Stage 2
Modern History
2016

Welcome to the transition lecture for the
2016 Stage 2 Modern History students
Your teacher will be Igor Plisko

For a more detailed 2016 Subject Outline go to
Stage 2 Modern History is a 20-credit subject. So, what can you expect in this subject for 2016?

To begin with, what is the Modern History course made up of?

**Structure and Organisation**

Students study:

- one topic from a choice of six thematic studies
- one topic from a choice of five depth studies
- an individual history essay

**Thematic Study; Students study one of the topics listed below:**

Topic 1: Pain and Gain: Modernisation and Society since c. 1700.
Topic 2: Intruders and Registers: Imperialism and its Impact since c. 1500.
Topic 3: Revolutions and Turmoil: Social and Political Upheavals since c. 1500.
Topic 4: A Sense of Belonging: Groups and Nations since c. 1500.
Topic 5: The Captives, the Unwanted, and the Seekers: Forced and Free Migration since c.1500.
Topic 6: Slaves, Serfs, and Emancipation: Forced Labour since c. 1500.

**Depth Study; Students study one of the following topics listed below:**

Topic 8: The War to End all Wars: The First World War and its Consequences, c.1870–1929.
Topic 11: Persecution and Hope: Power and Powerlessness in Society since c. 1500.
In 2016 at USC we will be studying:

**Thematic Study:**

**Topic 3:** Revolutions and Turmoil: Social and Political Upheavals since c. 1500.

We will be studying the Russian Revolution of February and October 1917

The following four key areas for inquiry (KAI) provide the focus for a thematic study in this topic:

KAI 1. the nature of pre-revolutionary society and government

KAI 2. the role of external and/or internal forces in the collapse of the old order and in the seizure of power

KAI 3. the consolidation of power by the revolutionaries

KAI 4. internal and external threats to the revolution, and how they were dealt with.

**Depth Study**

**Topic 9:** An Age of Catastrophes: Depression, Dictators, and the Second World War, c. 1929–45.

We will be studying Adolf Hitler and Nazi Germany

The following four key areas for inquiry provide the focus for a depth study in this topic:

KAI 1. the causes and impact of the Great Depression

KAI 2. the rise to power of a dictator

KAI 3. the nature of the dictator’s regime

KAI 4. the nature of the Second World War in either Europe or Asia.
Assessment Type 2: “the Essay”

Students undertake an individual inquiry on a historical topic of their choice relevant to the period of the history subject studied (i.e. post c. 1500 for Modern History).

The inquiry is presented in the form of a written essay and involves the formulation of a hypothesis and/or focusing question(s), relevant research, critical analysis, conclusions, and appropriate acknowledgment of sources. It should take the form of an informed, sequenced, reasoned and persuasive historical argument in response to the hypothesis and/or focusing question(s).

The written essay should be a maximum of 2000 words.

Students support their argument with evidence from five (5) sources.

Students should acknowledge the sources appropriately in a format negotiated with the teacher.

Examples of Previous Student Topics

• How did John Lennon’s entry into American politics pose a significant threat to Nixon’s 1972 re-election campaign?

• To what extent was the British defeat in the American War of Independence inevitable?

• “Pagan symbols have been modified from their origins to a modern perspective mainly from the influence of other religions.”

  Critically assess this claim.

• To what extent were Danish Resistance groups such as Holger Danske and critically, the Danish Freedom Council, successful in sabotaging the German efforts?

• To what extent is the Australian Graffiti and Hip Hop scene a re-creation of the American graffiti sub-culture?

• How influential was Friedrich Nietzsche in the development of National Socialist ideology?”

• “The art of Frida Kahlo is expressive of a national crisis of identity that existed in Mexico from 1910 – 1940.”

  Do you agree with this statement? Argue your case.
**Assessment Scope and Requirements: Evidence of Learning**

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

**School Assessment (70%)**
- Assessment Type 1: Folio (50%)
- Assessment Type 2: Essay (20%)

**External Assessment (30%)**
- Assessment Type 3: Examination (30%).

In each subject, students should provide evidence of their learning through eight to ten assessments, including the external assessment component.

University Senior College students undertake:

- **Assessment Type 1: Folio (50%)**
  - six summative assessment tasks for the folio (SATs)
- **Assessment Type 2: Essay (20%)**
- **Assessment Type 3: Examination (30%)**.

**Assessment Type 1: Folio (50%)**

Students undertake six folio assessments that involve research, synthesis, analysis of sources, and argument designed to develop and evaluate their knowledge and historical literacy skills. Wherever possible the assessments should involve the analysis of different sources and historical narratives on a topic studied.

**Assessment Type 2: Essay (20%)**

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 three sources.

**Assessment Type 3: Examination (30%)**

Students undertake a 3-hour written external examination. The examination paper has three parts.

- **Part 1: Thematic Study** Students are required to answer one essay question from Part 1.
• **Part 2: Depth Study** Students are required to answer one essay question from Part 2.

• **Part 3: Sources Analysis Students** are required to answer the sources analysis question in Part 3.

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**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, on the basis of the evidence provided, how well a student has demonstrated his or her learning.

During the teaching and learning program the teacher gives students feedback on, and makes decisions about, the quality of their learning, with reference to the performance standards.

Students can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

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.

At the student’s completion of study of the subject, the teacher uses a SACE Board school assessment grade calculator to combine the grades for the school assessment types and determine the student’s school assessment grade in the range A to E. The calculator is available on the SACE website. ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)).

In the external assessment, assessors use the performance standards to make a decision about the quality of students’ learning, based on the evidence provided.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A and E.
## Performance Standards for Stage 2 Modern History

### 2016

**Marking Rubric**

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Inquiry and Analysis</th>
<th>Reflection and Evaluation</th>
<th>Communication</th>
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</thead>
<tbody>
<tr>
<td><strong>A</strong> Comprehensive and relevant knowledge and understanding of people, places, events, and ideas in history. Astute formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.</td>
<td>Perceptive application of the skills of historical inquiry, including critical analysis. Astute and thorough construction of reasoned historical arguments based on a critical understanding of evidence from sources.</td>
<td>Perceptive reflection on the short-term and long-term impacts of individuals, events, and phenomena. Comprehensive and insightful evaluation of why individuals and groups acted in certain ways at particular times.</td>
<td>Well-structured and coherent communication of well-informed and relevant arguments. Consistent, clear, and appropriate use of subject-specific language and conventions.</td>
</tr>
<tr>
<td><strong>B</strong> Well-considered and relevant knowledge and understanding of people, places, events, and ideas in history. Clear and effective formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.</td>
<td>Well-considered application of the skills of historical inquiry, including critical analysis. Well-conceived and well-developed construction of reasoned historical arguments based on a critical understanding of evidence from sources.</td>
<td>Well-informed reflection on the short-term and long-term impacts of individuals, events, and phenomena. Well-considered evaluation of why individuals and groups acted in certain ways at particular times.</td>
<td>Structured and mostly coherent communication of informed and relevant arguments. Clear and appropriate use of subject-specific language and conventions.</td>
</tr>
<tr>
<td><strong>C</strong> Considered and relevant knowledge and understanding of people, places, events, and ideas in history. Mostly clear formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.</td>
<td>Considered application of the skills of historical inquiry, including some critical analysis. Organised construction of reasoned historical arguments based on a critical understanding of evidence from sources.</td>
<td>Informed reflection on the short-term and long-term impacts of individuals, events, and phenomena. Considered evaluation of why individuals and groups acted in certain ways at particular times.</td>
<td>Generally coherent communication of informed and relevant arguments. Mostly appropriate use of subject-specific language and conventions.</td>
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<tr>
<td><strong>D</strong> Recognition and basic understanding of people, places, events, and ideas in history. Formulation of one or more focusing questions and description of one or more related historical concepts.</td>
<td>Basic application of some skills of historical inquiry, including some superficial analysis. Some basic construction of a historical argument based on some understanding of evidence from sources.</td>
<td>Some superficial reflection on one or more short-term or long-term impacts of individuals, events, and/or phenomena. Superficial consideration of why individuals and groups acted in certain ways at particular times.</td>
<td>Some basic communication of aspects of an argument. Some appropriate use of subject-specific language and conventions, with inaccuracies.</td>
</tr>
</tbody>
</table>
Holiday Preparation Work

Your academic work has begun as of now. As a follow up to this lecture you are required to;

1) **Read through the notes** given out in this lecture. Become familiar with the main outline of the course. Highlight the notes in order to establish good summary study habits.

2) **Sources Analysis**
   
   You are to find an “artifact” (any object made by human beings, especially with a view to subsequent use) from home that will tell me something about you. 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?

3) **Make history…by recording it**
   
   Interview an older member of your family. Choose whatever questions you want to ask. Follow the guidelines presented in the video. However, there is no need to physically record it, just write out a summary of the interview. Structure your written answer around the following:
   
   - What did you find out?
   - How useful could this information be for your grandchildren?

**How to present the work.**

- On an A4 sheet of paper. In answering the task, there is no need to separately address each point. Write out a paragraph summary overview of your “artefact.”

- Make sure you have your name at the top of the page. Scan the artifact onto your page.

- This will be a test in how much you pay attention to this lecture.

**To be collected at the first lecture.**