Modern History

Senior Syllabus 2004
To be used in approved schools with Year 11 students only in 2005.

Modern History Senior Syllabus

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I. RATIONALE

1.1 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 wide and effective participation of the members of the 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 devise ways to improve social processes and their outcomes at the collective and individual levels.

Social science subjects should be designed and conducted so that students 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.

In particular, issues of equity will be important in choosing the topics for study and the methods used for learning. Equity issues include access to and ownership of resources, and their distribution among nations, social groups and classes.

Inquiry is central to all disciplines within the social sciences. Each discipline has its own analytical and problem-solving techniques to help students 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. Students can widen their horizons by exposure to different societies and by examining why some solutions can succeed and others fail.

Students 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.

Students 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
• more 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.

These subjects can lead some students directly towards future careers as economists, geographers, historians and social scientists. While most students will proceed to other careers, their study of these subjects will give them important lifeskills (including the key competencies).

In designing learning activities for their students, teachers should include the list of key competencies to suggest specific inquiries or inspire projects. In addition to this, teachers should refer to the principles outlined above that deepen or go beyond the key competencies to develop professional, discipline-specific expertise. Each subject has its own terminology, interpretative 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 students should be explored and evaluated in a constructive and critical way. Whether students 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, as in everyday life, 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, explanations for our lives.

1 KC1: collecting, analysing and organising information; KC2: communicating ideas and information; KC3: planning and organising activities; KC4: working with others and in teams; KC5: using mathematical ideas and techniques; KC6: solving problems; KC7: using technology
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 history can help us develop the knowledge, skills and values needed to make those decisions.

The knowledge, skills and values of the senior Modern History syllabus provide an avenue of continuity with the Years 1 to 10 Studies of Society and Environment syllabus, and with the optional History subject syllabus of the SOSE key learning area.

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, 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 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 any school curriculum based on the syllabus must focus predominantly on the 20th century. There is some scope for inquiry topics focused on the 19th century or earlier. Further, in 20th century inquiry topics, there may need to be substantial reference to background factors from the 19th century or earlier.
Historical literacy

The Commonwealth Government’s National Inquiry into History Teaching, The Future of the Past (2000) states some important processes in improving 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. An important part of the framework is the essential and specific skills of historical literacy.

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. Students learn that these sources can be subjective, value-laden, ambiguous or incomplete. Students 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 students to engage thoughtfully with the numerous messages they encounter in their information-filled lives.

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

2 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

3 National Centre for History Education http://www.hyperhistory.org/
2. **GLOBAL AIMS**

Through studying Modern History, students 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, students should ask whose history is being portrayed, from what standpoint and in whose interests. Students 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, students will empathise with the perspectives of people remote in time and place. Students will make judgments about complex situations, justify those judgments and review them in the light of sustained reflection and critical comment. Students may present their explanations using a variety of media: written, oral, dramatic and graphic. This could include computer and multimedia technology.

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

Students 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. Students 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. Students 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**

Students 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, students will refine their own values commitments.
… value the study of history

Students 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, students 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 students 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 students to acquire. They should be read in conjunction with Course Organisation (section 5.1), and with the exit criteria (section 8.3). The objectives of the course of study in Modern History have been defined as:

**PLANNING AND USING AN HISTORICAL RESEARCH PROCESS**

Research involves processes 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’. The main focus in this objective is on how students:

- identify issues or problems for investigation
- develop and focus research questions, hypotheses and sub-questions
- devise formats for research that suit the purpose of the research task
- locate and use a variety of primary and secondary sources
- maintain a coherent record of research
- display initiative and independence in the planning and management of all stages of the research process
- demonstrate evaluation of the research process and findings, and ongoing revision of the research process as a consequence.

**FORMING HISTORICAL KNOWLEDGE THROUGH CRITICAL INQUIRY**

In Modern History, this objective aims to develop in students the ability to engage critically with historical sources and to develop the historical knowledge and cognitive skills 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 students in 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, i.e. making a judgement about a question or hypothesis, based on the interpretation and analysis and on the evaluation of sources. This will involve students in:
  - synthesising evidence into a coherent whole
  - reaching a conclusion or proposing a solution that is consistent with the interpretation and analysis and with the 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**

In Modern History, students should be able to present their historical knowledge and understandings using skills of both written and non-written communication.

This objective refers to:

• recalling significant information, and defining and describing key concepts, events, developments and people

• providing explanations of and justifications for the processes of research, including the problematic nature of historical sources, the interpretive nature of historical inquiry and the tentative nature of historical judgment

• producing written and non-written responses in a variety of genres and under a variety of conditions, and using selected media to show an understanding of the advantages of using a selected form of communication.

Students should be able to produce written and non-written responses that:

• are coherent

• incorporate accurate definitions, abstractions and concepts, and relationships between key concepts, events and historical developments

• substantiate claims by reference to sources of evidence

• use correctly formatted bibliography and the conventions of referencing

• illustrate oral skills including audibility, audience involvement, diction, variation of tone, gesture, pitch, the use of visuals, sound or movement, and effective use of language and language conventions

• illustrate technological/electronic skills in the development of presentations, such as using video, PowerPoint, interactive computer-based activities and web pages

• 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 each genre.

**ATTITUDES AND VALUES**

A course of study from this syllabus is designed to assist students to develop a willingness 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. LANGUAGE EDUCATION, AND QUANTITATIVE CONCEPTS AND SKILLS

4.1 LANGUAGE EDUCATION

Language is not only the means of communication but also a vehicle that conveys the attitudes, values, assumptions and prejudices of the people who use it and the times in which they live. Language education in Modern History is concerned therefore not only with equipping students with the skills to communicate effectively in suitable genres but also with helping them develop a critical awareness of language use.

Modern History requires students to understand and use language in a variety of ways: spoken, written, visual, diagrammatic and mathematical. This language may be located in a range of settings including books, journals, laws, speeches, film, cartoons and presentations of various types of electronic media. Each language setting has its own conventions and its own vocabulary to which students need to be sensitised. Language can also be used to establish power relationships. Students should therefore be involved in learning experiences that require them to comprehend and analyse these genres as well as compose appropriate responses of their own.

As the learning of language is a developmental process, teachers of Modern History should plan for the development of the skills necessary for effective communication through Modern History in the senior school. This responsibility entails developing students’ abilities to:

- understand what they read and hear
- use appropriate and effective language when writing and speaking
- be critically aware of the way language can be used to exercise power
- use historical terms accurately
- use conventions related to appropriate forms (e.g. essays and seminar presentations) and genres (e.g. analytical, persuasive and expository writing)
- use language conventions related to grammar, spelling, punctuation and layout
- use conventions applicable to maps, diagrams, graphs, statistics and acknowledging sources.

Students should be assessed by the use of instruments that are familiar in both format and level of language.

4.2 QUANTITATIVE CONCEPTS AND SKILLS

Success in dealing with issues and situations in life and work depends on the development and integration of a range of abilities, such as being able to:

- comprehend basic concepts and terms underpinning the areas of number, space, probability and statistics, and measurement
- extract, convert or translate information given in numerical forms, or as diagrams, maps, graphs or tables
• calculate and apply procedures
• manage and manipulate electronic sources of data, databases and software applications
• use skills or apply concepts from one problem or one subject domain to another.

Some subjects focus on the development and application of numerical and other mathematical concepts and skills. These subjects may provide a basis for the general development of such quantitative skills or have a distinct aim, such as to prepare students to cope with the quantitative demands of their personal lives or to participate in a specific workplace environment.

Nevertheless, in all subjects, including Modern History, students are to be encouraged to develop their understanding and to learn through the incorporation of mathematical strategies and approaches to tasks which are appropriate to history. Similarly, students should be presented with experiences that stimulate their mathematical interest and hone those quantitative skills that contribute to operating successfully within each of their subject domains.

Historians make use of a variety of numerical and other mathematical concepts and skills, especially those relating to graphs and tables, statistics and maps. Historians also make extensive use of computer databases and software packages to manipulate and represent historical data and concepts.

The distinctive nature of history may require that new mathematical concepts be introduced and new skills be developed for some students. All students need opportunities to practise the quantitative skills and understandings that they have developed previously. Opportunities are to be provided within appropriate learning contexts for the revision, maintenance and extension of such skills and understandings.
5. COURSE ORGANISATION

5.1 COURSE ORGANISATION

The senior syllabus in Modern History requires a minimum of 55 hours of timetabled school time per semester, including assessment. The course of study is based on a number of themes (for example, Studies of conflict — see the complete list below). Within each theme, one or more inquiry topics are studied. An inquiry topic is an in-depth, inquiry-based study of a particular topic within a theme (for example, ‘The Cold War’ within the Studies of conflict theme. Suggested inquiry topics for each theme are listed in section 7).

Course requirements

• The three general objectives, Planning and using an historical research process, Forming historical knowledge through critical inquiry, and Communicating historical knowledge (the mandatory aspects of the syllabus) must be incorporated into learning experiences and assessment.

• A minimum of three themes must be selected.

• A minimum of four inquiry topics must be studied in the two-year course.

• Inquiry topics must be studied for a minimum of 18 hours of timetabled time.

• One inquiry topic must focus on a significant element of Australian history.

More than the minimum number of inquiry topics and themes may be selected.

The suite of inquiry topics must be predominantly 20th century in focus, across a range of time periods within the century.

Recommended elements

Teachers planning a Modern History curriculum are encouraged to include:

• a range of scales — local, national, international and global

• a range of time periods, from pre-modern to contemporary

• a range of geographical contexts — Australian, Asia-Pacific, European, African and American

• some study of relations between Indigenous and non-Indigenous Australians

• a number of briefer studies (background, comparative or linking) to ensure that students can place the inquiry topics within a broader understanding of the history of at least the past two centuries.
5.2 **Themes**

In Modern History, the themes are as follows:

1. Studies of conflict
2. Studies of hope
3. The history of ideas and beliefs
4. Studies of cooperation
5. The history of everyday lives
6. Studies of power
7. Studies of diversity
8. People and environments in history
9. History and the global perspective
10. Local history
11. The individual in history
12. National history
13. Studies of change
14. History and futures
15. History and historians: theories and standpoints
16. School-based theme

5.2.1 **School-based theme**

Schools may choose to develop a school-based theme not suggested in the syllabus. A school-based theme is not to be confused with the selection, *a topic of your choice*, within each theme already described in section 7.

A school-based theme may:

- be developed as a response to local issues, to the interests of students and teachers, or to the available resources within the school or the local community
- combine inquiry topics from different themes
- combine aspects of different themes.

Only one school-based theme is to be included in the school’s course organisation. Care must be taken to ensure that the inquiry topics developed for study in the school-based theme are different in content and emphasis from those selected in other themes.

Schools wishing to pursue this option are required to submit in their work programs an outline of the theme that includes:

- a Purpose statement (see themes, section 7)
- a sample inquiry topic that exemplifies the school-based theme, using the format laid out in the syllabus for other themes.

When developing school-based themes, the distinctive nature of historical inquiry should be emphasised, and the inquiry should contribute to student development of the understandings and processes described in the general objectives.

5.3 **Composite classes**

The wide range of themes that are available in the syllabus, together with the developmental processes described in section 6, provide opportunities for teachers to develop a course of study to cater for combined Year 11 and Year 12 classes, combined campuses or other modes of delivery. The multi-level nature of such classes can benefit the teaching and learning process in these ways:

- It allows teachers to teach the themes in any order and to revisit themes. The sample course organisations in section 5.4 are applicable to either single-level or multi-level classes.
- It provides opportunities for a mix of multi-level group work and for independent
work, as well as for peer teaching and for teamwork.

- Learning experiences and assessment instruments can be structured to allow both Year 11 and Year 12 students to consider concepts at the level appropriate to their needs at various stages of development (for example, as described in section 6).
- Within the one theme, students and teachers are able to select or develop inquiry topics and questions at different levels of complexity to suit the needs of Year 11 and Year 12 students.

5.4 **SAMPLE COURSE ORGANISATIONS**

A course of study must meet the minimum requirements as described in section 5.1, and must be developed so that students experience coherence in their studies. Chronologies, contexts and timelines should be clearly evident to students. The use of briefer studies such as background, comparative or linking studies, will help students to establish contexts, changes and continuities in their historical inquiries.

Themes and inquiry topics will be shaped by the focus questions that students develop under the inquiry aspects, namely:

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

The aspects are described in more detail in section 6, *Learning experiences*, and in section 7, *Themes and inquiry topics*.

Some examples of possible course organisation for a two-year course of study in Modern History follow. All the examples meet the minimum requirement specified in section 5.1. However, the examples differ in:

- the total number of themes and inquiry topics used
- the number and placement of background, comparative and linking studies.

The choice of themes and inquiry topics within each example is for the purposes of illustration only, and in no way indicates or limits the choices that teachers and students may make.
### Example A: four themes, six inquiry topics

<table>
<thead>
<tr>
<th>Themes</th>
<th>Inquiry topics and studies</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory topic</td>
<td>“Seven lives”: the major features of the world in 1901</td>
<td>8 hours</td>
</tr>
</tbody>
</table>
| History and the global perspective | “Appealing to the people”  
(a) Inquiry topic: The role of popular art and music (32 hrs)  
(b) Bridging study: Effects of decolonisation (4 hrs)                                                                                                                                                                                                                                           | 36 hours         |
| Studies of change               | “Technology, work and the human spirit”  
(a) Inquiry topic: Comparative study of liberal capitalism in the USA and state capitalism/communism in the USSR (24 hrs)  
(b) Bridging study: Comparative study of labour/capital settlement in Australia (8 hrs)  
(c) Comparative study: Fordism and Taylorism (2 Hrs), and impacts of technologies to 1950s (4 hrs)  
(d) Inquiry topic: The digital revolution (32 hrs)                                                                                                                                                                                                                                           | 70 hrs           |
| Studies of conflict             | “Land and freedom”  
(a) Background study: Colonial Australia (5 hrs)  
(b) Inquiry topic: Comparison of two Australian campaigns — one racial, one environmental (32 hrs)  
(c) Summary study: Current debates in Australia (3 hrs)  
(d) Inquiry topic: Apartheid in South Africa (24 hrs)  
(e) Comparative study: Other racial and environmental struggles (4 hrs)                                                                                                                                                                                                               | 68 hours         |
| Studies of hope                 | “Half the world”  
(a) Background studies: Late 19th century (2 hrs); Suffragist struggle in Britain; impact of WW2 (3 hrs); 1950s (1 hr), second wave feminism (4 hrs)  
(b) Inquiry topic: Gender developments since 1980 (18 hrs)  
(c) Comparative study: Men and women in non-Western nations (2 hrs)                                                                                                                                                                                                                     | 30 hours         |
| Concluding study                | “Seven lives”: The lives of seven different people in the world today                                                                                                                                                                                                                                                                                           | 8 hrs            |
**Example B: eight themes, eight inquiry topics**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Inquiry topics and studies</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>National histories</td>
<td>(a) Inquiry topic: Federation revisited: 1890s and 1990s</td>
<td>24 hours</td>
</tr>
<tr>
<td></td>
<td>(b) Background study: The shape and shaping of the Australian Constitution</td>
<td></td>
</tr>
<tr>
<td>Studies of conflict</td>
<td>(a) Inquiry topic: Over there but not so far away — Australia and the World Wars</td>
<td>30 hours</td>
</tr>
<tr>
<td></td>
<td>(b) Comparative study: Australia enters the Vietnam War</td>
<td></td>
</tr>
<tr>
<td>The history of ideas</td>
<td>(a) Inquiry topic: The theory and application of imperialism</td>
<td>28 hours</td>
</tr>
<tr>
<td>Studies of cooperation</td>
<td>(a) Background study: Europe after WW2</td>
<td>28 hours</td>
</tr>
<tr>
<td></td>
<td>(b) Inquiry topic: The emergence of the European Union</td>
<td></td>
</tr>
<tr>
<td>Studies of power</td>
<td>(a) Background study: The concept of the Cold War</td>
<td>30 hours</td>
</tr>
<tr>
<td></td>
<td>(b) Inquiry Topic: The superpowers</td>
<td></td>
</tr>
<tr>
<td>The individual in history</td>
<td>Inquiry topic: Evaluating the role and influence of an individual of your choice</td>
<td>30 hours</td>
</tr>
<tr>
<td>Testing an historical theory</td>
<td>(a) Contextual study: History and historians in time and space</td>
<td>25 hours</td>
</tr>
<tr>
<td></td>
<td>(b) Inquiry topic: Whose history?</td>
<td></td>
</tr>
<tr>
<td>History and the global</td>
<td>(a) Background study: Concepts of globalism</td>
<td>25 hours</td>
</tr>
<tr>
<td>global perspective</td>
<td>(b) Recasting the nation-state</td>
<td></td>
</tr>
</tbody>
</table>

**Example C: three themes, four inquiry topics**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Inquiry topics and studies</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies of change</td>
<td>(a) Background study: Catalysts of change in the 20th century (Europe, Asia, Australia)</td>
<td>35 hours</td>
</tr>
<tr>
<td></td>
<td>(b) Inquiry topic: Indonesia since independence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) Concluding study: Australia in the regional picture</td>
<td></td>
</tr>
<tr>
<td>Studies of conflict</td>
<td>(a) Background study: International conflicts in the 20th century</td>
<td>85 hours</td>
</tr>
<tr>
<td></td>
<td>(b) Inquiry topic: The Arab–Israeli conflict</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) Concluding study: The role of the United Nations in regional conflict</td>
<td></td>
</tr>
<tr>
<td>National Histories</td>
<td>(a) Background study: Getting together — Federation</td>
<td>100 hours</td>
</tr>
<tr>
<td></td>
<td>(b) Inquiry topic: Changes in the legal and constitutional status of Indigenous Australians in the 20th century</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) Inquiry topic: Changing loyalties; Australia’s relations with Great Britain and the United States</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(d) Concluding study: Australian engagement in international affairs in the post–Cold War era.</td>
<td></td>
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</tbody>
</table>
### 5.4.1 Contexts and coherence in a course of study

The role of bridging, comparative, background and linking studies in providing coherence to the course of study is illustrated in the expanded Example A below. This version takes the brief outline and fleshes out each theme so that the consistency and coherence of the choice of inquiry topics and other studies is evident.

**Example A: four themes, six inquiry topics**

<table>
<thead>
<tr>
<th>Themes and Inquiry topics</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory study</strong>: “Seven lives”</td>
<td>8 hours</td>
</tr>
<tr>
<td>This introductory study sets the scene for the two-year course by highlighting the major features of the world in 1901. Collections of historical sources are used to depict the lives of seven very different people: an industrial worker in the USA, a colonial administrator’s wife in India, an Aboriginal stockman in Australia, a peasant woman in Russia, a young Zulu boy in South Africa, an army officer in Japan, and a merchant seaman in the Pacific. The seven lives are used to introduce the themes of nationalism, imperialism, militarism, industrialisation and mercantilism. Students are invited to speculate about which seven lives could be used to exemplify the world of 2001. The pitfalls of attempting such a representation are raised.</td>
<td></td>
</tr>
</tbody>
</table>
| **Theme**: History and the global perspective  
**Inquiry topic**: “Appealing to the people” | 36 hours |
| This topic helps students develop an overview of some major historical developments of the 20th century. The **INQUIRY TOPIC** (32 hours) focuses on the ways in which popular art and music have been used to appeal to people’s values, aspirations and emotions. The developments studied are World War 1, the “Roaring Twenties”, Nazism, World War 2, post-war prosperity, the Cold War, global consumerism. Students are encouraged to see the western emphasis in the inquiry topic, and to think about the people and places that have not been represented in this overview of the century. This leads to a **bridging study** (4 hrs) of the processes of decolonisation and their effects on the world of the past century. |
### Theme: Studies of change: “Technology, work and the human spirit”

#### Inquiry topics:

Liberal capitalism in the USA and state capitalism/communism in the USSR

The digital revolution

This study focuses first on different ways in which societies can be organised in attempts to meet people’s aspirations for meaningful and secure lives. The first **inquiry topic** (24 hrs) is a comparative study of liberal capitalism in the USA from c. 1880 to 1941 and state capitalism/communism in the USSR from 1917 to 1941. This includes study of liberal, free enterprise, socialist and Marxist theories, an evaluation of the extent to which those theories were embodied in the US and Soviet cases, and a comparison of the economic, social and cultural effects in each country.

A **comparative study** (8 hrs) highlights the distinctive character of the labour/capital settlement in Australia, focusing on government ownership of key enterprises, protectionism, unionism, the basic wage, the welfare state, the Accord, deregulation and globalisation.

Next, two background studies on the development of Fordism and Taylorism (2 hrs) and the impacts of industrial, communications and domestic technologies up until the 1950s (4 hrs) provide context for an **inquiry topic** (32 hrs) on the digital revolution of the last part of the 20th century. Issues include the emergence of post-industrial forms of work, and the technologisation of all major economic, social, cultural and administrative institutions and practices. Questions are raised about global and local equity in relation to access to new technologies.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Studies of change: “Technology, work and the human spirit”</th>
<th>70 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Inquiry topics:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Liberal capitalism in the USA and state capitalism/communism in the USSR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The digital revolution</td>
<td></td>
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</tbody>
</table>

### Theme: Studies of conflict: “Land and freedom”

#### Inquiry topics:

Two Australian campaigns — one racial, one environmental

Apartheid in South Africa

This theme is pursued through a comparison of changing attitudes and practices in relation to issues of race and environment. A **background study** (5 hrs) focuses on colonial Australia, where the dominant ideology embraced parallel beliefs in European dominance of Indigenous peoples and of the environment. Theories of race and of human relationships with nature are explored, as are Indigenous beliefs about land and its uses.

An **inquiry topic** (32 hours) focuses on a comparison of two notable Australian campaigns (e.g. the “freedom rides” in north-west NSW and the Franklin Dam struggle). Issues include ideological debates, conflicting assumptions and interests, the roles of governments, the processes of popular struggle. Students compare and contrast the campaigns, and evaluate their significance in helping shape the nature of Australia today.

A **summary study** (3 hrs) overviews the current state of race and environment debates in Australia.

An **inquiry topic** (24 hrs) focuses on the struggle to end the Apartheid system in South Africa and to establish a multi-racial democracy there. Issues of environment and resources are examined, and comparisons and contrasts drawn between Australia and South Africa.

A **comparative study** (4 hrs) highlights other significant historical examples of racial and environmental struggles.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Studies of conflict: “Land and freedom”</th>
<th>68 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Inquiry topics:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two Australian campaigns — one racial, one environmental</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apartheid in South Africa</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

[Continues over]
Theme: Studies of hope: “Half the world”

Inquiry topic: Gender developments since 1980.

This theme is pursued initially through a series of background studies on the dominant masculinist culture of Europe and Australia in the late 19th century (2 hrs); on first-wave feminism, focusing on the Suffragist struggle in Britain and the developments in the period 1928–1945, including reference to the impact of World War 2 on women’s lives (3 hrs); on the 1950s, focusing on the idea of woman as home-maker in the emerging commodified consumer culture of post-war Western prosperity (1 hr); and one on second-wave feminism (the women’s liberation movement) (4 hrs).

This leads to an inquiry topic (18 hrs) on gender developments in western societies since 1980, focusing on third-wave feminism, the “backlash”, postmodern diversity and issues of masculinity (20 hrs). Then follows a comparative study (2 hrs) of the current roles of men and women in non-western, developing nations.

Concluding study: “Seven lives”

This concluding study mirrors the introductory study in depicting the lives of seven very different people in the world today. Students will decide which seven lives should be profiled, and which themes they should reflect. Again, the pitfalls of attempting such a representation are raised.

5.5 Work program requirements

A work program is the school’s plan of how the course will be delivered and assessed based on the school’s interpretation of the syllabus. It allows for the special characteristics of the individual school and its students.

The school’s work program must meet all syllabus requirements and must demonstrate that there will be sufficient scope and depth of student learning to meet the general objectives and the exit standards.

The requirement for work program approval can be accessed in the QSA’s website (http://www.qsa.qld.edu.au/). This information should be consulted before writing a work program. Updates of the requirements for work program approval may occur periodically.
The focus of learning experiences in Modern History is student inquiry. There is an important place for expository teaching and text-based teaching and learning. The main approach, however, should be through student inquiry. Using this approach, students identify historical issues for investigation, develop research questions to investigate issues, and reach conclusions or make judgments about them.

The inquiry process provides opportunities to continue the historical processes and skills that are developed in the *Years 1 to 10 Studies of Society and Environment* syllabus. The learner-centred approach that is encouraged in the Years 1 to 10 syllabus is further developed in the objectives, learning experiences, criteria and standards of the senior Modern History syllabus.

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

### 6.1 Structuring Student Inquiry

Student inquiry involves three major elements:
- Planning and using an 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 syllabus. Each of the elements involves significant processes of inquiry. Through the inquiry processes students 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 7, table 1. The table develops the aspects of inquiry by suggesting student focus questions that will guide the inquiry process.

Figure 1 (below) presents 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 students will experience in their studies of themes and inquiry topics.
### Figure 1: Structuring student inquiry

<table>
<thead>
<tr>
<th>OBJECTIVES/CRITERIA</th>
<th>PROCESS OF INQUIRY</th>
<th>ASPECTS OF INQUIRY</th>
</tr>
</thead>
</table>
| Planning and using an historical research process | - Identifying an historical issue or topic for investigation  
- Devising relevant historical research questions or hypotheses for investigation  
- Designing sub-questions to guide the investigation  
- Locating a range of primary and secondary source material  
- Managing the research process by keeping a record of search  
- Reflecting on research to make changes in direction or emphasis. | Definitions  
Sources  
Background, changes and continuities: motives and causes  
Effects, interests and arguments  
Reflections and responses |
| Forming historical knowledge through critical inquiry | - Speculating about primary and secondary sources  
- Interpreting, analysing, evaluating and corroborating evidence  
- Identifying if additional evidence is needed  
- Forming considered historical judgments from evidence  
- Creating arguments about effects and motivations  
- Supporting conclusions and judgments with evidence  
- Reflecting on historical phenomena, process and argument and making personal responses. | |
| Communicating historical knowledge | - Recalling and communicating significant information in the appropriate genre  
- Using appropriate genres to communicate historical knowledge, judgments and supporting arguments. | |
6.2 **INFORMATION TECHNOLOGY IN MODERN HISTORY**

Learning experiences in Modern History provide opportunities for the development of both generic and specialised skills in information technology.

Modern History classrooms can be used to develop information technology skills 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 students, research skills routinely involve accessing and managing search engines for internet searches.

Important as these generic skills are, Modern History students 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 6.1, and as elaborated in each of the themes in section 7. The internet is now a significant source of both primary and secondary source material for students of history. Students must bring the same systematic evaluative processes to internet sources that they do to more conventional sources of historical evidence.

Advice for teachers regarding the authentication of prepared tasks and references in student work is provided in section 8.5.1.

6.3 **DEVELOPING STUDENT ABILITIES IN HISTORICAL UNDERSTANDINGS AND PROCESSES**

Student learnings in Modern History are developmental. Learning experiences should take into account the range of prior experiences and learnings that students bring with them at the beginning of Year 11. They should also be structured so that students are led into increasing levels of sophistication throughout the two-year course. The following hypothetical and anecdotal descriptions are designed to suggest the kinds of learning experiences that will assist students to develop their historical understandings and skills.

**Early on — A student describes**

I’ve been studying Modern History for seven weeks now. Already, I’m feeling more confident about investigating historical events and situations. I’ve been using various sources — documents, photos, graphs and tables — and answering some good questions about them. Most of the time, our teacher has provided the questions, and has labelled them to help us understand the criteria that will be used in our assessment — comprehension, analysis, interpretation and evaluation. At first, we practised answering these questions together in class, with a collection of sources that the teacher handed out to each of us. Later, we had some lessons in which different groups studied different sources, and then shared our analyses, interpretations and evaluations to eventually build up a shared answer.

I’m realising that there’s a difference between historical “facts” (the details and information that everyone accepts) and “knowledge” (which is based on interpretation.

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and which can be argued about). Now, when I read books by historians, I can see that they actually offer interpretations, and refer to sources of evidence to back them up. Our teacher has shown us how three different historians wrote quite different accounts of the same event. She explained that these historians could be labelled conservative, liberal and critical respectively.

A major focus of our work has been a research assignment. Our teacher emphasised that we weren’t to just copy sections of library books about the topic. Instead, she provided us with a “key question” that we had to answer in the assignment. As a class, we composed some “focus questions” for the assignment. These are smaller questions that deal with different aspects of the key question. For each key question, we drew up a research page, and wrote notes about primary and secondary sources that we would use to answer the question. Our teacher provided most of the sources (some were photocopies) but we also spent some time in the library, and some of us found some useful documents and illustrations on the internet. Before we started writing the actual assignment, we had to show the teacher our research notes, and then our plan for the assignment. She gave us some lessons on planning, and on how to write good paragraphs with topic sentences. She also showed us how to put direct quotes and indirect references in our paragraphs, and how to list our references in a bibliography. All up, the assignment will be about 800 words.

We’re going to have a class test, out of category 4. There will be some basic facts and information tests (the teacher calls this “recall”), a mapping exercise, some paragraphs to write about causes and effects, and a concept-matching exercise, in which we have to explain the relationships between concepts like nationalism, imperialism and militarism.

Quite often, our teacher takes us for lessons that she says are vital to provide background and context for our study. Sometimes, she takes a lecture, and other times we watch a documentary video. We’re constructing a giant timeline around the room, and we each have a timeline, and a list of key names and concepts in our notebooks. Often, she draws our attention to links between things in the past and things that are in the news today.

She’s also taken some lessons (or bits of lessons) where we’ve discussed the “discipline” of history, which is all about concepts like change, continuity, causation, motive, and about the processes of “doing history” — locating and using sources, making judgments — and about what makes some judgments better than others.

We have a set text, but the teacher says that we must not rely on one book. She says that the set text is good for background information, and for follow-up reading to support our inquiry processes. But she encourages us to remember that the text was written by one person, and to identify the ways in which the text is selective and even value-laden in some of what it says. We’ve learned how important it is to recognise the way writers choose certain words to convey different impressions.

At home, I realise that I now understand better some of the stories on the television news. And I find myself listening critically to the words used by politicians and others, and not just accepting what they say at face value.

**Moving right along**

I have been studying History for a year now and as I reflect over the year I can now see how much I have developed from Year 10 to the end of Year 11. I have come to understand the importance of primary evidence and the need to have a broader
knowledge of the history we are studying.

I have really enjoyed the major assignments in History — we are not just finding the facts, we are reading widely to investigate a problem or issue. We are given some sources but we are encouraged to find some on our own and then we are really critical of them — how representative are they, are they relevant, are they reliable and are there any contradictions among them? This is interesting because we are encouraged to be critical of them but only if we can support what we say with some evidence. At first we just said things like, “Well, I don’t think so-and-so likes so-and-so” but our teacher wouldn’t let us get away with that — we had to explain what was being said, and why. So far, we have had the opportunity to be a particular historian and, in role, answer the critics, who are other members of the class. To be good at this, you really have to understand who the historian was, what his viewpoint was and why he had this viewpoint. We don’t just do this work in preparation for assignments. More and more we do this as normal class activity, either researching individually or in groups. Up to now, our teacher has been the one picking up the holes in some of our arguments, but some of us are also becoming good at it, especially on those topics that we have looked at in more depth.

I love the arguing. Writing an argument is a little more difficult, but I have learnt to develop my responses logically by dealing with each point in my argument one at a time and by using the evidence to support what I am saying. I have learnt not just to “stick in” the evidence but to introduce it so that it flows pretty easily and to show that I understand what it means by explaining how it relates to my argument. I now understand the importance of these primary sources — after all, we couldn’t write any history if evidence from the time had not survived. Our teacher has become a real stickler for what he calls “the conventions of academic responses”. I am not allowed to use “I” (even though I am expressing my opinion) and I have to ensure I write in proper sentences and paragraphs and that I can spell. Unfortunately, the spell checker often throws up the technical terms — so I have to be careful.

Our teacher has provided us with a guide for locating our sources in our research. We have been warned about the unreliability of some of the internet sites, so now, we have to ask ourselves the same questions we ask about primary evidence when we search online — who wrote this, and why? I suppose we should be doing the same thing for the secondary sources in the library. Some of these books in the library are so old, that their authors are probably products of their time and they may not have been able to take into account new evidence and more recent interpretations of history.

**Well down the track**

I now realise how far I’ve come since I started my senior history studies. In particular, I’m more independent as a student, and have opportunities to use my initiative and my imagination.

I’m just finishing my fourth major assignment in History (the second one in Year 12) — this one is a category 3 task. We’ve been working on it for nine weeks, and it’s proving a real culmination of my development over the past two years. Three of us formed a group, and chose to investigate the effects of globalisation on our local community over the past 30 years. We were responsible for everything — the topic, the research question, the research plan, and the formats in which our research conclusion were expressed. We’ve almost finished our submission — a two-part video program. In the first part we present a narrative account of the local impact of globalisation, using local images interspersed with oral history interviews with local
people. In the second part, each of us takes on the persona of one historian — neo-
Marxist, feminist or eco-historian — and presents a critique of globalisation’s effects
from our chosen standpoint.

Our earlier focus on primary sources has continued, but with some added dimensions.
I’m pretty good at evaluating sources for their relevance, reliability and
representativeness, but focus also on more complex questions about the reliability of
individual sources, and the adequacy of whatever collection of sources I’m using.
More and more, I realise that developing an argument in history is more than just
amassing lots of primary sources and deciding which case most of them support. I
now appreciate the need to decide which sources carry more weight, and the
importance of corroboration and conflict among sources.

Our teacher now expects us to take much more responsibility for locating sources for
our research. I search the Web a fair bit, although it is a challenge to sift through the
online rubbish to find really valuable stuff. I have been to a university library a few
times, as well.

For much of this year, we’ve focused on secondary sources more than we did last
year. In particular, we’ve studied conflicting and competing interpretations put
forward by leading writers in their fields. We’ve explored the reasons for the
differences, including the standpoints of the writers, and differences in the ways
they’ve supported their claims with evidence. Our teacher organised some sessions
with a local historian, where we discussed how she’d written her latest book. That
certainly helped us appreciate the complex and personal ways in which historians
develop a particular interpretation and argument. Since then, that historian has kept
contact through an email discussion group that we set up through the school’s website.

Reading good secondary sources has certainly helped me with my writing. That’s just
as well, as we are now writing in a variety of ways — sometimes a formal academic
essay, sometimes creatively. Some people in the class have written editorials, or a
chapter for a book. Whatever we do, we are expected to develop our arguments, refer
to supporting evidence, and reference our work in a proper academic style.

These days, I find myself bringing my history studies to bear on everyday things —
news stories, movies, family conversations, even what I see when I walk down the
street. As a class, we’ve also looked at the ways history is used by politicians and
others to strengthen their cases, and the ways they draw very selectively on particular
historians to do that. And I’m appreciating the ways that historical knowledge and
critical inquiry skills can be valuable in so many jobs. So, as a future citizen and a
future worker, I can see that History has helped me develop “lifeskills” in the broad
sense of the term.

Our teacher has announced that, in our final week, we’ll have a free-for-all debate on
“That the set text is a waste of space”. He reckons the debate will reveal a lot about
what we’ve learnt from the past two years. I really think I know what he means.
6.3 **LEARNING EXPERIENCES AND THE KEY COMPETENCIES**

In developing learning experiences, teachers have ample opportunities to incorporate the key competencies, many of which occur naturally in classroom interactions, and in the process of historical inquiry, especially:

- collecting, analysing and organising activities
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- solving problems
- using technology.

In the course of their studies, students will collect, analyse, organise and evaluate the quality and validity of information. They will plan and organise research projects. Both individually and in groups, they will attempt to solve problems associated with their own research tasks, and will propose tentative resolutions to contestable historical issues. They will be involved in the communication of ideas, information, opinions, arguments and conclusions, in a variety of formats and for a variety of audiences. As part of their learning and classroom experiences, students will have opportunities to employ certain technologies, particularly those relating to the use of computers and the internet.
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. Over the two-year course of study, a minimum of three themes and four inquiry topics must be selected. Each inquiry topic must be studied for a minimum of 18 hours each. Any inquiry topic will include the five aspects of historical inquiry that are included in Figure 2.

**Figure 2: Aspects of inquiry**

Table 1 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 1: Focus questions for inquiry topics

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

The aspects of inquiry should be related to the inquiry process in section 6.1, Figure 1, as a means by which students can structure their studies of inquiry topics. The inquiry process provides a locus for the aspects and their associated focus questions.

The aspects of the inquiry, and the sample focus questions in the table do not specify the order in which these aspects may be undertaken in the inquiry. For example, issues of definition or of reflections and responses may reappear several times during an inquiry (see figure 2). However, it is possible that the above order could provide a logical sequence for an inquiry.

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
An 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.

Theme 1: Studies of conflict

<table>
<thead>
<tr>
<th>Possible Inquiry topics</th>
<th>Possible subtopics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armed conflicts</td>
<td></td>
</tr>
<tr>
<td>World War 1</td>
<td>The frontier in Australia</td>
</tr>
<tr>
<td>World War 2</td>
<td>Communist–Nationalist conflict in China</td>
</tr>
<tr>
<td>The Vietnam wars</td>
<td>1968 social/intellectual conflicts</td>
</tr>
<tr>
<td>The Arab–Israeli conflict</td>
<td>Social and cultural conflicts and debates</td>
</tr>
<tr>
<td>Cold War conflicts</td>
<td>– Treatment of immigrants</td>
</tr>
<tr>
<td>Post–Cold War conflicts</td>
<td>– Industrial conditions</td>
</tr>
<tr>
<td>National Liberation movements</td>
<td>– Moral issues</td>
</tr>
<tr>
<td>East Timor conflicts</td>
<td>– The dismissal of the Whitlam government</td>
</tr>
<tr>
<td>British–Irish conflicts</td>
<td>– The frontier in Australia</td>
</tr>
<tr>
<td></td>
<td>• A topic of your choice</td>
</tr>
</tbody>
</table>

Sample 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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

Definitions
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
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
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
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
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 2: Studies of hope

#### Purpose
Through historical studies in this theme, students will understand that through progressive movements and other agencies of social, cultural and political change, people have been inspired by hope for change to respond to challenges in ways that promote human and/or ecological wellbeing, with varying degrees of success.

#### Possible inquiry topics:
- Economic development
- Technological development
- Education
- Trade unionism
- Health and medicine
- Reconciliation in Australia
- Gender relations/sexual relations
- The end of the Cold War
- The end of apartheid in South Africa
- Disarmament movements and agreements
- A topic of your choice

#### Sample 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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
- What is a progressive movement or change?
- What makes an historical event or movement a source of hope?
- What event, movement or development is the focus of this inquiry?
- What is the key question that will guide this inquiry?

**Sources**
- Who are the major historians who have interpreted this topic?
- 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 and sufficiency of sources?

**Backgrounds, changes and continuities: motives and causes**
- Where and when did the origins of this movement or event emerge?
- What hopes were held for this movement, and by whom?
- How has this movement or event affected historical developments in the 20th century?
- What principles, ideologies, motives or expectations influenced this movement or event?
- What role did individuals and groups play in the development and spread of the movement or event?

**Effects, interests and arguments**
- At the time, what were the major effects of the movement or event?
- Whose interests were served by the movement, and whose were not?
- What resistances or obstacles were there to the movement or event?
- How complete was its success in achieving change?

**Reflections and responses**
- What have you learnt about this movement and its historical influence?
- Over time, were the hopes raised by this event or movement realised for most people?
- Were there unintended or unexpected outcomes of this movement?
- What problems did you encounter in the research, and how did you respond to them?
- What connections can you see between this study and others that you have done or might do?
- How is this study helping your understanding of history as a discipline?
Theme 3: The history of ideas and beliefs

**Purpose**
Through historical studies in this theme students will understand how ideas and beliefs have had an influence on history, in local, national and global contexts.

**Inquiry topics:** Students must have the opportunity to develop a broad understanding of the selected inquiry topic. The study of the topic could also include a particular focus, such as “Imperialism”, and “the British in India”.

**Possible inquiry topics:**
- Democracy
- Liberalism
- Multiculturalism
- Christianity
- Islam (or other eastern/western religions)
- Feminism
- Marxism
- Nationalism
- Industrialism
- Capitalism
- Individualism
- Consumerism
- Freedom
- Imperialism
- Communism
- Socialism
- Fascism
- Progress
- Social justice
- Humanism
- Scientism
- environmentalism
- Racialism
- Globalism
- Anti-Semitism
- Pacifism
- A topic of your choice

**Sample 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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
- What is an “idea” or a “belief”?
- 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**
- 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**
- 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**
- 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**
- 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?
- Has the study of this idea helped you to decide how to live more purposefully, ethically or effectively?
### Theme 4: Studies of cooperation

**Purpose**
Through historical studies in this theme students 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 cooperative effort, students will analyse and evaluate the motives, principles, values, methods and procedures, approaches, degrees of success and outcomes employed to achieve the cooperative effort.

### Possible inquiry topics

<table>
<thead>
<tr>
<th>• The League of Nations</th>
<th>• The Commonwealth of Nations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The United Nations</td>
<td>• The end of apartheid</td>
</tr>
<tr>
<td>• The Olympic movement</td>
<td>• The application of international sanctions</td>
</tr>
<tr>
<td>• The Satyagraha movement</td>
<td>• Case studies of cooperative efforts to achieve land rights settlements in Australia</td>
</tr>
<tr>
<td>• The history of armaments control and nuclear non-proliferation treaties</td>
<td>• Trade unions</td>
</tr>
<tr>
<td>• Multinational and transnational companies</td>
<td>• Mechanics institutes, workers’ cooperatives</td>
</tr>
<tr>
<td>• Non-government organisations (NGOs)</td>
<td>• Women’s movements and feminism</td>
</tr>
<tr>
<td>• The European Union</td>
<td>• Pressure groups and community groups</td>
</tr>
<tr>
<td>• Federation in Australia</td>
<td>• A topic of your choice</td>
</tr>
</tbody>
</table>

### Sample 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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
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**
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**
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**
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?
Were there resistances or obstacles to this cooperative effort?

**Reflections and responses**
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?
Has this study helped you to decide how to live more purposefully, ethically or effectively?

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*Modern History Senior Syllabus*
**Theme 5: The history of everyday life**

**Purpose**
Through historical studies in this inquiry students will understand the way people, in different societies and over time, have experienced their daily lives. They will see why some people developed particular lifestyles and the changes that have occurred.

**Possible inquiry topics:**
- Being born
- Growing up
- Going to school
- Eating and drinking
- Dressing (and adorning the body)
- Living in a dwelling
- Being healthy
- Talking and communicating
- Playing and being entertained
- Forming groups
- Forming relationships
- Believing
- Working
- Shopping
- Being rich or poor
- Growing older
- Dying
- A topic of your choice

**Sample 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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
What is “everyday history”?
Is it valid and valuable to study everyday life?
What is the connection between “an ordinary person’s life” and history?
What topic is the focus of this inquiry?
What is the key question that will guide this inquiry?

**Sources**
Who are the major historians and other theorists associated with this study?
How have historians debated the importance of understanding people’s daily lives?
What primary and secondary sources might be available and valuable for this study?
Are there any problems related to the availability or sufficiency of sources?

**Backgrounds, changes and continuities: motives and causes**
What kinds of political, social, cultural or economic changes affect people’s daily lives?
What aspects of people’s daily lives have been most affected by these political, social, cultural or economic changes?
What features of people’s daily lives are more subject to change? What external pressures for change can people more effectively resist? How do people accommodate change?

**Effects, interests and arguments**
How have people reacted to and handled the major phases of their life?
How effectively have people organised their daily lives?
In what ways were people’s daily lives affected by ideas and beliefs prevalent at the time?
What advantages did particular groups within a society have in developing more comfortable daily lives?

**Reflections and responses**
What have you learnt about the historical significance of the daily lives of different peoples?
What are you learning about your own life from this study?
Did this study help you clarify your standpoint about the way people cope with the challenges of daily existence?
Does a study of this inquiry topic indicate that there has been progress over time in the way people have lived their ordinary lives?
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: Studies of power**

**Purpose**
Through historical studies in this theme students will understand that power has played an important part in historical change, 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 by some individuals, groups or institutions over others.

**Possible inquiry topics**
- Comparative studies of societies which have differed in their control and use of power
- What makes a powerful person powerful? — Gandhi, Stalin, Mandela, Hitler, Aung San Suu Kyi, Martin Luther King, Saddam Hussein, Mao Zedong
- Resistance to power: collective movements, liberation movements
- The emergence of people power: movements such as the anti-Vietnam war demonstrators or the Women’s Liberation Movement or the Million Men Movement
- The decline of world communism
- Military power and coup d’état
- A comparative study of dictatorship in ancient and modern times
- International military power
- Power relationships among nations or within regions
- Legitimising institutional power — constitutions, governments, the rule of law
- The power of agencies within and across societies — media, advertising
- Economic power at the national and international level — multinationals, trading blocs
- A topic of your choice

**Sample 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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
- What is power?
- What types of power have historians and theorists identified?
- What is the key question that will guide this inquiry topic?

**Sources**
- 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**
- 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**
- 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 benefitted from this exercise of power, and who did not or was disadvantaged?
- How has this example of the use of power influenced historical developments in the 20th and 21st centuries?

**Reflections and responses**
- What have you learnt about power and its uses?
- What have historians concluded about this case?
- What connections can you see between this study and other studies you have already done or might do?
- 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?
- Has this study helped you to decide how to live more purposefully, ethically or effectively?
**Theme 7: Studies of diversity**

**Purpose**
Through historical studies in this theme students will understand the historical origins of the diversity of political, racial, ethnic, social or religious groups in a society, nation or region, and the ongoing historical significance of the relationships among groups.

**Possible inquiry topics**
- Aboriginal heritage and role of Indigenous peoples past and present
- Immigration and multiculturalism: Australia, Israel and the USA
- Refugees and multiculturalism
- Australian policy and attitudes towards displaced peoples
- Youth cultures and subcultures — origins and relationship to mainstream culture
- Political movements in Australia
- Case studies of tolerance and intolerance, political and religious diversity, sexuality, racial and ethnic diversity, and their impacts within a society
- Diversity as a stimulus to social change — legal, social, political
- A topic of your choice

**Sample 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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
- What is meant by diversity?
- What is meant by society?
- Which society, groups and their relationships are the focus of this inquiry?
- What is the key question that will guide this inquiry?

**Sources**
- Who are the major historians who have interpreted this topic?
- What primary and secondary sources are both available and valuable in this study?
- Are there any problems associated with the availability or sufficiency of sources?

**Backgrounds, changes and continuities: motives and causes**
- What historical events brought these groups together or raised awareness of diversity?
- What were the dominant and other beliefs about society before these diversities evolved?
- What are the dominant and other beliefs associated with this example of diversity?
- What role did individuals and groups play?

**Effects, interests and arguments**
- What were the major effects of relationships among the groups in this topic — social, cultural, political, economic and religious?
- Did these diversities produce, directly or indirectly, significant debates or changes in ideas and beliefs with societies?
- What have been the long-term social, political, racial or religious effects of these diversities?
- Are these effects continuing, and what might be the future effects?

**Reflections and responses**
- What have you learnt about the historical significance of this study of diversity?
- Do you think this form of diversity has made a positive or negative contribution to society?
- 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?
- Has this study helped you make decisions about your own life — especially how to live more purposefully, ethically and effectively?
**Theme 8: People and environments in history**

<table>
<thead>
<tr>
<th>Possible inquiry topics</th>
<th>Sample focus questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The history of land use in Australia and its environmental impact</td>
<td>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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.</td>
</tr>
<tr>
<td>• Agricultural and/or industrial revolutions in Britain, USA or Australia</td>
<td><strong>Definitions</strong></td>
</tr>
<tr>
<td>• Urbanisation in the 20th century</td>
<td>What is meant by “the environment” in this inquiry topic?</td>
</tr>
<tr>
<td>• A history of ecological communal movements in recent times</td>
<td>What specific aspect of change in “the environment” is the focus of this inquiry?</td>
</tr>
<tr>
<td>• An historical study of an environmental issue</td>
<td>In what places, and over what period, did those changes occur?</td>
</tr>
<tr>
<td>• A history of an environmental campaign</td>
<td>What is the key question that will guide this inquiry?</td>
</tr>
<tr>
<td>• Modern consumer society and its environmental impacts</td>
<td><strong>Sources</strong></td>
</tr>
<tr>
<td>• Global and international responses to environmental issues</td>
<td>Who are the major historians and other theorists who have interpreted this historical study of environmental change?</td>
</tr>
<tr>
<td>• Governments, laws and environments</td>
<td>What primary and secondary sources might be valuable in this study?</td>
</tr>
<tr>
<td>• A history of human use of forest environments</td>
<td>Are there any problems related to the availability or sufficiency of sources?</td>
</tr>
<tr>
<td>• Sustainable development in developing countries</td>
<td><strong>Backgrounds, changes and continuities: motives and causes</strong></td>
</tr>
<tr>
<td>• The environmental impacts of the automobile in the past century</td>
<td>What were the significant features of the natural and built environments before these changes occurred?</td>
</tr>
<tr>
<td>• Sustainable development in developing countries</td>
<td>What factors had produced those features?</td>
</tr>
<tr>
<td>• The emergence of eco-tourism</td>
<td>What were the dominant and other beliefs about, and attitudes to, natural and built environments before these changes occurred? How and why had those beliefs and attitudes been formed?</td>
</tr>
<tr>
<td>• A topic of your choice</td>
<td>What changes to natural and built environments were produced by human practices during the period under study?</td>
</tr>
</tbody>
</table>

**Sample 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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**

What is meant by “the environment” in this inquiry topic?

What specific aspect of change in “the environment” is the focus of this inquiry?

In what places, and over what period, did those changes occur?

What is the key question that will guide this inquiry?

**Sources**

Who are the major historians and other theorists who have interpreted this historical study of environmental change?

What primary and secondary sources might be valuable in this study?

Are there any problems related to the availability or sufficiency of sources?

**Backgrounds, changes and continuities: motives and causes**

What were the significant features of the natural and built environments before these changes occurred?

What factors had produced those features?

What were the dominant and other beliefs about, and attitudes to, natural and built environments before these changes occurred? How and why had those beliefs and attitudes been formed?

What changes to natural and built environments were produced by human practices during the period under study?

What factors caused the changes to occur in the environment?

What motivated the people who instigated and supported those changes?

**Effects, interests and arguments**

At the time, how did these changes impact on individuals, groups, nations and global society?

At the time, how did these changes impact on the wellbeing of environments and ecosystems?

Whose interests were served by these changes, and whose interests were not served?

Are these effects continuing, and what might be the future effects?

Did these changes produce, directly or indirectly, significant debates or changes in ideas and beliefs about human attitudes to, and use of, environments?

How have historians debated these human impacts on environments?

**Reflections and responses**

What have you learnt about the historical significance of this study of environmental change?

Overall, did this study depict the emergence of more peaceful, socially just and ecologically sustainable relationships between humans and their environments?

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 has this study helped your understanding of history as a discipline?

Did this study help you clarify your standpoint about relationships between humans and environments?

How might this study help you make decisions about your own life?
## Theme 9: History and the global perspective

### Purpose

Through historical studies in this theme students will understand that the terms “global”, “globalism” and “globalisation” carry a range of meanings ranging from references to events, people, organisations, ideas and movements that affect or have affected a number of regions, areas or nation-states, to the currently-emerging concepts of trans-national economic systems. They will understand the historical origins and development of global developments, and of the current debates that surround concepts and practices of globalism and globalisation.

### Possible inquiry topics

- The history of internationalism
- Global impacts of regional trends
- Globalism and the nation-state
- The growth of global institutions
- Pacts, alignments, alliances
- The development, roles and influences of international trade and regulatory organisations (e.g. GATT, NAFTA, WTO)
- Imperialism and globalism
- Economic globalisation and its impacts
- Global impacts of ideas, movements and ideologies such as democracy, communism, environmentalism, human rights, feminism
- Technology and globalisation
- Marketing and globalisation
- Popular culture and globalisation
- A topic of your choice

### Sample 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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

#### Definitions

- What constitutes a “global” issue?
- What are the dimensions and manifestations of globalisation?
- What is the specific aspect of global developments that is the focus of this inquiry?
- What is the key question that will guide this inquiry?

#### Sources

- Who are the major historians and theorists working in the field of global studies?
- What primary and secondary sources will be valuable in this study?
- Are there problems with the availability and sufficiency of sources?

#### Backgrounds, changes and continuities: motives and causes

- What events of the 19th and 20th centuries contributed to the development of global institutions and practices?
- What were the dominant beliefs about world organisation and societies prior to the development of the particular focus of this study?
- What changes will or did the global issue that you have chosen bring to human society, locally, nationally or internationally?
- What roles do individuals, groups, organisations and ideologies play?

#### Effects, interests and arguments

- What is the range of debate about the benefits or otherwise of this example of global development?
- Who benefits from the current manifestation of the development?
- Whose interests are not served by the development?
- What alternative or resistant ideas, movements or arguments have developed in response to the inquiry topic?

#### Reflections and responses

- How have or are historians treating this study?
- What standpoints are evident in the historical accounts of this inquiry, and in other source materials and arguments?
- What are your personal views about the inquiry and related points of view that you have encountered in this study?
- What problems did you encounter in the research, and how did you respond to them?

Has this inquiry helped your understanding of other, related studies?

Has this inquiry helped you to decide how to live more purposefully, ethically or effectively?
### Theme 10: Local history

#### Purpose
Through this theme students will understand that history is all around them and that geographically broader social, economic and political issues are reflected in and affected by local events. Topics explore changes and continuities over time.

#### Possible inquiry topics
- Streetscapes and landmarks
- Perceptions of the local area, and the origins of these perceptions
- Economic development of a local industry
- Ceremonies and celebrations
- Local heroes and identities
- Influences of local environments on personalities
- Changing land use
- The impact of an event, such as Federation, the 1930s depression, World War 2, on an area
- The impact of patterns and trends over time, such as population change, economic change or environmental change
- School history
- Power and influence in local politics
- Wisdom of our elders
- Cultural links with other local areas
- Recreation: then and now
- The evolution of an idea in the local area, e.g. recycling, transport
- A topic of your choice

#### Sample 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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
- What does the “local area” mean?
- What do we already know about the history of the local area?
- What may be worth knowing for our own benefit and the benefit of future local residents?
- What is the key question that will guide this inquiry?

**Sources**
- Who are some historians who have interpreted the history of the local area?
- What qualifies them as historians?
- What primary sources may be valuable to this inquiry?
- Are there any problems with the availability or sufficiency of sources?

**Backgrounds, changes and continuities: motives and causes**
- What relevant developments were occurring before the time period of this inquiry?
- How were some of the changes or continuities perceived in the local community at the time?
- How are these changes or continuities perceived today?
- What seem to have been the main causes of these changes and continuities over time?

**Effects, interests and arguments**
- What were the effects of the changes and/or continuities identified in this inquiry — social, economic, political and environmental?
- Who was advantaged by the changes and/or continuities and who was disadvantaged, then and over time?
- Are these effects likely to continue into the future?

**Reflections and responses**
- What did you learn about yourself and about groups in society as a result of studying this inquiry topic?
- Do the changes and/or continuities generally contribute to progress in the local area?
- 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?
- What actions might we take to promote a better future for people in the local area?
## Theme 11: The individual in history

### Purpose
Through this theme students will understand that individual people can be essential, active historical agents, sometimes helping to induce and affect change, oftentimes reacting to influences and pressures.

### Possible inquiry topics
- The concept of the Great Person in history
- Biography and autobiography as history
- Family history (especially sources and methods)
- Oral history
- Your own history
- Your family’s history
- A local identity
- A study drawn from a collection of individuals who have altered the course of history
- A topic of your choice

### Sample 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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

#### Definitions
Who is covered by the term “people”?  
What is meant by “biography”, “autobiography”, “family history”, “genealogy”, “prosopography”, “psycho-history”, “oral history”?  
What is the key question that will guide this inquiry?

#### Sources
Who are the major historians who have interpreted the history of this individual (or these individuals)?  
What primary and secondary sources might be valuable in this study?  
What problems exist in relation to the use of psycho-history and oral history?  
Are there any problems related to the availability or sufficiency of sources?

#### Backgrounds, changes and continuities: motives and causes
What is the historical context in which the person being studied lived/lives?  
What are the events and beliefs that influenced the early childhood of the person being studied?  
What significant changes have affected the person being studied during his/her lifetime, and what were the causal factors relating to these changes?  
What are the enduring continuities that have influenced that person’s life?  
What roles did other individuals and groups play?

#### Effects, interests and arguments
At the time, what have been the effects or influences of the person being studied on other individuals, groups, nations or global society?  
Who has benefited from this person’s life, in both the short and long term?  
Who has suffered or been disadvantaged?  
What have been the wider effects of this person — in place, society, politics, the economy?  
Are these effects continuing, and what might be future effects?

#### Reflections and responses
How have historians treated this person’s life?  
What have you learnt about this person and his/her historical significance?  
Do you think this person has made a positive contribution historically?  
Would you like to take this study further, or in fresh direction?  
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?  
Has this study helped you make decisions about your own life — especially how to live more purposefully, ethically, effectively?
## Theme 12: National history

### Purpose
Through this theme students 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.

### Possible inquiry topics
Possible inquiry topics might include the emergence of the nation-state of:
- Australia
- United Kingdom
- The United States
- Germany
- Indonesia
- Japan
- China
- Papua New Guinea
- Fiji
- The emergence and disintegration of the USSR
- The emergence and disintegration of Yugoslavia
- Australia — the process of federation (to the present)
- Australia — the establishment of a foreign policy
- Australia — the development of economic policy
- Australia — the development of cultural identity
- Australia and its defence
- Australians at war
- Contemporary nationalist struggles
- Oppositions within nation-states
- Challenges to the nation-state
- A topic of your choice

### Sample 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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

#### Definitions
- What is meant by “nationalism” and the “nation-state”?
- 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
- 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
- What were the significant features of political expression and organisation before the rise of national structures?
- What are the dominant and other beliefs associated with nationalism? How and why have those beliefs and attitudes been formed?
- What factors produced the rise of the nation-state that is the focus of this inquiry topic?
- What roles did individuals and groups play in the rise of this nation-state?

#### Effects, interests and arguments
- To what extent has nationalism produced deep-seated changes to ideas and beliefs of people about preferred forms of political, social and economic organisation and about preferred forms of relationship between people?
- At the time of the creation of this nation-state, what were the major effects on individuals, groups, nation and global society?
- 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 effects continuing, and what might be the future effects?

#### Reflections and responses
- 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 your understanding of history as a discipline?
- Did this study help you clarify your standpoint about political relationships between humans?
### Theme 13: Studies of change

#### Purpose
Through historical studies in this theme students 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.

#### Possible inquiry topics
- Heritage and change: establishing, maintaining, challenging and changing heritage
- Cultural change: case studies of how significant cultural beliefs and practices developed, continued, changed, disappeared
- Technological change: information technology, space and beyond, and micro-technology
- Industrial technology and change
- Social change: status of men and women, education, mobility, class, sexuality and gender revolutions
- Religious, spiritual, ethical and moral change and continuity in the 20th century
- First peoples: cultural challenges, changes and continuities
- Revolutionary change in the 20th century
- A topic of your choice

#### Sample 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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
- 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**
- 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**
- 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**
- At the time, what were the major effects of this change on people, institutions and environments?
- Who benefited from this change, and who did not or was disadvantaged?
- What challenges arose to the change, and how warranted and effective were they?
- How has daily life been affected by this change?
- What have been the long-term effects of this change socially, culturally, politically, economically, environmentally?

**Reflections and responses**
- 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?
- Has this study helped you to understand your own life and the forces that affect it?
**Theme 14: History and futures**

**Purpose**
Through this theme students will understand that in the emerging field of futures study, the historical concepts of continuity and change are an important part of the “futures tools”. The historical tools of critical and reflective thinking and decision-making processes are also important in studies of the future. Students will become aware of trends over time yet understand that trends are not inevitable and the future is not predetermined. The future can be influenced, at a range of levels.

**Possible inquiry topics**
- Employment patterns, locally, regionally, globally — historical origins and future trends
- The future of national sovereignty
- Australian consumption expenditure patterns
- Public transport
- Technological changes — biotechnology, nano-technology, genetic modification
- Environmental change
- Global power
- Lifestyle changes
- Ethical dilemmas — moral, legal, medical, scientific
- Trade — national, regional and global
- Health and wealth distribution — nationally and globally
- Economic trends — nationally and globally
- History and the “posts” — postmodernism, post-industrialism, post-colonialism, post-culturalism
- Gender relations
- A topic of your choice

**Sample 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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
What do we already know about the history of the future? What may be worth knowing?
What justifications are there for focusing on this inquiry topic?
What time boundaries seem to apply to this inquiry?
What is the key question that will guide this inquiry?

**Sources**
How have historians treated the future, and the future dimensions of this inquiry topic?
What sorts of sources may be useful in an historical study of future trends in this inquiry topic?
What primary and secondary sources may be relevant and reliable for this inquiry?
Are there special problems related to the availability and reliability of sources for an historical study of the future?

**Backgrounds, changes and continuities: motives and causes**
What are the current trends in relation to the inquiry topic?
How have such trends been perceived in the past?
What are some likely causes of these changes or continuities?
What changes or continuities could occur in this area in the future?
What changes or continuities should occur in this area in the future?

**Effects, interests and arguments**
Who may have motives for causing this change or continuity and what historical evidence do we have for these assumptions?
What were the effects on individuals and groups of the changes and/or continuities identified in this inquiry?
When it began, who was advantaged by this change and/or continuity and who was disadvantaged?
From a futures perspective, to what extent may the long-term advantages of this change and/or continuity outweigh the disadvantages?

**Reflections and responses**
What are you learning about this issue, its history and its possible and probable future?
What connection can you see between this study, and others that you have done or might do?
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, and of the history of the future?
### Theme 15: History and historians: theories and standpoints

#### Purpose
Through this theme students will understand the role of theory or ideology in the interpretation of historical events, periods and developments. They will encounter the work of some leading historical theorists, and will develop their understanding of the contestable and tentative nature of historical explanations.

#### Possible inquiry topics
- Historians in their contexts: Manning Clark, Geoffrey Blainey, Henry Reynolds, Inga Clendinnen, Marilyn Lake, Verity Burgmann and Jenny Lee, Keith Windschuttle, Francis Fukuyama
- Standpoints and ideologies in history: Marxist, neo-liberal, feminist, postmodernist
- Revisions of history: the Holocaust, frontier history
- Gaps and silences in history: histories, interpretations and choices
- Ownership and historical evidence: recovering, recording and interpreting evidence, e.g. Australian Aboriginal and Torres Strait Islander history
- Major theorists and their influence on approaches to history: Marx, Carr, Schumpeter, Hobsbawm, Foucault, Gramsci
- A topic of your choice

#### Sample 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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

### Definitions
- How is history defined by the theorist/theory that is the topic of this inquiry?
- In essence, what is this theory about?
- What is the key question that will guide this inquiry?

### Sources
- Who are the major historians and theorists associated with this inquiry?
- What primary and secondary sources are available and valuable for this study?
- What problems or particular issues might be identified about sources for this study?
- Are there any problems related to the availability or sufficiency of sources for this study?

### Backgrounds, changes and continuities: motives and causes
- Where and when did the work of this historian, or this historical theory, first emerge?
- How did this theory relate to other theories in other fields of learning or thought?
- Has the theory changed over time?
- How has this theory, or the work of this historian, changed the ways in which history is interpreted in the 20th century?
- What is likely to be the continuing significance of this theory in the 21st century?

### Effects, interests and arguments
- What or whose ideas, interests or perspectives, were given a voice in this theory?
- What or whose ideas, interests or perspectives, were challenged in this theory?
- Why did this theory gain support?
- What resistance or challenges to this theory emerged over time?

### Reflections and responses
- What are you learning about the discipline of history, through this study?
- Has this study caused you to re-evaluate your interpretations of previous studies?
- What problems did you encounter in the research, and how did you respond to them?
- Has this study caused you to re-think your personal interpretations of historical events and developments?
Theme 16: School-based theme

**Purpose**
A school-based theme must be an area of study, from which at least one inquiry topic and its associated key question can be developed. The school-based theme may have as its rationale local issues, specific interests of students and teachers, or availability of specialised or unusual resources within the school or local community. It may combine inquiry topics from different themes, combine aspects of different themes, or revisit themes using topics different from those previously selected.

**Inquiry topics**
An inquiry topic is an in-depth study of a specific historical period, phenomenon or event that exemplifies a theme. Inquiry topics should be developed so that a process of historical inquiry is clearly evident (see section 6.1). The inquiry topic must contribute to student development of the understandings and processes described in the general objectives.
Section 5.2.1 provides additional advice about the school-based theme.

**Sample focus questions**
An inquiry topic developed to exemplify this theme must include questions related to each of the aspects listed below. The questions suggested in other themes may be used as a guide, and should be particularised according to the inquiry topic negotiated with students and the key question that is developed.

- Definitions
- Sources
- Backgrounds, changes and continuities: motives and causes
- Effects, interests and arguments
- Reflections and responses.
8. ASSESSMENT

The purpose of assessment is to make judgments about how well students meet the general objectives of the course. In designing an assessment program, it is important that the assessment tasks, conditions and criteria are compatible with the general objectives and the learning experiences. Assessment then, both formative and summative, is an integral and continual aspect of a course of study. The distinction between formative and summative assessment lies in the purpose for which that assessment is used.

Formative assessment is used to provide feedback to students, parents, and teachers about achievement over the course of study. This enables students and teachers to identify the students’ strengths and weaknesses so that, by informing practices in teaching and learning, students may improve their achievement and better manage their own learning. The formative techniques used should be similar to summative assessment techniques, which students will meet later in the course. This provides students with experience in responding to particular types of tasks under appropriate conditions. It is advisable that each assessment technique be used formatively before it is used summatively.

Summative assessment, while also providing feedback to students, parents and teachers, provides information on which levels of achievement are determined at exit from the course of study. It follows, therefore, that it is necessary to plan the range of assessment instruments to be used, when they will be administered, and how they contribute to the determination of exit levels of achievement. Students’ achievements are matched to the standards of exit criteria, which are derived from the general objectives of the course. Thus, summative assessment provides the information for certification at the end of the course.

8.1 UNDERLYING PRINCIPLES OF ASSESSMENT

The Authority’s policy on assessment requires consideration to be given to the following principles when devising an assessment program. These principles are to be considered together and not individually in the development of an assessment program.

- Exit achievement levels are devised from student achievement in all areas identified in the syllabus as being mandatory.
- Assessment of a student’s achievement is in the significant aspects of the course of study identified in the syllabus and the school’s work program.
- Information is gathered through a process of continuous assessment.
- Exit assessment is devised to provide the fullest and latest information on a student’s achievement in the course of study.
- Selective updating of a student’s profile of achievement is undertaken over the course of study.
- Balance of assessment is a balance over the course of study and not necessarily within a semester or between semesters.
Mandatory aspects of the syllabus

Judgment of student achievement at exit from a school course of study must be derived from information gathered about student achievement in those aspects identified in a syllabus as being mandatory. The assessment program, therefore, must include achievement of the general objectives of the syllabus.

For Modern History, these aspects consist of the general objectives met through the chosen themes and inquiry topics.

Significant aspects of the syllabus

Significant aspects refer to those areas included in the course of study, determined by the choices permitted by the syllabus, and seen as being particular to the context of the school and to the needs of students at that school. These will be determined by the choice of learning experiences appropriate to the location of the school, the local environment and the resources selected.

The significant aspects of the course must reflect the objectives of the syllabus.

Achievement in the significant aspects of the course contributes to determination of students’ levels of achievement.

The assessment of student achievement in the significant aspects of the school course of study must not preclude the assessment of the mandatory aspects of the syllabus.

The significant aspects of the course comprise themes and inquiry topics selected by the school.

Continuous assessment

This is the means by which assessment instruments are administered at suitable intervals and by which information on student achievement is collected. It requires a continuous gathering of information and the making of judgments in terms of the stated criteria and standards throughout the two-year course of study.

Levels of achievement must be arrived at by gathering information through a process of continuous assessment at points in the course of study appropriate to the organisation of the learning experiences. They must not be based on students’ responses to a single assessment task at the end of a course or instruments set at arbitrary intervals that are unrelated to the developmental course of study.

For Modern History, this requires judgments about student achievement in terms of stated criteria and standards to be undertaken periodically through the course and recorded on a student profile.

Fullest and latest

Judgments about student achievement made at exit from a school course of study must be based on the fullest and latest information available.

“Fullest” refers to information about student achievement gathered across the range of general objectives. “Latest” refers to information about student achievement gathered from the latest period in which the general objectives are assessed.

Fullest and latest information consists of both the most recent data on developmental aspects together with any previous data that have not been superseded. Decisions
about achievement require both to be considered in determining the student’s level of achievement.

As the assessment program in Modern History is to be developmental, information on student achievement of the objectives, therefore, should be selectively updated throughout the course. “Fullest” refers to achievement through the selected concepts and chosen themes and inquiry of the course of study. In terms of “latest” it is expected that summative assessment instruments will come from Year 12.

Selective updating

Selective updating is related to the developmental nature of the two-year course of study. It is the process of using later information to supersede earlier information. As the criteria are treated at increasing levels of complexity, assessment information gathered at earlier stages of the course may no longer be typical of student achievement. The information should therefore be selectively updated to reflect student achievement more accurately. Selective updating operates within the context of continuous assessment.

Selective updating must not involve students reworking and resubmitting previously graded assessment tasks. Opportunities may be provided for particular students to complete and submit additional tasks. This may provide information for making judgments if achievement on an earlier task was unrepresentative or atypical, or there was insufficient information upon which to base a judgment.

Balance

Balance of assessment is a balance over the course of study and not necessarily a balance within a semester or between semesters. The assessment program must ensure an appropriate balance over the course of study as a whole.

Within the two-year course for Modern History it is necessary to establish a suitable balance in the objectives, assessment tasks, conditions and criteria. The criteria are to have equal emphasis across the range of assessment.

8.2 Special consideration

Guidance about the nature and appropriateness of special consideration and special arrangements for particular students may be found in the policy statement on special consideration entitled Special Consideration: Exemption and Special Arrangements: Senior Secondary Assessment (30 May 1994). This statement also provides guidance on responsibilities, principles and strategies that schools may need to consider in their school settings.

To enable special consideration to be effective for students so identified, it is important that schools plan and implement strategies in the early stages of an assessment program and not at the point of deciding levels of achievement. The special consideration might involve alternative teaching approaches, assessment plans and learning experiences.
8.3 **EXIT CRITERIA**

The following three criteria must be used when making judgments on student achievement for exit levels of achievement.

**Criterion 1: Planning and using an historical research process**

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

- identifying the issue for investigation
- devising, developing and focusing the key research question or hypothesis, and sub-questions
- locating and using primary and secondary sources
- maintaining a record of research
- reflecting on and changing direction or emphasis of research when necessary.

**Criterion 2: Forming historical knowledge through critical inquiry**

Criterion 2 is about the development of historical knowledge and cognitive skills through critical engagement with historical sources. It involves students in:

- identifying the information that is explicit in sources
- understanding the nature of historical sources of evidence, assumptions about the problematic character of historical sources, and the tentative and interpretive qualities of historical knowledge
- analysing what is explicit and implicit in sources, including themes, values and interrelationships within and among sources
- evaluating the worth of sources: assessing the reliability, authenticity, representativeness, relevance and accuracy of the sources and locating value positions, biases, perspectives and standpoints in their historical context
- making decisions about a question or hypothesis: synthesising evidence, reaching a conclusion about a question or hypothesis, and justifying the conclusion.

**Criterion 3: Communicating historical knowledge**

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

- communicating a knowledge and understanding of
  - historical information
  - concepts
    - change and continuity
    - cause and effect
  - events
  - developments
- producing written and non-written responses in appropriate genres
- producing logically developed and fluent historical arguments, with claims substantiated by sources of evidence or references to evidence
- meeting the requirements for language conventions, referencing, length, scale and scope of responses.
8.4 **EXIT CRITERIA AND THE KEY COMPETENCIES**

Direct assessment of and reporting on student levels of achievement in the key competencies is not a requirement of this syllabus. However there are clear links between elements of the key competencies, and the exit criteria and standards, especially:

- Criterion 1 and key competencies 1 (collecting, analysing and organising information) and 3 (planning and organising activities)
- Criterion 2 and key competencies 1 (collecting, analysing and organising information) and 6 (solving problems)
- Criterion 3 and key competency 2 (communicating ideas and information).

8.5 **CATEGORIES OF ASSESSMENT TECHNIQUES**

Summative assessment in Modern History will incorporate selections from all of the following four categories of assessment techniques. Each category is described in terms of its characteristics, and the conditions of implementation that apply to it at strategic intervals throughout the two-year course.
## Category 1: Extended written response to historical evidence

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>By monitoring</th>
<th>By verification</th>
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</thead>
<tbody>
<tr>
<td>1. Format</td>
<td>Essay under test conditions in which the student gives a response to a question or statement, mainly by reference to sources supplied. The question or statement is not provided before the test (unseen). If the sources are unseen, they should be sufficient to allow students to engage with in a reasonable preparation time, e.g. about four in Year 11, and about six in Year 12. Recommended time limit: 1½–2 hours.</td>
<td>Conditions: • all sources provided prior to the test; students may have assistance from teacher with comprehension, interpretation of sources OR • some sources provided prior to the test, and some unseen; students may have assistance from teacher with comprehension and interpretation of sources OR • all sources unseen. All conditions must be clearly stated on the assessment instrument. Clean copies of sources to be provided for test. No notes allowed for test.</td>
</tr>
<tr>
<td>2. Criteria</td>
<td>All are possible, C2 and C3 most likely.</td>
<td>All are possible, C2 and C3 most likely.</td>
</tr>
<tr>
<td>3. Length</td>
<td>500–600 words</td>
<td>600–800 words</td>
</tr>
<tr>
<td>4. Types of sources</td>
<td>Varied, including at least one “visual” (e.g. graph, cartoon, photograph, map, illustration)</td>
<td>Varied, including at least two “visuals” (e.g. graph, cartoon, photograph, map, illustration)</td>
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<tr>
<td>5. Relevance of sources</td>
<td>All relevant</td>
<td>May vary</td>
</tr>
<tr>
<td>6. Reliability and representativeness of sources</td>
<td>May vary</td>
<td>May vary</td>
</tr>
<tr>
<td>7. Extent that sources support statement</td>
<td>Clearly for or against</td>
<td>Contestable — evaluation and application of perspectives must be applied to make judgments.</td>
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*Modern History Senior Syllabus*
### Category 2: Written research tasks

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<tr>
<th>Characteristics</th>
<th>By monitoring</th>
<th>By verification</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Format:</strong></td>
<td>Conditions for each format:</td>
<td>Conditions for each format:</td>
</tr>
<tr>
<td>• Written assignment, produced as a result of the development of a valid research question and the use of a range of historical sources. Conditions include some class time and some student time</td>
<td>• reflective report on research experience; the report includes contents page, introduction, outline of research strategy, findings to date, tentative conclusions, solved and unsolved problems, strategy for completing research, bibliography or list of references, and research notes</td>
<td>• written assignment: analytical essay, in which a hypothesis is tested or research question answered, and conclusions drawn; will include statement and development of hypothesis (if used), full referencing, research notes</td>
</tr>
<tr>
<td>• Other written responses based on research, presented in a variety of genres.</td>
<td>• a form of presentation in which results of research are presented in a genre such as an analytical, persuasive or argumentative essay, a formal report, a piece of historical recreation or fiction, or an interview with contextualising essay; presentations to be supported by referencing appropriate to the genre, and research notes.</td>
<td>• a form of presentation in which results of research are presented in a genre such as an analytical, persuasive or argumentative essay, a formal report, a piece of historical recreation or fiction, or an interview with contextualising essay; presentations to be supported by referencing appropriate to the genre, and research notes.</td>
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<table>
<thead>
<tr>
<th><strong>2. Criteria</strong></th>
<th>All</th>
<th>All</th>
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<tbody>
<tr>
<td><strong>3. Length</strong></td>
<td>Reflective report on research experience: up to 600 words Assignment: 800–1000 words — around 1500 where depth of topic warrants Other tasks: up to 1000 words</td>
<td>Assignment: 1000–1500 words generally — around 2000 where depth of topic warrants Other tasks: up to 1500 words</td>
</tr>
<tr>
<td><strong>4. Authentication of research process</strong></td>
<td>Selected evidence that may consist of annotated preparation notes in response to issues that emerged during research, teacher observation sheets, research checklists, and/or self/peer assessment</td>
<td>Selected evidence that may consist of annotated preparation notes in response to issues that emerged during research, teacher observation sheets, research checklists, and/or self/peer assessment</td>
</tr>
<tr>
<td><strong>5. Teacher involvement</strong></td>
<td>Consultation and feedback on research process should be provided judiciously, gradually diminishing with student experience and confidence.</td>
<td>Consultation and feedback on research process should be provided judiciously, gradually diminishing with student experience and confidence. See 8.5.1.</td>
</tr>
<tr>
<td><strong>6. Origin of research question</strong></td>
<td>Provided by the teachers and/or negotiated</td>
<td>Negotiated; rationale that acknowledges origins of question expected</td>
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</table>
### Category 3: Multi-modal presentations

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<th>Characteristics</th>
<th>By monitoring</th>
<th>By verification</th>
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</thead>
</table>
| 1. Format. Multi-modal presentations are the outcome of research and may take a wide variety of forms. All multi-modal presentations should be accompanied by a detailed criteria sheet that makes explicit the presentation skills demonstrated. All presentations must be accompanied by research notes. Presentations should conform to the characteristics of the mode and medium selected. | Possible formats:  
- a dramatic presentation followed by an out-of-role account and rationale for the script with accompanying key items of evidence  
- a presentation involving any of the visual and performing arts, e.g. sculpture, dance, artwork, music, with rationale and key items of evidence  
- a video presentation that is interpretive and interactive  
- a computer simulation that is interpretive and interactive  
- non-written assignment: seminar, debate or formal speech; presentations will vary but must include referencing appropriate to the genre, and research notes  
- any combination, or other as described in section 3, *Communicating historical knowledge.* | Possible formats:  
- a dramatic presentation followed by an out-of-role account and rationale for the script with accompanying key items of evidence  
- a presentation involving any of the visual and performing arts, e.g. sculpture, dance, artwork, music, with rationale and key items of evidence  
- a video presentation that is interpretive and interactive  
- a computer simulation or website that is interpretive and interactive  
- non-written assignment: seminar, debate or formal speech; presentations will vary but must include referencing appropriate to the genre, and research notes  
- any combination, or other as described in section 3, *Communicating historical knowledge.* |
| 2. Criteria | All are possible. | All are possible. |
| 3. Authentication of research processes | Selected evidence that may consist of annotated preparation notes in response to issues that emerged during research, teacher observation sheets, research checklists, and/or self/peer assessment | Selected evidence that may consist of annotated preparation notes in response to issues that emerged during research, teacher observation sheets, research checklists, and/or self/peer assessment |
| 4. Teacher involvement | Consultation and feedback on research process should be provided judiciously, gradually diminishing with student experience and confidence. | Consultation and feedback on research process should be provided judiciously, gradually diminishing with student experience and confidence. See 8.5.1. |
| 5. Origins of presentation concept | Provided by the teachers and/or negotiated | Negotiated; rationale that acknowledges origins of question expected |
## Category 4: Additional test formats

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<tr>
<th>Characteristics</th>
<th>By monitoring</th>
<th>By verification</th>
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<tbody>
<tr>
<td><strong>1. Formats:</strong></td>
<td>Conditions for each format:</td>
<td>Conditions for each format:</td>
</tr>
<tr>
<td>• objective tests</td>
<td>• supervised objective tests</td>
<td>• supervised objective tests</td>
</tr>
<tr>
<td>• short response tests, e.g. items requiring 1–2 line responses or short paragraph responses</td>
<td>• supervised short-response tests</td>
<td>• supervised short-response tests</td>
</tr>
<tr>
<td>• response to stimulus test</td>
<td>• supervised response to stimulus tests:</td>
<td>• supervised response to stimulus tests, in which questions are unseen:</td>
</tr>
<tr>
<td>• essay test</td>
<td>– all sources used provided prior to the test; students may have assistance from teacher with comprehension, interpretation of sources</td>
<td>– some sources provided prior to the test and some unseen; no teacher assistance</td>
</tr>
<tr>
<td>• other written responses under test conditions such as editorials, news articles.</td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>– some sources provided prior to test, and some unseen; students may have assistance from teacher with comprehension, interpretation of sources</td>
<td>– all sources unseen.</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>• essay testing an unseen question derived from student research; no notes or additional material permitted during test</td>
</tr>
<tr>
<td></td>
<td>– all sources unseen.</td>
<td>• an extended written response to an unseen question or task (analytical, persuasive or argumentative); no teacher assistance; no notes or additional material permitted during test.</td>
</tr>
<tr>
<td>All conditions must be clearly stated on the assessment instrument.</td>
<td>All conditions must be clearly stated on the assessment instrument.</td>
<td>All conditions must be clearly stated on the assessment instrument.</td>
</tr>
<tr>
<td>Clean copies of sources to be provided for test.</td>
<td>Clean copies of sources to be provided for test.</td>
<td>Clean copies of sources to be provided for test.</td>
</tr>
</tbody>
</table>

### 2. Criteria

All three are possible. There should be sufficient evidence within a task to support a result in a criterion.

### 3. Length

Variable, according to nature of task; essays 500–600 words, other written responses about 400 words

Variable, according to nature of task; essays 600–800 words, other written responses about 500 words
8.5.1 Authentication of student tasks

Draft of responses for prepared tasks

The processes described in the objectives and criteria of the Modern History syllabus are developmental. Students should have ample opportunity to consult with and receive feedback about prepared tasks, particularly in Year 11, so that they may develop their understanding of and capacity to use historical processes of inquiry. However, to ensure the increasing independence of learning, it is strongly recommended that the number of drafts of assignments and other prepared tasks that are commented on by teachers decreases substantially between semester 1 in Year 11 and semester 4 in Year 12. By Year 12, effective feedback might concentrate on known difficulties and shortcomings that individual students experience, or teachers might respond to the drafting of a short section of the task. Another approach might entail whole class or small group teaching to highlight and assist with specific difficulties demonstrated in student drafts.

The following guidelines are recommended to ascertain that a prepared response is genuinely that of the student.

- The teacher should monitor the development of the task by seeing plans and a draft of the student’s work.
- The student will produce and maintain appropriate documentation of the development of the response, and include these when submitting the task for assessment.
- The student must acknowledge all resources used.
- The teacher may ask students to demonstrate their understanding of the task during preparation or at the time the response is submitted.

Authentication of references

Text, journal, audio-visual sources: Students must acknowledge all sources in an accepted conventional format, including in-text references and bibliographies.

Electronic sources: students must acknowledge any sources downloaded or copied from software and websites. The following citation system is recommended:

- author’s name (if known) or publisher’s name
- publishing date
- type of source (e.g. website, CD-ROM) in brackets
- name of article (if any)
- main website address
- date of last page update, with updated written before the date
- publisher, city of publication (and country if city alone may cause confusion).

The following example illustrates the method:

8.6 **PLANNING AN ASSESSMENT PROGRAM**

At the end of Year 12, judgments are made about how students have achieved in relation to the standards stated in the syllabus for each of the criteria. These summative judgments are based on achievement in each of the general objectives.

When planning an assessment program, schools must consider:
- general objectives (refer to section 3)
- the learning experiences (refer to sections 6 and 7)
- the underlying principles of assessment (refer to section 8.1)
- a variety of assessment techniques and instruments over the two-year course (refer to section 8.5)
- conditions under which the assessment is implemented
- the exit criteria and standards (refer to sections 8.3 and 8.9)
- verification folio requirements, especially the number and the nature of student responses to assessment tasks to be included (refer to section 8.7)
- minimum assessment necessary to reach a valid judgment of the student’s standard of achievement.

Students should be conversant with the assessment techniques and have knowledge of the criteria to be used in assessment instruments.

8.7 **REQUIREMENTS FOR VERIFICATION FOLIO**

For purposes of verification in October, schools must submit:
- all summative student work to that point
- proposed exit levels of achievement and the student profile.

To meet these requirements each student folio submitted for verification must contain at least one assessment task from each category of assessment techniques (that is, at least four assessment instruments) from Year 12, as detailed in section 8.5, one of which must be from semester 4.

By verification, profiles must provide information on assessment of each of the three exit criteria as detailed in table 2. Note that an assessment instrument may assess more than one criterion.

<table>
<thead>
<tr>
<th>Table 2. Minimum information on exit criteria by verification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>1. Planning and using a historical research process</td>
</tr>
<tr>
<td>2. Forming historical knowledge through critical inquiry</td>
</tr>
<tr>
<td>3. Communicating historical knowledge</td>
</tr>
</tbody>
</table>

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8.8 **EXIT FOLIOS**

At the conclusion of the two-year course of study, the completed student profile must show:

- the three exit criteria
- the assessment plan as implemented by the school
- a method of identifying the assessment used for exit purposes (a tick, circle, highlight, etc.)
- achievement standards in each of the exit criteria.

In the period between verification and exit, one or more criteria must be assessed, including criterion 2.

8.9 **DETERMINING EXIT LEVELS OF ACHIEVEMENT**

On completion of the course of study, the school is required to award each student an exit level of achievement from one of the five categories:

- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement.

The school must award an exit standard for each of the three criteria, *Planning and using an historical research process*, *Forming historical knowledge through critical inquiry*, and *Communicating historical knowledge*, based on the principles of assessment described in this syllabus. The criteria are derived from the general objectives and are described in section 3. The standards associated with the three exit criteria are described in table 4. When teachers are determining a standard for each criterion, it is not always necessary for the student to have met each descriptor for a particular standard; the standard awarded should be informed by how the qualities of the work match the descriptors overall.

Criteria and standards for each task are to be derived from the exit criteria and standards matrix. The standards descriptors are to be selected so that they are specific to the task. Not all criteria, or all aspects of a criterion may be present in any one task. Across a two-year course, students should be given several opportunities to develop the understandings and processes that are described in each criterion.

Of the seven key competencies\(^5\), the four that are relevant to assessment in this subject are embedded in the descriptors in the standards matrix. The descriptors refer mainly to elements of *collecting, analysing and organising information*, (criterion 1 and 2) *communicating ideas and information*, (criterion 3), *planning and organising activities* (criterion 1), and *solving problems* (criterion 2).

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\(^5\) KC1: collecting, analysing and organising information; KC2: communicating ideas and information; KC3: planning and organising activities; KC4, working with others and in teams; KC5: using mathematical ideas and techniques; KC6: solving problems; KC7: using technology
When standards have been determined in each of the four criteria, the following table is used to determine the exit level of achievement, where A represents the highest standard and E the lowest.

**Table 3: Minimum requirements for exit levels of achievement**

<table>
<thead>
<tr>
<th>VHA</th>
<th>Standard A in any two exit criteria and no less than a B in the remaining criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA</td>
<td>Standard B in any two exit criteria and no less than a C in the remaining criterion</td>
</tr>
<tr>
<td>SA</td>
<td>Standard C in any two exit criteria and no less than a D in the remaining criterion</td>
</tr>
<tr>
<td>LA</td>
<td>Standard D in any two exit criteria</td>
</tr>
<tr>
<td>VLA</td>
<td>Does not meet the requirements for Limited Achievement</td>
</tr>
<tr>
<td>Standard A</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td></td>
</tr>
<tr>
<td><strong>Criterion 1: Planning and using an historical research process</strong></td>
<td></td>
</tr>
<tr>
<td>The student:</td>
<td></td>
</tr>
<tr>
<td>• identifies conceptually complex issues for investigation, and devises and focuses historical research questions and appropriate sub-questions</td>
<td></td>
</tr>
<tr>
<td>• demonstrates initiative by locating and organising primary and secondary sources that offer a range of perspectives</td>
<td></td>
</tr>
<tr>
<td>• creates and maintains detailed, systematic, coherent records of research that demonstrate the interrelationships of the aspects of inquiry</td>
<td></td>
</tr>
<tr>
<td>• demonstrates critical reflection during research to make valid changes in direction or emphasis.</td>
<td></td>
</tr>
</tbody>
</table>

| **Criterion 2: Forming historical knowledge through critical inquiry**  |
| In response to historical questions, the student:  |
| • uses a diversity of primary and secondary sources to:  |
| − comprehend and apply explicit and implicit meanings  |
| − analyse to identify implicit and explicit patterns of information and categorise evidence  |
| − perceptively interpret values and motives and identify perspectives, while acknowledging the time period and context of a source’s production  |
| − 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.  |

| **Criterion 3: Communicating historical knowledge**  |
| On balance, across brief written forms, extended prose in test conditions, assignment presentations, and in multi-modal formats, the student:  |
| • 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:  |
| − incorporate concepts of change and continuity over time  |
| − use extensive vocabulary in a succinct and effective manner  |
| − accord closely with the style and conventions applicable to the format of the task  |
| − 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 referencing  |
| • meets stipulated or negotiated requirements of tasks for length, format or scope of responses.  |
### Standard B

**Criterion 1: Planning and using an historical research process**
The student:
- identifies significant issues for investigation and devises historical research questions and appropriate sub-questions
- demonstrates initiative by locating and organising primary and secondary sources that are relevant and offer a range of perspectives
- creates and maintains systematic, coherent records of research that demonstrate effective applications of the aspects of inquiry
- demonstrates reflection during research and revises the process where necessary.

**Criterion 2: Forming historical knowledge through critical inquiry**
In response to historical questions, the student:
- uses primary and secondary sources to:
  - comprehend explicit and implicit meanings
  - analyse to identify explicit patterns and allocate information to categories
  - 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.

**Criterion 3: Communicating historical knowledge**
On balance, across brief written forms, extended prose in test conditions, assignment presentations, and in multi-modal formats, the student:
- usually communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people
- presents coherent, credible, historical arguments that:
  - refer to the causes and consequences of changes and continuities over time
  - use vocabulary effectively
  - accord for the most part with the style and conventions applicable to the task
  - incorporate direct and indirect reference to relevant historical evidence
  - use appropriate conventions of a recognised system of referencing
- meets stipulated or negotiated requirements of tasks in most instances.
**Standard C**

**Criterion 1: Planning and using an historical research process**

The student:
- devises or applies straightforward historical research questions and sub-questions that involve simple issues and familiar concepts
- locates and organises some relevant sources
- maintains a record of research that reflects a basic understanding of the aspects of inquiry
- responds to obvious issues that emerge in the research process

**Criterion 2: Forming historical knowledge through critical inquiry**

In response to historical questions, the student:
- generally uses primary and secondary sources to:
  - comprehend explicit meanings
  - identify simple and familiar concepts, values and motives that are explicit
  - analyse to identify obvious themes or patterns
  - recognise relevant sources
  - detect bias in sources
- refers to mainly secondary sources to make obvious decisions.

**Criterion 3: Communicating historical knowledge**

On balance, across brief written forms, extended prose in test conditions, assignment presentations, and in multi-modal formats, the student:
- communicates some recalled or selected definitions and descriptions of key historical concepts, terms, events, developments and people
- presents coherent responses that:
  - use some historical concepts
  - incorporate some direct reference to appropriate sources of historical evidence
  - are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions
  - use some elements of a recognised system of referencing.
- usually meets stipulated or negotiated requirements of tasks.
Standard D

Criterion 1: Planning and using an historical research process
The student:
• uses closed, factually based historical research questions
• locates some relevant sources
• presents a record of research that reflects some of the aspects of inquiry.

Criterion 2: Forming historical knowledge through critical inquiry
In response to historical questions, the student:
• generally, when dealing with historical sources
  – identifies some of the explicit meaning
  – groups information according to classified aspects
• where decisions are made, supports them mainly with opinions.

Criterion 3: Communicating historical knowledge
On balance, across brief written forms, extended prose in test conditions, assignment presentations, and multi-modal formats, the student:
• communicates some recalled or selected accurate definitions and historical knowledge
• presents responses to basic historical research questions that:
  – incorporate some reference to sources of historical evidence
  – convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and conventions
  – uses some elements of a recognised system of referencing, with frequent inaccuracies
• usually completes tasks but may not meet all of the stipulated or negotiated requirements.

Standard E

Criterion 1: Planning and using an historical research process
The student:
• usually relies upon others to frame questions
• locates some information in sources provided
• provides fragmented and often irrelevant evidence of research, if any.

Criterion 2: Forming historical knowledge through critical inquiry
In response to historical questions, the student:
• includes some information relevant to a factual inquiry
• comprehends some of the factual detail in a basic historical source
• recognises information with some common characteristics in a basic historical source.

Criterion 3: Communicating historical knowledge
On balance, across brief written forms, extended prose in test conditions, assignment presentations, and in multi-modal formats, the student:
• communicates little recall or selection of accurate historical knowledge
• presents responses to tasks that contain errors in vocabulary, style and conventions that obscure meaning
• where tasks are completed, rarely meets stipulated or negotiated requirements of tasks.

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Table 5: Sample student profile

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Monitoring</td>
</tr>
<tr>
<td>1. Planning and using an historical research process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Verification</td>
</tr>
<tr>
<td>2. Forming historical knowledge through critical inquiry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Exit</td>
</tr>
<tr>
<td>3. Communicating historical knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| LOA | LOA | LOA | LOA | Exit LOA |

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9. EDUCATIONAL EQUITY

Equity means fair treatment of all. In developing work programs from this syllabus, schools are urged to consider the most appropriate means of incorporating the following notions of equity.

Schools need to provide opportunities for all students to demonstrate what they know and what they can do. All students, therefore, should have equitable access to educational programs and human and material resources. Teachers should ensure that the particular needs of the following groups of students are met: female students; male students; Aboriginal students; Torres Strait Islander students; students from non-English-speaking backgrounds; students with disabilities; students with gifts and talents; geographically isolated students; and students from low socioeconomic backgrounds.

The subject matter chosen should include, whenever possible, the contributions and experiences of all groups of people. Learning contexts and community needs and aspirations should also be considered when selecting subject matter. In choosing appropriate learning experiences teachers can introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences should encourage the participation of students with disabilities and accommodate different learning styles.

It is desirable that the resource materials chosen recognise and value the contributions of both females and males to society and include the social experiences of both sexes. Resource materials should also reflect the cultural diversity within the community and draw from the experiences of the range of cultural groups in the community.

Efforts should be made to identify, investigate and remove barriers to equal opportunity to demonstrate achievement. This may involve being proactive in finding out about the best ways to meet the special needs, in terms of learning and assessment, of particular students. The variety of assessment techniques in the work program should allow students of all backgrounds to demonstrate their knowledge and skills in a subject in relation to the criteria and standards stated in this syllabus. The syllabus criteria and standards should be applied in the same way to all students.

Teachers may find the following resources useful for devising an inclusive work program:

- Department of Education, Queensland 1991, A Fair Deal: Equity guidelines for developing and reviewing educational resources, Department of Education [Education Queensland], Brisbane.
- Department of Training and Industrial Relations 1998, Access and Equity Policy for the Vocational Education and Training System, DTIR, Brisbane.
The selection of resource material to support a course in senior Modern History will be governed by the same local factors that determine the nature of the themes, inquiry topics, and particular learning experiences chosen. There may or may not be any single student or teacher resource that can be universally applied to a school’s particular program. Most programs would draw upon a number of the range of resources described below.

**LOCATION**

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.

**MATERIALS**

**Periodicals, journals and magazines**

Periodical subscriptions represent an excellent way for schools to develop current, comprehensive and relevant source materials for student investigation. The Periodical Centre for Schools, accessible through AccessEd (formerly the Open Access Support Centre, contact details at www.education.qld.gov.au/accessed/) provides a subscription service for access to periodical and magazine articles from a large collection. The centre also has a photocopy service for subscribers.

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 the respective state history teachers’ associations, newsletters and journals, such as *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.

**Newspaper reports**

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

There are a large number of commercially available computer packages with application to many of the themes and inquiry topics included in this syllabus. Most commercial companies and publishers send catalogues regularly to schools.

The internet is a valuable tool for students of Modern History, providing access to sites that specialise in history, or 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, ABC shops, 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 student.

AccessEd (www.education.qld.gov.au/accessed/) has a video library from which schools may borrow. The library also has copying facilities for some documentary and current events programs.

Textbooks

There is an extensive range of textbooks that can be used in a course in senior Modern History. Because of the variation in themes and inquiry topics that schools may select, 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 schools will be those that provide students with access to an extensive range of primary source materials.

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. Most organisations prefer requests to come from teachers. Requests should relate to specific topics.
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
All historical sources are partial because new perspectives and evidence will always be emerging.

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 the preconceptions, values and methodologies of oneself and 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 an 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.
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- display digital works within their premises (e.g. on an intranet)
- make a digital copy for research or study
- for administrative purposes, make a digital copy of a work held in printed format
- make a copy of an artistic work to display on their premises if the original is lost or in danger.

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