Stage 2
Modern History

Subject Overview
A Brief Summary

For a more detailed 2016 Subject Outline go to

2016
INTRODUCTION

Subject Description

Modern History may be undertaken as a 20-credit subject at Stage 2.

Students of History have the opportunity to make sense of an increasingly complex and rapidly changing world by connecting the past and the present.

The study of history provides students with an opportunity to question accepted historical narratives by researching and reviewing sources within a framework of inquiry and critical analysis.

Pre requisites

None, but students who have studied a semester of Stage 1 History at USC will have an advantage in the sense they will be familiar with the teacher, their teaching methods and assessment types. Stage 1 History provides a familiar base for Stage 2 History.

Learning requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. There are seven learning requirements and these learning requirements form the basis of the

- learning scope
- evidence of learning that students provide
- assessment design criteria
- levels of achievement described in the performance standards.

Content

Stage 2 Modern History is a 20-credit subject that consists of:

- a thematic study
- a depth study
- an essay.

Students choose

1) one topic from a choice of six for the thematic study, and
2) one topic from a choice of five for the depth study.
3) The topic for inquiry for the essay may be developed from
   - any of the eleven topics available for study in the subject, or
   - from any other area of interest relevant to modern history since c. 1500.
1) **Thematic Study**

The thematic study requires students to undertake a critical analysis of a period, phenomenon, or event. The analysis may involve comparison of people, ideas, and events within one or more case studies.

Students choose one of the following six topics for a thematic study:

**Topics**

- Pain and Gain: Modernisation and Society since c. 1700.
- Intruders and Registers: Imperialism and its Impact since c. 1500.
- Revolutions and Turmoil: Social and Political Upheavals since c. 1500.
- A Sense of Belonging: Groups and Nations since c. 1500.
- The Captives, the Unwanted, and the Seekers: Forced and Free Migration since c. 1500.
- Slaves, Serfs, and Emancipation: Forced Labour since c. 1500.

Each of these topics has four key areas for inquiry (KAI) that provide the focus for a thematic study.

2) **Depth Study**

The depth study requires students to undertake an analysis that leads to an appreciable depth of involvement in the processes of historical inquiry. Through this approach, students gain detailed knowledge of the topic under investigation.

**Topics:**

- The War to End all Wars: The First World War and its Consequences, c.1870–1929.
- Post war Rivalries and Mentalities: Superpowers and Social Change since c. 1945.
- Persecution and Hope: Power and Powerlessness in Society since c. 1500.

Each of these topics has four key areas for inquiry (KAI) that provide the focus for a depth study of, for example, selected societies, events, and periods.

3) **Essay**

The purpose of the essay is for each student to engage in the process of inquiry into:

- a historical question of personal interest and
- to apply the concepts and skills of historical study.
Each student formulates a hypothesis and/or focusing question(s) in order to analyse an aspect of history and construct a reasoned historical argument supported by evidence from five sources. Students choose a topic for inquiry developed from any of the eleven topics described in the Thematic Study and Depth Study, or from any other area of interest relevant to modern history since c. 1500, to formulate the hypothesis and/or focusing question(s) for their essay.

**Skills of Historical Inquiry**

The following skills are an essential part of the craft of historical inquiry. Students are required to

- pose hypotheses and/or ask focusing questions
- select from historical materials on the basis of relevance
- research, evaluate, interpret, analyse, and use historical materials
- think imaginatively about the past
- think critically about both the uses and the limitations of sources
- make comparisons and contrasts to increase their understanding of the past
- recognise differences of interpretation among historians
- develop and debate opinions, ideas, issues, and arguments
- form judgments and defend them
- communicate ideas and arguments in clear and effective speech and writing
- look for patterns and identify ambiguities, contradictions, and discontinuities in history
- use history critically to inform their understanding of the future.

The skills of historical inquiry should be developed and applied in sources analysis activities undertaken in the thematic and depth studies and in the essay.

The historical evidence in a source should be critically assessed for:

- its meaning, and the implications of its context and content
- its usefulness
- its limitations
- its representativeness (by asking questions about whether or not the source is typical of the period)
- the audience for whom the source was constructed
- the problems, assumptions, arguments, ideas, and values it shares with other sources from a given historical period, or the ways in which it differs from them.
Assessment Scope and Requirements

Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Assessment Type 1: Folio (six assessment tasks)</td>
<td>50%</td>
</tr>
<tr>
<td>Assessment Type 2: Essay</td>
<td>20%</td>
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</tbody>
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<tr>
<th>External Assessment</th>
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<tbody>
<tr>
<td>Assessment Type 3: Examination</td>
<td>30%</td>
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</tbody>
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In this subject at USC students should provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:

- six assessments for the folio
- one essay
- one examination.

Information on the External Assessment

Examination (3 hours)

The 3-hour external examination consists of three parts:

- **Part 1: Thematic Study**
- **Part 2: Depth Study**
- **Part 3: Sources Analysis**

**Part 1: Thematic Study** (Questions 1 to 24)

- **Part 1** of the examination consists of essay questions on **Topics 1 to 6**. Each topic will focus on the key areas for inquiry in the thematic study. Students must answer one essay question. (refer past exam questions) Because USC students will be studying **Topic 3: Revolutions and Turmoil: Social and Political Upheavals since c. 1500** (the Russian Revolution of February 1917 and the October Revolution) you will choose one question from questions 9, 10, 11, or 12.

**Part 2: Depth Study** (Questions 25 to 44)

- This part of the examination (Part 2) will focus on **Topic 7 to 11**. Each topic will focus on the key areas for inquiry in the depth study. Students must answer one essay question. (refer past exam questions) Because USC students will be studying **Topic 9. An Age of Catastrophes: Depression**,
Dictators, and the Second World War, c. 1929–45 you will choose one question from questions 33,34,35 or 36

Part 3: Sources Analysis (Question 45)

Students are required to answer the sources analysis question in Part 3.

The part of the examination will focus on the skills of sources analysis.

Students are required to analyse and evaluate sources.

The examination will be marked by external assessors with reference to the performance standards.

Assessment Criteria

For each subject the assessment design criteria are:

- knowledge and understanding
- inquiry and analysis
- reflection and evaluation
- communication.

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.

- Knowledge and Understanding. The specific features are as follows:
  - KU1 Knowledge and understanding of people, places, events, and ideas in history.
  - KU2 Formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.

- Inquiry and Analysis. The specific features are as follows:
  - IA1 Application of the skills of historical inquiry, including critical analysis.
  - IA2 Construction of reasoned historical arguments based on a critical understanding of evidence from sources.

- Reflection and Evaluation. The specific features are as follows:
  - RE1 Reflection on the short-term and long-term impacts of individuals, events, and phenomena.
  - RE2 Evaluation of why individuals and groups acted in certain ways at particular times.

- Communication. The specific features are as follows:
  - C1 Communication of informed and relevant arguments.
Holiday Preparation Work
To be collected at the first lecture.

Sources Analysis

You are to find an “artifact” from home that will tell me something about them. Is it primary or secondary? Record the date, source and author of the piece.

• What is the purpose of the source?
• What audience is the source trying to reach?
• What is the author’s view on the topic/issue?
• Is there any evidence of bias or reason to doubt the accuracy of the source?
• What further information would be helpful in understanding the issue raised by the source?
• What is the tone of the source?
• What could the source be useful for?

How to present the work.

• On an A4 sheet of paper.
• Make sure you have your name at the top of the page.
• This will be a test in how much you pay attention to this lecture.
• For those students absent from the lecture this exercise will examine how well they follow up scholastic requirements.