

#### PROGRAMME OF STUDY

#### STAGE 2 Modern History

#### 2014

This programme is intended as a guide to the teaching and assessment of Stage 2 Modern History. As such it must be read in conjunction with the Humanities and Social Sciences *Curriculum Statement* as published and updated by SACE.

**Key teacher’s contact details:**

IAN MARS [imars@cornerstone.sa.edu.au](mailto:imars@cornerstone.sa.edu.au)

Cornerstone College – ph 8398 6000

**Link to SACE website**: <http://www.sace.sa.edu.au/>

WIKI https://cc-hss.wikispaces.com/HOME-HSS-CC

EDMODO <https://www.edmodo.com/home#/group?id=7350285>

JOIN URL: <https://edmo.do/j/wi6wje> GROUP CODE: em36yn

Modern History Exam Date: …FRIDAY NOV 7 – 9AM.

**Content** refers to the Topics and Sub-Topics described in the History Subject Outline.

We will be doing:

***Topic 3 “Revolutions and Turmoil: social and political upheavals***

***Topic 9 “An Age of Catastrophes: Depression, Dictators and World War 2 (1929- 1949)***

Our focus will be:

- a comparative analysis of the Chinese Revolution of 1949and the Russian Revolution of 1917 (Topic 3: Revolutions and Turmoil)

AND

- The Depression, Stalin’s Rise to Power and The Nature of Stalin’s regime (Topic 9: An Age of Catastrophes) (please note: we will not be covering the WW2 aspect of this topic – it is too big & time is an issue)

**Possible learning activities** encompass a range of activities including:

- reading & noting, discussions, debating, viewing a wide variety of programs, you tube clips, eating, developing sources analysis skills, essay techniques – breaking down the finite skills for a strong argumentative essay, research skills, referencing techniques, empathy,

**Assessment** refers to formative and summative tasks such as essays – both in-class and out of class essays, general knowledge tests, source analysis (these will make up a FOLIO of work. SACE require that we send in 8 pieces of work, however, over the course of the year we will be doing more than this BUT will choose 8 final pieces that encompass a variety of skills); an extended in-depth research essay and finally an exam.

The percentage breakdown for each area is the following:

**Folio 50%** (moderated by SACE)

**Individual Essay 20%** (moderated by SACE)

**External Exam 30%** (externally marked by SACE)

**Calendar** lists public holidays and events that impact Year 12 students.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Timing** | **Content** | | **Possible Learning Activities** | | **Assessment** | | **Calendar** |
| **TERM 1** | | | | | | | |
| **Week 1** | The Nature of History | | “The Emperors Club”  - viewing & discussion | |  | |  |
| **Week 2** | Revolutions | | - readings, discussions, famous revolutions, Milosevic fall | |  | |  |
| **Week 3** | Political Ideologies | | - an understanding of communism.  -reading, noting, viewing, discussing | |  | |  |
| **Week 4** | KAE 1- Russia 1917: pre-revolutionary society & government  KAE 2 – External/Internal forces in the collapse of Russia’s old order & seizure of power | | -reading, noting, viewing, discussing | | Essay | |  |
| **Week 5** | KAE 2 – External/Internal forces in the collapse of Russia’s old order & seizure of power | |  | |  | | W5  Mod TT |
| **Week 6** | **TERM 2** | |  | |  | | Fri  Interhouse Athletics |
| **Week 7** | KAE 3 – Consolidation of power by the Russian Communists | | -reading, noting, viewing, discussing | |  | | Mon PH  W-Sa OEd camp |
| **Week 8** | KAE 3 – Consolidation of power by the Russian Communists  KAE 4 – internal & external threats to the Revolution & how the Communists dealt with them | | -reading, noting, viewing, discussing | | Source Analysis | |  |
| **Week 9** | KAE 4 – internal & external threats to the Revolution & how the Communists dealt with them | | -reading, noting, viewing, discussing | |  | |  |
| **Week 10** |  | |  | |  | | Sat. China Tour leaves |
| **Week 11** |  | |  | |  | | W -Inter-sch Aths  Th Passion Med |
| **Holidays** |  | |  | |  | |  |
|  | | | | | | | |
| **Week 1** | China pre and post 1911 Revolution | | -reading, noting, viewing, discussing | | Short-Answer Test | | Subjt Tr intervws |
| **Week 2** | - China pre and post 1911 Revolution  KAE 1- China 1949: pre-revolutionary society & government | | -reading, noting, viewing, discussing - Source Analysis preparation | |  | |  |
| **Week 3** | KAE 1- China 1949: pre-revolutionary society & government | | -reading, noting, viewing, discussing | | Source Analysis | | W-Sa OEd camp |
| **Week 4** | KAE 2 – External/Internal forces in the collapse of China’s old order & seizure of power | | -reading, noting, viewing, discussing | |  | |  |
| **Week 5** | KAE 2 – External/Internal forces in the collapse of China’s old order & seizure of power  KAE 3 – Consolidation of power by the Chinese Communists | | -reading, noting, viewing, discussing | | Essay | | Th-F Yr 12 Retreat |
| **Week 6** | KAE 3 – Consolidation of power by the Chinese Communists  KAE 4 – internal & external threats to the Revolution & how Mao dealt with them | | -reading, noting, viewing, discussing | |  | |  |
| **Week 7** | KAE 4 – internal & external threats to the Revolution & how Mao dealt with them | | -reading, noting, viewing, discussing | |  | | Yr 12 Drama  Ma App Exam 1 |
| **Week 8** |  | | -reading, noting, viewing, discussing | | Short-Answer Test | | Mon Music solo |
| **Week 9** | Comparative exercises between the 2 societies | | -reading, noting, viewing, discussing | |  | |  |
| **Week 10** |  | | | | | | |
|  |  | | | | | | |
| **Holidays** |  | |  | |  | |  |
|  | | | | | | | |
| **Week 1** | Nature of Stalin’s Regime | | -reading, noting, viewing, discussing | |  | | Sa - Formal |
| **Week 2** | Nature of Stalin’s Regime | | -reading, noting, viewing, discussing | | Essay | | Career Expo, (Uni, SATAC info) |
| **Week 3** | Nature of Stalin’s Regime | | -reading, noting, viewing, discussing | |  | |  |
| **Week 4** | Individual Essay | | - own research | |  | | Music Camp |
| **Week 5** | Individual Essay | | - own research | | Essay | |  |
| **Week 6** | Individual Essay | | - own research | |  | | MTT Week |
| **Week 7** | Individual Essay | | - own research | | Source Analysis | | W-Sa OEd camp |
| **Week 8** | Individual Essay – draft due | | - own research | |  | | F Music Cabaret |
| **Week 9** | Individual Essay | | - own research | | Individual Essay Due | |  |
| **Week 10** | Revision | |  | |  | | Fri Summit to School |
| **Holidays** | Revision | |  | |  | |  |
| **TERM 4** | | | | | | | |
| **Weeks 1-** | Revision | |  | |  | | Lang Oral Exams Dates TBC |
| **Week 2** | Revision/Exams | |  | |  | | F - last day school |
| **Weeks 5-7** | Exams | |  | |  | |  |
|  | |  | |  | |

Performance Standards for Stage 2 Modern History

|  | Knowledge and Understanding | Inquiry and Analysis | Reflection and Evaluation | Communication |
| --- | --- | --- | --- | --- |
| A | **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.** | **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.** | **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.** | **Well-structured and coherent communication of well-informed and relevant arguments.**  **Consistent, clear, and appropriate use of subject-specific language and conventions.** |
| B | **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.** | **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.** | **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.** | **Structured and mostly coherent communication of informed and relevant arguments.**  **Clear and appropriate use of subject-specific language and conventions.** |
| C | **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.** | **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.** | **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.** | **Generally coherent communication of informed and relevant arguments.**  **Mostly appropriate use of subject-specific language and conventions.** |
| D | **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.** | **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.** | **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.** | **Some basic communication of aspects of an argument.**  **Some appropriate use of subject-specific language and conventions, with inaccuracies.** |
| E | **Limited awareness of people, places, events, or ideas in history.**  **Attempted formulation of one or more focusing questions and attempted description of a related historical concept.** | **Limited application of one or more skills of historical inquiry.**  **Attempted description of a historical event based on a limited understanding of evidence from sources.** | **Limited description of a short-term or long-term impact of an individual, event, and/or phenomenon.**  **Description of the actions of individuals and groups at particular times.** | **Attempted communication of one or more aspects of an argument.**  **Limited use of any appropriate subject-specific language and conventions.** |