



# Modern History

## What is Modern History?

The period 1500-1990 saw a remarkable shift in the way that vast numbers of people lived, as a result of technological, medical, social, ideological, and political innovation that resulted in revolution. Terms like ideology, world war, genocide, and nuclear war entered common usage.

## Why study Modern History?

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

History involves the investigation of human experience over time. By studying past events, actions, and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. History encourages inquiry into the activities of people in order to gain an understanding of their motivations and the effects of actions in particular places at particular times; make comparisons; and draw conclusions.

History builds understanding through the investigation of historical concepts and ideas such as change and continuity; historical empathy; power and its distribution; the causes and resolution of conflicts; and rules and rulers. Students have the opportunity to explore social relationships; how people in society treat each other; the influence of individuals on decision-making; the influence and control of governments over individuals; who and which institutions make rules and who interprets them; and who enforces the rules and who resists them.

By gaining historical perspectives, students are able to see change and continuity in a wider context. They develop an understanding of how and why events happened in the past and how they, as citizens in society, can influence the future.

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.

## Course content of Modern History

- Thematic Study: Revolutions and Turmoil
- Depth Study: The War to End all Wars WW1

## Assessment Components

### School Based Component: 70%

- Assessment Type 1: Folio (50%)

Students undertake six to eight folio assessments that involve research, synthesis, analysis of sources, and argument designed to develop and evaluate their knowledge and historical literacy skills. Folio assessments are designed to develop a student's ability to structure an inquiry; research and analyse historical texts and sources; appreciate changes in values and attitudes over time; and synthesise information to develop a position on historical questions.

Assessments could include, for example, historical reports, research assignments, debates, scripted role plays, hyperlinked databases and maps, interviews, excursion reports, oral presentations, web pages, essays, or multimodal presentations.

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

Students undertake an individual inquiry on a historical topic of their choice relevant to the period of the history subject studied (i.e. post 1788 for Australian History, and 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.

### Externally Moderated Component: (30%)

- External examination.

## Learning Requirements

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

In this subject, students are expected to:

1. demonstrate knowledge and understanding of people, places, events, and ideas in the history of societies in selected periods and places since c. 1500
2. Formulate hypotheses and/or focusing questions and apply them to explain historical concepts
3. Apply the skills of historical inquiry, including critical analysis
4. Construct reasoned historical arguments based on a critical understanding of evidence from sources
5. Reflect on the short-term and long-term impacts of individuals, events, and phenomena
6. Evaluate why individuals and groups acted in certain ways at particular times
7. Communicate informed and relevant arguments using subject-specific language and conventions.

## Future Pathways in History

- Journalist
- Lawyer
- Librarian
- Researcher
- Teacher
- Curator
- Film Maker
- Soldier/Officer

## Required Text(s) for Modern History

None – selected texts provided.

## What are the prerequisites?

C in Year 11 History OR C Year 11 English Studies or B Year 11 English Communications.



TRINITY COLLEGE  
Senior

## Contact Details

For more information about studying Year 12 at Trinity College Senior, please contact the Head of Year 12 on 8523 8705 or visit: [www.trinity.sa.edu.au/curriculum/index.htm](http://www.trinity.sa.edu.au/curriculum/index.htm)

## Further Information

More information about SACE may be obtained from the SACE Board of South Australia webpage at: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)