

Erindale College

Assessment Period:	2021 S2
Course:	MODERN HISTORY
Unit:	Unit 4: The Modern World since 1945 (1.0)
Accreditation:	A
Year:	12

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 12

	<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 to understand individual and collective behaviour • analyses the significance of issues/events with the use of evidence and analyses impacts to predict possible futures • analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and their relationship to a fair, secure, resilient society • analyses concepts and principles and evaluates the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts • analyses and evaluates processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> • explains histories, environments, systems, data and cultures to understand individual and collective behaviour • explains the significance of issues/events with the use of evidence and explains impacts to predict possible futures • explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains the relationship to a fair, secure, resilient society • explains concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts • analyses processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> • describes histories, environments, systems, data and cultures to understand individual and collective behaviour • describes the significance of issues/events with the use of evidence and describes impacts to predict possible futures • describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes the relationship to a fair, secure, resilient society • describes concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts • explains processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> • describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour • describes issues/events and identifies their significance and impacts with some use of evidence • identifies the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to its relationship with a fair, secure, resilient society • describes concepts and principles with some reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts • describes processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> • describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour • identifies issues/events with little to no reference to their significance and impact with minimal use of evidence • identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationship with a fair, secure, resilient society • identifies concepts and principles with little to no reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts • identifies processes of change with little to no reference to our world and our place in the world

	<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>
Skills	<ul style="list-style-type: none"> • undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources • applies critical and creative thinking skills and appropriate methodologies to coherently investigate a need, problem or challenge • selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect • reflects insight on own thinking and learning and the significance of the Humanities and Social Sciences • analyses different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making • communicates complex ideas and coherent and sustained arguments in a variety of modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> • undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources • applies critical and creative thinking skills and appropriate methodologies to investigate a need, problem or challenge • selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect • reflects thoughtfully on own thinking and learning with some insight into the significance of the Humanities and Social Sciences • explains different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making • communicates ideas and coherent arguments in a range of modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> • undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources • applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect • reflects on own thinking and learning with some thought into the significance of the Humanities and Social Sciences • describes different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making • communicates applicable ideas and arguments in modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> • undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources • applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections and relationships such as cause and effect • reflects on own learning with minimal thought into the significance of the Humanities and Social Sciences • uses different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making • communicates ideas and arguments in modes using some evidence, appropriate language and referencing 	<ul style="list-style-type: none"> • undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence • applies minimal critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • selects, constructs and uses appropriate representations and identifies few or no patterns, trends, interconnections and relationships such as cause and effect • reflects with little or no thought on own learning or the significance of Humanities and Social Sciences • identifies minimal or no different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making • communicates basic ideas and arguments in modes using minimal evidence, language or referencing

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