Course Outline
Outcomes
Yearly Planner
Draft Performance Bands
Assessment Schedule
Syllabus Documents
## Contents

1. HSC Modern History Course Requirements ................................................. 3  
2. Assessment Task Schedule ......................................................................... 3  
3. Modern History Course Objectives and Outcomes ...................................... 3  
4. TLSC HSC Modern History Yearly Planner ................................................. 4  
5. Information regarding the HSC Examination in Modern History ............... 5  
6. Modern History Course Content .................................................................. 6  
7. Performance Band Descriptors ..................................................................... 14  
8. Glossary from Syllabus ................................................................................ 15  
9. Websites ........................................................................................................ 19  
10. Source Analysis ............................................................................................ 19
Modern History 2018  
Higher School Certificate

<table>
<thead>
<tr>
<th>HSC Course (120 indicative hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I: Core Study: World War I</strong> 1914-1919</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Part II: National Studies</strong>  Germany 1918 – 1939</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Part III: Personalities in the Twentieth Century</strong>  Leni Riefenstahl 1902 – 2003</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Part IV: International Studies in Peace and Conflict</strong>  The War In Europe (1935-1945)</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course Outcomes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A student develops the skills to:</td>
<td></td>
</tr>
<tr>
<td>H1.1 describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies</td>
<td></td>
</tr>
<tr>
<td>H1.2 analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies</td>
<td></td>
</tr>
<tr>
<td>H2.1 explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century</td>
<td></td>
</tr>
<tr>
<td>H3.1 ask relevant historical questions</td>
<td></td>
</tr>
<tr>
<td>H3.2 locate, select and organise relevant information from different types of sources</td>
<td></td>
</tr>
<tr>
<td>H3.3 analyse and evaluate sources for their usefulness and reliability</td>
<td></td>
</tr>
<tr>
<td>H3.4 explain and evaluate differing perspectives and interpretations of the past</td>
<td></td>
</tr>
<tr>
<td>H3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources</td>
<td></td>
</tr>
<tr>
<td>H4.1 use historical terms and concepts appropriately</td>
<td></td>
</tr>
<tr>
<td>H4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms</td>
<td></td>
</tr>
</tbody>
</table>

2018 Assessment Schedule

<table>
<thead>
<tr>
<th>TASK</th>
<th>WHEN</th>
<th>TOPIC/S</th>
<th>TYPE OF TASK</th>
<th>OUTCOMES</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4, 2017 Week 10</td>
<td>WW1 Core Study</td>
<td>Source Analysis</td>
<td>H1.1, H3.2, H3.3, H3.5</td>
<td>15%</td>
</tr>
<tr>
<td>2</td>
<td>Term 1, 2018 Weeks 10 &amp; 11</td>
<td>WW1 Core Study</td>
<td>Mid Course Exam</td>
<td>H1.1, H1.2</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National Study</td>
<td>Exam/Question with notice</td>
<td>H2.1, H4.1, H4.2</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>Term 2, 2018 Week 4</td>
<td>Personalities in the Twentieth Century</td>
<td>Research Essay/ Source Analysis</td>
<td>H1.2, H3.4, H3.5</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>Term 2, 2018 Week 10</td>
<td>International Studies in Peace and Conflict</td>
<td>Research and Essay</td>
<td>H2.1, H3.1, H3.4</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>Term 3, 2018 Weeks 5 &amp; 6</td>
<td>All Topics</td>
<td>Trial HSC Exam</td>
<td>All Outcomes</td>
<td>20%</td>
</tr>
</tbody>
</table>
### Term 4: Monday 9/10/2017 – Tuesday 19/12/2017

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10</td>
<td>16/10</td>
<td>23/10</td>
<td>30/10</td>
<td>6/11</td>
<td>13/11</td>
<td>20/11</td>
<td>27/11</td>
<td>4/12</td>
<td>11/12</td>
<td>18/12</td>
</tr>
</tbody>
</table>

**SOURCE SKILLS**

**CORE STUDY**

- **Task 1**: 15%
- **NS**

### Term 1: Monday 29/01/2018 – Friday 13/4/2018

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>29/1</td>
<td>5/2</td>
<td>12/2</td>
<td>19/2</td>
<td>26/2</td>
<td>5/3</td>
<td>12/3</td>
<td>19/3</td>
<td>26/3</td>
<td>2/4</td>
<td>9/4</td>
</tr>
</tbody>
</table>

**NATIONAL STUDY**

**PERSONALITY**

**MID COURSE EXAM 25%**

- **Task 3**: 20%

### Term 2: Monday 30/4/2018 – Friday 6/7/2018

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>30/4</td>
<td>7/5</td>
<td>14/5</td>
<td>21/5</td>
<td>28/5</td>
<td>4/6</td>
<td>11/6</td>
<td>18/6</td>
<td>25/6</td>
<td>2/7</td>
</tr>
</tbody>
</table>

**PERSONALITY**

**INTERNATIONAL STUDIES IN PEACE AND CONFLICT**

- **Task 4**: 20%

### Term 3: Monday 23/7/2018 – Friday 28/9/2018

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/7</td>
<td>30/7</td>
<td>6/8</td>
<td>13/8</td>
<td>20/8</td>
<td>27/8</td>
<td>3/9</td>
<td>10/9</td>
<td>17/9</td>
<td>24/9</td>
</tr>
</tbody>
</table>

**INTERNATIONAL STUDIES CONT...**

**REVISION**

**TRIAL HSC EXAMS 20%**

Exam Feedback

**REVISION**
The Modern History HSC examination

- there will be source-based short answer and objective response questions to the value of 15 marks in Section I Part A, including from 5 to 10 objective response questions
- there will be a source-based question to the value of 10 marks in Section I Part B
- the sources to be used in Section I will continue to be placed together in a source booklet
- Sections II, III and IV will remain the same.

The Modern History HSC examination specifications give guidance on the expected length of extended responses, stated in terms of the approximate number of pages of an examination writing booklet (based on average-sized handwriting) and/or an approximate number of words. Students may write less than or more than what is expected and they will not be penalised. Their responses will be marked on the structure and organisation of responses, the quality of the arguments and explanations, and the relevance of the content to the question asked.

More details about the examination, and information about assessment components and weightings are in Assessment and Reporting in Modern History Stage 6.
Content: HSC Course

Students are required to study Parts I, II, III and IV of the course.

Part I: Core Study: World War I 1914–1919: A Source-based Study

Percentage of course time: 25%

Principal focus: Students use different types of sources and acquired knowledge to investigate key features, issues, individuals, groups and events in the study of World War I.

Students’ prior learning about World War I
At Stage 5, students will learn about Australia and World War I, including the reasons for Australia’s involvement; the places where Australians fought; the experiences of Australians at Gallipoli; how and why the Anzac legend was created; the conscription debate in Australia; experiences of one group in Australia during World War I and the ways that Australia has commemorated World War I over time.

Outcomes

Students:
H1.1 describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies
H1.2 analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies
H3.2 locate, select and organise relevant information from different types of sources
H3.3 analyse and evaluate sources for their usefulness and reliability
H3.4 explain and evaluate differing perspectives and interpretations of the past
H3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
H4.1 use historical terms and concepts appropriately
H4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

Students learn to:

- ask relevant questions in relation to World War I
- locate, select and organise information from different types of primary and secondary sources, including ICT, about key features and issues related to World War I
- make deductions and draw conclusions about key features and issues of World War I
- evaluate the usefulness, reliability and perspectives of sources
- account for and assess differing historical interpretations of World War I
- use historical terms and concepts appropriately
- present the findings of investigations on aspects of World War I, analysing and synthesising information from different types of sources
- communicate an understanding of the features and issues of World War I using appropriate and well-structured oral and/or written and/or multimedia forms including ICT.
In investigating for the source-based study, students shall develop knowledge and skills to respond to different types of sources and relevant historiographical issues related to World War I.

Students learn about:

1 War on the Western Front
   - the reasons for the stalemate on the Western Front
   - the nature of trench warfare and life in the trenches dealing with experiences of Allied and German soldiers
   - overview of strategies and tactics to break the stalemate including key battles: Verdun, the Somme, Passchendaele
   - changing attitudes of Allied and German soldiers to the war over time

2 The home fronts in Britain and Germany
   - total war and its social and economic impact on civilians in Britain and Germany
   - recruitment, conscription, censorship and propaganda in Britain and Germany
   - the variety of attitudes to the war and how they changed over time in Britain and Germany
   - the impact of the war on women’s lives and experiences in Britain

3 Turning points
   - impacts of the entry of the USA and of the Russian withdrawal
   - Ludendorff’s Spring Offensive and the Allied response

4 Allied Victory
   - events leading to the Armistice, 1918
   - reasons for the Allied victory and German collapse
   - the roles and differing goals of Clemenceau, Lloyd George and Wilson in creating the Treaty of Versailles
Part II: National Studies

Percentage of course time: 25%

Principal focus: Students investigate key features and issues in the history of ONE country during a specific period of the twentieth century.

Outcomes

Students:
H1.1 describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies
H1.2 analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies
H2.1 explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century
H3.1 ask relevant historical questions
H3.2 locate, select and organise relevant information from different types of sources
H3.3 analyse and evaluate sources for their usefulness and reliability
H3.4 explain and evaluate differing perspectives and interpretations of the past
H3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
H4.1 use historical terms and concepts appropriately
H4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

Students learn to:

- ask relevant historical questions
- locate, select and organise information from different types of sources, including ICT, to describe and analyse relevant features and issues
- describe and evaluate the role of key individuals, groups and events during the period
- explain and evaluate the significance of forces contributing to change and continuity during the period
- evaluate the usefulness and reliability of sources
- account for and assess differing perspectives and interpretations of the period
- present the findings of investigations on aspects of the national study, analysing and synthesising information from different types of sources
- communicate an understanding of relevant concepts, features and issues using appropriate and well-structured oral and/or written and/or multimedia forms including ICT.
Germany 1918–1939

Principal focus: Students investigate the **key features and issues** of the history of Germany 1918–1939.

**Key features and issues:**
- successes and failures of democracy
- nature and role of nationalism
- influence of the German army
- nature and influence of racism
- changes in society
- the nature and impact of Nazism
- aims and impact of Nazi foreign policy

**Students learn about:**

1 **Weimar Republic**
   - emergence of the Democratic Republic and the impact of the Treaty of Versailles
   - political, economic and social issues in the Weimar Republic to 1929
   - collapse of the Weimar Republic 1929–1933
   - impact of the Great Depression on Germany

2 **The rise of the Nazi Party**
   - rise of the Nazi Party (NSDAP) from 1923
   - Hitler’s accession to power
   - initial consolidation of Nazi power 1933–1934

3 **Nazism in power**
   - Hitler’s role in the Nazi state
   - Nazism as totalitarianism
   - the role of propaganda, terror and repression; SA and SS; opposition to Nazism
   - social and cultural life in the Nazi state: role of Hitler Youth, women, religion
   - Nazi racial policy; anti-Semitism: policy and practice to 1939

4 **Nazi foreign policy**
   - nature of Nazi foreign policy: aims and strategies to September 1939
   - impact of ideology on Nazi foreign policy to September 1939
Part III: Personalities in the Twentieth Century

Percentage of course time: 25%

Principal focus: Through the study of a modern personality, students gain an understanding of the role of the individual in a period of national or international history.

Outcomes

Students:
H1.1 describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies
H1.2 analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies
H2.1 explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century
H3.1 ask relevant historical questions
H3.2 locate, select and organise relevant information from different types of sources
H3.3 analyse and evaluate sources for their usefulness and reliability
H3.4 explain and evaluate differing perspectives and interpretations of the past
H3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
H4.1 use historical terms and concepts appropriately
H4.2 communicate a knowledge and understanding of historical features and issues using appropriate and well-structured oral and written forms

Students learn to:

- ask relevant historical questions
- locate, select and organise information from different types of sources, including ICT, to describe and analyse relevant features and issues
- assess the impact of the personality on twentieth-century history
- analyse the contribution of the personality to the period in which they lived
- account for and assess differing perspectives and interpretations of the personality
- evaluate the usefulness and reliability of sources
- present the findings of investigations on aspects of the personality, analysing and synthesising information from different types of sources
- communicate an understanding of relevant concepts, features and issues using appropriate and well-structured oral and/or written and/or multimedia forms including ICT.
Leni Riefenstahl 1902–2003

Principal focus: Through the study of Leni Riefenstahl, students gain an understanding of the role of this personality in a period of national or international history.

Students learn about:

1 Historical context
   • growth of German cinema in Weimar Germany
   • rise of Hitler and the Nazi Party
   • the Berlin Olympics
   • post-war de-Nazification

2 Background
   • family background and education
   • early career as dancer and film actor

3 Rise to prominence
   • direction of ‘The Blue Light’ 1932
   • 1933 meeting with Hitler at Wilmershaven
   • ban on Jews working in the film industry
   • commission for ‘Victory of Faith’ (Nazi Party rally 1933)

4 Significance and evaluation
   • relationship with Hitler
   • ‘Triumph of the Will’ and ‘Berlin Olympiad’
   • international honours and criticism
   • post-war arrest
   • 1960s Nuba photography
   • controversies in later life
   • evaluation: for example Nazi propagandist, feminist pioneer?
Part IV: International Studies in Peace and Conflict

Percentage of course time: 25%

Principal focus: Students investigate key features and issues of ONE International Study in Peace and Conflict.

Outcomes

Students:
H1.1 describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies
H1.2 analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies
H2.1 explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century
H3.1 ask relevant historical questions
H3.2 locate, select and organise relevant information from different types of sources
H3.3 analyse and evaluate sources for their usefulness and reliability
H3.4 explain and evaluate differing perspectives and interpretations of the past
H3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
H4.1 use historical terms and concepts appropriately
H4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

Students learn to:

- ask relevant historical questions
- locate, select and organise information from different types of sources, including ICT, to describe and analyse relevant features and issues
- describe and analyse the origins of conflict in the relevant study
- analyse the major events and issues in the development of the conflict
- describe and evaluate the role of key individuals and groups during the conflict
- evaluate the success of attempts to resolve the conflict
- evaluate the usefulness and reliability of sources
- account for and assess differing perspectives and interpretations of the conflict
- present the findings of investigations on aspects of the conflict, analysing and synthesising information from different types of sources
- communicate an understanding of relevant features and issues using appropriate and well-structured oral and/or written and/or multimedia forms including ICT.
 Conflict in Europe 1935–1945

**Principal focus:** Students investigate **key features and issues** in the history of the conflict in Europe 1935–1945.

**Key features and issues:**
- causes of the conflict
- aims and strategies of the Allied and Axis powers
- turning points of the war
- impact of war on civilians
- origins, nature and impact of the Holocaust
- reasons for the Allied victory

**Students learn about:**

1 **Growth of European tensions**
   - dictatorships in Germany and Italy
   - the League of Nations and collapse of collective security: Abyssinia, the Spanish Civil War
   - Britain, France and the policy of appeasement: an assessment
   - significance of the Nazi–Soviet Non-Aggression Pact

2 **Course of the European war**
   - German advances: the fall of Poland, the Low Countries and France
   - the air war and its effects: The Battle of Britain and the Blitz, the bombing of Germany
   - Operation Barbarossa, the Battle of Stalingrad and the significance of the Russian campaign
   - Battle of El Alamein and the significance of the conflict in North Africa to the European War

3 **Civilians at war**
   - social and economic effects of the war on civilians in Britain and EITHER Germany OR the Soviet Union
   - Nazi racial policies: the Holocaust and the persecution of minorities

4 **End of the conflict**
   - ‘D’ Day and the liberation of France
   - Russian counter offensives 1944
   - final defeat 1944–1945
   - Nuremburg War Crimes trials
## DRAFT PERFORMANCE BANDS
### MODERN HISTORY

_The typical performance in this band:_

**Band 6**
- comprehensively analyses the key features of specific periods of twentieth century history and evaluates the role of key individuals, groups, events and ideas
- evaluates the relative significance of factors contributing to change and continuity in the modern world
- displays a sophisticated understanding of historical terms and concepts
- utilises a variety of relevant historical sources and evaluates their reliability
- assesses different historical interpretations and perspectives
- communicates high level argument through well structured and detailed texts

**Band 5**
- presents detailed analysis of the key features of specific periods of twentieth century history and evaluates the role of key individuals, groups, events and ideas
- explains the relative significance of factors affecting change and continuity in the modern world
- demonstrates a thorough understanding of historical terms and concepts
- utilises a number of relevant historical sources and evaluates their reliability
- argues using different historical interpretations and perspectives
- communicates a coherent and sustained argument through well structured and detailed texts

**Band 4**
- explains the key features of specific periods of twentieth century history and makes some judgements on the role of key individuals, groups, events and ideas
- describes the significance of factors affecting change and continuity in the modern world
- demonstrates a sound understanding of historical terms and concepts
- identifies and makes adequate reference to prominent relevant historical sources
- explains different historical interpretations and perspectives
- clearly communicates a general argument through well structured texts

**Band 3**
- describes the key features of specific periods of twentieth century history and the roles of key individuals, groups, events and ideas
- draws conclusions based on an understanding of change and continuity in the modern world
- correctly uses some historical terms and concepts
- identifies and draws basic conclusions to prominent relevant historical sources
- describes different historical interpretations and perspectives
- provides coherent descriptions of people and events with some evidence of simple argument

**Band 2**
- describes people, events and ideas from specific periods of twentieth century history
- demonstrates, through sequencing of historical events, some understanding of continuity and change in the modern world
- demonstrates comprehension of basic historical terms and concepts
- recognises and draws simple conclusions from different sources
- recognises simple historical interpretations and perspectives
- provides limited coherent descriptions of people and events from the past in simple narrative style

**Band 1**
<table>
<thead>
<tr>
<th>Glossary</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>anarchism</td>
<td>an ideology that argues a society can be run without rules or a government and that the abolition of these things will lead to freedom, equality and justice</td>
</tr>
<tr>
<td>anti-ecumenism</td>
<td>opposed to the doctrines and practice of the ecumenical movement and hence to the unity of the Christian churches</td>
</tr>
<tr>
<td>anti-Semitism</td>
<td>hostility or hatred towards peoples of Semitic origins but is used to mean anti-Jewish</td>
</tr>
<tr>
<td>apartheid</td>
<td>a policy of racial segregation, exploitation and oppression developed by white minority South African governments</td>
</tr>
<tr>
<td>appeasement</td>
<td>a policy attributed to European governments in the 1930s that met the expansionist policies of Nazi Germany by offering concessions</td>
</tr>
<tr>
<td>autocracy</td>
<td>absolute rule or government by one person</td>
</tr>
<tr>
<td>Bolshevism</td>
<td>an ideology advocating the seizure of power by a revolutionary elite in the name of the proletariat</td>
</tr>
<tr>
<td>capitalism</td>
<td>an economic system that encourages individuals to make profits through investments and the private ownership of goods, property and the means of production, distribution and exchange</td>
</tr>
<tr>
<td>case studies</td>
<td>case studies are inquiry-based investigations into key features, issues, individuals, groups, events or concepts in modern history. They are oriented towards the problems and issues of investigating the past.</td>
</tr>
<tr>
<td>collectivisation</td>
<td>the socialist policy of joining together small farms and other enterprises under group or state ownership</td>
</tr>
<tr>
<td>communism</td>
<td>a theory or system of social organisation promoting shared ownership of property and the means of production by the community as a whole or the state</td>
</tr>
<tr>
<td>communalism</td>
<td>a theory that a nation should be organised around different regional communities and that a nation is merely a federation of such states. In India these communities are mostly religious.</td>
</tr>
<tr>
<td>conservatism</td>
<td>opposition to radical change with a tendency to support existing institutions</td>
</tr>
<tr>
<td>consumerism</td>
<td>an aspect of capitalism that encourages the consumption of goods and services</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>containment</td>
<td>a specific US Cold War foreign policy aimed at limiting the spread of communism</td>
</tr>
<tr>
<td>decolonisation</td>
<td>the process of colonies being freed from imperial rule through their own initiatives or the granting of self-government</td>
</tr>
<tr>
<td>democracy</td>
<td>society based on the idea of equality where the government is run by the people or their freely elected representatives</td>
</tr>
<tr>
<td>détente</td>
<td>easing the strained relations between the super powers during the Cold War</td>
</tr>
<tr>
<td>evidence</td>
<td>the information that tends to prove or disprove a conclusion. It can be used to establish a fact or to support an argument</td>
</tr>
<tr>
<td>feminism</td>
<td>a doctrine or movement advocating equal rights for women in social and political life</td>
</tr>
<tr>
<td>fundamentalism</td>
<td>any religious movement that stresses rigid adherence to literal interpretations of its religious texts</td>
</tr>
<tr>
<td>globalisation</td>
<td>the process of bringing together all of the world’s economies for the purposes of trade and a common culture</td>
</tr>
<tr>
<td>government</td>
<td>where a government involves itself directly and actively in the regulation of economic and business activities</td>
</tr>
<tr>
<td>intervention</td>
<td>nationalist political party in China that became the government from 1927 to 1949</td>
</tr>
<tr>
<td>historiography</td>
<td>the study of how history is constructed. It involves the critical analysis and evaluation of the reliability of evidence, as well as the way history has been written in the past</td>
</tr>
<tr>
<td>ideology</td>
<td>a framework of beliefs that guides actions</td>
</tr>
<tr>
<td>imperialism</td>
<td>where one country possesses, governs or controls other countries beyond its own borders</td>
</tr>
<tr>
<td>industrialisation</td>
<td>the process of moving towards large-scale mechanised industry, usually accompanied by urbanisation, rather than agriculture, crafts and trading</td>
</tr>
<tr>
<td>internationalism</td>
<td>the promotion of the belief in global cooperation rather than national rivalry</td>
</tr>
<tr>
<td>interpretation</td>
<td>a way of understanding and explaining what has happened in the past. The discipline of history acknowledges that there is often more than one view of what has happened in the past</td>
</tr>
<tr>
<td>Intifada</td>
<td>an uprising conducted by the Palestinian people in the Occupied Territories against the state of Israel</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>isolationism</td>
<td>a view in American foreign policy that argues that the best interests of the United States lay in avoiding international entanglements</td>
</tr>
<tr>
<td>Konfrontasi</td>
<td>foreign policy conducted by the Indonesian government during the 1960s towards Malaysia and Singapore</td>
</tr>
<tr>
<td>liberal democracy</td>
<td>a form of democracy where majority rule is underpinned by liberal rights such as freedom of speech, assembly and religious beliefs, and the right to private property, privacy and due legal process</td>
</tr>
<tr>
<td>liberalism</td>
<td>commitment to individual freedoms such as freedom of trade, speech, press, association and religion</td>
</tr>
<tr>
<td>Maoism</td>
<td>an ideology expounded by Mao Zedong in China that emphasised the revolutionary role of the peasants in achieving communism</td>
</tr>
<tr>
<td>Marxism</td>
<td>a political and economic theory developed by Karl Marx and Frederick Engles that called for the abolition of private property and emphasised the role of the state in providing work and benefits for all leading eventually to a socialist order and a classless society</td>
</tr>
<tr>
<td>militarism</td>
<td>the belief that strong armed forces, discipline and obedience will solve political and social problems</td>
</tr>
<tr>
<td>modernisation</td>
<td>the process of becoming modern, accepting change and modern values</td>
</tr>
<tr>
<td>multiculturalism</td>
<td>a policy of valuing and maintaining the distinctive identities of all cultural groups within a society</td>
</tr>
<tr>
<td>nationalism</td>
<td>the promotion of the interests of one’s own nation above all others</td>
</tr>
<tr>
<td>National Sovereignty</td>
<td>supreme and independent power or authority that is claimed by a state or cultural or ethnic group</td>
</tr>
<tr>
<td>New Order</td>
<td>term used to describe the policies of the Suharto government in promoting the values of national unity, modernisation and capitalism in Indonesia</td>
</tr>
<tr>
<td>Pancasila</td>
<td>the five values that formed the basis of the Indonesian state after independence: faith in one god, humanism, nationalism, representative government and social justice</td>
</tr>
<tr>
<td>pan-nationalism</td>
<td>nationalism that crosses national borders</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>perspective</td>
<td>a point of view or standpoint from which historical events, problems and issues can be analysed, eg a gender perspective (either masculine or feminine) on the past</td>
</tr>
<tr>
<td>prohibition</td>
<td>a policy developed by American governments during the 1920s that made the sale of alcohol illegal</td>
</tr>
<tr>
<td>proletariat</td>
<td>the working or unpropertied class who rely on the sale of their labour for an income</td>
</tr>
<tr>
<td>racism</td>
<td>the belief in the superiority of one race of people over others</td>
</tr>
<tr>
<td>regionalism</td>
<td>a movement that developed in Indonesia’s provinces emphasising the need for each region to maintain its own identity and independence</td>
</tr>
<tr>
<td>revolution</td>
<td>sudden and radical change in society; a complete overthrow of an established government or political system</td>
</tr>
<tr>
<td>Satyagraha</td>
<td>‘truth force’ or ‘holding on to the truth’ – a non-violent method of resistance developed in India by Mahatma Gandhi to ensure political or social change</td>
</tr>
<tr>
<td>sectarianism</td>
<td>the reinforcement of divisions between religious groups</td>
</tr>
<tr>
<td>self-determination</td>
<td>the right of each group of people to decide their own identity, culture and political and social systems without reference to the wishes of any other nation</td>
</tr>
<tr>
<td>socialism</td>
<td>a system where wealth, land and property are owned and controlled by the community as a whole rather than being privately owned</td>
</tr>
<tr>
<td>source</td>
<td>any written or non-written material that can be used to investigate the past. A source becomes ‘evidence’ (see above) when it is used to support or refute a position</td>
</tr>
<tr>
<td>Stalinism</td>
<td>a system of government originating in the Soviet Union under Joseph Stalin</td>
</tr>
<tr>
<td>terrorism</td>
<td>the use and threat of violence for political purposes</td>
</tr>
<tr>
<td>Third World</td>
<td>term used during the Cold War that referred to developing nations that did not identify themselves with either the USA or Soviet blocs</td>
</tr>
<tr>
<td>totalitarianism</td>
<td>system of government where the state seeks to gain complete control over its citizens and does not recognise or tolerate parties of differing opinion</td>
</tr>
<tr>
<td>urbanisation</td>
<td>a process, usually accompanied by industrialisation, where people move from traditional life in the countryside to towns and cities</td>
</tr>
</tbody>
</table>
warlordism a system where power is controlled by regional military leaders and the central government has broken down, especially in China 1916–1928

zaibatsu huge economic and industrial organisations formed by a few Japanese families after the Meiji Restoration

Zionism a movement formerly for re-establishing, now for advancing, the Jewish national state of Israel

Websites
Some useful websites for Study Guides and Strategies:

- libguides.csu.edu.au/HSC
- www.boardofstudies.nsw.edu.au
- www.boredofstudies.org
- www.studygs.net
- www.tale.edu.au/tale4students
- www.cli.nsw.edu.au

(Each of the universities’ websites also has tips and guides, so try a search under their names.)

Source Analysis

Try this simple formula…

Source (A) is a (primary / secondary) source. It is a (cartoon, diary entry, speech extract, photograph, table of statistics, etc) from (comment on the origin of the source). It shows (describe the content of the source).

The perspective of Source (A) is that of (talk in detail about the perspective – consider nationality, class, gender, age, politics, involvement in an event, time source created).

Source (A) (would / would not) be considered reliable because (say why we can or can not trust the information in the source – is it an accurate reflection of events, is it for personal or public consumption, can the information be verified by other sources).

By examining Source (A) we can see that it is (very / partially) useful to a historian studying (restate the topic from the question) because (give a reason for your judgement based on the tests you have applied for perspective and reliability).