This subject outline is accredited for teaching at Stage 2 from 2018
# CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Subject description</td>
<td>1</td>
</tr>
<tr>
<td>Capabilities</td>
<td>2</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander knowledge, cultures, and perspectives</td>
<td>3</td>
</tr>
<tr>
<td>Learning Scope and Requirements</td>
<td>5</td>
</tr>
<tr>
<td>Learning requirements</td>
<td>5</td>
</tr>
<tr>
<td>Content</td>
<td>5</td>
</tr>
<tr>
<td>Assessment scope and requirements</td>
<td>27</td>
</tr>
<tr>
<td>Evidence of learning</td>
<td>27</td>
</tr>
<tr>
<td>Assessment design criteria</td>
<td>27</td>
</tr>
<tr>
<td>School assessment</td>
<td>28</td>
</tr>
<tr>
<td>External assessment</td>
<td>30</td>
</tr>
<tr>
<td>Performance standards</td>
<td>30</td>
</tr>
<tr>
<td>Assessment integrity</td>
<td>33</td>
</tr>
<tr>
<td>Support materials</td>
<td>34</td>
</tr>
<tr>
<td>Subject-specific advice</td>
<td>34</td>
</tr>
<tr>
<td>Advice on ethical study and research</td>
<td>34</td>
</tr>
</tbody>
</table>
INTRODUCTION

SUBJECT DESCRIPTION

Modern History is a 10-credit subject or a 20-credit subject at Stage 1 and a 20-credit subject at Stage 2.

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals.

Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

The developments and movements have been subject to political debate. Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses.

In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations.

In their study of one nation, students investigate the social, political, and economic changes that shaped the development of that nation. They develop insights into the characteristics of a modern nation, and the crises and challenges that have confronted it. Students also consider the ways in which the nation has dealt with internal divisions and external challenges, and the paths that it has taken.

At Stage 2, students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.

Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new ways in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.
CAPABILITIES
The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The SACE identifies seven capabilities. They are:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

Literacy
Students extend their literacy skills through accessing historical sources in print, oral, visual, spatial, and electronic forms. Historical sources include letters, speeches, biographies, photographs, films, artefacts, sites, and archived material. Students use their literacy skills to interpret meaning from a variety of documented and living sources, including those who have experienced historical events, and those who study and interpret them. Students analyse and evaluate sources, ideas, perspectives, and interpretations, and draw conclusions. They examine texts for authority, reliability, and relevance, and consider whose stories are told, not told, and why. Students create texts to communicate, explore, discuss, explain, and argue a point of view, selecting and employing appropriate text structures and language to develop reasoned historical arguments, supported by evidence.

Numeracy
Students extend their numeracy skills through the historical inquiry process, by recognising patterns and relationships chronologically and spatially, through the use of scaled timelines and maps. Students may support their views with data, some of which are numerical in nature. They further develop their numeracy capability as they analyse, interpret, and draw conclusions from statistical information; for example, in relation to change over time.

Information and communication technology (ICT) capability
Through the historical inquiry process, students extend their information and communication technology capability, particularly in relation to their investigation, analysis, interpretation, and communication of historical concepts, ideas, and information. Students use digital tools to locate and access information, create multimodal texts that communicate historical information, and understand the concept of contestability. They use ICT skills and understandings to investigate and identify the source and credibility of evidence, and to consider perspectives on historical information. Students investigate digital evidence, social media, archives, and the interpretations and representations of the past they convey, including how and why these sources are constructed and the audiences they serve. They explore how the use of ICT is transforming ways in which history is made, documented, and interpreted, and creating new spaces in which histories can be told and heard. Students develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the historical inquiry process.
Critical and creative thinking

Critical and creative thinking is integral to the historical inquiry process. Students consider the implications of missing or contestable information in their investigation of historical topics. Through their historical inquiry, students extend their skills in posing thoughtful questions; selecting, interrogating, and cross-referencing sources; and developing interpretations based on an assessment of the evidence and how it was constructed, and on reasoning. Students analyse, evaluate, and synthesise alternative interpretations and representations of the past. They think critically about who wrote or recorded histories, whose histories have been told, whose histories have not been included and why, and new spaces in which histories can now be told and heard.

Personal and social capability

Through their study of how individuals, groups, and societies interact and influence change in history, students enhance their personal and social capability. They explore the ideas that shaped developments and movements, and the growth of modern nations, and the impact of these events, experiences, and phenomena on people’s ideas, perspectives, circumstances, and identity. Students investigate and appreciate the perspectives and experiences of others, through the practice of empathy. They extend their research and presentation skills to express and justify their views to others while acknowledging the contestability of sources and conclusions. Students develop increasing social awareness and are encouraged to draw conclusions about their world.

Ethical understanding

Students apply and extend their skills in ethical understanding when investigating the diverse perspectives and circumstances that shape the actions and possible motivations of people and groups. Students explore the values, beliefs, and principles that formed the basis of judgments and actions of people in the past. They consider ethical and safe research processes, including respecting the rights and work of others, acknowledging sources, and observing protocols when approaching people and organisations.

Intercultural understanding

Students consider the different beliefs and values of a range of groups across languages, cultures, and nations, and develop an appreciation of the diversity in the modern period. They study the interactions of modern nations and develop an understanding of the nature, causes, and consequences of conflict, dispossession, and interdependence. Students examine different contemporary perspectives on historical experiences, events, ideas, and phenomena. They explore the relationships between different groups within society and their historical contexts, and consider how these contribute to individual and group actions in the contemporary world.

ABORIGINAL AND TORRES STRAIT ISLANDER KNOWLEDGE, CULTURES, AND PERSPECTIVES

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.
The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

- providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
- recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
- drawing students’ attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
- promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.
LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Modern History.

In this subject, students are expected to:

1. understand and explore historical concepts
2. understand and explore the role of ideas, people, and events in history
3. analyse ways in which the development of the modern world has been shaped by both internal and external forces and challenges
4. analyse interactions and relationships in the modern world, and their short-term and long-term impacts on national, regional, and/or international development
5. apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments
6. draw conclusions and communicate reasoned historical arguments.

CONTENT

Stage 2 Modern History is a 20-credit subject.

Students study one topic from ‘Modern nations’ and one topic from ‘The world since 1945’, selected from the following list of topics:

<table>
<thead>
<tr>
<th>Modern nations</th>
<th>The world since 1945</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 1: Australia (1901–56)</td>
<td>Topic 7: The changing world order (1945–)</td>
</tr>
<tr>
<td>Topic 2: United States of America (1914–45)</td>
<td>Topic 8: Australia’s relationship with Asia and the South Pacific Region (1945–)</td>
</tr>
</tbody>
</table>

In their study of a topic from ‘Modern nations’, students investigate the concepts of ‘nation’ and ‘state’, and the social, political, and economic changes that shaped the
development of a selected nation. Through their study, they develop insights into the characteristics of modern nations, crises, and challenges that have confronted them, ways in which nations have dealt with internal divisions and external challenges, and the different paths that nations have taken.

In their study of a topic from ‘The world since 1945’, students investigate the political, social, and economic interactions among nations and states, and the impact of these interactions on national, regional, and/or international development. They consider how some emerging nations and states sought to impose their influence and power, and how others sought to forge their own destiny.

Students complete two historical skills assessments based on the topic they have studied from ‘Modern nations’, for the school assessment. They also complete an argumentative essay based on the topic from ‘Modern nations’, in the external examination.

Students explore relationships among nations, states, and groups, and examine some significant and distinctive features of the world since 1945, to understand the contemporary world.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded the sources, whose history they tell, whose stories are not included and why, and how technology is creating new spaces in which histories can be conveyed. They explore different interpretations, draw conclusions, and develop reasoned historical arguments. They explore the historical concepts of continuity and change, cause and effect, perspective and interpretation, and contestability.

Note: for the purposes of study of this subject, the term ‘groups’ encompasses both formal and informal groups of people, including, but not limited to, societies and organisations.

Students complete three historical skills assessments based on the topic they have studied for ‘The world since 1945’, for the school assessment. They also complete a historical study based on an aspect of the world since c.1750.

**Skills of Historical Inquiry**

The following skills are an essential part of the craft of historical inquiry. These skills are integrated into the learning and assessment requirements of Stage 2 Modern History.

Students:

- analyse historical evidence and explore historical concepts
- pose hypotheses and/or ask focusing questions to guide, and develop a coherent plan for, inquiry
- research and select historical sources on the basis of relevance
- evaluate the origin, reliability, usefulness, limitations, and contestable nature of sources
- analyse, interpret, and synthesise evidence from different types of sources to develop and sustain a reasoned historical argument
- recognise and evaluate differing perspectives on the past, such as different cultural perspectives, to understand the contestable nature of historical knowledge and interpretation, draw reasoned and supported conclusions, and develop empathetic understanding
• interrogate the nature of evidence provided from different sources, such as creative works (e.g. art, music, film); personal recollection; and social media, web pages, media, and other emerging technologies
• communicate ideas and arguments appropriate to purpose and audience
• compare and contrast evidence to interpret and understand the past and present, and to make predictions about the future
• practise ethical scholarship, including the use of appropriate referencing techniques.
MODERN NATIONS

Topic 1: Australia (1901–56)

Australia emerged as a nation since federation, with its national identity predominantly shaped by three major events: the First World War, the Great Depression, and the Second World War. As a consequence, Australia developed domestic policies and forged international relationships that sought to influence the nation’s social, economic, and political future.

A background study introduces students to Australia’s emergence as a nation and its response domestically and externally to the First World War, the Great Depression, the Second World War, and their impacts.

The following are focus areas for study in this topic:

- the response to economic challenges
- a changing society
- political responses to the challenges

Background study

The search for national identity

- An economic, social, and political overview of Australia at Federation, including imperial links, the White Australia Policy, and the status of and attitudes towards Aboriginal and Torres Strait Islander peoples.
- The impact of the First World War on Australia, with a focus on national identity.
- National identity reflected in the arts, including the film industry.
- The impact of the Second World War on Australian identity and the move to the American alliance.

Focus areas

The response to economic challenges

- The Great Depression in Australia, including mass unemployment and the role of support agencies.
- Economic challenges between and after both wars, including rationing and infrastructure development.
- The search for new trading partners after the Second World War.
- The role of migration in economic development.

A changing society

- Social policies in response to times of prosperity during the 1920s, including the needs of returned service personnel, mass unemployment in the Great Depression, and the changing roles of women on the Home Front during and after both wars.
- The contributions, challenges, and successes of Aboriginal and Torres Strait Islander peoples.
• The impact of new forms of leisure and entertainment on society.
• The nature and impact of mass migration from Europe.

Political responses to the challenges
• The aims of the Australian political system post-Federation.
• The reasons for, and influence of, the development of political parties.
• The role of ideas and individuals in development of the Australian political system.
• Australia’s role in the United Nations.
Topic 2: United States of America (1914–45)

The United States became involved in the First World War as a nation undergoing social change and economic growth. In the next three decades it experienced further social transformation and economic collapse, and entered the Second World War. War, boom, and depression shaped a national identity and propagated a range of new and diverse domestic and foreign policies. This was an era that confirmed the United States as a global power in the 20th century.

A background study introduces students to the changing identity of the United States and the nature of its role in regional and global affairs. They investigate ways in which people, groups, and institutions contributed to domestic and international policies and responded to internal and external challenges, as the United States emerged as a superpower.

The following are focus areas for study in this topic:

- a New Deal
- isolationism
- the emergence of a superpower

Background study

Return to normalcy

- The responses of the United States to the First World War.
- The nature of, and domestic responses to, the involvement of the United States in the First World War, including attitudes towards war and foreign involvement; the influenza pandemic; and relations with Mexico and other American nations.
- The nature and causes of internal divisions in society and the aims and beliefs of different groups.
- The nature and consequences of internal divisions.
- The significance of the Jazz Age and the ‘Roaring Twenties’ in shaping and reflecting values.

Focus areas

A New Deal

- The causes, course, and consequences of the Great Depression, and the impact on different groups.
- The effectiveness of political and social responses, including Roosevelt’s New Deal policies.
- The significance of the Great Depression in shaping values.

Isolationism

- The changing nature of American foreign policy between 1914 and 1945, with a focus on one or more of the Americas, Asia, and Europe.
The emergence of a superpower
• The nature and impact of America’s involvement in Europe, Asia, and the Pacific.
• The reasons for the entry of the United States in the Second World War, and the decision to drop the atomic bombs on Japan in 1945.
• The social, political, and economic effects of the war, including on women’s participation in the workforce.
• The emergence of a new national identity and the role of the United States as a superpower.
The changes in Germany in the period 1918–48 have had a profound impact on the history of Europe up to the present day. Students analyse ways in which these changes were shaped by internal and external forces and challenges. They undertake a study of the demise of an empire, the birth of a republic, the creation of a totalitarian dictatorship, a policy of military and territorial expansionism, and the institutionalisation of genocide.

A background study introduces students to the end of the First World War, when the catastrophic experience of total war had caused horrific losses to peoples and nations and left Germany a devastated and divided nation.

The following are focus areas for study in this topic:
- the liberal experiment
- the road to dictatorship
- the Nazi state in peace and war.

Background study

The aftermath of defeat (1918–19)
- An overview of Germany at the end of the First World War, to highlight the main social, economic, and political consequences of defeat.
- The impact of the post-war settlements, particularly the Treaty of Versailles, on Germany.
- The aims and goals of the Weimar Republic.

Focus areas

The liberal experiment
- The changing economic conditions, including reparations, hyperinflation, and the Great Depression.
- The nature and response to political threats from the left and right, which questioned stability and legitimacy.
- The changing nature and expression of social class, including movements in architecture, art, music, and/or cinema.

The road to dictatorship
- The failure of democrats to stem moves toward radical politics.
- The aims, methods, and appeal of the Nazi movement, which resulted in the move from political fringe to government.
- The role of key individuals and groups working for and against the Nazi victory.
- The consolidation of power in the hands of an elite within one party.

The Nazi State in peace and war
- The creation and consolidation of the totalitarian state.
• The experience of Nazism for people and groups, including women, and those who resisted the Nazi state from within Germany. The institutionalisation of anti-Semitism leading to the genocide of the ‘Final Solution’.
• The impact of the Second World War on Germany as a nation, and the German people.
• The defeat of the Nazi State/Third Reich in the face of external and internal opposition.
• The initial post-war division of Germany.
• The Nuremberg trials.
• The Berlin crisis in 1948.

The Soviet Union/Russia has increasingly dominated European and global politics since 1945. The communist state bore great human cost in the Second World War, and in its aftermath moved to protect national interests. A succession of leaders embraced reaction and reform using domestic and foreign policies. The Gorbachev era and the dismantling of the Soviet state unleashed ethnic and political divisions within the new Russian Federation.

A background study introduces students to the changing identity of the Soviet Union and Russia. They investigate ways in which people, groups, and institutions have contributed to policies and responded to internal and external challenges, leading to a Commonwealth of Independent States and the growth of diverse national identities.

The following are focus areas for study in this topic:
- the search for a Communist solution (1945–85)
- the collapse of the Soviet Union (1985–91)

Background study

A nation leads the union
- An overview of the Soviet Union in general and Russia in particular in 1945, as background information for more intensive study of the period.
- The economic, political, and social system that dominated the Soviet Union.
- The ethnic and religious diversity of the Soviet Union.

Focus areas

The search for a Communist ‘solution’ (1945–85)
- The nature and effects of key aspects of the Communist state.
- The renunciation of Stalinism and moves towards liberalisation of the economy.
- The problems facing the Soviet economy and political system, and their impact on everyday lives, including the lives of women.
- The promotion of nationalism through the arts, technology, and sport.
- The nature and responses to opposition towards and within the Communist Party.
- The impact of the war in Afghanistan.

Collapse of the Soviet Union (1985–91)
- Internal changes resulting in constitutional reform, experiments with democracy, and a move away from a command economy.
- The growth of and reaction to separatist movements, and the impetus for independence of republics based on ethnic divisions.
- The reasons for, and process leading to, the creation of the Commonwealth of Independent States.

- The struggle for identity and stability in the face of unilateral declarations of independence.
- The significance of people and groups in forging a new identity.
- Wars in the Caucasus, and pro-nationalist terrorism in Russia.
Indonesia is an extensive archipelago of thousands of islands that together constitute the world’s fourth most populous nation. As a result, Indonesia encompasses a wide diversity of ethnic groups, cultures, and languages.

A background study introduces students to how this makes the experience of nationalism and subsequent governments unique as the latter pursue their policy of ‘Unity in Diversity’ (Bhinneka Tunggal Ika). They consider how at each stage of its history (post-colonial, Sukarno, Suharto, and the post-Suharto era), Indonesia engages in economic reform while struggling with the ethnic and political demands of minority groups.

The following are focus areas for study in this topic:
- a nation emerges
- the Suharto years (1965–98)
- ‘Unity in Diversity’ (Bhinneka Tunggal Ika).

**Background study**

**Nascent nationalism**
- An overview of Indonesia in 1942 as background for more intensive study of the period, including the Indonesian nationalist movement in the 1930s and the idea of Indonesia as a nation.
- The reasons for the Japanese occupation of Indonesia, the nature of the occupation, and its effects on Indonesian nationalism.
- The declaration of Indonesian independence in 1945.
- The Netherlands’ attempts to re-establish colonial rule.

**Focus areas**

**A nation emerges**
- The background, role, and significance of Sukarno’s presidency, including ‘Guided democracy’, the reasons for the growth of the Indonesian Communist Party, and the role of the military.
- The nature and causes of internal divisions in Indonesian society.
- The nature and significance of the 1965 coup, including the mass killings of 1965–66; and the rise to power of Suharto and the army.
- Indonesian foreign policy to 1965, including the Bandung Conference, the confrontation with Malaysia, and the annexation of West Irian.

**The Suharto years (1965–98)**
- The transmigration program and conflicts between settlers and Indigenous populations, pro-democracy movements, and the reasons for the invasion of East Timor in 1975.
- Separatist movements in Aceh, West Papua, and East Timor.
- The social and economic impact of the 1997 Asian economic crisis.
- The reasons for, and consequences of, the fall of the Suharto Government (1998).
‘Unity in Diversity’ (Bhinneka Tunggal Ika)

- The expansion of democracy with direct elections for parliament (1999) and President (2004).
- The path to independence of East Timor.
- The social and economic impact of the 2004 Tsunami.
- The 2005 Aceh settlement and peace treaty.
The creation of the most populous communist state had global ramifications that have reverberated to the present day.

A background study introduces students to the policies under Mao Zedong that resulted in the Great Leap Forward and the Cultural Revolution. They consider the ways in which post-Mao China reflected on those changes, underwent reform and modernisation, and today faces new social, political, cultural, and economic challenges.

The following are focus areas for study in this topic:

- Mao and the consolidation of the Revolution (1949–76)
- the search for harmony (1976–89)
- China resurgent (post-1990).

**Background study**

**The establishment of the People's Republic**
- An overview of China in 1949, as background for more intensive study of the period.
- The economic, political, and social system that dominated China on the establishment of the People's Republic in October 1949.
- The status of Taiwan.

**Focus areas**

**Mao and the consolidation of the revolution (1949–76)**
- The role of Mao Zedong and the Communist Party, post-war reconstruction, and the treatment of ethnic, religious, and political opponents.
- Defining and protecting the periphery of China, including the integration of Tibet (1950), the Korean War (1950–53), and the start of planned Han migration to Xinjiang.
- The ‘Great Leap Forward’ (1958–61) and the Cultural Revolution (1966–76). Examples include the impact on everyday lives and culture, including the lives of women.
- The struggle for transition of leadership and the Gang of Four (1976).

**The search for harmony (1976–89)**
- Reforms led by Deng Xiaoping (Four Modernisations) and their impact on the economic and social development of China.
- Moves towards a more open political and economic system.
- Responses to the Tiananmen Square protests (1989).

**China resurgent (post-1990)**
- The characteristics and impacts of construction projects of national unity.
- The return of Hong Kong (1997) and Macao (1998). The re-establishment of links with Taiwan.
- The international status of the 2008 Olympics.
• The nature of changes that led to China becoming a leading world economy (2011).
• increasing ethnic and religious tensions, political dissidents, and responses to them.
• The consolidation of power and changes in domestic policy.
THE WORLD SINCE 1945

Topic 7: The changing world order (1945– )

The end of the Second World War saw the emergence of new superpowers. Contested spaces and opposing ideologies shaped global economics and politics. Students investigate ways in which the Cold War experience involved complex phases of reaction, reform, conflict, and compromise. They consider how leaders and movements rose and fell, while the issues of alliances, rivalries, and change continued.

The following are focus areas for study in this topic:

- the origins of the superpower rivalry
- the nature of the Cold War
- the end of the Cold War
- the consequences of the Cold War.

The origins of the superpower rivalry

- The origins and early development of the Cold War to 1948. Examples include interpretations of ideological, cultural, and political differences; the creation of NATO (the North Atlantic Treaty Organization); the Warsaw Pact; and the Berlin blockade.

The nature of the Cold War

- The evolving nature and character of the Cold War from 1948 to 1985. Examples include military and non-military rivalries; the arms race and threat of nuclear war; the space race; alliances, cultural/technological/sporting rivalry, and espionage; the nature of the connections with the superpowers; and the impact on people and societies.

The end of the Cold War

- Reasons for, and experiences of, the end of the Cold War. Examples include the impact of political leadership, movements, and demands for change; and changing economic, social, and cultural conditions.

The consequences of the Cold War

- The changing nature of the world order in the period since 1989. Examples include the peaceful reunification of Germany; the formation of the European Union; the disintegration of Yugoslavia; the Soviet-Afghan war; the emerging influence of China; and the rise of nationalism.
Topic 8: Australia’s relationship with Asia and the South Pacific Region (1945—)

The post-1945 political and economic landscape in Asia and/or the South Pacific was one of change. This encouraged Australia to engage more fully with the region to further its national interests, pursuing policies that responded to perceived threats and new opportunities. Evolving relationships resulted in both conflict and cooperation.

Students investigate the following key areas with specific reference to Australia’s relationship with Asia and the South Pacific. Students may choose to focus on Australia’s relationship with one or more countries, or one or both regions, or a comparison of Australia’s relationships with two or more countries.

The following are focus areas for study in this topic:

- the region post-1945
- Asia
- the South Pacific
- domestic responses.

The region post-1945

- A brief overview of the economic and political landscape of the region at the end of the Second World War.
- Exploration of Australia’s changing national interests and concern for perceived threats and challenges.
- Australia’s foreign policy; and Australia’s engagement with, and influence in, the region.

Asia

- Australia’s responses to perceived threats in the region. Examples include the rise of communism and the Vietnam War; and the reconstruction of post-war Japan.
- Australia’s economic needs, attitudes, and priorities. Examples include Australia’s approaches to trade and tourism.
- Australia’s response to the region’s needs, attitudes, and priorities that were not aligned with its own.
- Australia’s policies and actions, including regional alliances and forums. Examples include the direction, amount, and conditions of overseas aid; peacekeeping forces in East Timor; and the diplomatic recognition of new nations.

The South Pacific

- Challenges and responses. Examples include environmental issues, regional development, disasters, incidents, political instability, nuclear testing, peacekeeping, and flows of people.
- Australia’s economic needs, attitudes, and priorities. Examples include trade and tourism.
- Regional needs, attitudes, and priorities. Examples include environmental concerns, such as loss of coral reefs, over-fishing, global warming; independence movements; and economic development.
• Australia’s policies and actions, including regional alliances and forums. Examples include relationships with Papua-New Guinea, Fiji, and New Zealand; and the direction, amount, and conditions of overseas aid.

**Domestic responses**

• The end of the White Australia Policy and the adoption of multiculturalism.
• The changing nature and direction of Australian trade, investments, and engagement. Examples include broadcasting; sporting and cultural exchanges; and the Colombo Plan.
Topic 9: National self-determination in South-East Asia (1945–
)

Since 1945 the South-East Asian region has seen the rapid growth of nationalism and a desire for economic and political independence. As European empires struggled in the aftermath of the Second World War, political movements, ideas, and leaders sought to remove the foreign presence and attain self-determination. The result is a modern South-East Asia that has forged national borders and applied different approaches to the construction of national identity.

Students may choose to focus on one case, or on a comparison of two or more cases. These may be chosen from, but are not limited to, Burma, Cambodia, Timor-Leste, Vietnam, Malaya/Malaysia, and Singapore.

The following are focus areas for study in this topic:

- the case for national self-determination
- building national identity
- the impact of significant individuals, groups, and movements
- the new nation state.

The case for national self-determination

- An overview of South-East Asia between 1945 and c.2005, to explore the decline of imperialism and the growth of nation states. Examples include the importance of perceived cultural, religious, or ethnic uniqueness; reactions to imperial economic systems and the influence of ideology; and the debate between those who advocated for self-determination and those in favour of retaining imperial rule.

Building national identity

- Exploration of the methods used to advance self-determination and those used to retain imperial rule. Examples include the formation of political parties and resistance groups; the use of armed power; the establishment of international and national support networks; civil disobedience; the role of women in social, political, and economic change; the formalisation of national languages; education systems; the popularisation of national dress; and propaganda.

The impact of significant individuals, groups, and movements

- The impact of significant individuals, groups, and movements in supporting and opposing the creation of a new state. Examples include the role and impact of foreign powers and structures (including the United Nations), and their role in supporting or opposing self-determination.

New nation state

- The formal establishment of a shared concept of national identity. Examples include the economic, social, and political systems adopted by new nations; the degree to which the outcomes of the struggle for self-determination have been realised or compromised; and the consideration of those ethnic groups whose interests were not served by the new nation state.
Topic 10: The struggle for peace in the Middle East (1945– )

The Middle East is a region of cultural diversity and contested territories. Students investigate how the complex relationships between nation states in the region have been shaped by political, religious, ethnic, and cultural identities. They consider ways in which the involvement of external powers, the conflicts, and the attempts at peace brokering have contributed to the shaping of the modern Middle East.

After studying an overview of the Middle East from 1945–60, students may choose to focus on one case, or on a comparison of two or more cases.

The following are focus areas for study in this topic:

- a contested region
- national and regional conflicts
- peace processes
- unresolved issues.

A contested region

- An overview of the Middle East from 1945–60. Examples include the diversity of nations and ethnic, religious, political, and cultural groups; the political and economic interests and influence of international powers; the control of oil resources; Palestine; the establishment of the state of Israel; and the significance of the 1952 Egyptian revolution, the 1953 Iranian coup d’état, and the 1956 Suez Crisis.

National and regional conflicts

- The causes and course of one or more significant conflicts, and the short-term and long-term impacts on nations, states, regions, and peoples. Examples include the Arab–Israeli conflicts (1967, 1973); the Lebanese Civil War (1975–1990); the Iranian Revolution (1979); the Iran–Iraq War (1980–88); the Intifada (1987, 2000); the First Gulf War (1990); the Second Gulf War (2003); the Arab Spring (2011); the struggle of a people for national self-determination; and the impact of conflict on people’s lives and cultures.

Peace processes

- The course and short-term and long-term impacts of peace processes and settlements. Examples include the role of key individuals, movements, nations, regional governments, international powers, and the United Nations in brokering ceasefires and peace settlements; the terms of peace settlements, including how they were negotiated, and how they were viewed by parties to the conflict(s); and the process of monitoring peace and preventing further conflict.

Unresolved issues

- The ongoing nature of post-conflict issues. Examples include refugees and migration; persecuted minorities; pan-national militant groups; the recognition of and threats to national sovereignty; civil war; military incursions; border protection; and access to resources such as oil, water, and land.
Topic 11: Challenges to peace and security (1945–)

Since 1945 the world has witnessed a range of challenges to regional and global security by people and groups motivated by political, economic, and/or religious ideologies. These people and groups have frequently worked across borders and posed social, political, and economic challenges to traditional national governments and the wider international community. Their legitimacy, methods, ideology, power, and long-term influence are highly contested.

Students investigate differing perspectives on, interpretations of, and responses to the challenges posed by one or more groups, through one case study or a comparison of two or more case studies.

The following are focus areas for study in this topic:

- the overview of conflicts
- ideologies and tactics of conflict
- the impacts of conflict
- national, regional, and international responses.

The overview of conflicts
- The role of non-state people and groups since 1945 in disputes over contested spaces, political ideologies, religious differences, and struggles for ethnic autonomy. Examples include perspectives that see the same people and groups viewed respectively as ‘terrorists’ or ‘freedom fighters’; perspectives of and on modern nations that trace their governments from a struggle between state and non-state groups; and responses to and of groups that have fought unsuccessfully against states.

Ideologies and tactics of conflict
- The role of key individuals and groups in supporting, opposing, or remaining neutral about guerrilla and other non-state military tactics. Examples include justifications provided by leaders and movements for using non-peaceful methods to achieve change, rather than peaceful ones; tactics of key individuals and groups; and interpretations of history to support particular perspectives.

The impacts of conflict
- The impacts of conflict on social, economic, and political stability and growth. Examples include changes to national security measures and privacy legislation; the movement of people, including refugees and migrants; the physical, psychological, and social impacts of conflict; the establishment of refugee camps in neighbouring and other countries; the expansion of the arms trade; and social reform.

National, regional, and international responses
- The nature of responses by national governments, coalitions, and international bodies. Examples include the role of the United Nations, non-government organisations, international aid bodies, and advocacy groups; the relationships between local groups and transnational supporters; the resolution of conflict; the control of the arms trade; and the truth and reconciliation commissions.
Topic 12: The United Nations and establishment of a global perspective

The United Nations (UN), established in 1945, has evolved into an organisation created to promote peace and humanitarianism. Students investigate how the UN has had both successes and difficulties, which include responding to a diverse range of crises and adapting to a constantly changing world. Students consider ways in which the debate continues about the effectiveness of the UN to respond to events that vary in scale and complexity.

Students investigate differing perspectives on, interpretations of, and responses to the challenges from the organisation, through one case study or a comparison of two or more case studies.

The following are focus areas for study in this topic:

- the development of the United Nations
- advocacy for human rights
- conflict resolution and peacekeeping
- a global voice

The development of the United Nations

- The establishment of the United Nations. Examples include lessons learnt from the failure of the League of Nations; the role of individuals and nations in establishing the vision and structures of the UN; structures and organisations of the UN such as UNICEF (United Nations Children’s Fund), UNESCO (United Nations Educational, Scientific and Cultural Organization), and the World Health Organization; mandate, resources and funding; membership eligibility, formal processes, and veto; changes to the UN in response to emerging nations; the status of non-sovereign groups; and humanitarian missions.

Advocacy for human rights

- The role played by the United Nations in support of human rights. Examples include international protocols, conventions, declarations, and standards; the limits of UN authority and influence when dealing with human rights; and the role played by the UN in response to issues such as gender equity, education, apartheid, HIV/AIDS, health, child soldiers, the impact of the international arms trade, and genocide.

Conflict resolution and peacekeeping

- The role and structures of the United Nations in armed conflicts. Examples include the aims and structure of the Security Council; the legal basis for armed intervention and peacekeeping; and the role played by the UN in peacekeeping contexts.

A global voice

- The effectiveness of the United Nations.
- Empowerment approaches to development.
- Raising global issues. Examples include celebrity voices; social media.
- Ongoing challenges with issues of global importance. Examples include the transformation of security; the environment, disease, piracy, and refugees; disaster relief; the limitations of the influence of the UN; and arguments for and against an increased role for the UN.
ASSESSMENT SCOPE AND REQUIREMENTS

All Stage 2 subjects have a school assessment component and an external assessment component.

EVIDENCE OF LEARNING
The following assessment types enable students to demonstrate their learning in Stage 2 Modern History:

School assessment (70%)
- Assessment Type 1: Historical Skills (50%)
- Assessment Type 2: Historical Study (20%)

External assessment (30%)
- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through seven assessments, including the external assessment component. Students undertake:
- five historical skills assessments
- one historical study
- one examination.

ASSESSMENT DESIGN CRITERIA
The assessment design criteria are based on the learning requirements and are used by:
- teachers to clarify for the student what he or she needs to learn
- teachers and assessors to design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:
- students should demonstrate in their learning
- teachers and assessors look for as evidence that students have met the learning requirements.

For this subject, the assessment design criteria are:
- understanding and exploration
- application and evaluation
- analysis.

The specific features of these criteria are described below.
The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

**Understanding and Exploration**

The specific features are as follows:

- **UE1** Understanding and exploration of historical concepts.
- **UE2** Understanding and exploration of the role of ideas, people, and events in history.

**Application and Evaluation**

The specific features are as follows:

- **AE1** Application of the skills of historical inquiry to examine and evaluate sources and interpretations.
- **AE2** Interpretation and synthesis of evidence to support arguments and draw conclusions.
- **AE3** Communication of reasoned historical arguments, with appropriate acknowledgment of sources.

**Analysis**

The specific features are as follows:

- **A1** Analysis of ways in which the development of the modern world has been shaped by both internal and external forces and challenges.
- **A2** Analysis of interactions and relationships in the modern world and their short-term and long-term impacts on national, regional, and/or international development.

**SCHOOL ASSESSMENT**

**Assessment Type 1: Historical Skills (50%)**

Students complete five historical skills assessments.

Students apply their skills of historical inquiry to research, explore, interpret, and communicate their understanding of ideas, people, and events in history. They apply their historical literacy skills, using historical sources, interpreting historical texts, and analysing and synthesising evidence to support and develop a reasoned argument on historical questions.

Two assessments must be based on the topic from 'Modern Nations' and three assessments must be based on the topic from 'The World since 1945'.

Tasks may include, but are not limited to:

- an essay
- a sources analysis
- an oral presentation
- a multimodal presentation
- a research assignment
• a role play
• a debate
• an empathetic piece
• a historical report
• an excursion report
• an obituary
• a primary source trail
• a photo-story
• a podcast
• a historical atlas
• a time capsule
• a museum exhibit
• a web page
• a historical media study
• a biographical sketch.

Together, the five assessments comprise a maximum of 5000 words if written, or the equivalent in oral or multimodal form, where six minutes is equivalent to 1000 words.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:
• understanding and exploration
• application and evaluation
• analysis.

Assessment Type 2: Historical Study (20%)

Students undertake an individual historical study based on an aspect of the world since c.1750. Students inquire into, explore, and research a historical idea, event, person, or group in depth. They interpret and synthesise evidence to support their argument and draw conclusions.

The focus of the historical study may be chosen by the teacher, or negotiated by a student.

The historical study may be presented in written, oral, or multimodal form. In whichever form, the historical study must enable students to:
• design and answer a specific question
• apply the skills of historical inquiry to examine and evaluate sources
• develop a reasoned historical argument, based on analysis and interpretation of evidence from sources
• draw conclusions supported by evidence
• use subject-specific language
• appropriately acknowledge the sources used.

The historical study should be a maximum of 2000 words if written, or the equivalent in oral or multimodal form, where 12 minutes is equivalent to 2000 words.
For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- understanding and exploration
- application and evaluation
- analysis.

EXTERNAL ASSESSMENT

Assessment Type 3: Examination (30%)

Students complete a 130-minute external examination that is divided into two sections:

- Section 1: Essay
- Section 2: Sources analysis.

Section 1: Essay

Students complete a reasoned historical argument in the form of an essay based on the focus areas in the topic they have studied from ‘Modern Nations’.

Examination questions are designed to enable students to:

- demonstrate their understanding of the role of ideas, people, and events in history
- analyse ways in which the development of the modern world has been shaped by both internal and external forces and challenges.

Students choose one proposition from their chosen topic and write an essay discussing the extent to which they agree with the proposition.

Section 2: Sources Analysis

Students use the skills of historical inquiry to evaluate the origin, reliability, usefulness, limitations, and contestable nature of sources. They analyse, interpret, and synthesise evidence from different types of sources to recognise and evaluate differing perspectives on and interpretations of the past.

The following specific features of the assessment design criteria for this subject may be assessed in the examination:

- understanding and exploration — UE1 and UE2
- application and evaluation — AE1, AE2, and AE3

PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated his or her learning, on the basis of the evidence provided.

During the teaching and learning program, the teacher gives students feedback on their learning with reference to the performance standards.
At the student’s completion of study of each school assessment type, the teacher makes a decision about the quality of the student’s learning by:

- referring to the performance standards
- assigning a grade between A+ and E− for the assessment type.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E−.
<table>
<thead>
<tr>
<th>Understanding and Exploration</th>
<th>Application and Evaluation</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Perceptive application of the skills of historical inquiry to critically examine and evaluate sources and interpretations. Insightful interpretation and synthesis of relevant evidence to support arguments and draw highly relevant conclusions. Communication of well-reasoned, coherent, and insightful historical arguments, with appropriate acknowledgment of sources.</td>
<td>Critical analysis of ways in which the development of the modern world has been shaped by both internal and external forces and challenges. Insightful and critical analysis of interactions and relationships in the modern world and their short-term and long-term impacts on national, regional, and/or international development.</td>
</tr>
<tr>
<td>B</td>
<td>Some depth in understanding and exploration of historical concepts. Some depth of understanding and thoughtful exploration of the role of ideas, people, and events in history. Well-considered application of the skills of historical inquiry to examine and evaluate sources and interpretations. Some depth in interpretation and synthesis of mostly relevant evidence to support arguments and draw mostly relevant conclusions. Communication of reasoned and coherent historical arguments, with some insights, and with appropriate acknowledgment of sources.</td>
<td>Some depth in analysis of ways in which the development of the modern world has been shaped by both internal and external forces and challenges. Well-considered analysis of interactions and relationships in the modern world and their short-term and long-term impacts on national, regional, and/or international development.</td>
</tr>
<tr>
<td>C</td>
<td>Understanding and exploration of historical concepts. Understanding and considered exploration of the role of ideas, people, and events in history. Application of the skills of historical inquiry to examine sources and interpretations, with some evaluation. Some interpretation and synthesis of generally relevant evidence to support arguments, and draw some relevant conclusions. Communication of generally reasoned and coherent historical arguments, with appropriate acknowledgment of sources.</td>
<td>Description, with some analysis, of ways in which the development of the modern world has been shaped by both internal and external forces and challenges. Description, with some analysis, of interactions and relationships in the modern world and their short-term and long-term impacts on national, regional, and/or international development.</td>
</tr>
<tr>
<td>D</td>
<td>Some recognition of historical concepts. Recognition and basic understanding, with some exploration, of the role of ideas, people, and events in history. Basic application of some skills of historical inquiry to select and use sources. Use of some information, with partial relevance to support an argument or interpretation, and draw basic conclusions. Communication of partial development of a historical argument, with attempted acknowledgment of sources.</td>
<td>Description of one or more ways in which the development of the modern world has been shaped by internal and/or external forces and/or challenges. Superficial description of one or more interactions or relationships in the modern world.</td>
</tr>
<tr>
<td>E</td>
<td>Attempted engagement with one or more historical concepts. Awareness of one or more idea, person, or event in history. Attempted application of the skills of historical inquiry to select and use one or more sources. Attempted use of information of limited relevance. Attempted description of a historical event, with limited acknowledgment of sources.</td>
<td>Attempted description of a way in which the modern world has been shaped by an internal or external force or challenge. Attempted description of an interaction or relationship in the modern world.</td>
</tr>
</tbody>
</table>
ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement, in both the school assessment and the external assessment, are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 2 are available on the SACE website (www.sace.sa.edu.au).
SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE
Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH
Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).