

Erindale College

Assessment Period:	2021 S2
Course:	MODERN HISTORY
Unit:	Unit 4: The Modern World since 1945 (1.0)
Accreditation:	A
Year:	11

Unit Goals

- describe the distinctive features of the modern world that have emerged since world war ii and the historical conditions that provided their impetus
- describe the changes that took place and their effects on individuals, groups, nations and the international community
- apply the methods of historical inquiry using evidence
- investigate some distinctive features of the world since 1945, frame questions for research, identify reliable and useful sources and use evidence develop and communicate historical accounts

Content Description

Chronology, terms and concepts

- identify links between events to understand causation and consequences
- demonstrate historical knowledge and understanding

Historical questions and research

- investigate historical topics
- develop a coherent research plan
- identify, locate and organise relevant information from a range of primary and secondary sources
- practise ethical scholarship when conducting research

Analysis and use of sources

- identify the origin and purpose of historical sources
- use evidence from different types of sources to explain historical developments
- describe the strengths and weaknesses of different sources

Perspectives and interpretations

- identify and explain the different perspectives of individuals and groups in the past
- identify different historical interpretations of the past

Explanation and communication

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

Assessment Tasks

Name	Due Date	Weighting
Research Essay	16 August	30%
Oral Presentation	DURING CROSS LINE TESTING: 10 September	30%
Unit Exam	EXAM WEEK: 19 November	40%

School Assessment Information

For penalties for late and non-submission of work

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

For academic integrity

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

For appeals processes

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

For moderation procedures (internal and external)

See [BSSS Policy and Procedure Manual 5](#) for further information.

Achievement Standards for MODERN HISTORY A - Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and Understanding	<ul style="list-style-type: none"> ● analyses histories, environments, systems, data and cultures ● analyses the significance of issues/events ● analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/ society/culture ● analyses concepts in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> ● explains histories, environments, systems, data and cultures ● explains the significance of issues/events ● explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/ society/culture ● explains concepts and principles in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> ● describes histories, environments, systems, data and cultures ● describes the significance of issues/events ● describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture ● describes concepts and principles in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> ● describes some histories, environments, systems, data and cultures ● identifies issues/events and their significance ● describes some aspects of the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture ● describes some concepts and principles in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> ● identifies histories, environments, systems, data and cultures ● identifies issues/events with little to no reference to their significance ● recognises nil or minimal different interpretations, representations and perspectives related to individuals/institutions/ society/culture ● identifies concepts and principles in personal, cultural, social and/or historical contexts
Skills	<ul style="list-style-type: none"> ● undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on evaluation of credible sources ● applies critical and/or creative thinking skills and appropriate methodologies to investigate a need, problem or challenge ● analyse different disciplines' theories, concepts and or principles to inform decision making to solve a problem ● communicates complex ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing ● reflects with insight on own thinking and learning with insight and the significance of the Humanities and Social Sciences in shaping values and attitudes 	<ul style="list-style-type: none"> ● undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on analysis of credible sources ● applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge ● explains different disciplines' theories, concepts and or principles to inform decision making to solve a problem ● communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing ● reflects with some insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes 	<ul style="list-style-type: none"> ● undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on credible sources ● applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge ● describes different disciplines' theories, concepts and or principles to inform decision making to solve a problem ● communicates ideas and arguments appropriately using relevant evidence, appropriate language and accurate referencing ● reflects on own thinking and learning and the significance of the Humanities and Social Science 	<ul style="list-style-type: none"> ● undertakes an inquiry, with some self-managing of elements of the process, selecting and using relevant evidence based on credible sources ● applies few critical thinking skills and appropriate methodologies to investigate a need, problem or challenge ● uses different disciplines' theories, concepts and or principles to inform decision making to solve a problem ● communicates ideas and arguments using some evidence, appropriate language and referencing ● reflects on own learning with some reference to the significance of the Humanities and Social Sciences 	<ul style="list-style-type: none"> ● undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence and sources ● applies minimal or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge ● identifies minimal different disciplines' theories, concepts and principles to inform decision making to solve a problem ● communicates basic ideas and arguments using minimal evidence, language and referencing ● reflects on own learning with little or no reference to the significance of Humanities and Social Sciences

Unit Schedule Semester 1 – Modern History Unit 4: The Modern World Since 1945 (Pts. 1)

Week	Dates	Content	General Info	Assessment	Weight	
1	12/7	<ul style="list-style-type: none"> Introduction to the Unit and topics Unpacking the conceptual understandings 				TERM 1: The Struggle for Peace in the Middle East
2	19/7	<ul style="list-style-type: none"> Historical Context of 1945 – consequences of WWII 				
3	26/7	<ul style="list-style-type: none"> British Mandate in Palestine: the establishment of the state of Israel 				
4	2/8	<ul style="list-style-type: none"> Key conflicts between the Arabs and Israelis – significance and consequences Palestinian reactions to Israel – the Intifadas Primary and Secondary Source Analysis – what to look for? 				
5	9/8	<ul style="list-style-type: none"> Reasons for and consequences of other conflicts in the Middle East: Iranian Revolution & Gulf Wars Peace attempts between Arabs and Israelis: Camp David and the role of the UN – why didn't these works? Impact of significant individuals and groups: Yasser Arafat, PLO, Hezbollah, Hamas, Anwar Sadat, David Ben-Gurion International involvement – the US, Britain, the Soviet Union Relations between the Arabs and Israeli's today – Zionism (Louis Theroux Documentary) 				
6	16/8			Research Essay	30%	
7	23/8					
8	30/8		AST - Tues 31st/Wed 1st			
9	6/9			Oral Presentation	30%	
10	13/9					
HOLIDAYS 20th September – 1st October						
11	5/10	<ul style="list-style-type: none"> World Security in 1945 – border disputes, austerity, refugee movements 	Labor Day			TERM 2: The Search for Peace and Security
12	11/10	<ul style="list-style-type: none"> Creation of the UN and it's immediate success – UDHR, Genocide Convention, Geneva Convention Development of post war peace movements; disarmament in response to the Cold War 				
13	18/10					
14	25/10					
15	1/11	<ul style="list-style-type: none"> Role of the UN as peacekeepers: Rwanda & Timor Leste Australia as peacekeepers – Indonesia Changing nature of global terrorism: objective, methods and influence of terrorist groups Success of governments and the UN to conflicts and threats Impact of significant individuals: Eleanor Roosevelt etc WHY ARE WE HERE AT THIS POINT IN HISTORY? 				
16	8/11					
17	15/11		EXAM WEEK	Unit Exam	40%	
18						
19						
20						

Why we are here at this point in time? The key conceptual understandings covered in this unit are: causation; change and continuity; historical [significance](#) and changing [representations](#) and [interpretations](#) of the past, and [contestability](#).

Term One: The Struggle for Peace in the Middle East

An overview of the background to the establishment of the British mandate in Palestine and the establishment of the state of Israel, including the immediate consequences for relations between Jews and Arabs

The significance and consequences of key conflicts between Arabs and Israelis, including the Arab-Israeli War of 1948-49, the Suez War (1956), the Six-Day War (1967), the Yom Kippur War (1973), Israeli military intervention in Lebanon (1978, 1982, 2006), and Israel's decision to withdraw from Gaza in 2005

The nature and consequences of Palestinian reactions to Israel, including the Intifada (1987–94) and the 2nd Intifada (2000–2006)

Reasons for, and consequences of, other conflicts in the Middle East, for example the Lebanese Civil War (1975-1990), the Iran/Iraq War (1980-1988), Iranian Revolution (1979) and the Gulf Wars I (1990–1991) and II (2003)

The attempts to settle conflicts between Arabs and Israelis, for example: the 1949 Armistice, Security Council Resolution 242 (1967), Camp David Accords (1978), the 1979 Peace Treaty, the Oslo Accords (1993), the Camp David Summit (2000), and the role of the United Nations

The impact of significant individuals and groups both in working for and in opposing peace for example David Ben-Gurion, Anwar Sadat, Menachem Begin, Yasser Arafat, Yitzhak Rabin, Ariel Sharon, Golda Meir, the Palestinian Liberation Organisation, Hezbollah, Hamas, and 'Peace Now'

The consequences of the involvement of the United States, Britain and the Soviet Union in the Middle East over the period, in both the continuing conflict and the peace process

Term Two: The Search for Peace and Security

An overview of the threats to world security in 1945, including austerity, border disputes, refugee movements, and the peace settlement in 1945

The reasons for the creation of the United Nations and its immediate successes, including the UN Security Council; the Universal Declaration of Human Rights; the Genocide Convention 1948; and the Geneva Convention 1949

The development of post war peace movements, with particular reference to their objectives, methods and influence, for example disarmament in response to the Cold War, and the use of non-violence

The role and outcomes of the United Nations as peacekeeper in specific conflicts and disputes, for example Korea 1954-1955, the former Yugoslavia after 1989; Rwanda (1993-96); Cambodia up to the first elections in 1993; and East Timor/Timor-Leste (1999-2008)

The contribution of Australia as a peacekeeper since World War II, including the military, civilian police, mine-clearers, weapons inspectors and diplomats

The changing nature of global terrorism to 2010, as represented by the objectives, methods and influence of terrorist groups, including state-based terrorism; anticolonial conflicts (such as Ireland and the United Kingdom) and international tensions (such as Al Qaeda and Western countries)

The nature of responses and the success of governments and the UN to conflicts and threats in the post-Cold War period (1991-2010), including national counter-terrorism actions, efforts to ensure disarmament and non-nuclear proliferation; and the resolutions of the UN Security Council

The impact of significant individuals in the period, for example Eleanor Roosevelt, H V Evatt, Dag Hammarskjold, Ralph Bunche, Lester Pearson, Gareth Evans and Kofi Annan