

Senior External Syllabus

Modern History

Syllabus for the senior external examination

2008



ISBN: 978-1-920749-60-6

Modern History Syllabus for the Senior External Examination

To be used for the first time in the 2009 Senior External Examination in Modern History.

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1. Rationale

Learning through studying the social sciences

Education should increase the ability and willingness of society's citizens to participate constructively and ethically in their public and private lives. Open and reasoned debate with the wider community, and effective participation of the members of society, enhances democratic processes, and individual and social wellbeing.

Cooperative and competitive processes shape societies, and understanding these processes is central to explaining social behaviour and to evaluating the performance of a social system. The social sciences equip people with tools and strategies to improve social processes and their outcomes at the collective and individual levels.

Through social science subjects, candidates develop personally and socially useful ways to analyse the world around them by:

- studying human societies and their achievements
- using the analytical and problem-solving techniques of the social science disciplines
- gaining a critical understanding of the values underpinning both the study of social behaviour and the actions of those within society.

Inquiry is central to all disciplines within the social sciences. Each discipline has its own analytical and problem-solving techniques to help candidates understand complex social and environmental matters. The goal is to improve the ability of a society and its members to anticipate, initiate and respond to profound social changes. Social systems from the local to the global scale all merit study. They are interdependent and they evolve together. Candidates can widen their horizons by exposure to different societies and by examining why some solutions can succeed and others fail.

Candidates may imagine possible and preferred futures. They may appreciate what societies can achieve, what they struggle to achieve, and how barriers to beneficial changes can be overcome. They can understand what social outcomes can be anticipated and sometimes predicted, what phenomena can be understood after they happen, and what changes take us by surprise and are difficult to explain with existing understanding.

Candidates can become:

- more knowledgeable, effective, constructive and committed participants in personal, professional and civic life
- more aware of the importance of values and beliefs, and how differences can be identified, understood, negotiated and, perhaps, resolved
- more reflective, responsible and sensitive citizens, parents, workers, managers, entrepreneurs, consumers and investors
- more aware of the connections among the social sciences and with other subject areas
- more sensitive to the interdependencies between the social, cultural, political, economic, environmental and ethical aspects of experience
- better able to grasp the sort of tensions that can arise when a social system operates in a way that may seem at odds with its sustainability and the natural environment.

Social science subjects can lead some candidates directly towards future careers as economists, geographers, historians and social scientists. While most candidates will proceed to other careers, their study of these subjects will give them important lifeskills. Each subject has its own terminology, interpretive framework, mode of reasoning and conventions of presentation.

Critical analysis contains implicit social value judgments about which issues are worth studying, and social values and the values of individual candidates should be explored and evaluated in a constructive and critical way. Whether candidates are working collaboratively or developing individual skills in communicating ideas clearly, fairly and persuasively, opportunities will arise for both information and values to be in focus. Making effective decisions requires an understanding of any far-reaching ramifications of actions occurring in a particular social and historical context.

Underlying these studies and the values involved in them should be a commitment to open-minded debate, human rights and responsibilities, improvements in the quality of life, social justice and ecological sustainability.

What is history?

History is about change. It looks at peoples over times past and present in different societies, noticing and explaining their attitudes, beliefs and behaviours, and interpreting their reactions to the various pressures, conditions and events that induce change.

The ultimate purpose of studying history is to give meaning to our own life — a personal statement of identity. We incorporate into our own experiences and understandings the examples and case studies of other peoples who have expressed their hopes, endured conflicts, lived ordinary lives with their environment, and in their localities.

When studying history, we ask meaningful questions, collect evidence, sift through it, analyse it and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours.

History remembers the past, explains the present, and gives hopes and interpretations for our future. History provides contexts, meanings and explanations for our lives.

Learning through studying Modern History

Studying Modern History can help us live more effectively as global citizens. To live purposefully, ethically and happily with others, we must be able to make wise decisions. Studying Modern History can help us develop the knowledge, skills and values needed to make those decisions.

Through the study of Modern History, we can understand why our modern world is the way it is. We can understand the processes of change and continuity that have shaped today's world, their causes, and the roles people have played in those processes. We can understand that there are relationships between our needs and interests and a range of historical issues, people and events. We develop these understandings through processes of critical inquiry, debate and reflection, and through empathetic engagement with the standpoint of others.

There is a special focus on values in historical studies where we encounter different values, investigate their origins and study their impact on human affairs. We begin to decide which values might guide us in building a more democratic, just and ecologically sustainable world for all people.

In our everyday lives, including in our work, we need to understand situations, place them in a long-term perspective, identify causes of change and continuity, acknowledge the perspectives of others, develop personal values, make judgments and reflect on our decisions. These are the skills developed in a study of Modern History. We also need the communication skills that are developed and practised in all phases of historical study.

Defining Modern History

There is no single, agreed definition of “modern history”. Conventionally, 1789 has been defined as the beginning of the modern era. This definition obscures the fact that a historical era does not suddenly begin on a particular day or in a particular year. As well, this is a Eurocentric definition. Outside Europe, the concepts of ancient, medieval and modern history are sometimes defined differently, or are only marginally applicable.

In this syllabus, the term “modern history” describes the study of the past 200 years approximately. The syllabus stipulates, however, that study should focus predominantly on the 20th and 21st centuries. There is some scope for inquiry topics focused on the 19th century or earlier. Further, in 20th and 21st century inquiry topics, there may need to be substantial reference to background factors from the 19th century or earlier.

The syllabus also recognises the significance of the history of the Indigenous peoples of Australia and of their cultures as the oldest surviving contemporary cultures on earth. There are opportunities for studies of Indigenous history within the context of the historical processes and methodologies of modern history.

Historical literacy¹

The Australian Government’s National Inquiry into School History² states some important processes to improve the quality of history teaching and learning in Australian schools. These processes are expressed as the *National Statement on Teaching and Learning History in Australia’s Schools*. The essential and specific skills of historical literacy are an important part of the framework.

Learning through history develops specific historical understandings and skills. These are the foundation of historical literacy. They are also skills that are valuable in the everyday lives of young people and adults.

The evaluation and interrogation of sources of evidence is fundamental. Candidates learn that these sources can be subjective, value-laden, ambiguous or incomplete. Candidates learn the rules and place of debate and hone their skills for presenting opinions about diverse issues. The interaction with sources also illustrates that language is a powerful tool. It changes over time and may come to them translated or interpreted by others. Together these activities prepare candidates to engage thoughtfully with the numerous messages they encounter in their information-filled lives.

In seeking explanations for historical events and developments, candidates encounter key historical concepts: change, continuity, cause, motive and effect. These are valuable concepts for understanding the present as well as the past. Candidates’ historical understanding is enhanced by developing empathy — the ability to understand something from another’s point of view. This is also a valuable lifeskill.

¹ Historical literacy categories: Events of the past, Narratives of the past, Research skills, The language of history, Historical concepts, ICT understandings, Making connections, Contention and contestability, Representational expression, Applied science in history, Historical explanation.

² Taylor, Tony 2000, *The Future of the Past: Executive summary of the Report of the National Inquiry into School History*, Monash University, Melbourne.

<www.dest.gov.au/sectors/school_education/publications_resources/national_inquiry_into_school_history>

2. Global aims

Through studying Modern History, candidates will:

- ... understand that history is an interpretative, explanatory discipline

Explanations of the past are interpretations. They depend on the quality, nature and extent of sources available and are influenced by the abilities, purposes and values of the historians involved. Therefore, histories are partial in two senses: first, they are incomplete and tentative; second, they are ideological versions of the past. When investigating historical sources, candidates should ask whose history is being portrayed, from what standpoint and in whose interests. Candidates should develop the historical imagination necessary to bridge gaps in evidence by exploring probabilities, possibilities, tendencies and likelihoods.

- ... become proficient in the processes of historical inquiry and explanation

This proficiency involves an understanding of the problematic characteristics of historical sources and the ability to develop evidence from sources using the processes of analysis, interpretation, evaluation and decision making. In doing so, candidates will empathise with the perspectives of people remote in time and place. Candidates will make judgments about complex situations, justify those judgments and review them in the light of sustained reflection and critical comment.

- ... understand the forces and influences that have shaped the modern world

Candidates will understand that the state of the world at any given time is the result of complex processes of change and continuity. These processes involve the exercise of power and reflect complementary, competing and conflicting interests and motives. Candidates will understand that the causes of both change and continuity are debatable. They will appreciate that people also debate the extent to which changes have been progressive and what changes, if any, are needed in a society. They will learn that individuals and groups can sometimes bring about change, but not always easily.

- ... critically evaluate heritages and traditions

Heritage refers to those ideas and practices that have been formative in a society's development and that are often widely acknowledged and celebrated. Traditions are the enduring customs that reflect heritage. In a multicultural society, different people may acknowledge different heritages and traditions. Candidates will understand that people in a society may disagree over whether certain elements of heritage and certain traditions should be respected. They will learn that the elements that are respected as heritage and tradition may change over time.

- ... investigate the role of values in history, and refine their own values commitments

Candidates will understand the importance of values in motivating human actions. They will identify different values positions, investigate the sources of those values and assess their impact on historical developments. They will evaluate the extent to which different values may contribute to human wellbeing. Through these processes, candidates will refine their own values commitments.

- **... value the study of history**

Candidates will appreciate the value of historical study. They will appreciate the importance of historical sources in all their many forms and value the preservation of those sources including elements of the historical environment. They will value the processes of historical investigation and the knowledge developed through such investigation. They will value the qualities of rigorous investigation, critical reflection, empathy and reasoned judgment.

- **... develop the knowledge, abilities and ethical commitment to participate as active citizens in the shaping of the future**

Through studying history, candidates develop ways of understanding society in historical perspective, insights into how changes and continuities may be effected, skills in making judgments about complex situations, an ethical basis for action, and an appreciation of the possibilities of human agency. These skills and knowledge can help candidates approach the challenge of making a better future with realistic, informed enthusiasm.

3. General objectives

The objectives of this syllabus have been formulated in terms of understandings and behaviours that are considered desirable for candidates to acquire. They should be read in conjunction with Section 4: Organisation, and with the exit criteria (Section 7). The objectives of study in Modern History have been defined as follows.

Planning and using a historical research process

Research involves abilities associated with historical procedures. At some stage, these procedures involve understanding and engaging with the broad and complex phenomena that are labelled commonly as *historical sources of evidence*. However, the main focus in this objective is that candidates should be able to:

- identify issues for investigation within the inquiry topic
- develop and focus research questions, hypotheses and sub-questions
- design a research plan that suits the purpose of the research task
- locate and identify primary and secondary sources
- demonstrate evaluation of the research process and findings related to the aspects of inquiry.

Forming historical knowledge through critical inquiry

This objective aims to develop candidates' ability to engage critically with historical sources and to develop historical knowledge and cognitive skills. Candidates should be able to:

- understand the explicit content of sources
- understand the nature of historical sources of evidence, assumptions about the problematic character of historical sources, and the tentative and interpretive qualities of historical knowledge
- analyse what is explicit and implicit in a wide variety of sources, including themes, values and interrelationships within and among sources
- evaluate the worth of sources. This will involve candidates assessing the reliability, authenticity, representativeness, relevance and accuracy of the sources and in identifying value positions, perspectives and standpoints in their historical context
- make decisions. Candidates should be able to make a judgment about a question or hypothesis, based on the interpretation, analysis and evaluation of sources. This will involve candidates:
 - synthesising evidence into a coherent whole
 - reaching a conclusion or proposing a solution that is consistent with the interpretation, analysis and evaluation of the sources
 - justifying the conclusion by providing sound reasoning and logical argument in support
- demonstrate an attitude of reflection on and revision of judgments made.

Communicating historical knowledge

Candidates should be able to present their historical knowledge and understandings using written skills. Candidates should be able to:

- recall significant information, and define and describe key concepts, events, developments and people
- explain and justify the findings/results of research, including the problematic nature of historical sources, the interpretive nature of historical inquiry and the tentative nature of historical judgment.

Candidates should be able to produce written responses that:

- are coherent
- incorporate accurate definitions, abstractions, concepts and relationships between key concepts, events and historic developments
- substantiate claims by reference to sources of evidence
- illustrate written communication that employs effective explanatory and descriptive language, and that uses subject-specific terminology, grammar, sentence construction, punctuation, spelling, paragraphing, original expression and the style and characteristics of the genre.

Attitudes and values

Candidates should be able to:

- value the application of the historical method in their studies and in their own lives, especially a readiness to investigate critically, reflect, make judgments and submit them to ongoing evaluation
- empathise with the value positions and consequent actions of others in both the past and the present, leading, where appropriate, to tolerance of differences
- enhance their personal values framework to reflect a commitment to social and international justice
- value the elements of the historical environment — buildings, landscapes, material records
- understand the relevance of historical study to their own lives.

4. Organisation

4.1 Time allocation

For teaching centres preparing candidates for the external examination, the recommended number of hours for tuition in the subject developed from this syllabus is 130 to 150 hours.

Time allocation depends on the method of study. Candidates who elect to study without systematic tuition must organise their time according to syllabus requirements and individual circumstances.

4.2 Structure of the subject

Study is based on **three themes** nominated from those listed in Table 1. The two-year cycle of nominated themes is shown in Table 2.

Within each theme, **inquiry topics** should be studied. These are in-depth, inquiry-based studies of particular topics within a theme (for example, *China: revolutionary change in 20th century* within the *Studies of change* theme.) Details of themes and inquiry topics are given in Section 6.

Requirements for study

- The three general objectives, *Planning and using a historical research process*, *Forming historical knowledge through critical inquiry* and *Communicating historical knowledge*, should be incorporated into learning experiences.
- One inquiry topic each year will focus on a significant element of Australian history.
- One inquiry topic each year will focus on post-war China.

The requirements regarding themes and inquiry topics for specific years are shown in Table 2.

4.3 Themes

Table 1: Themes in Modern History

1. National history	4. Studies of power
2. Studies of conflict	5. Studies of cooperation
3. Studies of change	6. History of ideas and beliefs

Table 2: Two-year cycle of themes and inquiry topics for examination*

Year of examination	Paper 1, Part A Reflections on the research inquiry process Candidates will need to prepare one inquiry topic.	Paper 1, Part B Extended written response to an unseen question Candidates will need to prepare at least two inquiry topics.	Paper 2 Extended written response to historical evidence
2009 (odd years)	Theme 1. National history Inquiry topics: <ul style="list-style-type: none"> • Australia: The evolution of a nation state from Federation to end of World War I • Australia: The impact of immigration from 1945 to 1975 • Australia: The effect of changes in the workplace from 1972 to the present 	Theme 2. Studies of conflict Inquiry topics: <ul style="list-style-type: none"> • Armed conflicts: Causes and outcomes of World War I • Armed conflicts: Causes and outcomes of World War II • Social and cultural conflicts and debates: Women's movements and feminism • Armed conflicts: Israel and the Arab world 	Theme 3. Studies of change Inquiry topic: <ul style="list-style-type: none"> • China: The impact of Mao Zedong
2010 (even years)	Theme 4. Studies of power Inquiry topics: <ul style="list-style-type: none"> • Australia's relationship with Great Britain 1901 to 1919 • Australia's relationship with the United States of America 1939 to 1975 • Australia's relationship with Asia 1975 to the present 	Theme 5. Studies of cooperation Inquiry topic: <ul style="list-style-type: none"> • The League of Nations and the rise of Hitler's Germany • The end of apartheid • Efforts to achieve land rights for Indigenous Australians • The changing role of the United Nations 	Theme 6. History of ideas and beliefs Inquiry topic: <ul style="list-style-type: none"> • People's Republic of China: Marxism and capitalism (1949 to the present)

* See Section 6 for more information on themes and topics.

5. Learning experiences

Although expository teaching and text-based learning are important, the focus of learning experiences in Modern History is candidate inquiry. Using this approach, candidates identify historical issues for investigation, develop research questions to investigate them, and reach conclusions or make judgments about them.

Learning experiences that are built around candidate inquiry will achieve the general objectives of the syllabus.

5.1 Structuring candidate inquiry

Candidate inquiry involves three major elements:

- planning and using a historical research process
- forming historical knowledge through critical inquiry
- communicating historical knowledge.

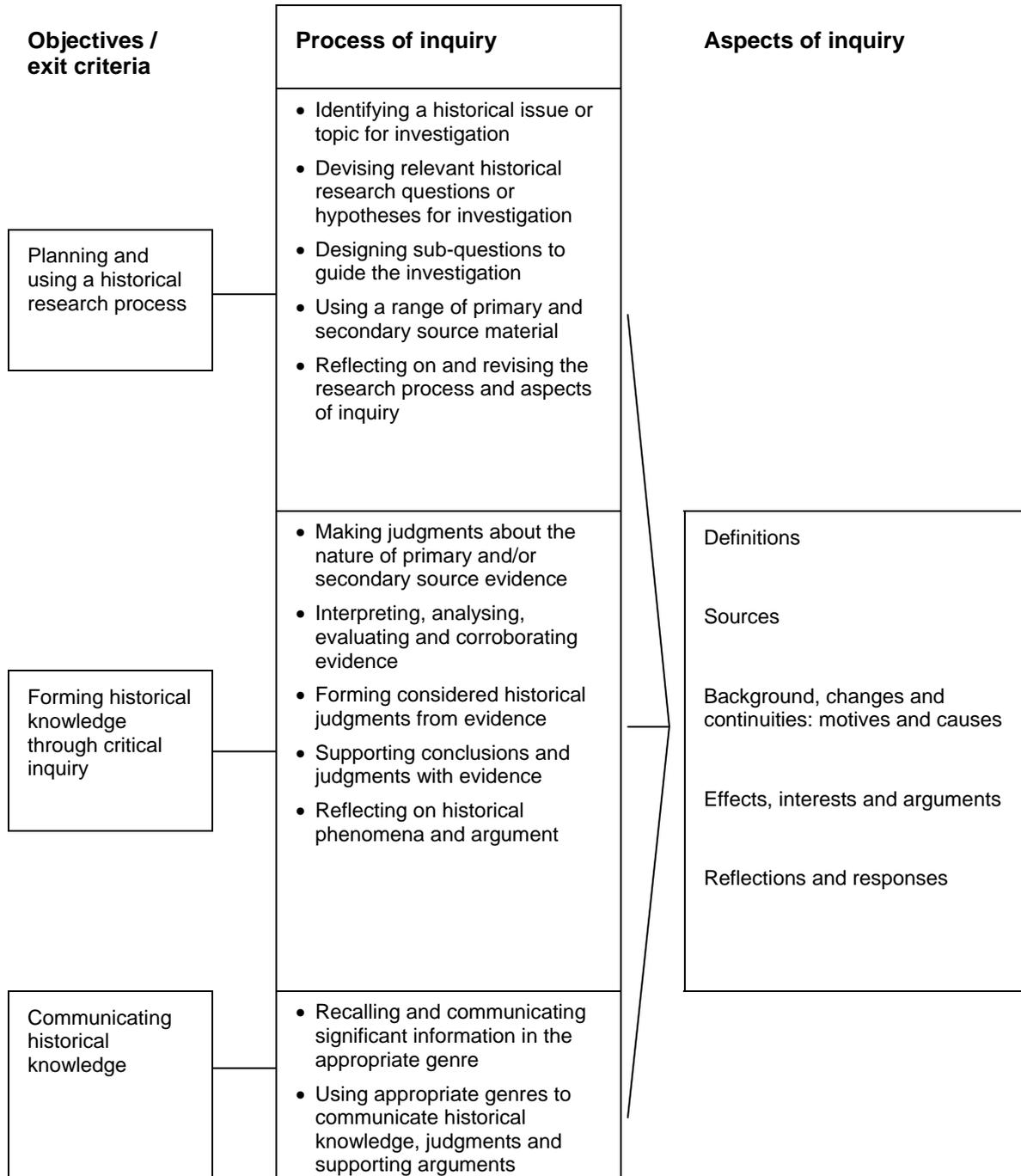
The three major elements have been expressed as the general objectives and the criteria of the subject. Each of the elements involves significant processes of inquiry. Through the inquiry processes, candidates investigate five major aspects of any inquiry topic:

- definitions
- sources
- backgrounds, changes and continuities: motives and causes
- effects, interests and arguments
- reflections and responses.

These aspects are detailed in Section 6, Table 3. The table develops the aspects of inquiry by suggesting candidate focus questions to guide the inquiry process.

Figure 1 shows a process of inquiry that explores and expands the relationships between the general objectives and exit criteria, the aspects of inquiry, and the processes of historical inquiry that candidates will experience in their studies of themes and inquiry topics.

Figure 1: Structuring candidate inquiry



5.2 Information technology in Modern History³

Learning experiences in Modern History provide opportunities to develop generic and specialised skills in information technology such as word processing, desktop publishing, graphics production and database development. In addition, information technology is increasingly being used to research data, for example through the use of CD-ROMs and the internet. For candidates, research skills routinely involve accessing and managing search engines for internet searches.

Important as these generic skills are, Modern History candidates need to develop information technology skills that assist in the evaluation of sources. The evaluation of primary and secondary source material is an important part of the historical process of inquiry as described in Section 5.1, and as elaborated in each of the themes in Section 6. The internet is now a significant source of both primary and secondary source material for candidates of history. Candidates must bring the same systematic evaluative processes to internet sources that they do to more conventional sources of historical evidence.

³ Taylor, Tony 2000, *The Future of the Past: Executive summary of the Report of the National Inquiry into School History*, Monash University, Melbourne.
<www.dest.gov.au/sectors/school_education/publications_resources/national_inquiry_into_school_history>

6. Themes and inquiry topics

6.1 Historical inquiry

In this syllabus, the term *theme* is used to describe broad areas of study. An inquiry topic is an in-depth study of a specific historical period, phenomenon or event that exemplifies the theme. A minimum of three themes and four inquiry topics must be prepared for the examination as nominated for a specific year in Table 2. Any inquiry topic will include the five aspects of historical inquiry shown in Figure 2.

Figure 2: Aspects of inquiry

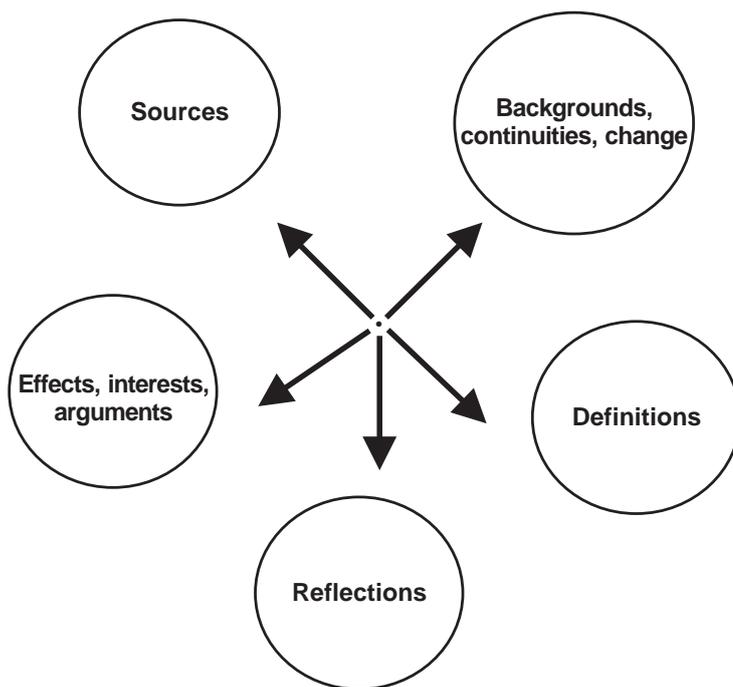


Table 3 provides sample focus questions that arise from each aspect and that can be applied within inquiry topics. The sample focus questions give guidance about the potential scale and scope of each aspect within an inquiry topic.

Table 3: Focus questions for inquiry topics

Aspects of historical inquiry	Sample focus questions
Definitions	<p>How is this phenomenon defined?</p> <p>Are there arguments about the definitions?</p> <p>What are the temporal and spatial parameters of this study?</p> <p>What is the key question that will guide this inquiry?</p>
Sources	<p>Who are the major historians and other theorists associated with the study of this phenomenon?</p> <p>What primary and secondary sources might be valuable in this study?</p> <p>Are there any problems related to the availability or sufficiency of sources?</p>
Backgrounds, changes and continuities: motives and causes	<p>What is the historical background to this phenomenon?</p> <p>What were the causal factors related to this development?</p> <p>What were the major developments, changes and continuities associated with this phenomenon?</p> <p>What roles did individuals and groups play?</p>
Effects, interests and arguments	<p>At the time, what were the major effects of this phenomenon on human wellbeing; social, political and economic structures; and environments?</p> <p>Who benefited from this historical phenomenon, in both the short and the long term?</p> <p>Who was disadvantaged?</p> <p>To what extent did the phenomenon produce deep-seated changes to ideas and beliefs (such as the ways in which people thought about the meaning of human existence; preferred forms of social, economic and political organisation; preferred forms of relationship between people, and between people and environments)?</p> <p>What are the possible and probable effects in the future?</p>
Reflections and responses	<p>What are you learning about this phenomenon and its historical significance?</p> <p>Do you think that this phenomenon was a progressive one historically?</p> <p>How could you take this study further, or in a fresh direction?</p> <p>What connections can you see between this study and other studies that you have already done or might do?</p> <p>How has this study helped you understand history as a discipline?</p> <p>Could you have gone in a different direction during your research?</p> <p>What problems did you encounter in the research, and how did you respond to them?</p> <p>Is this study helping you to decide how to live more purposefully, ethically or effectively?</p>

The aspects of inquiry should be related to the inquiry process in Section 5.1, Figure 1 as a means by which candidates can structure their studies of inquiry topics. The inquiry process provides a locus for the aspects and their associated focus questions.

There is no specific order in which the aspects of inquiry should be undertaken. For example, issues of *definitions* or *reflections and responses* may reappear several times during an inquiry (see Figure 2). However, the order given in Table 3 may provide a logical sequence.

While some attention should be given to all five aspects in any inquiry, particular emphasis will depend on the inquiry topic under investigation. For example, one inquiry topic may require more emphasis on *backgrounds, changes and continuities: motives and causes*, while another may benefit from an emphasis on *effects, interests and arguments*, or *reflections and responses*.

6.2 Details of themes

Theme 1: National history

Theme 2: Studies of conflict

Theme 3: Studies of change

Theme 4: Studies of power

Theme 5: Studies of cooperation

Theme 6: History of ideas and beliefs

Theme 1: National history

Purpose	
Through this theme candidates will understand the development of the nation-state, the ongoing operation of its political processes at the national and international level, and emerging challenges to the concept and realisation of the nation-state.	
Inquiry topics	
Candidates will study one of the following inquiry topics in depth:	
<ul style="list-style-type: none"> • Australia: The evolution of a nation-state from Federation to end of World War I • Australia: The impact of immigration from 1945 to 1975 • Australia: The effect of changes in the workplace from 1972 to the present 	
Focus questions	
An inquiry topic developed to exemplify this theme must include questions related to each of the aspects listed below. The questions suggested here are provided as a guide.	
Inquiry aspect	Sample focus questions
Definitions	<ul style="list-style-type: none"> • What is meant by <i>nationalism</i> and the <i>nation-state</i>? • What specific aspect of change in nationalism is the focus of this inquiry topic? • What is the key question that will guide this inquiry?
Sources	<ul style="list-style-type: none"> • Who are the major historians who have interpreted this study of national history? • What primary and secondary sources are valuable in this study? • Are there any problems related to the availability or sufficiency of sources?
Backgrounds, changes and continuities: motives and causes	<ul style="list-style-type: none"> • What are the dominant and other beliefs associated with nationalism? How and why have those beliefs and attitudes been formed? • What factors influenced the development of Australia ? • What roles did individuals and groups play in the development of Australia?
Effects, interests and arguments	<ul style="list-style-type: none"> • To what extent has nationalism produced deep-seated changes to people's ideas and beliefs about preferred forms of political, social and economic organisation? • At the time of these developments in Australia what were the major changes? • Whose interests have been served by these changes, in the short and long term? • Whose interests have not been served by these changes? • Are these changes continuing, and what might be the future effects?
Reflections and responses	<ul style="list-style-type: none"> • What have you learnt about the historical significance of this study? • What connections can you see between this study and other studies you have already undertaken or might undertake? • What problems did you encounter in the research, and how did you respond to them? • How is this study helping you understand history as a discipline? • Did this study help you clarify your standpoint about political relationships between humans?

Theme 2: Studies of conflict

<p>Purpose</p> <p>Through historical studies in this theme, candidates will understand that important conflicts of the 20th century have occurred on local, national and international stages and that they can have military, political, social and cultural causes, effects and repercussions.</p>	
<p>Inquiry topics</p> <p>Candidates will need to prepare at least two inquiry topics:</p> <ul style="list-style-type: none"> • Armed conflicts: Causes and outcomes of World War I • Armed conflicts: Causes and outcomes of World War II • Social and cultural conflicts and debates: Women’s movements and feminism • Armed conflicts: Israel and the Arab world 	
<p>Focus questions</p> <p>An inquiry topic developed to exemplify this theme must include questions related to each of the aspects listed below. The questions suggested here are a guide.</p>	
Inquiry aspect	Sample focus questions
Definitions	<ul style="list-style-type: none"> • What is conflict? • What sorts of conflicts occur in communities, or amongst peoples or nations? • What is the nature of this conflict? • What is the key question that will guide this inquiry?
Sources	<ul style="list-style-type: none"> • Who are the major historians who have interpreted this conflict? • How has this topic been interpreted by historians? • What primary and secondary sources are available and valuable in this study? • Are there any problems related to the availability or sufficiency of sources?
Backgrounds, changes and continuities: motives and causes	<ul style="list-style-type: none"> • In what ways did long-standing factors contribute to the outbreak of this conflict? • What roles did individuals and groups play in the conflict? • Did the nature of the conflict change over time? If so, how and why?
Effects, interests and arguments	<ul style="list-style-type: none"> • What were the major effects of this conflict, e.g. social, political, economic or environmental? • To what extent do the repercussions of the conflict still exist today? • In what ways have people’s values or experiences influenced their perception of the conflict, now and in the past? • To what extent did this conflict produce deep-seated changes to ideas and beliefs?
Reflections and responses	<ul style="list-style-type: none"> • How is this study helping your understanding of history as a discipline? • What have you learnt about conflict and change? • What connections can you see between this study and other studies you have already done or might do? • What problems did you encounter in the research, and how did you respond to them? • What have these historians concluded about this conflict?

Theme 3: Studies of change

<p>Purpose</p> <p>Through historical studies in this theme, candidates will understand that continuity and change are fundamental concepts of historical studies. They will understand the historical origins and continuing influence of some of the major changes of the 20th century, and the ways in which these major changes have shaped the lives of ordinary people, at local and global levels.</p>	
<p>Inquiry topic</p> <p>The inquiry topic will address:</p> <ul style="list-style-type: none"> • China: The impact of Mao Zedong 	
<p>Focus questions</p> <p>An inquiry topic developed to exemplify this theme must include questions related to each of the aspects listed below. The questions suggested here are a guide.</p>	
Inquiry aspect	Sample focus questions
Definitions	<ul style="list-style-type: none"> • What is the nature of change in this inquiry topic? • What are the dimensions of change in this study? • How has this large-scale change evidenced itself in everyday life? • What is the key question that will guide this inquiry?
Sources	<ul style="list-style-type: none"> • Who are the major historians and other theorists associated with this inquiry topic? • What primary and secondary sources are valuable in this study? • Are there any problems related to the availability or sufficiency of the sources?
Backgrounds, changes and continuities: motives and causes	<ul style="list-style-type: none"> • Where and when did the origins of this change occur? • What have been the major developments, changes and continuities associated with this inquiry topic? • What roles did individuals or groups play in these changes?
Effects, interests and arguments	<ul style="list-style-type: none"> • At the time, what were the major effects of this change on people, institutions and environments? • Who benefited from this change? Who did not or was disadvantaged? • What challenges arose to the change, and how warranted and effective were they? • What have been the long-term effects of this change socially, culturally, politically, economically and environmentally?
Reflections and responses	<ul style="list-style-type: none"> • What are you learning about this change and its historical significance? • What connection can you see between this study and other studies that you have already done or might do? • What problems did you encounter in the research, and how did you respond to them? • How has this study helped your understanding of history as a discipline?

Theme 4: Studies of power

<p>Purpose</p> <p>Through historical studies in this theme candidates will understand that there have been important power relationships between Australia and other countries or regions, that the loci of power may change over time, and that over time individuals, groups and societies have attempted to control and legitimise the use of power.</p>	
<p>Inquiry topics</p> <p>Candidates will study one of the following inquiry topics in depth:</p> <ul style="list-style-type: none"> • Australia’s relationship with Great Britain, 1901 to 1919 • Australia’s relationship with the United States of America, 1939 to 1975 • Australia’s relationship with Asia, 1975 to the present 	
<p>Focus questions</p> <p>An inquiry topic developed to exemplify this theme must include questions related to each of the aspects listed below. The questions suggested here are provided as a guide</p>	
Inquiry aspect	Sample focus questions
Definitions	<ul style="list-style-type: none"> • What is power? • What types of power have historians and theorists identified? • What is the key question that will guide this inquiry topic?
Sources	<ul style="list-style-type: none"> • Who are the major historians who have interpreted this inquiry topic? • What primary and secondary sources might be both available and valuable for the inquiry topic? • Are there any problems related to the availability or sufficiency of sources?
Backgrounds, changes and continuities: motives and causes	<ul style="list-style-type: none"> • What historical factors allowed this exercise of power? • What were the philosophical and ideological contexts for the emergence of the form of power in the selected inquiry topic? • What roles did individuals or groups play in this case of power? • Were there challenges to the growth of power in this topic?
Effects, interests and arguments	<ul style="list-style-type: none"> • At the time, what were the major effects of this exercise of power on human wellbeing, on social, political and economic structures, and on environments? • Who benefited from this exercise of power? Who did not or was disadvantaged? • How has this example of the use of power influenced Australian developments in the 20th and 21st centuries?
Reflections and responses	<ul style="list-style-type: none"> • What have you learnt about power and its uses? • What have historians concluded about this case? • Do you think that this use of power is or was a progressive one historically? • What problems did you encounter in the research, and how did you respond to them? • How is this study helping your understanding of history as a discipline?

Theme 5: Studies of cooperation

<p>Purpose</p> <p>Through historical studies in this theme, candidates will understand the attempts that have been made to achieve cooperative human activity on a local, national or global level. In undertaking a study of cooperation, candidates will analyse and evaluate the motives, principles, values, methods and procedures, approaches, degrees of success and outcomes employed to achieve the cooperative effort.</p>	
<p>Inquiry topics</p> <p>Candidates will need to prepare two inquiry topics selected from the following:</p> <ul style="list-style-type: none"> • The League of Nations and the rise of Hitler’s Germany • The end of apartheid • Efforts to achieve land rights for Indigenous Australians • The changing role of the United Nations 	
<p>Focus questions</p> <p>An inquiry topic developed to exemplify this theme must include questions related to each of the aspects listed below. The questions suggested here are provided as a guide</p>	
Inquiry aspect	Sample focus questions
Definitions	<ul style="list-style-type: none"> • In the context of historical studies, how is cooperation defined? How might examples of cooperation be categorised? • What are some of the key examples of cooperation, at a variety of scales, in the 20th century? • What are the dimensions (time, scale, protagonists) of the particular case being focused on? • What is the key question that will guide this inquiry?
Sources	<ul style="list-style-type: none"> • Who are the major historians and other theorists associated with the example of cooperation you have chosen? • What primary and secondary sources are valuable for this study? • Are there any problems related to the availability or sufficiency of sources for this topic?
Backgrounds, changes and continuities: motives and causes	<ul style="list-style-type: none"> • What led to this particular example of cooperative activity? • What principles, ideologies, motives or expectations influenced this cooperation? • What role did individuals or groups play in the development of this cooperation?
Effects, interests and arguments	<ul style="list-style-type: none"> • At the time, what were the major effects of this effort at cooperation? How enduring were these effects? • Who (people, groups, nations) benefited most from this cooperation? • Whose interests (people, groups, nations) were not served by the example in question? • What resistance or obstacles were there to this cooperative effort?
Reflections and responses	<ul style="list-style-type: none"> • What have you learnt about this cooperation and its historical influence? • Do you think that this cooperative example was a progressive one historically? • What connections can you see between this study and other studies you have already undertaken? • What problems did you encounter in the research, and how did you respond to them? • How is this study helping your understanding of history as a discipline?

Theme 6: History of ideas and beliefs

<p>Purpose</p> <p>Through historical studies in this theme, candidates will understand how ideas and beliefs have had an influence on history in local, national and global contexts.</p>	
<p>Inquiry topic</p> <p>The inquiry topic will address:</p> <ul style="list-style-type: none"> • People’s Republic of China: Marxism and capitalism, 1949 to the present 	
<p>Focus questions</p> <p>An inquiry topic developed to exemplify this theme must include questions related to each of the aspects listed below. The questions suggested here are provided as a guide.</p>	
Inquiry aspect	Sample focus questions
Definitions	<ul style="list-style-type: none"> • What is an <i>idea</i> or a <i>belief</i>? • What idea or belief is the focus of this study? • What is this idea or belief about? • What is the key question that will guide this inquiry?
Sources	<ul style="list-style-type: none"> • Who are the major historians and other theorists associated with this study? • What primary and secondary sources might be available and valuable for this study? • What problems or particular issues might be identified generally about sources for this study? • Are there any problems related to the availability or sufficiency of sources for the selected topic?
Backgrounds, changes and continuities: motives and causes	<ul style="list-style-type: none"> • Where and when did this idea or belief first emerge? • What roles did individuals and groups play in the development and dissemination of the idea? • How has the idea or belief changed over time? • How has this idea affected historical developments in the 20th century? • What is likely to be the continuing significance of this idea or belief in the 21st century?
Effects, interests and arguments	<ul style="list-style-type: none"> • Whose interests were served by this idea or belief? • Whose interests were challenged? • Whose interests were neglected or not served? • What resistance or challenges to this idea emerged over time?
Reflections and responses	<ul style="list-style-type: none"> • What have you learnt about this idea or belief and its historical influence? • Do you think that this idea was a progressive one historically? • What connections can you see between this study and other studies you have already undertaken? • What problems did you encounter in the research, and how did you respond to them? • How is this study helping your understanding of history as a discipline?

7. Assessment

7.1 Summative assessment

7.1.1 Format of the external examination

There will be two papers, each of up to 3 hours duration. For each paper an additional 10 minutes will be allowed for perusal. Further information is in Section 7.4.

Paper 1

Part A: Reflections on the research inquiry process

Questions will assess candidates' understandings of historical research procedures and the five aspects of the inquiry process as related to a nominated theme. Within the nominated theme, candidates should formulate their own focus questions related to the five aspects of inquiry for their particular inquiry topic (see Table 2).

These questions will relate to criterion 1, *Planning and using a historical research process*.

Part B: Extended written response to an unseen question (600 to 800 words)

Candidates will select and respond to a question from the inquiry topics relevant to the nominated theme for the examination year (see Table 2).

These questions will relate to criterion 3, *Communicating historical knowledge*.

Paper 2

Extended written response to historical evidence (600 to 800 words)

Candidates will be required to respond to a question or statement, mainly by reference to sources supplied. A number of historical sources related to the nominated theme and inquiry topic for the examination year will be provided. Some sources will be seen (available before the examination) and the others unseen (available at the examination).

The examination questions will relate to criterion 2, *Forming historical knowledge through critical inquiry*, and criterion 3, *Communicating historical knowledge*.

Note: Seen sources: A selection will be sent to candidates and teaching centres a minimum of 4 weeks before the examination for Paper 2.

Table 4: Relationship of examination papers and criteria

Criterion	Paper 1 part A	Paper 1 part B	Paper 2
1 – Planning and using a historical research process	X		
2 – Forming historical knowledge through critical inquiry			X
3 – Communicating historical knowledge		X	X

7.2 Special consideration

Under certain circumstances, special arrangements or consideration may be available to candidates for the senior external examination. The special consideration provisions are detailed in the annual *Senior External Examination Handbook*, available from the QSA website <www.qsa.qld.edu.au>.

Missing the examination for any reason *cannot* be the basis for an application for special consideration.

7.3 Exit criteria

Criterion 1: Planning and using a historical research process

Criterion 1 is about planning and putting into effect the procedural and organisational structures of a research task. It involves candidates in:

- identifying the issue for investigation
- devising, developing and focusing the key research question or hypothesis, and sub-questions
- using primary and secondary sources
- reflecting on and revising the research process where necessary.

Criterion 2: Forming historical knowledge through critical inquiry

Criterion 2 is about developing historical knowledge and cognitive skills through critical engagement with historical sources. It involves candidates in:

- making judgments about the nature of primary and/or secondary source evidence
- interpreting, analysing, evaluating and corroborating evidence
- forming considered historical judgments from evidence
- supporting conclusions and judgments with evidence
- reflecting on historical phenomena and argument.

Criterion 3: Communicating historical knowledge

This criterion is about presenting the results of historical research. It involves candidates in:

- communicating a knowledge and understanding of:
 - historical evidence
 - concepts: change and continuity, cause and effect
- producing logically developed and fluent historical arguments, with claims substantiated by sources of evidence or references to evidence
- meeting the requirements for language conventions and length of responses.

7.4 Types of assessment

Paper 1

Duration: Up to 3 hours plus 10 minutes for perusal.

Part A: Reflections on the research inquiry process

Characteristics	Conditions
Format: <ul style="list-style-type: none"> Written responses based on the research process and aspects of inquiry 	Within the nominated theme candidates should formulate their own specific area of inquiry. The process of inquiry (refer to Section 5.1) requires candidates to: <ul style="list-style-type: none"> define the inquiry topic for investigation make reference to primary and secondary sources reflect on and revise the research process and the five aspects of inquiry. Questions will assess candidates' understandings of historical research procedures such as devising, developing and focusing on: <ul style="list-style-type: none"> a research question a hypothesis sub-questions relating to the research question.
Criteria assessed	Criterion 1
Length of response	Short response, paragraph
Origin of research question	Preparation by the candidate of a research topic within the nominated theme (refer to Section 4.3) during the course of study

Part B: Extended written response to an unseen question

Characteristics	Conditions
Format: <ul style="list-style-type: none"> Extended written response 	Candidates will select a question from the inquiry topics relevant to the nominated theme. <p>Candidates should:</p> <ul style="list-style-type: none"> recall historical knowledge and explain judgments with supporting arguments in essay form communicate understanding of backgrounds, changes and continuities: motives and causes, effects, interests and arguments. Sources of evidence will not be mandatory in this essay meet the requirements for language conventions No sources, notes or additional material will be provided.
Criteria assessed	Criterion 3
Recommended length of response	600–800 words

Paper 2: Extended written response to historical evidence**Duration:** Up to 3 hours plus 10 minutes for perusal.

Characteristics	Conditions
<p>Format:</p> <p>The candidate provides a response in essay form to an unseen question or statement.</p> <p>A minimum of three questions or statements will be provided, from which candidates choose one.</p> <p>Responses should primarily be based on the seen and unseen sources provided.</p> <p>The questions or statements are not provided before the examination.</p>	<p>Some sources provided prior to the examination, and some unseen</p> <p>Clean copies of all sources to be provided in the examination</p> <p>Candidates should:</p> <ul style="list-style-type: none"> • make judgments about the nature and reliability of primary and secondary source evidence • interpret, analyse, evaluate and corroborate evidence • form considered historical judgments from evidence • support conclusions and judgments with evidence • reflect on historical phenomena and argument • recall historical knowledge and explain judgments with supporting arguments in essay form • communicate understanding of backgrounds, changes and continuities: motives and causes, effects, interests and arguments • meet the requirements for language conventions
Seen sources will be sent to candidates and teaching centres a minimum of 4 weeks before the examination.	
Criteria assessed	Criterion 2 and criterion 3
Recommended length	600–800 words
Types of sources primary and/or secondary	Mostly text sources but may include visual sources such as photographs, maps, illustrations
Relevance of sources	Usually of contestable nature, at least 6 seen, at least 6 unseen Sources may be common across the examination questions or individually applicable.
Reliability and representativeness of sources	Usually of contestable nature
Extent that sources support the question or statement.	Contestable — evaluation and application of source perspectives to make judgments

7.5 Awarding levels of achievement

The chief examiner will award each candidate who sits the examination, a level of achievement from one of five categories:

Very High Achievement (VHA)

High Achievement (HA)

Sound Achievement (SA)

Limited Achievement (LA)

Very Limited Achievement (VLA).

The process of arriving at a judgment about a candidate's responses to examination questions is essentially a process of matching the candidate's responses against the syllabus standards associated with exit criteria. A level of achievement that best describes the pattern of performance in each criterion across the examination as a whole is then awarded.

Information about how scripts are assessed is provided in the annual *Senior External Examination Handbook*, available on the QSA website <www.qsa.qld.edu.au>.

The level of achievement will be based on the exit standard for each of the three criteria: *Planning and using a historical process*, *Forming historical knowledge through critical inquiry*, and *Communicating historical knowledge*. The criteria are derived from the general objectives, described in Section 3. The standards associated with the three exit criteria are described in Table 6.

When standards have been determined for each of the three criteria, the following table is used to award exit levels of achievement, where *A* represents the highest standard and *E* the lowest. Table 5 indicates the *minimum combination of standards* across the criteria for each level of achievement.

Table 5: Awarding exit levels of achievement

VHA	The candidate must achieve a Standard <i>A</i> in any two of the exit criteria and no less than a Standard <i>B</i> in the remaining criterion.
HA	The candidate must achieve a Standard <i>B</i> in any two of the exit criteria and no less than a Standard <i>C</i> in the remaining criterion.
SA	The candidate must achieve a Standard <i>C</i> in any two of the exit criteria, and no less than a Standard <i>D</i> in the remaining criterion.
LA	The candidate must achieve a Standard <i>D</i> in any two of the exit criteria.
VLA	The candidate must achieve a Standard <i>E</i> in three exit criteria.

Table 6: Standards associated with exit criteria

Standard A	Standard B	Standard C	Standard D	Standard E
Criterion 1. Planning and using a historical process				
<p>The candidate:</p> <ul style="list-style-type: none"> identifies conceptually complex issues for investigation, devises and focuses historical research questions and appropriate sub-questions demonstrates ability to select varied primary and secondary sources that offer a range of perspectives demonstrates critical reflection during research to make valid choices about direction or emphasis. 	<p>The candidate:</p> <ul style="list-style-type: none"> identifies significant issues for investigation and devises historical research questions and appropriate sub-questions demonstrates ability to select varied primary and secondary sources that offer different perspectives demonstrates reflection during research and revises the process where necessary. 	<p>The candidate:</p> <ul style="list-style-type: none"> devises or applies straightforward historical research questions and sub-questions that involve simple issues and familiar concepts selects some relevant sources responds to obvious issues that emerge in the research process. 	<p>The candidate:</p> <ul style="list-style-type: none"> uses closed, factually based historical research questions selects few relevant sources. 	<p>The candidate:</p> <ul style="list-style-type: none"> frames questions that are frequently irrelevant identifies some information in sources provided.
Criterion 2. Forming historical knowledge through critical inquiry				
<p>In response to historical questions, the candidate:</p> <ul style="list-style-type: none"> uses a diversity of primary and secondary sources to: <ul style="list-style-type: none"> comprehend and apply explicit and implicit meanings analyse to identify implicit and explicit patterns of information and categorise evidence 	<p>In response to historical questions, the candidate:</p> <ul style="list-style-type: none"> uses primary and secondary sources to: <ul style="list-style-type: none"> comprehend explicit and implicit meanings analyse to identify explicit patterns and allocate information to categories 	<p>In response to historical questions, the candidate:</p> <ul style="list-style-type: none"> generally uses primary and secondary sources to: <ul style="list-style-type: none"> comprehend explicit meanings identify simple and familiar concepts, values and motives that are explicit 	<p>In response to historical questions, the candidate:</p> <ul style="list-style-type: none"> generally, when dealing with historical sources: <ul style="list-style-type: none"> identifies basic explicit facts comprehends some of the explicit meaning groups information according to identified classifications 	<p>In response to historical questions, the candidate:</p> <ul style="list-style-type: none"> includes some information relevant to the topic comprehends some factual detail in a basic historical source recognises information with some common characteristics in a basic historical source

Standard A	Standard B	Standard C	Standard D	Standard E
<ul style="list-style-type: none"> – perceptively interpret values and motives and identify perspectives, while acknowledging the time period and context of the production of a source – corroborate primary and secondary sources • evaluates the relevance, representativeness, likely accuracy and likely reliability of sources • synthesises evidence from primary and secondary sources to justify insightful decisions. 	<ul style="list-style-type: none"> – interpret values and motives and identify perspectives – corroborate secondary sources • evaluates the relevance, likely accuracy and likely reliability of sources • synthesises evidence from primary and secondary sources to make reasoned decisions. 	<ul style="list-style-type: none"> – analyse to identify obvious themes or patterns – recognise relevant sources – detect bias in sources • refers to mainly secondary sources to make obvious decisions. 	<ul style="list-style-type: none"> • where decisions are made, supports them mainly with opinions. 	
Criterion 3. Communicating historical knowledge				
<p>When using written forms in examination conditions, the candidate:</p> <ul style="list-style-type: none"> • consistently communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people, and the relationships among them • presents coherent, valid historical arguments that: <ul style="list-style-type: none"> – incorporate concepts of change and continuity over time – use extensive vocabulary in a succinct and effective manner 	<p>When using written forms in examination conditions, the candidate usually:</p> <ul style="list-style-type: none"> • communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people • presents coherent, credible historical arguments that: <ul style="list-style-type: none"> – refer to the causes and consequences of changes and continuities over time – use vocabulary effectively 	<p>When using written forms in examination conditions the candidate usually:</p> <ul style="list-style-type: none"> • communicates some recalled or selected definitions and descriptions of key historical concepts, terms, events, developments and people • presents coherent responses that: <ul style="list-style-type: none"> – use some historical concepts – incorporate some direct reference to appropriate sources of historical evidence 	<p>When using written forms in examination conditions, the candidate usually:</p> <ul style="list-style-type: none"> • communicates some recalled or selected accurate definitions and historical knowledge • presents responses to basic historical research questions that: <ul style="list-style-type: none"> – incorporate some reference to sources of historical evidence – convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and conventions 	<p>When using written forms in examination conditions the candidate usually:</p> <ul style="list-style-type: none"> • communicates some recall or selection of accurate historical knowledge • presents responses to tasks that contain errors in vocabulary, style and conventions that obscure meaning • produces incomplete responses that do not meet stipulated requirements

Standard A	Standard B	Standard C	Standard D	Standard E
<ul style="list-style-type: none"> – accord closely with the style and conventions applicable to the format of the required response – refer to evaluation processes without disrupting the argument – incorporate direct and indirect references to diverse relevant historical evidence – accurately use the conventions of a recognised system of in-text referencing • meets all stipulated requirements of length and format of responses. 	<ul style="list-style-type: none"> – accord for the most part with the style and conventions applicable to the format of the required response – incorporate direct and indirect reference to relevant historical evidence – use appropriate conventions of a recognised system of in-text referencing • meets stipulated requirements of responses in most instances. 	<ul style="list-style-type: none"> – are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions – use appropriate conventions of a recognised system of referencing • produces responses that may not meet all of the stipulated requirements. 	<ul style="list-style-type: none"> – use appropriate conventions of a recognised system of in-text referencing, with frequent inaccuracies • produces superficial responses. 	

8. Resources

QSA website

The QSA website provides essential resources for all candidates for the senior external examination. The website address is <www.qsa.qld.edu.au>.

The following information (current at time of printing) is available:

Senior External Examination Handbook

The handbook gives information about:

- how to nominate to sit the examinations
- teaching centres that provide tuition for the subjects
- examination timetable
- important dates relating to the senior external examination.

Subject resources

The syllabus and examination papers for the previous three years are available.

Notices to candidates

Information is provided by chief examiners to help candidates prepare for the examination.

Notices to teaching centres

Information is provided by chief examiners to help tutors and candidates prepare for the examination.

Candidate references

There are an extensive range of textbooks that can be used for the study of senior Modern History. Because of the range of themes and inquiry topics that may be selected, the scope of these resources and the changes that occur in texts over time, this syllabus does not include a text resource list.

In general the most useful texts for candidates will be those that give access to an extensive range of primary source materials.

Library references

In the first instance, both material and personnel resources of the local community should be used as much as possible in constructing and implementing a senior Modern History program.

School, university and local government libraries are a valuable source of information and contacts. Government departments are a source of personnel who are experts in their field and

may provide valuable assistance and ongoing advice through involvement in school programs. These types of links with the community improve the credibility of the course within the community.

Newspapers and periodicals

Newspapers occasionally carry features of value to history teachers and candidates. Local papers can also be a source of useful data. Some newspapers, such as *The Age* (Melbourne) provide subscription clippings services.

Periodical subscriptions represent an excellent way to develop current, comprehensive and relevant source materials for investigation. The Periodical Centre for Schools, accessible through AccessEd (formerly the Open Access Support Centre) provides a subscription service for access to periodical and magazine articles from a large collection. The centre also has a photocopy service for subscribers.

Some useful magazines and journals for candidates of Modern History are available through newsagencies. These include *Scientific American* and *National Geographic*.

Many journals are also available online through subscription.

Many useful teaching strategies are reported in the national journal of the Australian History Teachers' Association, as well as in the publications of state history teachers' associations (for example, *The Queensland History Teacher*). These journals often contain specific details and information about free materials, teaching kits, worthwhile commercial packages and in-service opportunities for teachers. Information on specific topics may also be found in general historical and current events journals. Details of these are contained in listings of periodicals held in most libraries.

Other resources

Many brochures, booklets, kits, charts, slides and videos are produced for educational purposes by government departments and community groups. Many provide catalogues of these resources and visiting speaker lists. Requests should relate to specific topics.

Software and electronic resources

There are a large number of commercially available computer packages with application to many of the themes and inquiry topics included in this syllabus.

The internet is a valuable tool for candidates of Modern History, providing access to sites that specialise in history, and to university and government departments that publish occasional papers.

Television documentaries produced or programmed by the ABC and SBS are screened periodically, and are often supported by commercially available copies, either through the ABC and SBS themselves, other retailers or occasionally through video rental stores. Pay television channels such as the Discovery Channel and the History Channel also carry a large number of programs that are of interest to the Modern History candidate.

AccessEd has a video library from which resources may be borrowed. The library also has copying facilities for some documentary and current events programs.

Websites

BBC History <www.bbc.co.uk/history>

Internet Modern History Sourcebook <www.fordham.edu/halsall/mod/modsbook.html>

The History Channel <www.history.com/thehistorychannel>

The National Museum of Australia <www.nma.gov.au>

The Australian War Memorial <www.awm.gov.au>

Glossary

Analysis

The deconstruction of sources and the study of how the component parts of the source interrelate to create a whole.

Corroboration

To strengthen and/or support an assertion with evidence from a variety of reliable sources to make it more certain.

Evaluation

A careful examination of sources to judge relevance, reliability, representativeness, accuracy and authenticity, and thus their worth.

Evidence

Information derived from primary and secondary sources used to support or refute assertions that are made when responding to a question or developing and testing hypotheses.

Historical knowledge

Factual recall and conceptual understanding of terms, ideas, events, developments, people and places.

Historiography

The study of how history is constructed. It involves the way history has been written, as well as the critical analysis and evaluation of the relevance, authenticity, reliability, accuracy and representativeness of sources.

Hypothesis

A tentative statement or a proposition that can be tested by further investigation.

Interpretation

A process of identifying implicit meanings in historical sources to explain what has happened in the past. The discipline of history acknowledges that all interpretations are partial.

Partial

Because new perspectives and evidence will always be emerging, all historical sources are not definitive (fully complete).

Perspective

A point of view or standpoint from which historical events, problems and issues are analysed.

Reflection

Reflection highlights introspection as inherent in historical inquiry. It is the process of identifying and responding to problems or issues that arise during research, critiquing and evaluating interpretations from different perspectives, and recognising one's own preconceptions, values and methodologies and those of others. The process of reflection is metacognitive as it involves active control over the cognitive processes engaged in learning in order to develop deeper understandings.

Relevant sources

The extent to which sources are applicable and appropriate for an investigation.

Reliable sources

Sources that are trustworthy and yield information that is credible for a particular purpose.

Representativeness

When testing for representativeness, historians explore whether a source reflects a dominant or mainstream perspective as opposed to a minor or marginalised perspective on an issue or period of time.

Source

Any resource, written or non-written, that can be used to investigate a historical issue. When information from a source is used to support or refute an assertion, it becomes *evidence*.

Standpoint

A point of view usually established (in the context of studying history) as a result of belief in a particular ideology.