

**UNIT OUTLINE**

Year: 11/12

Accreditation: A

Timetable Period: Semester 1, 2020

Classroom Teacher: Joanne Hann

Executive Teacher: Leica Burt

Course Title	Modern History	Course Code:	3296
Semester Unit	Understanding the Modern World	Unit Value/Code:	1.0 / 34297
Term Unit (a)	Understanding the Modern World	Unit Value/Code:	0.5 / 34298
Term Unit (b)	Understanding the Modern World	Unit Value/Code:	0.5 / 34299

Specific Unit Goals:

The *Understanding the Modern World* unit will allow you to:

- Describe key developments that have helped define the modern world, their causes, key individuals and groups, and their consequences
- Describe the ideas that both inspired and emerged from these key developments
- Apply the methods of an historical inquiry using evidence
- Use historical skills to investigate the modern era using a variety of sources and communicate historical knowledge reflecting different perspectives.

Content Summary:

Term 1: The American Revolution (1763 – 1812)

Week 1-2	The main causes of the American Revolution, including the significance of the Seven Years War (1756-1763); the influence of republican ideology; the imposition of taxes, repressive acts, and lack of American representation in British government; and the campaigns that were fought to achieve independence (for example Saratoga and Philadelphia)
Week 3	The aims and contribution of significant individuals to the revolutionary movement, with particular reference to Benjamin Franklin, Thomas Jefferson, George Washington, John Hancock and John Adams
Weeks 4-5	The key ideas of liberalism, democracy and republicanism that emerged from the American Revolution as illustrated by the 1776 Declaration of Independence; the creation of a national constitution and Bill of Rights; and the establishment of constitutional government
Weeks 6-8	The different experiences of revolutionaries, royalists, neutrals, native Americans, slaves and women during the period and their response to the challenges in the formation of the United States of America [essay]
Week 9	The significant political, social and constitutional changes brought about by the American Revolution, for example: the separation of powers; treatment of the opponents of the new republic; losses during the war; and the emergence of the Federal system
Week 10	The significance of the American Revolution into the 19th century: for example its impact on other revolutionary movements; and the implications for Australia of the cessation of British convict transportation to the United States [assessment showing understanding of significance of change]

Term 2: The Age of Imperialism: 1848 – 1914

Week 11	The main causes of imperial expansion, including the emergence of market economies in Europe, industrialisation, the competing naval powers of Britain, Germany and Russia and the competition to establish colonies and markets in Africa, Asia and the Pacific
Week 12	The different forms of imperialism, including trade, exploitation of resources and strategic considerations
Week 13-14	An overview of the extent of imperial expansion by 1914 in Africa, Asia and the Pacific The key ideas of the 'imperial age' including nationalism, the glorification of 'empire' and the 'Christian mission'
Week 15-16	With particular reference to specific colonies, the methods and motivations of the colonisers; the experiences and responses of the colonised people; and the changes that occurred within the colony/colonies as part of imperial expansion
Week 17	The significance of imperialism in this period, including the spread of Christianity, the growth of world trade and capitalism, and the growth of imperial rivalry and militarism
Week 18	Exams [document study]

Cost of Materials: Nil

Assessment:

TASK	DUE DATE	WEIGHTING
Essay	19 th March (Week 7)	25%
Critical Response	9 th April (Week 10)	25%
Historical Investigation	28 th May (Week 15)	25%
Document Study	Exam Week	25%

SPECIFIC ENTRY & EXIT REQUIREMENTS FOR TERM UNITS:

This is a Semester Unit, students wishing to enter or exit after the end of term must have the change approved by the Academy Executive Leader and need to complete 50% of the assessment

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

Historical skills

All the following skills will be studied during this unit:

Chronology, terms and concepts

- identify links between events to understand causation and consequences (MHA02)
- demonstrate historical knowledge and understanding (MHA03) Historical questions and research
- investigate historical topics (MHA04)
- develop a coherent research plan (MHA05)
- identify, locate and organise relevant information from a range of primary and secondary sources (MHA06)
- practise ethical scholarship when conducting research (MHA07)

Analysis and use of sources

- identify the origin and purpose of historical sources (MHA08)
- use evidence from different types of sources to explain historical developments (MHA09)
- Describe the strengths and weaknesses of different sources (MHA10)
- Perspectives and interpretations
- identify and explain the different perspectives of individuals and groups in the past (MHA11)
- identify different historical interpretations of the past, (MHA12)

Explanation and communication

- explain the past using appropriate evidence from a range of sources to support an argument (MHA13)
- communicate historical understanding by using a form appropriate to the purpose and audience (MHA14)
- apply appropriate referencing techniques accurately and consistently (MHA15)

Attendance and Participation

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Completion of Assessment Items

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

Late Submission of Assessment Items

Students are encouraged to submit work on time as this is a valuable organisational skill. Students are also encouraged to complete work even if it is late as there are educational benefits in so doing. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due date
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a notional zero is reached. If an item is more than 7 days late, it receives the notional zero. Submission on weekends or public holidays is not acceptable. Calculation of a notional zero is based on items submitted on time or with an approved extension (Refer to Notional Zeros)
- Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students
- The principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation has been provided.

Notional Zeros

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

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. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

Right to Appeal

The ACT system operates a hierarchy of reviews and appeals:

- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher
- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

Executive Teacher: Leica Burt

Class Teachers: Joanne Hann

FURTHER INFORMATION ON RELEVANT BSSS POLICIES CAN BE FOUND HERE:

http://www.bsss.act.edu.au/_data/assets/pdf_file/0010/313777/P_and_P_Manual_2019_V5.pdf