Erindale College

Course Title	Modern History (T)	Course Code Unit Code	32800 30819
Semester Unit Title	Modern Nations in the 20th century	Unit Value	1.0
Term 1 Unit	Germany, 1918 –1945 (End of WWI – End of World War II)	Unit Value	0.5
Term 2 Unit	China, 1937-1976 (Second Japanese Invasion of Manchuria – Cultural Revolution)	Unit Value	0.5

GOALS

The **MODERN NATIONS IN THE 20TH CENTURY** unit will allow you to:

- understand the characteristics of modern nations, the internal divisions and external threats that they encountered, and the different experiences of individuals and groups within those states
- understand the significance of the changes experienced by modern nations and the different paths of development they have taken
- apply key concepts as part of a historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- use historical skills to investigate the history of selected nations, frame questions for research, determine the reliability and usefulness of sources and evidence, explore different interpretations of the past, and use a range of evidence to analyse interpretations and representations, and communicate historical arguments.

CONTENT SUMMARY

Chronology, terms and concepts

- Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHMH098)
- Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHMH099)

Historical questions and research

- Formulate, test and modify propositions to investigate historical issues (ACHMH100)
- Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHMH101)
- Identify, locate and organise relevant information from a range of primary and secondary sources (ACHMH102)
- Practise ethical scholarship when conducting research (ACHMH103)

Analysis and use of sources

- Identify the origin, purpose and context of historical sources (ACHMH104)
- Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHMH105)
- Evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument (ACHMH106)

Perspectives and interpretations

- Analyse and account for the different perspectives of individuals and groups in the past(ACHMH107)
- Evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHMH108)
- Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (ACHMH109)

Explanation and communication

- Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHMH110)
- Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHMH111)
- Apply appropriate referencing techniques accurately and consistently (ACHMH112)

ASSESSMENT

TASK	DUE DATE	WEIGHTING
Document Study	Week 5 (in double lesson)	30%
Empathetic Response	Week 9 (in double lesson)	20%
Research Essay	Week 15	30%
Short Response	Cross Line Testing Week	20%

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT
The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

ACHIEVEMENT STANDARDS
Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A - E basis and represent standards of achievement.
Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

ATTENDANCE AND PARTICIPATION
Students are expected to submit all assessment items and attend all classes, participate in a positive manner and seek support whenever it is required. Excursions, simulations and presentations by visitors (including lunchtime) may form part of classwork. It is your responsibility to catch up on missed work when absent from class.

Any student whose attendance falls below the 90% of the scheduled classes/contact time and has not provided substantial documentary evidence to cover the absence will be awarded a V grade. This means that 4 unexplained absences in a term or 8 unexplained absences in a semester could mean that a V grade may be awarded. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

LATE SUBMISSION OF WORK
ACCREDITED COURSES
Students are encouraged to submit work on time, as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved eg. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100. 'Per calendar day late' means each day late whether it be a weekend or public holiday. Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.45pm on that day unless negotiated with the teacher. After 3.45pm, the item will attract the late penalty. Submission of work on a weekend or public holiday is not acceptable.   If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff.

Achievement in Accredited Courses is reported to the Board of Senior Secondary Studies and students with a Grade A-E. Late work submitted without approval will have an impact on the grade awarded to a student.

No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit will be considered to be unassessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

LATE SUBMISSION OF WORK
TERTIARY COURSES
Students are encouraged to submit work on time as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved eg. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100. 'Per calendar day late' means each day late whether it be a weekend or public holiday. Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.30pm on that day. After 3.30pm, the item will attract the late penalty. Submission of work on a weekend or public holiday is not acceptable.   If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff.

After 7 days, late work will be awarded the Notional Zero. Calculation of a Notional Zero is based on genuine scores, (items submitted on time or with an extension). The Notional Zero will be a score that lies between 0.1 of the standard deviation below the lowest genuine score for that item and zero. If the lowest genuine score is zero, then the notional score is zero.

No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit will be considered to be unassessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

CHEATING AND DISHONEST PRACTICE
The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Any departure from such standards will be viewed very seriously."   Accordingly:
- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

MODERATION
Throughout the semester, moderation in the form of common marking schemes, cross marking and joint marking occurs across all units in the Moderation Group to ensure comparability of standards. Moderation is a process whereby student's work is compared so that student performance can be graded fairly and consistently. Moderation takes some time, and so students may not receive their work back until ACT wide moderation of grades across all colleges has occurred. Small Group Moderation is carried out in courses with small class sizes.

RIGHT TO APPEAL
You can appeal against your assessment if you feel that the result you obtained is not fair. You should first talk to your class teacher, and if you are not satisfied with the explanation you must discuss the situation with the Executive Teacher of the faculty concerned. If you still do not feel that your result is fair you should talk to the Deputy Principal Programs for further advice on the 'appeal process'.

Executive Teacher: Danielle Banks

Class Teacher: Tiana Liddell

Date: February 2019

Achievement Standards for Modern History T courses		
	Investigation	Interpretation	Communication
A student who achieves an **A** grade typically	• **displays confidence, flexibility and initiative in locating, selecting, analysing, recording and acknowledging sources**	• **shows insight and a critical awareness of alternative perspectives in resolving complex issues** • **assesses evidence to construct independent hypotheses and arguments** • **has a sophisticated empathetic understanding of values and cultures**	• **communicates findings with clarity, vitality and imagination, using diverse and effective methods of presentation** • **engages in dynamic exchanges of ideas in examining historical issues**
A student who achieves a **B** grade typically	• **is accurate, analytical ,and attentive to detail in locating, selecting, recording and acknowledging sources**	• **shows some insight and critical awareness of perspectives in resolving issues** • **assesses evidence to attempt hypotheses and construct arguments** • **has an empathetic understanding of values and cultures**	• **communicates in an articulate and thoughtful manner using diverse methods of presentation** • **engages in exchange of ideas in examining historical issues**
A student who achieves a **C** grade typically	• **uses appropriate and obvious information when locating, selecting recording and acknowledging sources**	• **shows awareness of perspectives in resolving issues** • **constructs arguments based on the evidence** • **understands differences in values and cultures**	• **communicates coherently and competently, sometimes varying the methods of presentation** • **participates in exchanges of ideas in examining historical issues**
A student who achieves a **D** grade typically	• **locates and records obvious information and has limited acknowledgment of sources**	• **shows awareness of perspectives** • **produces responses which are descriptive based on research** • **has limited recognition of values and cultures**	• **communicates with basic fluency, structure and methods of presentation** • **participates in some exchanges of ideas in examining historical issues**
A student who achieves an **E** grade typically	• **relies on assistance to locate and record obvious information and lacks acknowledgement of sources**	• **produces responses which are descriptive**	• **communicates with limited fluency and structure**

	Achievement Standards for Modern History A courses				
	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Investigation	• makes apt and thoughtful application of information from sources.	• accesses relevant information from obvious sources.	• reflects some use of relevant materials	• relies heavily on few sources.	• accesses relevant sources when assisted and repeats supplied information
Interpretation	• appreciates differences in perspective, argues a case or is imaginative where appropriate • considers alternative approaches demonstrating an understanding of historiography • demonstrates an empathetic understanding of values and cultures	• recognises differences in perspective and comprehends key issues • demonstrates some understanding of alternative approaches and historiography	• demonstrates an empathetic awareness of values and cultures • shows simple comprehension of the key issues	• has awareness of differences in values and cultures • shows limited comprehension with variable accuracy	• has limited recognition of differences in values and cultures • shows little comprehension of information
Communication	• communicates in a coherent and articulate manner • uses a range of effective methods of presentation	• participates in exchanges of ideas in examining historical issues • communicates in a coherent manner	• uses a range of methods of presentation • participates in some exchanges of ideas in examining historical issues	• communicates with adequate fluency and structure • uses simple methods of presentation	• communicates with basic fluency and structure; reliant on guidance • communicates with little fluency