

English, Humanities & Languages Academy

Unit Outline

UNIT OUTLINE

Year: 11/12 Accreditation: A

Timetable Period: Semester 1, 2021

Classroom Teacher: Linda Edstrom Executive Teacher: Andraya Stapp-Gaunt, Jane Watson

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|---------------------------|-----------------------------------|--------------------------------|----------------|
| Course Title | Modern History | Course Code: | 3077 |
| Semester Unit | Modern Nations | Unit Value/Code: | 1.0 / 30819 |
| Term Unit (a) | Modern Nations 1a | Unit Value/Code: | 0.5 / 30825 |
| Term Unit (b) | Modern Nations 1b | Unit Value/Code: | 0.5 / 30826 |
| Teacher/s | Linda Edstrom | Google Classroom Code and Line | Line 6: rrfww2 |
| Executive Teachers | Andraya Stapp-Gaunt & Jane Watson | | |

Specific Unit Goals

By the end of this unit, students:

- 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 (MHT01)
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (MHT02)

Historical questions and research

- formulate, test and modify propositions to investigate historical issues (MHT03)
- frame questions to guide inquiry and develop a coherent research plan for inquiry (MHT04)
- identify, locate and organise relevant information from a range of primary and secondary sources (MHT05)
- practise ethical scholarship when conducting research (MHT06)

Analysis and use of sources

- identify the origin, purpose and context of historical sources (MHT07)
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (MHT08)
- evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument (MHT09)

Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past (MHT10)
- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (MHT11)
- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (MHT12)

Explanation and communication

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (MHT13)
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (MHT14)
- apply appropriate referencing techniques accurately and consistently (MHT15)

Further elaboration of the content of this unit is available at:

<http://www.australiancurriculum.edu.au/SeniorSecondary/Humanities-and-Social-Sciences/Modern-History/Curriculum/SeniorSecondary>

Assessment

| Task | Due Date | Weighting |
|------------------------|-----------|-----------|
| Annotated Bibliography | Week 5 | 25% |
| Essay | Week 9 | 25% |
| Document Study | Week 15 | 25% |
| Exam | 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

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

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.

For more information please use: http://www.bsss.act.edu.au/_data/assets/pdf_file/0016/313900/Your_Rights_to_appeal_2017.pdf

Executive Teacher: Andraya Stapp-Gaunt, Jane Watson

Class Teachers: Joanne Hann

February, 2021

Unit Schedule Semester 1 2021: 11 T English Unit 1 – Communication of Meaning

| Week | Dates | Content | General Info | Assessment | Weight | T E R M |
|------------------------------------|-------|---|---------------------------|------------------------|--------|------------------|
| 1 | 1/2 | Introduction to the unit Get to know the class and its new members Overview of the time period | | | | 1 |
| 2 | 8/2 | Context An overview of Germany in 1918 as background for more intensive study of the period and the impact of the Treaty of Versailles. | | | | |
| 3 | 15/2 | Weimar Republic | | | | |
| 4 | 22/2 | The democratic changes under the Weimar Government and reasons for its failure to deal with social, political and economic problems | | | | |
| 5 | 1/3 | Rise of the Nazi party The reasons for the Nazi Party's rise to power, including the Treaty of Versailles, the impact of the Great Depression | Moderation Day 2/3 | Annotated bibliography | 25% | |
| 6 | 8/3 | Nazi ledology | Canberra Day 8/3 | | | |
| 7 | 15/3 | the nature of Nazi ideology, anti-Semitism and hostility to communism, the ability of Hitler and the Nazi Party to utilise popular fears, and the Party's organisational and tactical skills. | | | | |
| 8 | 23/3 | | | | | |
| 9 | 29/3 | Germany in World War 2 Germany's war effort, including its early successes and subsequent failures leading to the defeat of Germany by the Allies and the division of Germany | Good Friday 2/4 | Essay | 25% | |
| Holidays 5 April – 18 April | | | | | | |
| 10 | 19/4 | Context An overview of China in 1937 as background for more intensive study of the period | | | | 2 |
| 11 | 26/4 | The purpose and nature of the 'Yan'an Way', including the Long March; Mao Zedong's rise to prominence; life in the base areas including gender relations, rectification movements, and the role of the Chinese Communist Party's participation in the war against Japan | 26/4 Anzac Day Holiday | | | |
| 12 | 3/5 | The creation of a Communist state | | | | |
| 13 | 10/5 | Similarities and differences in both structure and philosophy between the KMT and the Chinese Communist Party, and the conflict that led to a change in the regime in 1949 and the creation of a Communist state | | | | |
| 14 | 17/5 | | | | | |
| 15 | 24/5 | China in the Cold War | | Document Study | 25% | |
| 16 | 31/5 | Chinese involvement in the Cold War and relations with the United States in the Korean conflict (1950-53), and the nature and practice of China's | 31/5 | | | |

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| | 5 | subsequent international relations until the 1960s | Reconciliation Day | | | |
| 17 | 7/6 | The Great Leap Forward The characteristics and impact of the Great Leap Forward (1958-1961), including the role of communes, methods of production, and the difficulties faced by workers | | | | |
| 18 | 14/6 | The Cultural Revolution The significance of the Cultural Revolution (1966-1976) as a continuing attempt to organise Chinese social and economic life and to suppress dissent, and the implications for groups within China, including rural peasants and political dissidents. | Exam Week 14/6 Queen's Birthday | | | |
| 19 | 21/6 | | | | | |
| End of Term 2 | | | | | | |

Achievement Standards Humanities and Social Sciences T Course Year 12

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| <p>A student who achieves an A grade typically evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour</p> <p>evaluates the significance of issues/events with the use of evidence and analyses impacts to predict possible futures</p> <p>critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and evaluates their relationships to a fair, secure, resilient society</p> <p>critically analyses processes of change to understand our world and our place in the world and evaluates the role of influences such as technologies and innovation</p> <p>critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical contexts</p> | <p>A student who achieves a B grade typically analyses histories, environments, systems, data and cultures to understand individual and collective behaviour</p> <p>analyses the significance of issues/events with the use of evidence and explains impacts to predict possible futures</p> <p>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains their relationships to a fair, secure, resilient society</p> <p>analyses processes of change to understand our world and our place in the world and explains the role of influences such as technologies and innovation</p> <p>analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts</p> | <p>A student who achieves a C grade typically explains histories, environments, systems, data and cultures to understand individual and collective behaviour</p> <p>explains the significance of issues/events with the use of evidence and describes impacts to predict possible futures</p> <p>explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes their relationships to a fair, secure, resilient society</p> <p>explains processes of change to understand our world and our place in the world and describes the role of influences such as technologies and innovation</p> <p>explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts</p> | <p>A student who achieves a D grade typically describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour</p> <p>describes issues/events and identifies their significance and impact with some use of evidence</p> <p>describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to their relationships with a fair, secure, resilient society</p> <p>describes processes of change to understand our world and our place in the world with some reference to the role of influences such as technologies and innovation</p> <p>describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and/or historical contexts</p> | <p>A student who achieves an E grade typically describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour</p> <p>identifies issues/events with little to no reference to their significance and impact with minimal use of evidence</p> <p>identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationships with a fair, secure, resilient society</p> <p>identifies processes of change with little to no reference to our world, our place in the world and influences such as the role of technologies and innovation</p> <p>identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and/or historical contexts</p> |
| <p>applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge</p> <p>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources</p> <p>selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect</p> <p>reflects with insight on own thinking and learning in Humanities and Social Sciences, evaluating the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good</p> <p>synthesises theories, concepts and principles from a range of disciplines to propose plausible and creative solutions to problems and inform decision making</p> <p>communicates complex ideas and coherent and sustained arguments in a range of modes using relevant evidence, appropriate language and accurate referencing</p> | <p>applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge</p> <p>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources</p> <p>selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect</p> <p>reflects on own thinking and learning in Humanities and Social Sciences, analysing the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good</p> <p>analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</p> <p>communicates ideas and coherent arguments in a variety of modes using relevant evidence, appropriate language and accurate referencing</p> | <p>applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</p> <p>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources</p> <p>selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect</p> <p>reflects on own thinking and learning in Humanities and Social Sciences, explaining the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good</p> <p>explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</p> <p>communicates ideas and arguments appropriately in modes using relevant evidence, appropriate language and accurate referencing</p> | <p>applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</p> <p>undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources</p> <p>selects, constructs and uses appropriate representations to identify some patterns, trends, interconnections and relationships such as cause and effect</p> <p>reflects on own thinking and learning in Humanities and Social Sciences and describes impact on values and attitudes, and potential to generate knowledge in the public good</p> <p>describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</p> <p>communicates ideas in modes and arguments using some evidence, appropriate language and referencing</p> | <p>applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</p> <p>undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence</p> <p>selects, constructs and uses appropriate representations to identify few or no patterns, trends, interconnections and relationships such as cause and effect</p> <p>reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good</p> <p>identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</p> <p>communicates basic ideas in modes and arguments using minimal evidence, language and referencing</p> |

