

# Modern History 2025 v1.2

General senior syllabus

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# Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at [www.qcaa.qld.edu.au/senior/senior-subjects](http://www.qcaa.qld.edu.au/senior/senior-subjects) and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

# Course overview

## 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 since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

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 engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the *Australian Curriculum: History 7–10*. 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, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

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 literacy, numeracy and 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.

# Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

## 1. Devise historical questions and conduct research.

Students develop and apply key inquiry questions and sub-questions. When students are conducting research, they select evidence from historical sources and acknowledge different perspectives.

## 2. Comprehend terms, concepts and issues.

Students use terms in historical context. Students show an understanding of concepts (historical concepts and/or general concepts) and explain issues related to historical questions.

## 3. Analyse evidence from historical sources.

Students examine features of evidence from historical sources. Through this examination, features of evidence are interpreted.

## 4. Evaluate evidence from historical sources.

Students make judgments about the usefulness and reliability of evidence from historical sources. These judgments are explained, with the strengths and limitations acknowledged.

## 5. Synthesise evidence from historical sources.

Students combine evidence from historical sources to develop historical arguments. The evidence from these historical sources is also combined to justify decisions in relation to the historical argument.

## 6. Communicate to suit purpose.

Students focus on how their ideas are conveyed. Students apply the features for each of their tasks, including ethical scholarship. Students also focus on their application of spelling, grammar and punctuation.

# Designing a course of study in Modern History

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

## Course structure

Modern History is a General senior syllabus. It contains four QCAA-developed units from which schools develop their course of study.

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

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the [QCE and QCIA policy and procedures handbook](#).

## Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

## Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

General senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- specific assessment task details
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments
- complete at least one assessment for each unit
- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop three assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the [QCE and QCIA policy and procedures handbook](#).

## Subject matter

Each unit contains a unit description, unit objectives and 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 the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.



## Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. 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.

## Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language 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 skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at [www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills](http://www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills).

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

## Additional subject-specific information

Additional subject-specific information has been included to support and inform the development of a course of study.

### Historical inquiry process

In Modern History, a *historical inquiry process* (teacher- and/or student-directed) is used to facilitate inquiry-based learning. The elements in this process mirror the syllabus objectives. These elements can be used sequentially, but the iterative nature of this process means students can revisit these elements, revise the order in which these elements are engaged with and apply these elements in a non-linear fashion. The elements in this process complement and build on the *historical concepts* and *historical skills* from the *Australian Curriculum: History 7–10*.

### Historical concepts applied in historical inquiry process

#### Evidence

Through its focus on information obtained from historical sources, evidence supports, revises or challenges particular explanations, interpretations and/or arguments, including historical arguments.

#### Perspectives

Perspectives are applied broadly to include the positions from which people view or interpret events, developments and issues; and/or explanations about why people and groups at certain times have particular points of view.

Perspectives are held by people and groups during or after a historical event. They are shaped by a range of factors, such as people's beliefs, values, culture, gender, age and experiences. Perspectives can be categorised according to, e.g. economic status, epistemological position, ethical view/s, gender, group associations, historical consciousness, historiography, level of representativeness or the absence thereof, method and/or methodology used for conducting historical research, nationality, opinions on particular issues, political ideology, religious beliefs, social class, a combination of one or more of these categories, or additional categories.

The acknowledgment of different perspectives focuses on how or why perspectives can be distinguished from each other. These points of distinction can vary, depending on how these perspectives are categorised. Different perspectives can often be illustrated by describing differences in, e.g. who shares these perspectives; how, when, why and/or for whom these perspectives were created or conveyed; the assumptions on which these perspectives are based; and/or conclusions, worldviews and/or interpretations about the past that are reflected through these perspectives.

#### Interpretations and contestability

Interpretations are explanations of the past that are applied to specific people, groups, events or developments and are based on evidence from historical sources. Interpretations become contested when evidence from historical sources is lacking, new evidence from historical sources is discovered and/or when individuals or groups convey different perspectives.

#### Continuity and change

Continuity and change are applied to aspects of society, such as institutions, ideas, values and problems that remain the same and/or change over certain periods of time. When examining change and continuity, time frames, similarities and differences, types of sources and their availability may be considered.

## Cause and effect

When examining cause and effect, the long- and short-term causes, and the intended and unintended consequences of an event, decision, process, interaction or development are considered. Causes and effects can be categorised thematically (e.g. politically, socially and economically) and can be represented in different ways (e.g. linear, cyclical and/or by period). An authentic and strong link between two events spanning a period of time must be identified to ensure that causes and effects are not confused with merely juxtaposing events chronologically.

## Significance

Significance is applied so relative importance can be assigned to aspects of the past, such as events, developments, individuals, people, groups, places, societies, processes, interactions and/or systems. When determining significance, the interpretations of people from the past; the scope, depth and duration of impact; and connections with the contemporary world may be considered.

## Historical skills applied in historical inquiry process

### Questioning and research

The application of this historical skill is based on the following principles:

- *Historical questions*
  - are points of inquiry about the past that often reflect the use of historical concepts
  - include a key inquiry question and/or sub-questions.
- *A key inquiry question*
  - is the main question driving a historical investigation
  - applies one or more of the historical concepts
  - reflects a scope and scale appropriate for the task.
- *Sub-questions* support the development of an answer to a key inquiry question.
- *Historical research* is information about the past that is located and selected to contribute to answering historical question/s. This may include information about the past that challenges and/or contradicts the historical argument being developed.

### Using historical sources

The application of this historical skill is based on the following principles:

- *Historical sources* relate to or focus on the study of the past. In Modern History, the historical sources are often categorised as primary and secondary sources.
- *Primary sources* are objects and documents created or written during the time being investigated.
- *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.
- *A range of historical sources* consists of different types of sources, e.g. primary and secondary; literary and non-literary; or different perspectives.
- Information relevant to a historical investigation is extracted from historical sources and this information is called *evidence*.

- When analysing evidence from historical sources, the *features of evidence* are considered. *Features of evidence* are attributes of information obtained from sources that are useful for a particular historical inquiry. These attributes may relate to origin, motive, audience, perspectives, historical context, explicit meanings, implicit meanings and other features unique to the evidence from specific historical sources. When analysing features of evidence, students may consider the attributes of the sources from which the evidence originated.
- When evaluating evidence from historical sources, judgments are made about their usefulness and reliability. When making judgments, students may consider how corroboration, contradiction and perspectives can affect the usefulness and reliability of evidence from historical sources.
- Judgments about the *usefulness* of evidence from historical sources consider the relevance of the evidence for developing a response to a historical investigation. To arrive at these judgments, consideration may be given to how the evidence from historical sources assists in answering historical questions.
- Judgments about the *reliability* of evidence from historical sources consider the degree to which the evidence can be trusted when developing a response to a particular historical investigation.
- When synthesising evidence from historical sources, information is combined to develop
  - *historical arguments* — approaches taken to prove a hypothesis regarding the past
  - *decisions* — main points developed within a historical argument.
- This is often achieved by engaging with evidence from historical sources that is corroborative, contradictory and/or conveys different perspectives.

### Historical perspectives and interpretations

Historical perspectives and interpretations are interrelated. Perspectives are acknowledged when they are identified and explained. Further details on the application of this historical skill appear in the preceding discussions about the historical concepts of perspectives, interpretations and contestability.

### Communication

For communicating, students should be guided by the assessment technique and its features.

## Subject matter in Modern History

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 historical inquiry process, 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.

### *For example and including*

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.

### Selecting topics

Modern History requires students to engage with the perspectives of Aboriginal 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: Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place).

Additionally, 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.

At least one of the topics chosen across a course of study should reflect engagement with Asia. Opportunities for engagement with Asia appear in Units 1–4.

The alternative topics listed in Unit 1 and Unit 2 can be studied if they:

- are aligned with the unit description
- affect and/or affected a large number of people within or across societies
- are discussed in primary and secondary sources
- have been examined by historians or other commentators in ways that enable students to apply historical concepts and historical skills.

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.

## Features of assessment techniques in Modern History

### Internal assessment 1: Examination — extended response

An essay in response to historical sources has the following features:

- an introduction (which sets context and includes a hypothesis and outline of the historical argument)
- body paragraphs with topic sentences
- a conclusion (which draws together the main ideas and the historical argument)
- ethical scholarship in the form of noting, e.g. the source number, author, title and/or combination of these or similar approaches.

### Internal assessment 2: Investigation

An independent source investigation has the following features:

- a key inquiry question and 3–5 sub-questions
- evidence selected from 4–6 historical sources, including primary and secondary, that have not been studied or supplied in class
- an interrogation of evidence from the 4–6 historical sources where students may, e.g.
  - discuss how evidence from historical sources relates to the key inquiry question and sub-questions, and reflects perspectives
  - analyse features of evidence in the historical sources
  - evaluate the usefulness and reliability of evidence from the historical sources
- a critical summary that
  - includes a historical argument in response to the key inquiry question
  - combines evidence from the 4–6 historical sources to support a historical argument
- ethical scholarship in the form of a recognised system of referencing and a reference list.

Suggested response length breakdown: key inquiry question and sub-questions, 150 words; interrogation of evidence from historical sources, 1200 words; critical summary, 650 words.

### Internal assessment 3: Investigation

A historical essay based on research has the following features:

- a key inquiry question which is included at the beginning of the response
- an introduction (which sets the context and includes the hypothesis and an outline of the historical argument)
- body paragraphs with topic sentences
- a conclusion (which draws together the main ideas and historical argument)
- ethical scholarship in the form of a recognised system of referencing and a reference list.

# Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

## Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

<b>A</b>
<p>The student devises historical questions and conducts research by developing and applying nuanced key inquiry questions and relevant sub-questions; providing a discerning selection of relevant evidence from primary and secondary historical sources; and acknowledging different perspectives in the evidence from historical sources.</p> <p>The student comprehends terms, concepts and issues by using terms thoroughly and in a mostly accurate way, while also placing them in a historical context; conveying an informed understanding of concepts related to historical questions; and providing detailed explanations of issues related to historical questions.</p> <p>When focusing on evidence from historical sources, the student analyses by making discerning selections and detailed examinations of features of evidence; evaluates by forming discerning and well-reasoned judgments about usefulness and reliability; and synthesises by developing sophisticated historical arguments that skilfully combine evidence from historical sources to justify decisions.</p> <p>When communicating to suit purpose, the student conveys ideas related to historical questions, clearly and purposefully; applies all features of the tasks consistently; and has minimal errors in spelling, grammar and punctuation.</p>
<b>B</b>
<p>The student devises historical questions and conducts research by developing and applying nuanced key inquiry questions and relevant sub-questions; providing a discerning selection of relevant evidence from primary and secondary historical sources; and acknowledging perspectives in the evidence from historical sources.</p> <p>The student comprehends terms, concepts and issues by using terms thoroughly and in a mostly accurate way, while also placing them in a historical context; conveying an informed understanding of concepts related to historical questions; and providing adequate explanations of issues related to historical questions.</p> <p>When focusing on evidence from historical sources, the student analyses by making effective examinations of features of evidence; evaluates by forming effective judgments about usefulness and reliability; and synthesises by developing effective historical arguments that combine evidence from historical sources to justify decisions.</p> <p>When communicating to suit purpose, the student conveys ideas related to historical questions, clearly and purposefully; applies most features of the tasks; and has minimal errors in spelling, grammar and punctuation.</p>

**C**

The student devises historical questions and conducts research by developing and applying key inquiry questions and relevant sub-questions; selecting relevant evidence from primary and secondary historical sources; and acknowledging perspectives in the evidence from historical sources.

The student comprehends terms, concepts and issues by using terms appropriately and placing them in a historical context; conveying a reasonable understanding of concepts related to historical questions; and providing adequate explanations of issues related to historical questions.

When focusing on evidence from historical sources, the student analyses by making adequate examinations of features of evidence; evaluates by forming adequate judgments about usefulness and/or reliability; and synthesises by developing basic historical arguments that combine evidence from historical sources to support decisions.

When communicating to suit purpose, the student conveys ideas related to historical questions purposefully; applies most features of the tasks; and has some errors in spelling, grammar and punctuation.

**D**

The student devises historical questions and conducts research by including key inquiry questions and/or sub-questions; and selecting evidence from sources.

The student comprehends terms, concepts and issues through a partial and/or inaccurate use of terms; and a superficial understanding of concepts.

When focusing on evidence from historical sources, the student analyses by identifying features of evidence; evaluates by forming superficial judgments about usefulness and/or reliability; and synthesises by developing superficial historical arguments that combine evidence from historical sources.

When communicating to suit purpose, the student conveys ideas related to historical questions superficially; applies features of the tasks inconsistently; and has frequent errors in spelling, grammar and punctuation that impede the communication of ideas.

**E**

The student devises historical questions and conducts research by including key inquiry questions and/or sub-questions; or selecting evidence from sources.

The student comprehends terms, concepts and issues through a partial and/or inaccurate use of terms; or a superficial understanding of concepts.

When focusing on evidence from historical sources, the student analyses by identifying a feature of evidence; evaluates by forming irrelevant or inaccurate judgments about usefulness and/or reliability; and synthesises by developing superficial historical arguments or non-historical arguments that refer to evidence from sources.

When communicating to suit purpose, the student conveys an idea related to historical questions superficially; applies features of the tasks inconsistently; and has frequent errors in spelling, grammar and punctuation that impede the communication of ideas.



## Determining and reporting results

### Unit 1 and Unit 2

Schools make judgments on individual assessment instruments using a method determined by the school. They may use the reporting standards or develop an instrument-specific marking guide (ISMG). Marks are not required for determining a unit result for reporting to the QCAA.

The unit assessment program comprises the assessment instrument/s designed by the school to allow the students to demonstrate the unit objectives. The unit judgment of A–E is made using reporting standards.

Schools report student results for Unit 1 and Unit 2 to the QCAA as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

### Units 3 and 4

Schools mark each of the three internal assessment instruments implemented in Units 3 and 4 using ISMGs.

Schools report a provisional mark by criterion to the QCAA for each internal assessment.

Once confirmed by the QCAA, these results will be combined with the result of the external assessment developed and marked by the QCAA.

The QCAA uses these results to determine each student's subject result as a mark out of 100 and as an A–E.

# Units

## Unit 1: Ideas in the Modern World

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?
- 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?
- How have these ideas influenced recent and/or current events?

### Unit objectives

1. Devise historical questions and conduct research about ideas in the Modern World.
2. Comprehend terms, concepts and issues about ideas in the Modern World.
3. Analyse evidence from historical sources about ideas in the Modern World.
4. Evaluate the usefulness and reliability of evidence from historical sources about ideas in the Modern World.
5. Synthesise evidence from historical sources to develop historical arguments and decisions about ideas in the Modern World.
6. Create responses that communicate to suit purpose about ideas in the Modern World.

## Topics

Two topics are studied in this unit. One of the topics selected for Unit 1 must be Topic 1, if Unit 2 Topic 1 is not selected.

Schools select two of the following topics to study in this unit:

1. Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends)
2. Age of Enlightenment, 1750s–1789 (*Encyclopédie* published – French Revolution begins)
3. Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed)
4. American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed)
5. French Revolution, 1789–1799 (Estates General meets – New Consulate established)
6. Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins)
7. Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies)
8. Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty)
9. Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends)
10. Xinhai Revolution and its aftermath, 1911–1916 (Wuchang Uprising begins – death of Yuan Shikai)
11. Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic)
12. Arab Spring since 2010 (Tunisian Revolution begins)
13. Alternative topic for Unit 1.

## Subject matter

### Contextual study

For the selected topic and aspect of the topic:

- comprehend terms, concepts and issues 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 to empathise with them and/or identify their perspectives
- analyse evidence from historical sources by focusing on, for example
  - the nature and range of sources available and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

### Depth study

For the selected topic and aspect of the topic:

- devise historical questions and conduct research
- comprehend terms, concepts and issues 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 that are focused on, for example
  - short-, medium- and long-term causes of events and developments
  - the role and significance of ideas, people, groups and other influences
  - the nature of developments, actions and events
  - effects and/or consequences of ideas and events, including continuities and changes
  - perspectives and points of contestability raised by historians or others
- evaluate the usefulness and reliability of evidence from historical sources
- synthesise evidence from historical sources to develop a historical argument and make decisions
- create responses that communicate to suit purpose.

### Concluding study

For the selected topic and aspect of the topic:

- analyse evidence from historical sources that are focused on, for example
  - the relationship between past events and the current world
  - debates or discussions about the significance of past events for the current world
  - any enduring legacies associated with past events
  - relevant and related ideas, actions, movements or other events
- create responses that communicate to suit purpose.

## Unit 2: Movements in the Modern World

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.

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?
- How have these movements influenced recent and/or current events?

### Unit objectives

1. Devise historical questions and conduct research about movements in the Modern World.
2. Comprehend terms, concepts and issues about movements in the Modern World.
3. Analyse evidence from historical sources about movements in the Modern World.
4. Evaluate the usefulness and reliability of evidence from historical sources about movements in the Modern World.
5. Synthesise evidence from historical sources to develop historical arguments and decisions about movements in the Modern World.
6. Create responses that communicate to suit purpose about movements in the Modern World.

## Topics

Two topics are studied in this unit. One of the topics selected for Unit 2 must be Topic 1, if Unit 1 Topic 1 is not selected.

Schools select two of the following topics to study in this unit:

1. Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place)
2. Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law)
3. Workers' movement since the 1860s (Great Shoemakers Strike in New England begins)
4. Women's movement since 1893 (Women's suffrage in New Zealand becomes law)
5. May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins)
6. Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared)
7. Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces)
8. Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)
9. African-American civil rights movement since 1954 (judgment in *Brown v. Board of Education* delivered)
10. Environmental movement since the 1960s (*Silent Spring* published)
11. LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin)
12. Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins)
13. Alternative topic for Unit 2.

## Subject matter

### Contextual study

For the selected topic and aspect of the topic:

- comprehend terms, concepts and issues 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 to empathise with them and/or identify their perspectives
- analyse evidence from historical sources by focusing on, for example
  - the nature and range of sources available and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

### Depth study

For the selected topic and aspect of the topic:

- devise historical questions and conduct research
- comprehend terms, concepts and issues 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 that are focused on, for example
  - short-, medium- and long-term causes of events and developments
  - the role and significance of ideas, people, groups and other influences
  - the nature of developments, actions and events
  - effects and/or consequences of ideas and events, including continuities and changes
  - perspectives and points of contestability raised by historians or others
- evaluate the usefulness and reliability of evidence from historical sources
- synthesise evidence from historical sources to develop a historical argument and make decisions
- create responses that communicate to suit purpose.

### Concluding study

For the selected topic and aspect of the topic:

- analyse evidence from historical sources that are focused on, for example
  - the relationship between past events and the current world
  - debates or discussions about the significance of past events for the current world
  - any enduring legacies associated with past events
  - relevant and related ideas, actions, movements or other events
- create responses that communicate to suit purpose.

## Unit 3: National experiences in the Modern World

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?
- 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?
- How have these national experiences influenced recent and/or current events?

### Unit objectives

1. Devise historical questions and conduct research about national experiences in the Modern World.
2. Comprehend terms, concepts and issues about national experiences in the Modern World.
3. Analyse evidence from historical sources about national experiences in the Modern World.
4. Evaluate the usefulness and reliability of evidence from historical sources about national experiences in the Modern World.
5. Synthesise evidence from historical sources to develop historical arguments and decisions about national experiences in the Modern World.
6. Create responses that communicate to suit purpose about national experiences in the Modern World.



## Topics

Schools select two of the following topics to study in this unit:

1. Australia since 1901 (Federation of Australia)
2. United Kingdom since 1901 (Edwardian Era begins)
3. France, 1799–1815 (Coups of 18 Brumaire begins – Hundred Days end)
4. New Zealand since 1841 (separate colony of New Zealand established)
5. Germany since 1914 (World War I begins)
6. United States of America, 1917–1945 (entry into World War I – World War II ends)
7. Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends)
8. Japan since 1931 (invasion of Manchuria begins)
9. China since 1931 (invasion of Manchuria begins)
10. Indonesia since 1942 (Japanese occupation begins)
11. India since 1947 (Indian Independence Act of 1947 becomes law)
12. Israel since 1917 (announcement of the Balfour Declaration)
13. South Korea since 1948 (Republic of Korea begins).

## Subject matter

### Contextual study

For the selected topic and aspect of the topic:

- comprehend terms, concepts and issues 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 to empathise with them and/or identify their perspectives
- analyse evidence from historical sources by focusing on, for example
  - the nature and range of sources available and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

### Depth study

For the selected topic and aspect of the topic:

- devise historical questions and conduct research
- comprehend terms, concepts and issues 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 that are focused on, for example
  - short-, medium- and long-term causes of events and developments
  - the role and significance of ideas, people, groups and other influences
  - the nature of developments, actions and events
  - effects and/or consequences of ideas and events, including continuities and changes
  - perspectives and points of contestability raised by historians or others
- evaluate the usefulness and reliability of evidence from historical sources
- synthesise evidence from historical sources to develop a historical argument and make decisions
- create responses that communicate to suit purpose.

### Concluding study

For the selected topic and aspect of the topic:

- analyse evidence from historical sources that are focused on, for example
  - the relationship between past events and the current world
  - debates or discussions about the significance of past events for the current world
  - any enduring legacies associated with past events
  - relevant and related ideas, actions, movements or other events
- create responses that communicate to suit purpose.

## Unit 4: International experiences in the Modern World

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?
- 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?
- How have these international national experiences influenced recent and/or current events?

### Unit objectives

1. Devise historical questions and conduct research about international experiences in the Modern World.
2. Comprehend terms, concepts and issues about international experiences in the Modern World.
3. Analyse evidence from historical sources about international experiences in the Modern World.
4. Evaluate the usefulness and reliability of evidence from historical sources about international experiences in the Modern World.
5. Synthesise evidence from historical sources to develop historical arguments and decisions about international experiences in the Modern World.
6. Create responses that communicate to suit purpose about international experiences in the Modern World.

## Topics

Two topics are studied in this unit.

### Topic 1

Schools select one of the following topics to study in this unit:

1. Australian engagement with Asia since 1945 (World War II in the Pacific ends)
2. Search for collective peace and security since 1815 (Congress of Vienna begins)
3. Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed)
4. Mass migrations since 1848 (California Gold Rush begins)
5. Information Age since 1936 (*On Computable Numbers* published)
6. Genocides and ethnic cleansings since the 1930s (Holocaust begins)
7. Nuclear Age since 1945 (first atomic bomb detonated)
8. Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins)
9. Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins)
10. Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place)
11. Space exploration since the 1950s (publication of articles focused on space travel)
12. Rights and recognition of First Peoples since 1982 (United Nations Working Group on Indigenous Populations established)
13. Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place).

### Topic 2

Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.

## Subject matter

### Contextual study

For the selected topic and aspect of the topic:

- comprehend terms, concepts and issues 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 to empathise with them and/or identify their perspectives
- analyse evidence from historical sources by focusing on, for example
  - the nature and range of sources available and evidence for the period
  - issues related to historiography or discussions about the nature of history more generally.

### Depth study

For the selected topic and aspect of the topic:

- devise historical questions and conduct research
- comprehend terms, concepts and issues 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 that are focused on, for example
  - short-, medium- and long-term causes of events and developments
  - the role and significance of ideas, people, groups and other influences
  - the nature of developments, actions and events
  - effects and/or consequences of ideas and events, including continuities and changes
  - perspectives and points of contestability raised by historians or others
- evaluate the usefulness and reliability of evidence from historical sources
- synthesise evidence from historical sources to develop a historical argument and make decisions
- create responses that communicate to suit purpose.

### Concluding study

For the selected topic and aspect of the topic:

- analyse evidence from historical sources that are focused on, for example
  - the relationship between past events and the current world
  - debates or discussions about the significance of past events for the current world
  - any enduring legacies associated with past events
  - relevant and related ideas, actions, movements or other events
- create responses that communicate to suit purpose.

# Assessment

## Internal assessment 1: Examination — extended response (25%)

Students write an essay in response to historical sources that requires them to create a historical argument that responds to an unseen question, using evidence from historical sources included in the stimulus.

### Assessment objectives

2. Comprehend terms, concepts and issues about a topic and aspect of the topic focused on national experiences in the Modern World.
3. Analyse evidence from historical sources about a topic and aspect of the topic focused on national experiences in the Modern World.
4. Evaluate the usefulness and/or reliability of evidence from historical sources about a topic and aspect of the topic focused on national experiences in the Modern World.
5. Synthesise evidence from historical sources to develop a historical argument about a topic and aspect of the topic focused on national experiences in the Modern World.
6. Create an essay in response to historical sources that communicates to suit purpose about a topic and aspect of the topic focused on national experiences in the Modern World.

### Specifications

The teacher provides an examination that:

- includes an unseen question
- directs students to write an essay in response to historical sources that includes all its features.

### Stimulus specifications

The teacher provides:

- 6–7 seen sources
- 3–5 unseen sources
- separate and distinct context statements for each source that may include
  - information about the author/s
  - time of production
  - any general details about the circumstances in which the evidence from the sources were produced.

Stimulus must be succinct enough to be engaged with during the planning time.

## Conditions

- Time allowed
  - Planning time: 15 minutes
  - Working time: 120 minutes
- This is an individual supervised task.
- Students must not take notes into the examination.
- The teacher provides
  - the seen sources one week before the examination. The teacher does not help students to interrogate the seen sources
  - a clean copy of the stimulus at the start of the examination.

## Mark allocation

Criterion	Assessment objectives	Marks
Comprehending	2	5
Analysing	3	5
Evaluating	4	5
Synthesising	5	5
Communicating	6	5
Total marks:		25

## Instrument-specific marking guide (IA1)

Comprehending	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>thorough and mostly accurate use of terms in historical context</li> <li>informed understanding of concepts related to the unseen question</li> <li>detailed explanation of issues related to the unseen question</li> </ul>	4–5
<ul style="list-style-type: none"> <li>appropriate use of terms in historical context</li> <li>reasonable understanding of concepts related to the unseen question</li> <li>adequate explanation of issues related to the unseen question</li> </ul>	2–3
<ul style="list-style-type: none"> <li>partial and/or inaccurate use of terms</li> <li>superficial understanding of concepts.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Analysing	Marks
The student response has the following characteristics:	
discerning selection and detailed examination of features of evidence from historical sources	5
effective examination of features of evidence from historical sources	4
adequate examination of features of evidence from historical sources	3
identification of features of evidence from historical sources	2
identification of a feature of evidence from historical sources.	1
The student response does not match any of the descriptors above.	0

Evaluating	Marks
The student response has the following characteristics:	
discerning and well-reasoned judgments about the usefulness and/or reliability of evidence from historical sources in the stimulus	5
effective judgments about the usefulness and/or reliability of evidence from historical sources in the stimulus	4
adequate judgments about the usefulness and/or reliability of evidence from historical sources in the stimulus	3
superficial judgments about the usefulness and/or reliability of evidence from historical sources in the stimulus	2
irrelevant or inaccurate judgments about the usefulness and/or reliability of evidence from historical sources in the stimulus.	1
The student response does not match any of the descriptors above.	0



Synthesising	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>sophisticated historical argument that skilfully combines evidence from a range of historical sources to justify decisions</li> </ul>	5
<ul style="list-style-type: none"> <li>effective historical argument that combines evidence from a range of historical sources to justify decisions</li> </ul>	4
<ul style="list-style-type: none"> <li>basic historical argument that combines evidence from historical sources to support decisions</li> </ul>	3
<ul style="list-style-type: none"> <li>superficial historical argument that combines evidence from historical sources</li> </ul>	2
<ul style="list-style-type: none"> <li>superficial historical argument or non-historical argument that refers to evidence from sources.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Communicating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>conveys ideas related to the unseen question clearly and purposefully</li> <li>all features of an essay in response to historical sources are consistently applied</li> <li>minimal errors in spelling, grammar and punctuation</li> </ul>	4–5
<ul style="list-style-type: none"> <li>conveys ideas related to the unseen question purposefully</li> <li>most features of an essay in response to historical sources are applied</li> <li>some errors in spelling, grammar and punctuation</li> </ul>	2–3
<ul style="list-style-type: none"> <li>conveys idea/s related to the unseen question superficially</li> <li>features of an essay in response to historical sources are inconsistently applied</li> <li>frequent errors in spelling, grammar and punctuation impede the communication of ideas.</li> </ul>	1
The student response does not match any of the descriptors above.	0

## Internal assessment 2: Investigation (25%)

Students create an independent source investigation that requires them to devise and apply historical questions; interrogate evidence from historical sources; and develop a critical summary that presents a historical argument.

### Assessment objectives

1. Devise historical questions and conduct research about a topic and aspect of the topic focused on national experiences in the Modern World.
3. Analyse evidence from historical sources about a topic and aspect of the topic focused on national experiences in the Modern World.
4. Evaluate the usefulness and reliability of evidence from historical sources about a topic and aspect of the topic focused on national experiences in the Modern World.
5. Synthesise evidence from historical sources to develop a historical argument about a topic and aspect of the topic focused on national experiences in the Modern World.
6. Create an independent source investigation that communicates to suit purpose about a topic and aspect of the topic focused on national experiences in the Modern World.

### Specifications

This task requires students to:

- complete historical research in an area associated with a Unit 3 topic and aspect of the topic studied in class and not previously assessed in IA1
- write an independent source investigation that includes all its features.

It is recommended that this task is designed so that students can develop a response in approximately 15 hours of class time.

### Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

### Response requirements

Written:

- up to 2000 words
- direct quotes are included in the word length unless cited for authentication purposes, e.g. direct quotes presented alongside the interrogation of evidence from historical sources
- the interrogation of evidence from historical sources may be in the form of bullet points, but the critical summary must be in the form of paragraph/s

## Mark allocation

Criterion	Assessment objectives	Marks
Devising and Conducting	1	5
Analysing	3	5
Evaluating	4	5
Synthesising	5	5
Communicating	6	5
<b>Total marks:</b>		25

## Instrument-specific marking guide (IA2)

Devising and Conducting	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>• development and application of a nuanced key inquiry question and relevant sub-questions</li> <li>• discerning selection of relevant evidence from primary and secondary historical sources</li> <li>• acknowledgment of different perspectives in the evidence from historical sources</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• development and application of a key inquiry question and relevant sub-questions</li> <li>• selection of relevant evidence from primary and secondary historical sources</li> <li>• acknowledgment of perspectives in the evidence from historical sources</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• includes a key inquiry question and/or sub-questions</li> <li>• selection of evidence from sources.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Analysing	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>• discerning selection and detailed examination of features of evidence from historical sources</li> </ul>	5
<ul style="list-style-type: none"> <li>• effective examination of features of evidence from historical sources</li> </ul>	4
<ul style="list-style-type: none"> <li>• adequate examination of features of evidence from historical sources</li> </ul>	3
<ul style="list-style-type: none"> <li>• identification of features of evidence from historical sources</li> </ul>	2
<ul style="list-style-type: none"> <li>• identification of a feature of evidence from historical sources.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Evaluating	Marks
The student response has the following characteristics:	
• discerning and well-reasoned judgments about the usefulness and reliability of evidence from historical sources	5
• effective judgments about the usefulness and reliability of evidence from historical sources	4
• adequate judgments about the usefulness and/or reliability of evidence from historical sources	3
• superficial judgments about the usefulness and/or reliability of evidence from historical sources	2
• irrelevant or inaccurate judgments about the usefulness and/or reliability of evidence from historical sources.	1
The student response does not match any of the descriptors above.	0

Synthesising	Marks
The student response has the following characteristics:	
• sophisticated historical argument that skilfully combines evidence from historical sources	5
• effective historical argument that combines evidence from historical sources	4
• basic historical argument that combines evidence from historical sources	3
• superficial historical argument that combines evidence from historical sources	2
• superficial historical argument or non-historical argument that refers to evidence from sources.	1
The student response does not match any of the descriptors above.	0

Communicating	Marks
The student response has the following characteristics:	
• conveys ideas related to the key inquiry question and sub-questions clearly and purposefully • all features of an independent source investigation are consistently applied • minimal errors in spelling, grammar and punctuation	4–5
• conveys ideas related to the key inquiry question and sub-questions purposefully • most features of an independent source investigation are applied • some errors in spelling, grammar and punctuation	2–3
• conveys idea/s related to the historical question/s superficially • features of an independent source investigation are inconsistently applied • frequent errors in spelling, grammar and punctuation impede the communication of ideas.	1
The student response does not match any of the descriptors above.	0

## Internal assessment 3: Investigation (25%)

Students write a historical essay based on research that requires them to create a historical argument that responds to their key inquiry question using evidence from sources that they have located when researching.

### Assessment objectives

1. Devise historical questions and conduct research about a topic and aspect of the topic focused on international experiences in the Modern World.
2. Comprehend terms, concepts and issues about a topic and aspect of the topic focused on international experiences in the Modern World.
3. Analyse evidence from historical sources about a topic and aspect of the topic focused on international experiences in the Modern World.
4. Evaluate the usefulness and reliability of evidence from historical sources about a topic and aspect of the topic focused on international experiences in the Modern World.
5. Synthesise evidence from historical sources to develop a historical argument about a topic and aspect of the topic focused on international experiences in the Modern World.
6. Create a historical essay based on research that communicates to suit purpose about a topic and aspect of the topic focused on international experiences in the Modern World.

### Specifications

This task requires students to:

- complete historical research in an area associated with a Unit 4 topic and aspect of the topic studied in class that is not the focus of the selected external assessment topic
- write a historical essay based on research that includes all its features.

It is recommended that this task is designed so that students can develop a response in approximately 15 hours of class time.

### Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

### Response requirements

Written: up to 2000 words, including the key inquiry question and direct quotes

## Mark allocation

Criterion	Assessment objectives	Marks
Devising and Conducting	1	4
Comprehending	2	4
Analysing	3	4
Evaluating	4	4
Synthesising	5	5
Communicating	6	4
<b>Total marks:</b>		<b>25</b>

## Instrument-specific marking guide (IA3)

Devising and Conducting	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>• development and application of a nuanced key inquiry question</li> <li>• discerning selection of relevant evidence from primary and secondary historical sources</li> <li>• acknowledgment of different perspectives in the evidence from historical sources</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• development and application of a key inquiry question</li> <li>• selection of relevant evidence from primary and secondary historical sources</li> <li>• acknowledgment of perspectives in the evidence from historical sources</li> </ul>	2
<ul style="list-style-type: none"> <li>• includes a key inquiry question</li> <li>• selection of evidence from sources.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Comprehending	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>• thorough and mostly accurate use of terms in historical context</li> <li>• informed understanding of concepts related to the key inquiry question</li> <li>• detailed explanation of issues related to the key inquiry question</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• appropriate use of terms in historical context</li> <li>• reasonable understanding of concepts related to the key inquiry question</li> <li>• adequate explanation of issues related to the key inquiry question</li> </ul>	2
<ul style="list-style-type: none"> <li>• partial and/or inaccurate use of terms</li> <li>• superficial understanding of concepts.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Analysing	Marks
The student response has the following characteristics:	
• discerning selection and detailed examination of features of evidence from historical sources	4
• effective examination of features of evidence from historical sources	3
• adequate examination of features of evidence from historical sources	2
• identification of feature/s of evidence from historical sources.	1
The student response does not match any of the descriptors above.	0



Evaluating	Marks
The student response has the following characteristics:	
• discerning and well-reasoned judgments about the usefulness and reliability of evidence from historical sources	4
• effective judgments about the usefulness and reliability of evidence from historical sources	3
• adequate judgments about the usefulness and/or reliability of evidence from historical sources	2
• superficial, irrelevant and/or inaccurate judgments about the usefulness and/or reliability of evidence from historical sources.	1
The student response does not match any of the descriptors above.	0

Synthesising	Marks
The student response has the following characteristics:	
• sophisticated historical argument that skilfully combines evidence from historical sources to justify decisions	5
• effective historical argument that combines evidence from historical sources to justify decisions	4
• basic historical argument that combines evidence from historical sources to support decisions	3
• superficial historical argument that combines evidence from historical sources	2
• superficial historical argument or non-historical argument that refers to evidence from sources.	1
The student response does not match any of the descriptors above.	0

Communicating	Marks
The student response has the following characteristics:	
• conveys ideas related to the key inquiry question clearly and purposefully • all features of a historical essay based on research are consistently applied • minimal errors in spelling, grammar and punctuation	3–4
• conveys ideas related to the key inquiry question purposefully • most features of a historical essay based on research are applied • some errors in spelling, grammar and punctuation	2
• conveys idea/s related to the key inquiry question superficially • features of a historical essay based on research are inconsistently applied • frequent errors in spelling, grammar and punctuation impede the communication of ideas.	1
The student response does not match any of the descriptors above.	0

# External assessment: Examination — short response (25%)

External assessment is developed and marked by the QCAA. 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.

## Assessment objectives

2. Comprehend terms, concepts and issues about a topic and aspect of the topic focused on international experiences in the Modern World.
3. Analyse evidence from historical sources about a topic and aspect of the topic focused on international experiences in the Modern World.
4. Evaluate the usefulness and reliability of evidence from historical sources about a topic and aspect of the topic focused on international experiences in the Modern World.
5. Synthesise evidence from historical sources to develop a historical argument about a topic and aspect of the topic focused on international experiences in the Modern World.
6. Create responses that communicate meaning to suit purpose about a topic and aspect of the topic focused on international experiences in the Modern World.

## Specifications

This examination:

- consists of questions relating to the selected Unit 4 topic and aspect of the topic for the external assessment
- requires students to respond using paragraphs based on evidence from the historical sources provided.

## Stimulus specifications

The QCAA provides stimulus that:

- consists of evidence from up to 12 historical sources that are succinct enough to be engaged with during the planning time
- includes separate and distinct context statements for each historical source that may include
  - information about the author/s
  - time of production
  - any general details about the circumstances in which the evidence from the historical sources were produced.

## Conditions

- Mode: written
- Time allowed
  - Planning time: 15 minutes
  - Working time: 120 minutes

# Glossary

The syllabus glossary is available at [www.qcaa.qld.edu.au/downloads/senior-qce/common/snr\\_glossary\\_cognitive\\_verbs.pdf](http://www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf).

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# Version history

Version	Date of change	Information
1.0	January 2024	Released for familiarisation and planning (with implementation starting in 2025)
1.1	July 2024	Released for implementation with minor updates
1.2	October 2024	ISBN removed

