Humanities Department

YEAR 11 – ATAR
MODERN HISTORY

COURSE OUTLINE
2019/20
Assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Modern History ATAR Year 11 syllabus and the weighting for each assessment type.

### Assessment Table – Year 11

<table>
<thead>
<tr>
<th>Weightings for types</th>
<th>Type of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCSA Wetgning Percentage</td>
<td>Scotch Wetgning Percentage</td>
</tr>
<tr>
<td>20</td>
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<table>
<thead>
<tr>
<th>Type of assessment</th>
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</thead>
<tbody>
<tr>
<td><strong>Historical inquiry</strong></td>
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</tbody>
</table>

Students use the relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying. The inquiry proposition is devised by the teacher or the student. The final presentation can be: a written report; an analysis of the sources used in the inquiry; a debate; a hypothetical; an oral presentation and/or a multimodal presentation which can be presented individually or in a group.

Typically one historical inquiry is completed for each unit.

<table>
<thead>
<tr>
<th>Type of assessment</th>
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<tbody>
<tr>
<td><strong>Explanation</strong></td>
</tr>
</tbody>
</table>

A response in the form of an essay (which can be scaffolded) or a sectionalised answer for one or more closed or open questions or for a topic. The question can require students to respond to propositions or points of debate; explanations or evaluations of historical evidence; and interpretations and/or representations.

At least two explanation tasks must be administered under test conditions.

<table>
<thead>
<tr>
<th>Type of assessment</th>
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</thead>
<tbody>
<tr>
<td><strong>Source Analysis</strong></td>
</tr>
</tbody>
</table>

A number of sources are interpreted, analysed, evaluated and/or synthesised. Questions typically require students to use evidence from the sources when commenting on: message; origin, purpose and context; reliability, usefulness and contestability of the evidence; perspective; and relevance to the context.

The teacher can select the sources and provide the questions or a student (or group of students) can select a range of sources to respond to questions provided by the teacher.

Source materials can include: photographs, cartoons, paintings, graphs, government papers, extracts from newspaper articles, letters, diaries, literary sources, and/or secondary sources.

At least two source analysis tasks must be administered under test conditions.

<table>
<thead>
<tr>
<th>Type of assessment</th>
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</thead>
<tbody>
<tr>
<td><strong>Examination</strong></td>
</tr>
</tbody>
</table>

Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.

### Grades

Grade descriptors (A–E) are to be used in reporting student achievement at the end of a course unit. Along with annotated work samples, they illustrate specific characteristics of student achievement across a range of assessment types. This enables teachers to better determine grade cut-offs and to assign grades in consistent ways.

#### Historical Skills

Selects a range of sources and analyses these for accuracy, bias, omissions and differences in viewpoint. Responds to key words in research or essay questions, accurately applying evidence and historical understandings from appropriately acknowledged sources. Identifies and explains why historical perspectives change. Uses appropriate historical terms and concepts to develop cohesive arguments which are analytical, logical and coherent.

#### Historical Knowledge and Understanding

Assesses the extent to which one or more of the following: people/events/ideas and/or structures, have direct and indirect consequences within and/or between societies.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Historical Skills</th>
<th>Historical Knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Selects a range of sources and begins to analyse for accuracy, bias, and different viewpoints. Begins to respond to key words in research or essay questions, applying some evidence and historical understandings from appropriately acknowledged sources. Explains why various perspectives of history exist. Uses appropriate historical terms and concepts and develops an argument which is logical, coherent and largely narrative.</td>
<td>Describes how one or more of the following: people/events/ideas and/or structures, have direct consequences in different societies.</td>
</tr>
<tr>
<td>C</td>
<td>Selects a limited range of sources and makes an assessment of accuracy, bias and different viewpoints. Responds to some aspects of the research or essay question; selects and acknowledges sources but makes limited use of supporting evidence. Identifies some different points of view of history. Recounts the major features of the narrative and provides a simple structure for the argument/discussion.</td>
<td>Identifies simple interactions between people/events/ideas and/or structures.</td>
</tr>
<tr>
<td>D</td>
<td>Selects sources from a narrow range, which may or may not be relevant, and makes statements about accuracy, bias and different viewpoints. Responds to one or two aspects of the question. Shows limited range and depth in selecting sources and evidence to support statements, and limited interpretation and acknowledgement of the sources. Identifies one perspective of an historical event. Demonstrates a limited knowledge of the historical narrative and the structural conventions.</td>
<td>Identifies that there are people/events/ideas and/or structures that characterise a time period.</td>
</tr>
<tr>
<td>E</td>
<td>Selects a limited number of sources, which may have little relevance and provides unsupported statements about accuracy, bias or different viewpoints in the sources. Responds without addressing the key aspects of the task; uses minimal or no evidence to support answers; provides no interpretation or acknowledgement of the sources. Provides incomplete and poorly structured responses, displaying little or no knowledge of the historical narrative. Inaccurately identifies one or more perspectives of an historical event.</td>
<td>Provides a few unsupported statements about people or events that characterise a time period.</td>
</tr>
<tr>
<td>Week</td>
<td>Syllabus</td>
<td>Learning Focus</td>
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<tr>
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<tr>
<td>3</td>
<td>• the economic, political and military circumstances in Germany at the end of WWI and how those circumstances contributed to the rise of Nazism</td>
<td><strong>Introduction to Fascism</strong>&lt;br&gt;The political spectrum&lt;br&gt;Definition of Fascism and examples of it&lt;br&gt;<strong>Germany and World War One</strong>&lt;br&gt;Germany: historical background&lt;br&gt;Germany’s role in WWI&lt;br&gt;Germany at the end of WWI</td>
</tr>
<tr>
<td>3-4</td>
<td>• the economic, political and military circumstances in Germany at the end of WWI and how those circumstances contributed to the rise of Nazism&lt;br&gt;• the democratic changes under the Weimar Government and reasons for its failure to deal with social, political and economic problems&lt;br&gt;• the reasons for the Nazi Party’s rise to power, including the Treaty of Versailles</td>
<td><strong>Weimar Germany</strong>&lt;br&gt;Revolution of 1918 and counter-revolution attempts eg. Spartacist Uprising&lt;br&gt;Weimar Constitution and democracy&lt;br&gt;Treaty of Versailles</td>
</tr>
<tr>
<td>5-6</td>
<td>• the democratic changes under the Weimar Government and reasons for its failure to deal with social, political and economic problems&lt;br&gt;• the role and impact of significant individuals in Weimar and Nazi Germany, for example, Gustav Stresemann&lt;br&gt;• the democratic changes under the Weimar Government and reasons for its failure to deal with social, political and economic problems</td>
<td><strong>Rise of Hitler and the Nazis</strong>&lt;br&gt;Emergence of Adolf Hitler&lt;br&gt;Hitler’s Henchmen&lt;br&gt;Beer Hall Putsch&lt;br&gt;Re-building the Nazi Party&lt;br&gt;Great Depression and the rise of the Nazis&lt;br&gt;Nazi seizure of power: legal or illegal&lt;br&gt;The failure of the democratic system&lt;br&gt;Why did the Nazis come to power?&lt;br&gt;Appeal of the Nazis</td>
</tr>
<tr>
<td>7-8</td>
<td>• the reasons for the Nazi Party’s rise to power, including the Treaty of Versailles, the impact of the Great Depression; the nature of Nazi ideology and hostility to communism; the ability of Hitler and the Nazi Party to utilise popular fears; and the Party’s organisational and tactical skills&lt;br&gt;• the role and impact of significant individuals in Weimar and Nazi Germany, for example, Adolf Hitler, President von Hindenburg,</td>
<td><strong>Assessment 1</strong>&lt;br&gt;Explanation: Hitler’s rise to power (6%)&lt;br&gt;<strong>Week 8</strong></td>
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**Explanation:**
- Hitler’s rise to power (6%)
<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus</th>
<th>Learning Focus</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1-2  | • the nature and effects of key aspects of the Nazi state, including military mobilisation, Lebensraum (living space), propaganda, terror and repression (SA and SS), the Hitler Youth, social policies on religion, women, education, trade unions, and the nature of opposition to the Nazis  
• the role and impact of significant individuals in Weimar and Nazi Germany, for example, Adolf Hitler, President von Hindenburg, Joseph Goebbels, Hermann Göring | **Nazi Germany**  
Totalitarianism  
Reichstag Fire and the Enabling Laws  
Hitler’s Dictatorship - the police state and eradication of opposition | Text, pp.110-111  
Text, pp.111-118  
Text, pp.118-122  
Text, pp.122-127  
Text, pp.133-142 | **Assessment 2**  
Source Analysis: Nazi consolidation of power (6%)  
Week 2 |
| 2-3  | • the nature and effects of key aspects of the Nazi state, including military mobilisation, Lebensraum (living space), propaganda, terror and repression (SA and SS), the Hitler Youth, social policies on religion, women, education, trade unions, and the nature of opposition to the Nazis  
• the role and impact of significant individuals in Weimar and Nazi Germany, for example, Adolf Hitler, President von Hindenburg, Joseph Goebbels, Hermann Göring | The role of the SA and the army and the Night of the Long Knives  
Hitler: myth and reality | Text, pp.122-127  
Text, pp.133-142 | |
| 4-5  | • the nature and effects of key aspects of the Nazi state, including military mobilisation, Lebensraum (living space), propaganda, terror and repression (SA and SS), the Hitler Youth, social policies on religion, women, education, trade unions, and the nature of opposition to the Nazis  
• the role and impact of significant individuals in Weimar and Nazi Germany, for example, Adolf Hitler, Leni Riefenstahl, Alfred Krupp, Albert Speer | **Impact of Nazism**  
Life in the Nazi State: women, youth, education, church, role of propaganda, cultural life, economic life, workers  
The role of propaganda | Text, pp.142-166  
Resource sheets  
Text, pp.168-176 | **Assessment 3**  
Source Analysis: Impact of Nazism (6%)  
Week 5 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus</th>
<th>Learning Focus</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 4-6   | • Nazi policies of anti-Semitism and the promotion of the Aryan race, resulting in efforts to exterminate minorities in German-controlled lands and the Holocaust  
      • the legacy of Nazism after WWII. | Terror and repression  
Role of the Army  
Opposition to Hitler  
Holocaust: the Jewish community & Nazi Germany | Text, pp.176-182  
Text, pp.183-185  
Text, pp.185-189  
Text, pp.189-194  
Text, pp.195-213 Resource sheets | Assessment 4  
Explanation: Representations of the Holocaust  
(6%)  
Week 7 |
| 7-9   | • the nature and effects of key aspects of the Nazi state, including military mobilisation, Lebensraum (living space), propaganda, terror and repression (SA and SS), the Hitler Youth, social policies on religion, women, education, trade unions, and the nature of opposition to the Nazis  
• the legacy of Nazism after WWII. | **International Response to Nazism**  
Foreign Policy: Nazi aggression and expansion of power  
Allied response  
Outbreak of war  
War and Defeat  
Aftermath  
Revision for examination.  
Semester 1 exam will consist of:  
- Document Study (25 marks)  
- Essay (25 marks)  
- Essay (25 marks)  
Exam will be 2.5 hours long | Text, pp.261-269 Resource sheets Text, pp.269-273 Text, pp.273-278 Text, pp.281-289 | Assessment 5  
Historical Inquiry: Nazism  
(10%)  
Due: Week 9 |

**End of Term Holidays (April 2020)**

| 1-2   | **Year 11 Examinations** |  |

*Dates of assessments are approximate and subject to change.*
<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus</th>
<th>Learning Focus</th>
<th>Assessment</th>
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</thead>
</table>
| 4-5  | • the main causes of the rise of capitalism in the USA, including the expansion of the railways; post-Civil War reconstruction; immigrant labour; discovery of oil; and mass-production  
• the role and impact of significant individuals in the period, with particular reference to Theodore Roosevelt, J D Rockefeller, Henry Ford  
• key ideas of: theories of capitalism | **Introduction to the USA**  
Geography, history, political system and constitution.  
Introduction to capitalism  
US society and economy, 1865 to 1917 Expansion of the railways | |
| 5-6  | • the impact of WWI, the 1920s, and WWII until 1941, on American capitalism  
• the role and impact of significant individuals in the period, with particular reference to Woodrow Wilson | **USA & World War One**  
Reasons for involvement and society during World War I  
World War I, 1917  
Wilson & the ‘Fourteen Points’ | Booklet 2  
Text, pp.5-10 Government and society during World War I  
Text, pp.173-179 Attitudes to Wilson & the ‘Fourteen Points’  
Text, pp.10-14 |
| 6-7  | • the role and impact of significant individuals in the period, with particular reference to Calvin Coolidge, Herbert Hoover, Henry Ford  
• key ideas of: theories of capitalism, laissez-faire, consumerism, individualism (including ‘rugged individualism’), limited government, economic liberty, and the American Dream | **The Roaring Twenties**  
following WWI: reasons, events in Europe, fear of communism, labour troubles, Red Scare.  
Return to ‘normalcy’ & isolationism  
Republican decade: Harding and ‘normalcy’, Coolidge and ‘business’, Hoover and his promises | Booklet 3  
Disillusionment Text, pp.57-62  
The business boom of the 1920s Text, pp.26-28  
The stock market Text, pp.29-30  
The ‘Tin Lizzie’: the car revolution and its impact on society Text, pp.31-38  
Groups left out of prosperity: African-Americans, farmers, textile workers |
| 7-8  | • key ideas of: theories of capitalism, laissez-faire, consumerism, individualism (including ‘rugged individualism’), limited government, economic liberty, and the American Dream  
• the impact of the 1920s on American capitalism; the growth of consumerism; and the shaping of American values, for example, film and fashion, prohibition and the ‘Jazz Age’  
• the impact of capitalism on different groups within American society and the aims and beliefs of different groups, for example, African Americans, urban workers, rural workers, immigrants, industrialists, and members of Indian Nations; and the consequences of divisions | **The Economic Boom of the 1920s**  
The business boom of the 1920s  
Why production rose, revolutions in management, technology, electricity, advertising  
The stock market  
The ‘Tin Lizzie’: the car revolution and its impact on society  
Groups left out of prosperity: African-Americans, farmers, textile workers | Booklet 4  
Text, pp.26-28  
Text, pp.28-29  
Text, pp.29-30  
Text, pp.31-38  
Text, pp.184-193 |
|      | **Assessment 1**  
Source Analysis: Economic Boom (6%)  
**Week 8** |  |  |
<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus</th>
<th>Learning Focus</th>
<th>Assessment</th>
</tr>
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<tbody>
<tr>
<td>8-9</td>
<td>• the impact of the 1920s on American capitalism; the growth of consumerism; and the shaping of American values, for example, film and fashion, prohibition and the ‘Jazz Age’ • the impact of capitalism on different groups within American society and the aims and beliefs of different groups, for example, African Americans, urban workers, rural workers, immigrants, industrialists, and members of Indian Nations; and the consequences of divisions</td>
<td><strong>The Social Revolution of the 1920s</strong> Prohibition and gang culture Women: flappers The Jazz Age Heroes &amp; Hollywood</td>
<td>Booklet 5 Text, pp.38-43 Text, pp.194-201 Text, pp.43-48 Text, pp.202-211</td>
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<tr>
<td></td>
<td></td>
<td><strong>The Jazz Age</strong> Women: flappers</td>
<td>Text, pp.49-50 Text, pp.50-54</td>
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<tr>
<td></td>
<td></td>
<td>Life during the Great Depression</td>
<td>Hoovervilles Unemployment, wages, farmers Family life, youth Education, religion Crime Racial minorities, migrants 1932 election: Hoover vs FDR</td>
</tr>
</tbody>
</table>

**July Holidays**

1-2 • the role and impact of significant individuals in the period, with particular reference to Herbert Hoover, F D Roosevelt • the causes of the Great Depression, the consequences for different groups and the effectiveness of political responses, including the New Deal, and the impact on capitalism • the impact of capitalism on different groups within American society and the aims and beliefs of different groups, for example, African Americans, urban workers, rural workers, immigrants, industrialists, and members of Indian Nations; and the consequences of divisions | **The Wall Street Crash** The Wall Street Crash: causes and effects Life in America in the 1930s | Booklet 6 Text, pp.74-82 |
<p>| Assessment 2 | Explanation: Roaring Twenties (6%) Week 11 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus</th>
<th>Learning Focus</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 3-5   | • the role and impact of significant individuals in the period, with particular reference to Herbert Hoover, F D Roosevelt  
• the causes of the Great Depression, the consequences for different groups and the effectiveness of political responses, including the New Deal, and the impact on capitalism  
• the impact of capitalism on different groups within American society and the aims and beliefs of different groups, for example, African Americans, urban workers, rural workers, immigrants, industrialists, and members of Indian Nations; and the consequences of divisions | **New Deal America**  
FDR and the New Deal  
The first Hundred Days  
Alphabet Agencies  
Relief, recovery and reform  
Farmers and the New Deal  
Second New Deal  
Critics of the New Deal  
v Unions  
Right-wing opponents Left-wing opponents Supreme Court | Booklet 8  
Text, pp.98-105  
Text, pp.105-107  
Booklet 9  
Text, pp.108-120  
Text, pp.121-133  
Text, pp.134-138  
Text, pp.139-146 Employers |
| 5-6   | • the role and impact of significant individuals in the period, with particular reference to Herbert Hoover, F D Roosevelt  
• the causes of the Great Depression, the consequences for different groups and the effectiveness of political responses, including the New Deal, and the impact on capitalism | **Analysis of the New Deal**  
• its achievements  
• effect on government, society and economy  
• Dr New Deal vs Dr Win the War  
• responses to the Great Depression by other economic theories | Booklet 10  
Text, pp.146-150  
Text, pp.224-240 |
| 7-8   | Historical Inquiry  
Examination Revision | | Assessment 5 Historical Inquiry: Capitalism, 1907-1945 (10%)  
Due: Week 7 |
| 9-10  | Examination:  
- Document Study – Nazi Germany  
- Document Study - USA  
- Essay – Nazi Germany  
- Essay - USA  
Exam will be 3 hours long | | Assessment 6  
Examination: Nazi Germany & USA (20%) |

* Dates of assessments are approximate and subject to change.
## Assessment programme

<table>
<thead>
<tr>
<th>Term</th>
<th>Week</th>
<th>Assessment</th>
<th>Possible Score</th>
<th>Your Score</th>
<th>Weighting</th>
<th>Your Weighting</th>
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<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>Explanation: Rise of Nazis</td>
<td>25</td>
<td>6</td>
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<tr>
<td>2</td>
<td>2</td>
<td>Source Analysis: Nazi consolidation</td>
<td>25</td>
<td>6</td>
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<td></td>
<td>5</td>
<td>Source Analysis: Impact of Nazism</td>
<td>25</td>
<td>6</td>
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<td></td>
<td>7</td>
<td>Explanation: Representations of Nazism</td>
<td>25</td>
<td>6</td>
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<td></td>
<td>9</td>
<td>Historical Inquiry: Nazism</td>
<td>55</td>
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<td>3</td>
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<td>8</td>
<td>Source Analysis: Capitalism in the Twenties</td>
<td>25</td>
<td>6</td>
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<td>10</td>
<td>Explanation: Roaring Twenties</td>
<td>25</td>
<td>6</td>
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<td>4</td>
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<td>Source Analysis: Crash and Depression</td>
<td>25</td>
<td>7</td>
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<td>Historical Inquiry: Capitalism, 1907-1945</td>
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<td>10</td>
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<td>7</td>
<td>Explanation: Great Depression</td>
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<td>8-9</td>
<td>Examination</td>
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**Total** 100

## Assessment matrix

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<thead>
<tr>
<th>Unit</th>
<th>Historical Inquiry</th>
<th>Explanation</th>
<th>Source Analysis</th>
<th>Examination</th>
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<tbody>
<tr>
<td>Nazi Germany</td>
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<td>12%</td>
<td>12%</td>
<td>12.5%</td>
<td>46.5%</td>
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<tr>
<td>USA</td>
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<td>13%</td>
<td>13%</td>
<td>17.5%</td>
<td>53.5%</td>
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<tr>
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<td>25%</td>
<td>25%</td>
<td>30%</td>
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