas 1997, 2000 & 2001, Schleppegrell 2011, Van Boxtel & van Drie 2004, 2008, Van Sledright 2009, Von Heyking 2004, Weinberg 2000 & 2001, Whitehouse 2011, Yilmaz 2007)
<b>Third Republic</b>	name given to the government of South Korea from 1963 to 1972
<b>thorough</b>	carried out through, or applied to the whole of something; carried out completely and carefully; including all that is required; complete with attention to every detail; not superficial or partial; performed or written with great care and completeness; taking pains to do something carefully and completely
<b>thoughtful</b>	occupied with, or given to thought; contemplative; meditative; reflective; characterised by or manifesting thought
<b>topic</b>	a division of, or sub-section within a unit; all topics/sub-topics within a unit are interrelated
<b>transnational</b>	extending or across national boundaries
<b>transphobia</b>	a range of negative attitudes and feelings toward transgender or transsexual people, or toward transsexuality
<b>Treaty of Amity and Commerce between Siam and the United States of America</b>	treaty signed between Siam (Thailand) and the United States of America on 14 April 1836
<b>Treaty of Paris</b>	an agreement signed in Paris in 1783 by representatives of King George III of Great Britain and representatives of the United States of America

Term	Explanation
<b>Tunisian Revolution</b>	intensive campaign of civil resistance, including a series of street demonstrations against the existing government that took place in Tunisia from 18 December 2010 until 14 January 2011
<b>U</b>	
<b>unclear</b>	not clear or distinct; not easy to understand; obscure
<b>understand</b>	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
<b>uneven</b>	unequal; not properly corresponding or agreeing; irregular; varying; not uniform; not equally balanced
<b>unfamiliar</b>	not previously encountered; situations or materials that have not been the focus of prior learning experiences or activities
<b>unit</b>	a defined amount of subject matter delivered in a specific context or with a particular focus; it includes unit objectives particular to the unit, subject matter and assessment direction
<b>unit objectives</b>	drawn from the syllabus objectives and contextualised for the subject matter and requirements of a particular unit; they are assessed at least once in the unit (see also 'syllabus objectives', 'assessment objectives')
<b>United Nations Working Group on Indigenous Populations</b>	subsidiary body of the United Nations. It was established in 1982, and was overseen by the Sub-Commission on the Promotion and Protection of Human Rights
<b>unrelated</b>	having no relationship; unconnected
<b>use</b>	operate or put into effect; apply knowledge or rules to put theory into practice
<b>usefulness</b>	the usefulness of a source depends on the question being asked of it. To assess the usefulness of a source, consider for example: how the source provides relevant information in answer to the question; how it provides insight into the question and how it may be used to corroborate or contradict other sources
<b>V</b>	
<b>vague</b>	not definite in statement or meaning; not explicit or precise; not definitely fixed, determined or known; of uncertain, indefinite or unclear character or meaning; not clear in thought or understanding; couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars; thinking or communicating in an unfocused or imprecise way
<b>valid</b>	sound, just or well-founded; authoritative; having a sound basis in logic or fact (of an argument or point); reasonable or cogent; able to be supported; legitimate and defensible; applicable
<b>variable</b>	apt or liable to vary or change; changeable; inconsistent; (readily) susceptible or capable of variation; fluctuating, uncertain

Term	Explanation
<b>variety</b>	a number or range of things of different kinds, or the same general class, that are distinct in character or quality; (of sources) a number of different modes or references
<b><i>Victory of the People</i></b>	title of an article written by Li Dazhao and first published in China in October of 1919. It was one of the first articles in China to discuss the idea of communism
<b>W</b>	
<b>wide</b>	of great range or scope; embracing a great number or variety of subjects, cases, etc.; of full extent
<b>with expression</b>	(in words, art, music or movement) conveying or indicating feeling, spirit, character, etc., a way of expressing or representing something; vivid, effective or persuasive communication
<b>World War I</b>	a global war originating in Europe that lasted from 1914 to 1918
<b>World War II</b>	a global war that lasted from 1939 to 1945, although related conflicts began earlier
<b>Wuchang Uprising</b>	a series of protests against the Qing government that took place in Wuchang, China from 10 October until 1 December 1911.
<b>X</b>	
<b>xenophobia</b>	dislike of or prejudice against people from other countries
<b>Y</b>	
<b>Yalta Conference</b>	meeting in 1945 at Yalta of the heads of government of the Soviet Union, United Kingdom and the United States of America for the purpose of discussing Europe's post-war organisation



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## 8 Version history

Version	Date of change	Update
1.1	June 2018	Editorial edits and minor formatting corrections
		Amendment to syllabus objectives – comprehend, devise, analyse, synthesise, evaluate
		Amendment to reporting standards
		Amendment to assessment guidance - Unit 1 and Unit 2
		Subject matter <ul style="list-style-type: none"> <li>• Subject matter guidance updated</li> <li>• Minor amendments across Units 1 – 4</li> </ul>
		IA1: Examination — essay in response to historical sources <ul style="list-style-type: none"> <li>• Amendment to assessment objectives</li> <li>• Amendment to Specifications, including minor changes to conditions</li> <li>• Amendment to ISMG</li> </ul>
		IA2: Investigation — independent source investigation <ul style="list-style-type: none"> <li>• Amendment to assessment objectives</li> <li>• Amendment to Specifications, including minor changes to conditions</li> <li>• Amendment to ISMG</li> </ul>
		IA3: Investigation – historical essay based on research <ul style="list-style-type: none"> <li>• Amendment to assessment objectives</li> <li>• Amendment to Specifications, including minor changes to conditions</li> <li>• Amendment to ISMG</li> </ul>
		EA: Examination — short responses to historical sources <ul style="list-style-type: none"> <li>• Amendment to assessment objectives – minor</li> </ul>
		Glossary updated
1.2	August 2018	IA2: Investigation — independent source investigation <ul style="list-style-type: none"> <li>• Amendment to description</li> <li>• Amendment to specifications</li> </ul>
		IA3: Investigation — historical essay based on research <ul style="list-style-type: none"> <li>• Amendment to specifications</li> </ul>

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