Austin Cove Baptist College

3A/3B Modern History Programme
Rationale

History is the study and practice of making meaning of the past with a view to understanding the present. It engages us with the ideas, beliefs and values that shape and influence our lives. At the same time it helps us clarify our own beliefs and values compared to those of others. Studying Modern History provides enjoyment and the knowledge gained reveals the background and some of the driving forces behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted changes.

A study of Modern History enables students to become critical thinkers. The skills and knowledge gained from this course inform judgements and actions in a rapidly changing world. History provides insights into the present, and gives students an informed basis for determining their decisions and provides opportunities to reflect on the significance of past events, people, beliefs and ideas and how and why they are valued now. Historical inquiry reveals that there are various perspectives and interpretations of past events and actions. These varying interpretations of history can provoke heated debate in the classroom, the media and in the political arena.

The Modern History course promotes skills of research, hypothesis testing and analysis of information as students engage with investigations. Through inquiries, they learn that historical judgements are provisional and tentative in nature. They are encouraged to question and evaluate historical sources; to identify the various representations and versions of history. The study of history assists them in the development of critical thinking skills as it encourages them to compare and contrast information, detect inconsistencies in details, recognise the manipulation of evidence, identify perspective in the presentation of graphic and textual material, and evaluate the accuracy and reliability of sources. They are exposed to a variety of historical sources including artefacts, speeches, songs, oral stories, photographs, film, drawings, diary extracts and other written accounts in order to determine the cause and effect, and the motives and forces influencing people and events. They are encouraged to use the evidence from sources to formulate and support their own interpretations and to communicate their findings in a variety of ways.

The Modern History course allows students to gain insights into their own society and its values, and provides an avenue for understanding the human condition. It helps them to understand why nations and people hold certain values, and why values and belief systems vary from one group to another. This knowledge is crucial to the development of active and informed citizens in any society. The study of history ensures that they gain essential knowledge of the past—its legacy and heritage—and that they become aware of the cumulative and tentative nature of human knowledge.

Students benefit from acquiring the literacy skills of the discipline of history such as critical thinking, research, analysis and effective written expression. These skills equip them for a world changed and linked by information and communication technology and prepare them for lifelong learning. Through study of societies, movements and political structures, they are well prepared for careers involving policy making, administration and research. Learning the skills of critical inquiry is essential for people working in business, government, law, health, science, academia, industry, tourism, environment, media and the arts.

Course outcomes

The Modern History course is designed to facilitate the achievement of four outcomes.

Outcome 1: Historical investigation, communication and participation
Students apply the skills of historical inquiry and methodology to investigate the past and communicate their findings using the discourse of history. In achieving this outcome, students:
- plan ways to organise and gather information for an historical inquiry;
- conduct an historical inquiry using and evaluating a variety of sources of evidence;
- process and synthesise information to make historical findings/judgements; and
• reflect on, apply and communicate findings according to purpose and audience.

Outcome 2: Understanding the past
Students understand the past, linking the chronology of people, events, ideas and distinctive features of society into an historical narrative.
In achieving this outcome, students:
• understand that time periods have chronologies with distinctive features, people and events;
• understand that a variety of ideas, values and beliefs exist at a particular time in a society and that some are more influential than others; and
• understand that societies have a range of organisational structures which impact on people and events.

Outcome 3: Continuity and change
Students understand the nature of forces, the interaction between forces and their significance for continuity and change in an historical context.
In achieving this outcome, students:
• understand the nature of the forces in a society that are responsible for continuity and change;
• understand how historical forces operate and interact to bring about both continuity and change; and
• understand that some forces are more significant than others in bringing about continuity and change.

Outcome 4: Interpretations and perspectives
Students understand that interpretations and perspectives of people and events may change over time.
In achieving this outcome, students:
• understand that there are different interpretations and perspectives of people, events and ideas;
• understand how interpretations and perspectives at a particular time are shaped by a variety of influences; and
• understand that the way the past is viewed changes over time.

Course contexts
Within each unit there are a variety of contexts from which to choose. Students cannot repeat a context in a different unit.

In the WACE examination, each prescribed context in either Stage 2 or Stage 3 will be examined in an essay and a document study.

Note:
1. For the purpose of Section One: Document study of the examination, there is a choice of three time periods in the Australian context. These time periods are:
   1880–1929
   OR
   1920–1959
   OR

   In any one year, the Australian documents in Section One of the examination could draw from one or more of the following forces:
   • economic
   • political
• leadership
• international relations and international conflicts
• social/cultural e.g. Aboriginal peoples, migrants, women, sport, environment
• identity.

For their examination students will have to have studied ONE of these three time periods in the Australian context. These time periods are found in the 2A and 3A units.

2. For the purpose of Section Three: Document study of the Stage 2 examination, the documents will come from the prescribed learning contexts in the 2B unit.

Course content
The course content is the focus of the learning program.

The course content is divided into three content areas:
• historical thinking and methodology
• working with historical narratives
• historical explanation and representation.

Historical thinking and methodology
In developing an understanding of historical thinking, skills and processes, students evaluate, interpret, and undertake comparative and causal analyses of data and evidence to make meaning of the past. As they learn to formulate their own historical narratives or accounts, they develop an understanding of the ethical requirements of an historical investigation, develop a range of inquiry skills and construct sound and informed arguments about the past. In learning about historical thinking and methodology, they should be taught skills relevant to:

Constructing historical inquiry
In constructing an historical inquiry, students identify, locate and select from a range of historical evidence and narratives. They learn that the development of an hypothesis or a proposition with a clear idea of the issue or problem to be investigated along with the role and importance of evidence is the foundation of an effective historical inquiry.

Students should be taught skills relevant to:
• identifying issues and problems to investigate as part of an historical inquiry
• formulating propositions/hypotheses and historical questions for the purpose of an historical inquiry
• locating, identifying and selecting historical evidence for an historical inquiry.

Interpreting, analysing and synthesising information
Students develop skills to examine and evaluate evidence and data collected as part of an historical investigation. By doing this, they develop an understanding that the nature and availability of evidence may require them to modify questions, hypotheses/propositions, construct additional questions or conduct additional research in order to begin drafting conclusions about a selected problem or issue.
Students should be taught skills relevant to:
- interpreting and analysing historical information, narratives and perspectives
- identifying gaps in evidence, contextual knowledge, perspectives of the time and place
- drafting conclusions based on evidence collected.

**Communicating findings**
Students learn how the findings, explanations and analysis of an historical inquiry are communicated using the language and features of historical narratives. They develop the skills to communicate the findings of an historical inquiry according to purpose and audience. In doing so, they develop an understanding of the methods and techniques used to communicate and support a particular perspective as well as the ethical considerations to be taken into account when communicating findings.

Students should be taught skills relevant to:
- forms of communication used to convey historical positions or ideas
- selecting forms of communication to suit purpose and audience
- presenting findings according to purpose and audience.

**Working with historical narratives**
In order for students to make meaning of the past, they examine a range of historical narratives to develop understandings about the chronology of a time period.

Through the study of a range of historical narratives, they learn that historical narratives are set within a defined period of time, reflect a particular view of history which may be similar to, or different from other historical narratives and are different from fictional narratives in that they are supported with evidence. In learning about historical narratives, students should be taught about the:

- elements of a society at the start of the period
- key people, ideas and events over the period

**Elements of a society at the start of the period**

Through an examination of historical narratives, students develop an understanding of the defining features of a society at the start of the period. They develop knowledge of the shared and prevailing ideas, values, beliefs and experiences which have contributed to the degree of cohesion or division that may exist in a society at a particular time.

Students should be taught about the:
- shared values, beliefs and traditions of the society—what are the beliefs and ideologies of the society?
- political, economic and social organisational structures of the society—how is the society organised?
- key events, people, ideas and other factors that have influenced the society to that point—what shaped this society?

**Key people, ideas and events over the period**

Through an examination of historical narratives, students understand the ways in which ideas, people and events present challenges to the cohesion of a society at a particular time. They explore the causal links between continuity and change and the motivations and actions of individuals and groups within a society and their level of support or opposition during the period.

Students should be taught about the:
- key ideas shaping continuity and change over the period
• key events that shaped the period of study
• individuals and groups seeking continuity and change
• level of support or opposition for individuals, groups, ideas and events.

**Consequences of continuity and change over the period**
Through an examination of historical narratives, students learn about the range of forces that operate within a society to bring about continuity and change. They learn about the relationship between the nature of forces that exist at a particular time and why some forces are more powerful or significant than others in contributing to different levels of continuity and change in society over the period.

Students should be taught about the:
• nature of forces which contribute to continuity and change in a society
• pace, scale and extent of continuity and change over time
• impact of continuity and change
• responses to continuity and change.

**Historical explanation and representation**
When analysing evidence, historical narratives and debates, students develop understandings about the provisional nature of the knowledge held about the past. By examining a range of explanations and representations of past people, ideas and events, they go beyond the mere explanation of historical fact and consider the role of the narrator (historians and others) and their position in society within the context of the time in which the narrative was composed. They understand that perspectives about the past can reflect shared and prevailing values, beliefs, traditions and experiences of individuals and groups, as well as the nature and interpretation of evidence available at the time. By assessing a range of perspectives about the past, they are provided with the opportunity to discover the importance of historical empathy in understanding how and why historical narratives are developed or constructed in different ways at different times and then are often challenged or further endorsed at later times. In learning about how the past is explained and represented, students should be taught about:

**Explanations and representation of the past**
Students develop an understanding about the role of the historian in reconstructing the past. By examining a variety of explanations and representations of past people, events and ideas, they learn about the ways evidence is interpreted and used to support a particular version of history and the reasons why these versions change over time.

Students should be taught about:
• different explanations and representations of history in the present and in the past
• how and why explanations and representations of history change over time
• the way evidence is used to support a particular explanation or representation of the past
• nature and problems of evidence and how it influences the interpretations made by individuals and groups.

**Understanding perspective**
Students, through an examination of past and present perspectives, develop understandings and empathy for past people, events and ideas.

Students should be taught about:
• what is meant by perspective
• the influence of societal values, beliefs, traditions, attitudes and experiences on past and contemporary perspectives of individuals and groups
• connections between explanations and representations of the past and perspective.
Assessment

The WACE Manual contains essential information on principles, policies and procedures for school-based assessment and WACE examinations that needs to be read in conjunction with this document.

School-based assessment

The table below provides details of the assessment types for this course and the weighting range for each assessment type.

Teachers are required to use the assessment table to develop their own assessment outline for each unit (or pair of units) of the course.

This outline includes a range of assessment tasks and indicates the weighting for each task and each assessment type. It also indicates the content and course outcomes each task covers.

<table>
<thead>
<tr>
<th>Weightings for types</th>
<th>Type of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong></td>
<td>30–50%</td>
</tr>
<tr>
<td><strong>Stage 2</strong></td>
<td>20–30%</td>
</tr>
<tr>
<td><strong>Stage 3</strong></td>
<td>20–30%</td>
</tr>
</tbody>
</table>

**Historical inquiry**

Process of construction of an historical inquiry; framing or asking of a range of questions and/or constructing of a hypothesis; selection, collection and evaluation of a range of evidence (primary, secondary, historical representations) that may include evidence such as legal documents, oral, practical fieldwork and/or media material; critical analysis and interpretation of the evidence; and communicating using the discourse of History.

Using historical evidence to develop an informed, balanced judgement about the past including concepts such as the impact of features and organisational structures of a time period, causes and effects, cultural influences, key people, ideas and events, forces, motives, perspectives, interpretations, and representations of the past. Findings may be communicated in different ways such as using short or extended written work, a timeline, a museum display, re-enactment of an event, recreation of historical clothing and food, completion of an historic trail, a multimedia presentation, historical debate or hypothetical.

Types of evidence when focusing on the process may include: student learning journals, student annotations, student summarising tables, in combination with the final product.

Best suited to the collection of evidence on student achievement of course Outcome 1 and will also enable collection of evidence for Outcomes 2, 3 and 4.

| **Stage 1** | 10–30% |
| **Stage 2** | 20–30% |
| **Stage 3** | 20–30% |

**Explanation**

Explanation in response to a proposition or point of debate that shows an understanding of the historical problem. The response may produce an argument (from one side or comparing different sides of a debate), persuade others to a point of view, and recognise different perspectives.

Features and organisational structures of a time period, causes and effects, cultural influences, key people, ideas and events, forces, motives, perspectives, interpretations, and representations of the past are all part of the historical discourse used as evidence in explanations. This form of communication requires the ability to argue a point, using historical evidence in a logical way that forms an argument in a format/mode appropriate to the purpose and audience.

Types of evidence may include: student learning journals, written or oral presentations, formal structured essays, multimedia presentations, character defences, arguments for one point of view or a comparison of views/perspectives, extended writing, hypotheticals, problem-solving scenarios, individual or group debates, cognitive tests or test papers.

Best suited to the collection of evidence on student achievement of course Outcomes 2, 3 and 4.

| **Stage 1** | 20–40% |
| **Stage 2** | 20–30% |
| **Stage 3** | 20–30% |

**Document study**

Historical documents are used as stimuli to develop skills in history, to explore the nature and problems of historical evidence, the nature and authenticity of historical documents, their reliability, gaps and/or validity, and the range of perspectives about historical times. Historical documents may be confronting, contradictory and challenging.

Critically interrogating the nature of historical documents in the context of time period/s and the historical place, people, events and ideas includes exploring concepts of bias, inconsistency, propaganda, perspectives, motives, forces and gaps in statistics. Documents may be from within a relatively short time period, issue or theme or from over a wide period of time showing changing experiences and ideas.

Documents may include: letters, official maps, propaganda posters, cartoons, photographs, paintings, statistics, buildings etc. as problem-solving tools. Representations of history are also used as secondary sources, for example, historical novels or biographies, art works, films, historical reproductions of artefacts.

Types of evidence may include: marking keys, short answers, closed and open questions, timelines, test papers, or comparison charts.

Best suited to the collection of evidence on student achievement of course Outcomes 2, 3 and 4 but may also enable collection of evidence on student achievement of course Outcome 1.

| **Stage 1** | 0–20% |
| **Stage 2** | 20–30% |

**Examination**

The examination comprises a combination of the Explanation and Document study assessment types.

Best suited to the collection of evidence on student achievement of course Outcomes 2, 3, 4 and some parts of course Outcome 1.
If a pair of units is assessed using a combined assessment outline, the assessment requirements must still be met for each unit. In developing an assessment outline and teaching program the following guidelines should be taken into account:

- All assessment tasks should take into account the teaching, learning and assessment principles outlined in the WACE Manual.
- There is flexibility for teachers to design school-based assessment tasks to meet the learning needs of students.
- The assessment table outlines the forms of student response required for this course.
- Student work submitted to demonstrate achievement should only be accepted if the teacher can attest that, to the best of her/his knowledge, all uncited work is the student’s own.
- Evidence collected for each unit must include assessment tasks conducted under test conditions together with other forms of assessment tasks.

**Grades**

Schools report student achievement in a completed unit at Stage 1, 2 or 3 in terms of grades. The following grades are used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent achievement</td>
</tr>
<tr>
<td>B</td>
<td>High achievement</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory achievement</td>
</tr>
<tr>
<td>D</td>
<td>Limited achievement</td>
</tr>
<tr>
<td>E</td>
<td>Inadequate achievement</td>
</tr>
</tbody>
</table>

Each grade is based on the student’s overall performance for the unit as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples.

The grade descriptions for this course are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au

Refer to the WACE Manual for further information regarding grades.

**WACE Examinations**

In 2013, students in their final year who are studying at least one Stage 2 pair of units (e.g. 2A/2B) or at least one Stage 3 pair of units (e.g. 3A/3B) are required to sit an examination in this course, unless they are exempt. For 2014 and 2015, examinations for all Stage 2 pairs of units (e.g. 2A/2B) are optional.

WACE examinations are not held for Stage 1 units and/or Preliminary Stage units. Any student may enrol to sit a Stage 2 or Stage 3 examination as a private candidate.

Each examination assesses the specific content described in the syllabus for the pair of units studied.

Details of the WACE examinations in this course are prescribed in the WACE examination design briefs (pages 29–33).

Refer to the WACE Manual for further information regarding WACE examinations.
UNIT 3AHIM

Unit description
The unit description provides the focus for teaching the specific unit content.

The focus for this unit is cohesion and division. Students learn that there are internal and external forces that result in cohesion and/or division within Australian society and these have consequences for continuity and change.

Students assess how the structures of power and authority lead to cohesion and/or division, how different groups and individuals responded and whether there was greater cohesion or division evident in Australian society as a result.

Students develop the skill of drafting conclusions or findings that present balanced arguments. Such conclusions show a consideration of different perspectives and acknowledge the problematical nature of the construction and accuracy of past explanations and representations.

Unit content
This unit includes knowledge, understandings and skills to the degree of complexity described below. This is the examinable content of the course.

Prescribed learning contexts
Within the broad focus of cohesion and division, teachers must choose ONE of the following time periods in the Australian History context:

- 1880–1929
- OR
- 1920–1959
- OR

Note: Students may not repeat a time period studied previously in Stage 2.

Historical thinking and methodology
Constructing historical inquiry
- constructing and modifying an hypothesis or a proposition to be used as a focus for an investigation
- using evidence to draft preliminary reasoned arguments to support propositions/hypotheses
- devising strategies for the gathering, recording, organising, testing and analysing of evidence.
Interpreting, analysing and synthesising information

- making inferences based upon patterns, trends and representations in evidence
- evaluating the usefulness of evidence when constructing arguments and conclusions
- drafting conclusions or findings that present balanced arguments showing a consideration of the differing perspectives presented by others.

Communicating findings

- how values, beliefs and ideologies impact on the way findings are communicated
- ways to communicate findings that examine competing perspectives and their interpretation of supporting evidence
- use of recording and communication forms that meet externally set standards (e.g. accurately observing established conventions and protocols) which suit the type of audience and purpose of communication.

Working with historical narrative
Study the impact of the following forces, where appropriate, on cohesion and division in Australia:

- economic
- political
- leadership
- international relations and international conflicts
- social/cultural including Aboriginal peoples, migrants and women
- identity.

Elements of a society at the start of the period

- key political, social and economic structures of the society at the start of the period
- challenges to the values, beliefs and traditions that exist at the start of the period of study
- the impact of resistance to and acceptance of power and authority upon groups and individuals
- events, ideas, people and other factors that have shaped Australian society to that point.

Key people, ideas and events over the period

- examples of cohesion and division within Australian society throughout the period
- the role of individuals and groups leading to cohesion and/or division within the period
- types of groups or organisations that supported or resisted change and their reasons (motives) for doing so
- extent that structures of power and authority were used to bring about cohesion and/or division.

Consequences of continuity and change over the period

- extent to which cohesion and division have consequences for continuity
- extent to which cohesion and division have consequences for change
- impact of cohesive and divisive forces on individuals, families, groups and broader community.
Historical explanation and representation

Explanations and representations of the past
- forces that assist and hinder explanations and representations about the past e.g. political correctness, cultural mindsets and survival of some evidence over others
- manipulation of techniques and/or styles of presentation used in evidence to explain and represent the past
- problematic nature of the construction and accuracy of past explanations and representations e.g. changing and emerging evidence over time, accounts that may be generalised, sensationalised, biased, mythologised or anachronistic.

Understanding perspectives
- different perspectives can present a limited view which can misrepresent the past, either unconsciously or deliberately
- how individual and group perspectives are shaped by different motives and purposes
- explanations and representations of the past may be manipulated or influenced by different perspectives.
### Assessment

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Modern History course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

<table>
<thead>
<tr>
<th>Weighting Stage 3</th>
<th>Type of assessment</th>
</tr>
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<tbody>
<tr>
<td>20–30%</td>
<td><strong>Historical inquiry</strong>&lt;br&gt;Process of construction of an historical inquiry: framing or asking of a range of questions and/or constructing of a hypothesis; selection, collection and evaluation of a range of evidence (primary, secondary, historical representations) that may include evidence such as legal documents, oral, practical fieldwork and/or media material; critical analysis and interpretation of the evidence; and communicating using the discourse of History.&lt;br&gt;Using historical evidence to develop an informed, balanced judgement about the past including concepts such as the impact of features and organisational structures of a time period, causes and effects, cultural influences, key people, ideas and events, forces, motives, perspectives, interpretations, and representations of the past. Findings may be communicated in different ways such as using short or extended written work, a timeline, a museum display, re-enactment of an event, recreation of historical clothing and food, completion of an historic trail, a multimedia presentation, historical debate or hypothetical.&lt;br&gt;Types of evidence when focusing on the process may include: student learning journals, student annotations, student summarising tables, in combination with the final product.&lt;br&gt;<strong>Best suited to the collection of evidence on student achievement of course Outcome 1 and will also enable collection of evidence for course Outcomes 2, 3 and 4.</strong></td>
</tr>
<tr>
<td>20–30%</td>
<td><strong>Explanation</strong>&lt;br&gt;Explanation in response to a proposition or point of debate that shows an understanding of the historical problem. The response may produce an argument (from one side or comparing different sides of a debate), persuade others to a point of view, and recognise different perspectives.&lt;br&gt;Features and organisational structures of a time period, causes and effects, cultural influences, key people, ideas and events, forces, motives, perspectives, interpretations, and representations of the past are all part of the historical discourse used as evidence in explanations. This form of communication requires the ability to argue a point, using historical evidence in a logical way that forms an argument in a format/mode appropriate to the purpose and audience.&lt;br&gt;Types of evidence may include: student learning journals, written or oral presentations, formal structured essays, multimedia presentations, character defences, arguments for one point of view or a comparison of views/perspectives, extended writing, hypotheticals, problem-solving scenarios, individual or group debates, cognitive tests or test papers.&lt;br&gt;<strong>Best suited to the collection of evidence on student achievement of course Outcomes 2, 3 and 4.</strong></td>
</tr>
<tr>
<td>20–30%</td>
<td><strong>Document study</strong>&lt;br&gt;Historical documents are used as stimuli to develop skills in history, to explore the nature and problems of historical evidence, the nature and authenticity of historical documents, their reliability, gaps and/or validity, and the range of perspectives about historical times. Historical documents may be confronting, contradictory and challenging.&lt;br&gt;Critically interrogating the nature of historical documents in the context of time period/s and the historical place, people, events and ideas includes exploring concepts of bias, inconsistency, propaganda, perspectives, motives, forces and gaps in statistics. Documents may be from within a relatively short time period, issue or theme or from over a wide period of time showing changing experiences and ideas.&lt;br&gt;Documents may include: letters, official maps, propaganda posters, cartoons, photographs, paintings, statistics, buildings etc. as problem-solving tools. Representations of history are also used as secondary sources, for example, historical novels or biographies, art works, films, historical reproductions of artefacts.&lt;br&gt;Types of evidence may include marking keys, short answers, closed and open questions, timelines, test papers, or comparison charts.&lt;br&gt;<strong>Best suited to the collection of evidence on student achievement of course Outcomes 2, 3 and 4 but may also enable collection of evidence on student achievement of course Outcome 1.</strong></td>
</tr>
<tr>
<td>20–30%</td>
<td><strong>Examination</strong>&lt;br&gt;The examination comprises a combination of the Explanation and Document study assessment types.&lt;br&gt;<strong>Best suited to the collection of evidence on student achievement of course Outcomes 2, 3, 4 and some parts of course Outcome 1.</strong></td>
</tr>
</tbody>
</table>
Standards Guides
Standards for this course are exemplified in Standards Guides. They include examination questions, annotated candidate responses at the ‘excellent’ and ‘satisfactory’ achievement bands, statistics for each question and comments from examiners. The guides are published on the Authority’s web site at www.scsa.wa.edu.au and are accessed under Examination materials. An extranet log-in is required to view the guides.

UNIT 3BHIM

Unit description
The unit description provides the focus for teaching the specific unit content.

The focus for this unit is ideas that shaped history. The object of this unit is to explore the power of ideas and ideologies as forces for change and/or their use to reinforce dominant elements in society.

Knowledge about the evolution and spread of significant ideas assists students to understand the beliefs and values of a society and to what extent these ideas have been cohesive or divisive. They are also able to determine which ideas were forces for continuity and change.

Students are able to identify and evaluate sources that contain a range of viewpoints and interpretations of the ideas being studied and be able to discuss how changing perspectives about past events, people and ideas challenge explanations and representations of the past.

Unit content
This unit includes knowledge, understandings and skills to the degree of complexity described below. This is the examinable content of the course.

Prescribed learning contexts

Within the broad focus of ideas that shaped history, teachers must choose from ONE of the prescribed contexts:
• the Russian Revolution—Autocracy, Marxism, Leninism and Stalinism (1900–1941)
  OR
• the Chinese Revolution—Nationalism, Marxism, Maoism and Dengism (1920–1989)
  OR
• the Cold War in Europe—Communism, Capitalism, Democracy, Containment, Peaceful Coexistence, Détente, Glasnost and Perestroika (1945–1991)
  OR
• conflict in the Middle East—Imperialism, Arab Nationalism, Zionism, Fundamentalism and Terrorism (1940–1993).

**Historical thinking and methodology**

**Constructing historical inquiry**
- formulating research questions that focus on motive/purpose, perspective and interpretation
- developing a proposal for an investigation that describes the processes to be implemented as part of an investigation
- identifying and evaluating sources that contain a range of viewpoints, perspectives and interpretations.

**Interpreting, analysing and synthesising information**
- formulating assumptions based upon patterns, trends and representations presented in perspectives of others e.g. historians, writers and journalists
- identifying possible alternative interpretations that can be drawn from the evidence
- formulating reasoned and supported conclusions that recognise and explain ambiguities and problematic issues in evidence.

**Communicating findings**
- forms of communication used to convey a historical position which seeks to persuade, manipulate or inform a specific audience or range of audiences
- ways to communicate findings that examine popular and competing historical representations and the basis for these views
- use of recording and communication forms that meet externally set standards (e.g. accurately observing established conventions and protocols) which suit the type of audience and purpose of communication.

**Working with historical narrative**
The impact of the following forces on the acceptance or rejection of ideas by individuals and groups should be considered where appropriate:
- political
- economic
- leadership
- international relations
- social/cultural.

**Elements of a society at the start of the period**
- key political, social and economic structures of a society or region at the start of the period
- how values, beliefs and traditions have been manipulated or used to reinforce dominant elements of a society or region
- relationship between structures of power and authority and its legitimacy (or acceptance) within the society or region
• events, ideas, people and other factors that have had wider influences within or beyond a society or region.

**Key people, ideas and events over the period**
• key influences on the emergence of significant people, events and ideas within a society or region throughout the period of study
• evolution and the spread of events and ideologies within and/or beyond a society or region
• extent to which ideas, events, leadership and other influences were cohesive or divisive within a society or region.

**Consequences of continuity and change over the period**
• role of ideas and ideologies as forces for continuity and/or change in society
• changing political, economic and social circumstances of individuals and groups in a society or region throughout the time period
• people, events and ideas which influenced changes
• shifts in the balance of power, authority and legitimacy at the national and/or international level.

**Historical explanation and representation**

**Explanations and representations of the past**
• debates about the past reflect the nature, context, aims and purposes of historians and others e.g. their identity, class, time, place, experiences, status, reputation, beliefs and values
• techniques and/or styles of presentation used to manipulate the way people interpret evidence and form perspectives about the past e.g. how evidence may be used to support political or ideological ends
• how history is constructed and recorded changes over time as a result of the changing nature, availability and interpretation of historical evidence.

**Understanding perspectives**
• changing perspectives about past events, people and ideas can challenge accepted explanations and representations
• similar and different perspectives are shaped by beliefs, ideas, philosophies and ethics across time and place
• changing and evolving perspectives of individuals over time influence the construction of conflicting or alternative explanations and representations of past people, events and ideas.
Assessment

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Modern History course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

<table>
<thead>
<tr>
<th>Weighting Stage 3</th>
<th>Type of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>20–30%</td>
<td>Historical inquiry</td>
</tr>
<tr>
<td></td>
<td>Process of construction of an historical inquiry: framing or asking of a range of questions and/or constructing of a hypothesis; selection, collection and evaluation of a range of evidence (primary, secondary, historical representations) that may include evidence such as legal documents, oral, practical fieldwork and/or media material; critical analysis and interpretation of the evidence; and communicating using the discourse of History. Using historical evidence to develop an informed, balanced judgement about the past including concepts such as the impact of features and organisational structures of a time period, causes and effects, cultural influences, key people, ideas and events, forces, motives, perspectives, interpretations, and representations of the past. Findings may be communicated in different ways such as using short or extended written work, a timeline, a museum display, re-enactment of an event, recreation of historical clothing and food, completion of an historic trail, a multimedia presentation, historical debate or hypothetical. Types of evidence when focusing on the process may include: student learning journals, student annotations, student summarising tables, in combination with the final product.</td>
</tr>
<tr>
<td></td>
<td>Best suited to the collection of evidence on student achievement of course Outcome 1 and will also enable collection of evidence for course Outcomes 2, 3 and 4.</td>
</tr>
<tr>
<td>20–30%</td>
<td>Explanation</td>
</tr>
<tr>
<td></td>
<td>Explanation in response to a proposition or point of debate that shows an understanding of the historical problem. The response may produce an argument (from one side or comparing different sides of a debate), persuade others to a point of view, and recognise different perspectives. Features and organisational structures of a time period, causes and effects, cultural influences, key people, ideas and events, forces, motives, perspectives, interpretations, and representations of the past are all part of the historical discourse used as evidence in explanations. This form of communication requires the ability to argue a point, using historical evidence in a logical way that forms an argument in a format/mode appropriate to the purpose and audience. Types of evidence may include: student learning journals, written or oral presentations, formal structured essays, multimedia presentations, character defences, arguments for one point of view or a comparison of views/perspectives, extended writing, hypotheticals, problem-solving scenarios, individual or group debates, cognitive tests or test papers.</td>
</tr>
<tr>
<td></td>
<td>Best suited to the collection of evidence on student achievement of course Outcomes 2, 3 and 4.</td>
</tr>
<tr>
<td>20–30%</td>
<td>Document study</td>
</tr>
<tr>
<td></td>
<td>Historical documents are used as stimuli to develop skills in history, to explore the nature and problems of historical evidence, the nature and authenticity of historical documents, their reliability, gaps and/or validity, and the range of perspectives about historical times. Historical documents may be confronting, contradictory and challenging. Critically interrogating the nature of historical documents in the context of time period/s and the historical place, people, events and ideas includes exploring concepts of bias, inconsistency, propaganda, perspectives, motives, forces and gaps in statistics. Documents may be from within a relatively short time period, issue or theme or from over a wide period of time showing changing experiences and ideas. Documents may include: letters, official maps, propaganda posters, cartoons, photographs, paintings, statistics, buildings etc. as problem-solving tools. Representations of history are also used as secondary sources, for example, historical novels or biographies, art works, films, historical reproductions of artefacts. Types of evidence may include: marking keys, short answers, closed and open questions, timelines, test papers, or comparison charts.</td>
</tr>
<tr>
<td></td>
<td>Best suited to the collection of evidence on student achievement of course Outcomes 2, 3 and 4 but may also enable collection of evidence on student achievement of course Outcome 1.</td>
</tr>
<tr>
<td>20–30%</td>
<td>Examination</td>
</tr>
<tr>
<td></td>
<td>The examination comprises a combination of the Explanation and Document study assessment types.</td>
</tr>
<tr>
<td></td>
<td>Best suited to the collection of evidence on student achievement of course Outcomes 2, 3, 4 and some parts of course Outcome 1.</td>
</tr>
</tbody>
</table>
# Course Outline: Unit 3A: Cohesion and Division (Australia 1920–1959)

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
<th>Syllabus unit content</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Introduction</strong></td>
<td><strong>Interpreting, analysing and synthesising information</strong></td>
<td></td>
</tr>
</tbody>
</table>
|      | Syllabus, course outline, assessment  
Federation  
Immigration Restriction Act  
**WWI and its impact in Australia**  
women, returned soldiers, soldier settlement schemes, cohesion/division  
ANZAC Legend | Elements of a society at the start of the period |            |
| 2—3 | **Introduction to Australia in the 1920s**  
**The 1920s**  
Radicals’ vs. Conservatives’ ideals  
impact on social cohesion/division  
**Technological change**  
technological change, Entertainment and impact  
**Post-WWI impact of returned service personnel**  
government response  
the cohesive/divisive impact  
**Women during the 1920s**  
continuity and change in women’s status in society  
**Experience of Aboriginal peoples**  
actions of governments  
changes, cohesive/divisive impact | **Constructing historical inquiry**  
**Interpreting, analysing and synthesising information**  
Communicating findings | **Task One – Document Study (10%)** |
<p>| 4    | <strong>Men, money and markets</strong> | Key people, ideas and events over |            |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
<th>Syllabus unit content</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5–6</td>
<td>the policies of <em>Men, money and markets</em> &lt;br&gt;the causes, the unrest, political response and the cohesive/divisive consequences &lt;br&gt;<strong>Industrial unrest</strong></td>
<td>the period Consequences of continuity and change</td>
<td><strong>Task Two – In class Essay (10%)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Causes of the Depression 1929–1932</strong> &lt;br&gt;Analysis of causes &lt;br&gt;<strong>Government responses to the Depression</strong> &lt;br&gt;Scullin and Lang – divisive impact &lt;br&gt;<strong>The Depression and its social impact</strong> &lt;br&gt;social classes &lt;br&gt;women and children &lt;br&gt;Aboriginals &lt;br&gt;cohesion and division &lt;br&gt;<strong>Division in the Labor Party</strong> &lt;br&gt;causes and consequences of the split &lt;br&gt;the divisive impact &lt;br&gt;<strong>Aboriginal Australians in the Inter-War Period</strong></td>
<td>Interpreting, analysing and synthesising information &lt;br&gt;Communicating findings</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>Impact of political division</strong> &lt;br&gt;New Guard and the Extreme Left &lt;br&gt;<strong>Economic recovery post-Depression</strong> &lt;br&gt;Lyons’ government &lt;br&gt;the economy’s path to recovery &lt;br&gt;cohesive aspects &lt;br&gt;<strong>Australia’s foreign policy</strong> &lt;br&gt;connection to other nations, Britain, USA, Japan &lt;br&gt;White Australia Policy</td>
<td>Key people, ideas and events over the period Consequences of continuity and change over the period</td>
<td></td>
</tr>
<tr>
<td>8–10</td>
<td><strong>World War II</strong> &lt;br&gt;Background to and Outbreak &lt;br&gt;the causes &lt;br&gt;Australia’s response</td>
<td>Constructing historical inquiry Interpreting, analysing and synthesising information Communicating findings</td>
<td><strong>Task Three – In class Essay (10%)</strong></td>
</tr>
<tr>
<td>Week</td>
<td>Key teaching points</td>
<td>Syllabus unit content</td>
<td>Assessment</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| 11—14 | **Australia’s involvement**  
- where we fought in Europe  
**Australia Under Threat 1941 – 1945**  
- Military campaigns in the Pacific  
- POWs  
**Impact of WWII on Australia**  
- Total War  
- social/cultural, economic, political  
- examples of cohesion and division  
**Review of political leaders**  
**The 1949 election**  
- the political implications of this election, cohesive or divisive? | Key people, ideas and events over the period  
Consequences of continuity and change over the period  
Explanations and representations of the past  
Understanding perspectives | **Task Five – Inquiry – Research (20%) with in class essay (10%)** |
| | **Post 1949 Australia**  
**Petrov Affair**  
- perspectives of the Petrov Affair  
- influence on political events  
**Post-war economic growth and social change**  
- the Lucky Country? National Development  
- international trade  
- cohesive and divisive impacts  
**Post-war migration policies**  
- reasons for/against migration  
- changes to migration policy, government actions  
- the social impact of migration  
**Aboriginal Australians**  
- causes and impact of changing attitudes  
- how perspectives changed  
**Foreign policy during the 1950s** | Interpreting, analysing and synthesising information  
Communicating findings  
Key people, ideas and events over the period  
Consequences of continuity and change over the period  
Explanations and representations of the past  
Understanding perspectives | **Task Four – Document Study (10%)** |
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
<th>Syllabus unit content</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Revision</td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td>Exams</td>
<td></td>
<td>Task Six – Examination (30%)</td>
</tr>
</tbody>
</table>

- ANZUS, SEATO, IMF, UN, role in Japan
<table>
<thead>
<tr>
<th>Type Weighting</th>
<th>Assessment</th>
<th>Task Weighting</th>
<th>Criteria Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>20% (CC range 20-30%)</td>
<td>Historical Inquiry</td>
<td>20%</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Task Five</strong> Planning and constructing the historical inquiry (brainstorming, research question, notetaking and bibliography. Collection of a series of documents from the time period with annotation in preparation for in class essay.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30% (CC range 20 – 30%)</td>
<td>Explanation</td>
<td>10%</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Task Two</strong> In Class Essay on the 1920’s</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Task Three</strong> In class essay on political cohesion and division</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Task Five</strong> Validation essay on research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20% (CC range 20 – 30%)</td>
<td>Document Study</td>
<td>10%</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Task One</strong> Using background context up to and including World War Two</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Task Four</strong> An Economic document study</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>30%</td>
<td>Assessment Five – Exam</td>
<td>30%</td>
<td>✓</td>
</tr>
<tr>
<td>3 hour exam – two document studies and two essays</td>
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</tr>
</tbody>
</table>
# Course Outline: Unit 3B: Ideas that shaped history: Russian Revolution

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
<th>Syllabus unit content</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1—2  | Course/WACE requirements  
Introduction  
• geography, social structure, political structure of Russia  
Ideas  
• autocracy, liberalism, populism, monarchy, socialism and Marxism  
Groups  
• Structure of Tsarist Russia, nobility, intelligentsia, Social Democrats, Narodniks, Social Democrats - Bolsheviks/Mensheviks (1903 conference), Socialist Revolutionaries, National minorities, peasants and workers.  
Opposition to the Tsar  
Groups, Moderisation, Witte’s economic policy, Russo-Japanese War  
Individuals  
• Tsar Nicholas, Lenin | Elements of a society at the start of the period  
Key people, ideas and events over the period  
Understanding perspectives | |
| 3    | 1900–1914: The liberal experiment  
• 1905 ‘Revolution’, workers’ petition, Bloody Sunday, Father Gapon, St Petersberg Soviet, October Manifesto  
• 1906–1914: Dumas, Stolypin, the rise of the intelligentsia  
• Lenin in exile | Key people, ideas and events over the period  
Consequences of continuity and change over the period | Task 1: Document study |
| 4    | Reasons for the March Revolution  
• Nature and failure of the Tsarist Government  
• Context of events in a changing 20th Century world  
• World War One | Interpreting, analysing and synthesising information  
Key people, ideas and events over the period | |
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
<th>Syllabus unit content</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 5—7  | political discontent: Tsar as commander-in-chief, Tsarina and Rasputin, Progressive Bloc  
|      | economic discontent: winter of discontent | Consequences of continuity and change over the period |            |
|      | **Factors that contributed to the Provisional Government failing to win support**  
|      | - Weak political and popular foundation  
|      | - Dual Government  
|      | - Continued fighting in World War One  
|      | - Lack of focus on economic problems  
|      | - Alienation of both upper and working class supporters | Interpreting, analysing and synthesising information | Task 2: Document study |
|      | **Turning points in the rise of the Bolsheviks**  
|      | - Lenin’s return and the April Thesis  
|      | - The July Days  
|      | - The Kornilov Revolt  
|      | - Growth in political support – Moscow and Petrograd | Key people, ideas and events over the period | |
|      | **Reasons for the November 1917 Revolution**  
|      | - The spontaneous nature of the first revolution: absence of any plan for assumption of power or reform of the country.  
|      | - The power vacuum associated with the provisional government – no constitution and fear to act without the election of the Constituent Assembly  
|      | - The continuation of the war and the rise of the Petrograd Soviet (dual power)  
|      | - The ambitions of individuals – mainly Kerensky and Kornilov  
<p>|      | - The failure of those in authority to acknowledge the strength or potential of the Bolshevik threat | Consequences of continuity and change over the period | |
|      | <strong>Understanding perspectives</strong> | <strong>Interpreting, analysing and synthesising information</strong> | |
|      | <strong>Consequences of continuity and change over the period</strong> | <strong>Key people, ideas and events over the period</strong> | |
|      | <strong>Explanations and representations</strong> | <strong>Consequences of continuity and change over the period</strong> | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
<th>Syllabus unit content</th>
<th>Assessment</th>
</tr>
</thead>
</table>
|      | • The continuing hardship experienced by the Russian people  
• The organisational ability of Trotsky and the presence and leadership of Lenin.  
**Historiography**  
• Was the March Revolution of 1917 planned or spontaneous?  
• Was Tsar Nicholas II pushed off the throne against his will or did he choose to give up the throne?  
• Was the Bolshevik Revolution inevitable?  
• the Bolshevik seizure of power – a coup d’etat or a revolution? | | |
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
<th>Syllabus unit content</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 7—9  | Lenin’s adaptation to Marxism to Russian Conditions  
- Land Decree: provide land to all  
- Peace Decree: End the war against Germany  
- The Third Decree established the new Bolshevik government and the Council of People’s Commissars (sovnarkom)  
- Other decrees – confiscation of church lands, declaration of equality for all people, eight-hour day, state control of large industries etc.  
- The creation of the Cheka and reintroduction of the death penalty  
- The dissolution of the Constituent Assembly – 18th Jan 1918  
- Treaty of Brest Litovsk March 1918  
- Mid 1918 all anti Bolshevik parties had been forced to disband  
- Introduction of War Communism  
- Civil War 1918-1921  
  - The Reds – Red Army/Bolsheviks led by Trotsky – won the war  
  - The Whites – Lost due to in fighting and popular support  
  - The Greens – Small force  
- The New Economic Policy  
  - War Communism was replaced by New Economic Policy in 1921 – tactical retreat  
  - Cheka replaced with the GPU  
| Key people, ideas and events over the period  
Consequences of continuity and change over the period  
Explanations and representations |
| 10   | The Death of Lenin and Power Struggle  
- Stalin vs Leftists (Trotsky, Kamenev and Zinoviev) and Rightists (Bukharin, Rykov and Tomsky)  
- “Socialism in One Country” verses “Permanent Revolution”  
| Interpreting, analysing and synthesising information  
Key people, ideas and events over the period |
<p>|      | Task 3: Explanation – in class essay |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
<th>Syllabus unit content</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 11—14 | **Zinoviev expelled from the Communist Party 1926**  
**Kamenev and Trotsky expelled from the Communist Party 1927**  
**Bukharin, Rykov and Tomsky removed from the politburo, 1928**  
**Stalin became the sole survivor of Lenin's original politburo**  
**Historiography**  
- Was Lenin a dictator?  
- Should Lenin’s use of terror discount his achievements? | Explanations and representations |  |
| Stalinism – 1929-1941 | The changing political, economic and social circumstances of individuals and groups in Russia society and the extent of the impact and influence of Stalinism can be summarised in the following;  
**Economic**  
- Abandonment of NEP and the pursuit of industrialisation through Gosplan and the Five Year Plans (1928-1932, 1932-1937 and 1938-1943)  
- Collectivisation of agriculture and dekulakisation  
- Increase urbanisation  
- Creation of labour camps – Gulags  
**Social**  
- The notion of the common good for the country  
- Deviations against the party line became a major crime  
- Churches and religion were condemned  
- Work ethos of the Stakhanovites became dominant philosophy  
- Socialist Realism – the reshaping of Soviet culture to promote | Key people, ideas and events over the period  
Consequences of continuity and change over the period  
Understanding perspectives  
Interpreting, analysing and synthesising information  
Key people, ideas and events over the period  
Constructing historical inquiry  
Communicating findings  
Explanations and representations | Task 4 – Research and in class essay |
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
<th>Syllabus unit content</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>and reinforce the Soviet advance</td>
<td></td>
<td>Task 5: Explanation – Cognitive test</td>
</tr>
<tr>
<td></td>
<td><strong>Political</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The Great Purges and Show Trials</td>
<td>Key people, ideas and events over the period</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The Great Terror</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Role of the N.K.V.D</td>
<td>Consequences of continuity and change over the period</td>
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<tr>
<td></td>
<td>• Stalinist Constitution of 1936 – Supreme Soviet created however the politburo still had all the power</td>
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<tr>
<td></td>
<td>• New ruling elite or bureaucracy</td>
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<tr>
<td></td>
<td>• Stalin deliberately broke old loyalties to achieve socialist utopia</td>
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<tr>
<td></td>
<td><strong>Historiography</strong></td>
<td></td>
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<tr>
<td></td>
<td>• Soviet and Western Liberal interpretations of Stalin</td>
<td></td>
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<tr>
<td>15</td>
<td><strong>Evaluation of Stalin Revision</strong></td>
<td></td>
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<tr>
<td>16</td>
<td><strong>Exams</strong></td>
<td></td>
<td>Task 6 - Exam</td>
</tr>
<tr>
<td>Type Weighting</td>
<td>Assessment</td>
<td>Task Weighting</td>
<td>Criteria Assessed</td>
</tr>
<tr>
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</tr>
<tr>
<td>20% (CC range 20 – 30%)</td>
<td>Historical Inquiry</td>
<td>20%</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td><strong>Task 4A</strong></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Planning and constructing the historical inquiry (brainstorming, research question, notetaking and bibliography. Collection of a series of documents from the time period with annotation in preparation for in class essay.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td><strong>Task 4B</strong></td>
<td>10%</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>In class verification essay – Key ideas that shaped the Russian Revolution</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td><strong>Task 5</strong></td>
<td>5%</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Cognitive test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25% (CC range 20 – 30%)</td>
<td>Explanation</td>
<td>10%</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td><strong>Task 3</strong></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Write a formal in class response under test conditions to an unseen question on Lenin</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td><strong>Task 4B</strong></td>
<td>10%</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>In class verification essay – Key ideas that shaped the Russian Revolution</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td><strong>Task 5</strong></td>
<td>5%</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Cognitive test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25% (CC range 20 – 30%)</td>
<td>Document Study</td>
<td>10%</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td><strong>Task 1</strong></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>In-class Document Study – Ideas that shaped the Russian Revolution</td>
<td></td>
<td>✓</td>
</tr>
<tr>
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<td><strong>Task 2</strong></td>
<td>15%</td>
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</tr>
<tr>
<td></td>
<td>In class Document Study – Events that shaped the Russian Revolution</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>30% (CC range 20-30%)</td>
<td>Examination</td>
<td>30%</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>3 hour exam – 2 document studies and 2 essays</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>