

History

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	HIS215124
COURSE SPAN	2024 — 2028
READING AND WRITING STANDARD	YES
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course is current for 2024.

History Level 2 is for learners who enjoy history or like to learn about the past and what it means for the future.

Course Description

This course explores the world from ancient times into the modern era.

In studying ancient history, learners will explore evidence from the past about either:

- an ancient site
- a significant historical individual or group
- an event.

In studying history into the modern era, learners will investigate:

- significant developments that moved us into the modern world
- how groups and institutions have challenged authority and transformed the world we live in
- a movement for change in the 20th century.

Learners will understand how historical evidence is represented and interpreted. Through this study of history, learners will also develop skills in:

- evidence-based decision making
- understanding of different points of view
- critical thinking.

History Level 2 provides a pathway to other history courses at Level 3. It complements career pathways and studies where knowing more about the world is an advantage.

Focus Area

Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based study, Transdisciplinary projects, Professional studies, Work-based learning and Personal futures.

History Level 2 is a Discipline-based study course.

Discipline-based study

Discipline-based study includes content, core concepts and big ideas; enabling deep knowledge and understanding of the content and the application of what is learned. Learners consider accepted key disciplinary knowledge, apply distinctive ways of thinking and become increasingly independent learners. They use methodologies specific to the discipline to explore and strengthen their understanding of key concepts and develop deep knowledge, skills and understanding.

Discipline-based study courses have three key features that guide teaching and learning:

- specialist knowledge
- theories and concepts
- methodology and terminology.

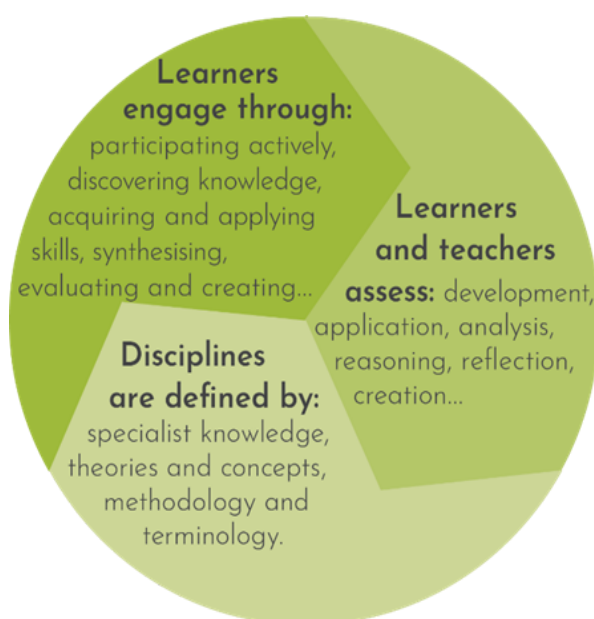


Figure 1: Discipline-based study diagram (developed by Years 9-12 Learning)

In this course learners will do this by:

- engaging with the specialist knowledge and terminology from the disciplines of Modern and Ancient History
- exploring the key Australian Curriculum history concepts of evidence, continuity and change, cause and effect, significance, empathy, contestability, perspectives, interpretation and representation
- understanding and applying historical investigation skills which include determining the reliability and usefulness of sources of evidence, exploring different interpretations and representations and using evidence to support historical argument.

Rationale

The study of Humanities and Social Sciences (HASS) develops learners' knowledge and understanding of their society and environment. This understanding helps learners have a deeper appreciation of the world and their role as a member of society and as an individual. History Level 2 enables learners to understand how modern societies have evolved from ancient times to today by providing study aligned to the Senior Secondary Australian Curriculum in both Ancient and Modern History.

History Level 2 enables learners to study history from ancient times into the modern era. The focus for the study of ancient history is on life in early societies. This is based around analysis and interpretation of both physical and historical records. The course then explores the forces that have shaped the development of the modern world from ancient times and into movements for change in the 20th century.

History Level 2 provides the opportunity for learners to develop skills and understanding of concepts and methodology from the discipline of history. The course also focuses on developing or consolidating skills in literacy, evidence-based decision making, fact-based communication and empathy-based approaches. History Level 2 also guides learners in how to use methods of gathering historical evidence and developing ideas about the past. The development and consolidation of these skills will help learners build confidence and a capacity for deeper engagement with the world.

Study of History Level 2 is recommended for learners who have an interest in history or wish to study humanities at Level 3. It would be beneficial for those interested in a variety of career pathways such as tourism, which in the local Tasmanian context is rich in a range of historical sites and museums. The course is also ideal for learners seeking an improved understanding of current affairs or wishing to engage politically or socially with the world.

The purpose of [Years 9 to 12 Education](#) is to enable all learners to achieve their potential through Years 9–12 and beyond in further study, training or employment.

Years 9–12 Education enables personal empowerment, cultural transmission, preparation for citizenship and preparation for work.

This course is built on the principles of access, agency, excellence, balance, support and achievement as part of a range of programs that enables learners to access a diverse and flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. understand and apply chronology, terms and concepts related to history
2. formulate, research and analyse historical questions
3. explain contestability of historical sources of evidence
4. describe historical perspectives, interpretations and representations
5. communicate and explain historical concepts
6. describe issues related to the ownership, custodianship, preservation and display of material from the ancient past
7. describe the role of technology and individuals in defining the modern world
8. explain ideas and movements that led to change in the modern world.

Pathways

Pathways into History Level 2 include Australian Curriculum: History 7-10 and other Humanities and Social Sciences (HASS) courses at level 1.

Pathways out of History Level 2 include Ancient History Level 3 and Modern History Level 3. The foundational skills and approaches learners develop in History Level 2 may provide pathways into other accredited HASS courses at Level 3.

History Level 2 will provide skills and conceptual understanding that may also be suitable or complementary for:

- further vocational education and training courses
- learners considering a career in education
- study in a broad range of areas related to the humanities and social sciences
- careers in tourism or museum studies.

Integration of General Capabilities and Cross-curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking
- Intercultural understanding
- Literacy.

The cross-curriculum priorities enabled through this course are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia.

Course Size And Complexity

This course has a complexity level of 2.

For a full description of courses at a complexity level of 2, please refer to the [Levels of Complexity - Tasmanian Senior Secondary Education](#) document.

This course has a size value of 15. Upon successful completion of this course (i.e., a Preliminary Achievement (PA) award or higher), a learner will gain 15 credit points at Level 2 towards the Participation Standard of the Tasmanian Certificate of Education (TCE).

Course Structure

This course consists of three 50-hour modules.

Module 1: Investigating the ancient world

Module 2: Into the modern era

Module 3: Movements for change in the 20th century.

Course Delivery

The three modules must be delivered in order 1, 2 and 3.

Course Requirements

Access

There are no access restrictions for entry into this course.

Previously submitted work cannot be used in meeting the requirements of History Level 2. Therefore, a learner cannot use work including, but not limited to, an independent study, folio, project or assignment that has already been presented for assessment for a previously or concurrently studied Office of TASC-accredited or recognised senior secondary course.

Resource requirements

Access to a computer and the internet.

Course Content: Module 1

Module 1: Investigating the ancient world

Learners will investigate the past through an examination of issues relevant to the nature and use of the evidence. These include ethical practice, ownership and representation of the ancient world. They will investigate key aspects of the ancient world through two studies. These aspects include artefacts, events, legends, personalities and controversies of the ancient world. Learners focus on an analysis and evaluation of the differing ways in which the evidence that remains has been interpreted and represented from ancient to modern times.

Module 1 learning outcomes

The following learning outcomes are a focus for this module:

1. understand and apply chronology, terms and concepts related to history
2. formulate, research and analyse historical questions
3. explain contestability of historical sources of evidence
4. describe historical perspectives, interpretations and representations
5. communicate and explain historical concepts
6. describe issues related to the ownership, custodianship, preservation and display of material from the ancient past.

Module 1 content

Learners will undertake two studies in this module that will investigate the remaining sources of evidence and explore how they have been interpreted. The studies will be used to develop learners' key knowledge and skills in relation to the topic and option chosen. Providers choose the topic for each study from those outlined below:

Study 1

- Learners will investigate issues related to primary evidence from the past
- Providers choose ONE topic from this list:
 - Preservation, conservation and reconstruction of ancient sites
 - Cultural heritage, ownership and the role of museums
 - Treatment and display of human remains
- Through the topic chosen, learners will:
 - develop an understanding of the nature of evidence from the past
 - explore issues related to the ownership, custodianship, preservation and display of material from the ancient past.

See Appendix 6: Course content, for further guidance

Study 2

- Learners will investigate interpretations and representations of the past through ONE ancient site, event or change, individual or group
- Providers choose ONE topic from this list which will be either an ancient site, or an event or change, or a group or an individual:
 - An ancient site:
 - Ancient Thera (Santorini)
 - Masada
 - Australian Aboriginal sites, e.g. Lake Mungo or Kutikina Cave
 - A UNESCO World Heritage site, e.g., Ayuttaya (Thailand), Angkor (Cambodia)
 - Tutankhamun's tomb
 - Teotihuacan
 - Persepolis
 - An event or change:
 - The Battle of Kadesh
 - The destruction of Troy
 - The 'Fall' of the Roman Empire in the West
 - The Roman Games
 - An individual:
 - Alexander the Great
 - Cleopatra
 - Cao Cao
 - Boudicca
 - A group:
 - The Celts
 - The Etruscans
 - The early Christians.

Based on the topic chosen, each Study will include:

- geographic and historic context
- nature of the sources, primary and secondary
- issues with authentication of sources
- different interpretations and representations of the past:
 - The focus of the study is on the nature of evidence from the past and issues related to its reliability and usefulness.
 - Issues related to ownership, custodianship, preservation and display of material from the ancient past will be considered, as relevant to the topic selected.

See Appendix 6: Course content for further guidance on each topic.

Key knowledge:

Learners will develop an understanding of historical evidence and an historical context through Study 1 and 2. Through both studies there are opportunities to make connections:

- In Study 1, the focus is on the nature and types of evidence from ancient sources. Learners will connect reliability and usefulness of evidence to issues related to the chosen topic.
- In Study 2, the connections between the significant issues and the ancient site, event or change, individual or group can be explored. For example, the contribution that the preservation, conservation and reconstruction of the Colosseum has made to our knowledge of the Roman Games.

See Appendix 6: Course content, for further guidance.

Key skills

Skills will be introduced and applied through the study of key knowledge in this module.

Chronology, terms and concepts related to the ancient world:

- identify links between events to understand the nature and significance of causation, change and continuity over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding.

Historical questions and research related to the ancient world:

- formulate, test and modify propositions to investigate historical issues
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of primary and secondary sources
- identify and practise ethical scholarship when conducting research.

Analysis and use of sources related to the ancient world:

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument
- discuss the reliability, usefulness and contestability of sources to develop informed judgements that support a historical argument.

Perspectives and interpretations of the ancient world:

- analyse and account for the different perspectives of individuals and groups in the past
- analyse different historical interpretations of the past, how they evolved and how they are shaped by the historian's perspective
- discuss contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions.

Explanation and communication about the ancient world:

- create plans to manage time and monitor progress, review and adjust plans as needed.
- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently.

Module 1 work requirements

This module includes the following work requirement:

- a written discussion of 500-800 words accompanied by a multimodal presentation on an ancient site, event or change, individual or group with a particular focus on issues related to ownership, custodianship, preservation or display of material from the ancient past.

See Appendix 3 for the full specifications of the work requirements of this course.

Module 1 assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 6.

Course Content: Module 2

Module 2: Into the modern era

Learners will undertake a study to examine developments of significance that led to the modern era. These include the ideas that inspired them and their far-reaching consequences. Learners explore crucial changes; for example:

- the application of reason to human affairs
- the transformation of production, consumption, transport and communications
- the challenge to social hierarchy and hereditary privilege
- the assertion of inalienable rights and the new principles of government by consent.

Through their study, learners further explore the nature of the sources for the study of history and build their skills in historical method through inquiry. The key conceptual understandings covered in this unit are:

- what makes an historical development significant
- the changing nature and usefulness of sources
- the changing representations and interpretations of the past
- the historical legacy of these developments for the Western world and beyond.

Module 2 learning outcomes

The following learning outcomes are a focus for this module:

1. understand and apply chronology, terms and concepts related to history
2. formulate, research and analyse historical questions
3. explain contestability of historical sources of evidence
4. describe historical perspectives, interpretations and representations
5. communicate and explain historical concepts
7. describe the role of technology and individuals in defining the modern world

Module 2 content

Learners will study developments that have helped define the modern world. ONE topic will be selected by the provider and will be the context for teaching the key knowledge and skills. The topics are:

- The Enlightenment: 1750 – 1789
- The American Revolution: 1763 – 1812
- The French Revolution: 1774 – 1799
- The Industrial Revolutions: 1750 – 1890's
- The Age of Imperialism: 1848 – 1914.

See Appendix 6: Course content, for further guidance.

Key knowledge:

The study will focus on developments that have helped define the modern world, their causes, the different experiences of individuals and groups and their short and long-term consequences. The ideas that inspired and emerged from these movements will also be considered as will the significance they have for the modern world.

See Appendix 6: Course content for further guidance.

Key skills:

The following skills will continue to be developed and applied through the study of key knowledge in this module.

Chronology, terms and concepts related to the development of the modern world:

- identify links between events to understand the nature and significance of causation, change and continuity over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding.

Historical questions and research:

- formulate, test and modify propositions to investigate historical issue
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of primary and secondary sources
- identify and practise ethical scholarship when conducting research.

Analysis and use of sources related to the study of the development of the modern world:

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument
- discuss the reliability, usefulness and contestability of sources to develop informed judgements that support an historical argument.

Perspectives and interpretations of the development of the modern world:

- analyse and account for the different perspectives of individuals and groups in the past
- analyse critically different historical interpretations of the past, how they evolved and how they are shaped by the historian's perspective
- discuss contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions.

Explanation and communication about the development of the modern world:

- create plans to manage time and monitor progress, review and adjust plans as needed
- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently.

Module 2 work requirements

This module includes the following work requirement:

- a written response of 500 - 800 words on the topic studied in Module 2.

See Appendix 3 for the full specifications of the work requirements of this course.

Module 2 assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 7.

Course Content: Module 3

Module 3: Movements for change in the 20th century

Learners examine significant movements in the 20th century that led to change in society, including changes in people's attitudes and circumstances. These movements draw on the concepts from Module 2, that have been closely connected with democratic political systems and debate.

Through a detailed examination of a major 20th century movement, learners investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation and prevailing economic models to transform societies.

The key conceptual understandings covered in this unit are:

- the factors leading to the development of movements
- the methods adopted to achieve effective change
- the changing nature of these movements throughout the 20th century
- the changing perspectives of the value of these movements and how their significance is interpreted.

Module 3 learning outcomes

The following learning outcomes are a focus for this module:

1. understand and apply chronology, terms and concepts related to history
2. formulate, research and analyse historical questions
3. explain contestability of historical sources of evidence
4. describe historical perspectives, interpretations and representations
5. communicate and explain historical concepts
8. explain ideas and movements that led to change in the modern world.

Module 3 content

Learners will be given a brief introduction to the 20th century and its movements for change. Learners will undertake TWO studies in this module. Topics for study will be chosen by the provider and are the context for teaching the key knowledge and skills.

Study 1: a brief introduction to the 20th century

- learners will study a brief overview of two topics. Topics should be selected to give learners exposure to events in at least TWO different continents. Topics are:
 - the evolution of transport leading up to the 20th century
 - the geopolitical situation of the late 19th and early 20th century
 - the growth of independent and educated middle classes in the 19th century
 - the advances in warfare in the latter part of the 19th century.

Study 2: movement for change in the 20th century

- learners will study ONE topic from this list:
 - women's movements
 - recognition and rights of indigenous peoples
 - decolonisation
 - the civil rights movement in the USA
 - workers' movements.

See Appendix 6: Course content, for further guidance.

Key knowledge

Learners will develop an understanding of how the modern world has been shaped through the 2 studies. They will draw on their knowledge on the nature and use of evidence to develop an understanding about the 20th century.

- In Study 1 learners will be introduced to events of the modern era. To build knowledge, they must:
 - focus on examples across at least two different continents to compare and contrast perspectives.
 - include an outline of the two topics that includes:
 - an investigation of causes and impacts
 - the role of rapid technological and social development of the 19th century
 - the advances of the enlightenment and scientific revolutions.
- In Study 2 learners will explore a key movement for change. To build knowledge, they must:
 - focus on the key features of the chosen movement for change

- undertake an investigation on aspects of the chosen movement that include:
 - the conditions that gave rise to the movement
 - the motivations and role of different groups and individuals
 - the short and long term consequences
 - contemporary and ongoing significance
 - the influence of ideas that were central to the development of the movement
 - methods employed to bring about change.

See Appendix 6: Course content for further guidance.

Key skills

The following skills will be consolidated or extended and applied through the study of key knowledge in this module:

Chronology, terms and concepts related to movements for change in the 20th century:

- identify links between events to understand the nature and significance of causation, change and continuity over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding.

Historical questions and research related to movements for change in the 20th century:

- formulate, test and modify propositions to investigate historical issue
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of primary and secondary sources
- identify and practise ethical scholarship when conducting research.

Analysis and use of sources for movements for change in the 20th century:

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument
- analyse the reliability, usefulness and contestability of sources to develop informed judgements that support an historical argument.

Perspectives and interpretations of movements for change in the 20th century:

- analyse and account for the different perspectives of individuals and groups in the past
- analyse critically different historical interpretations of the past, how they evolved and how they are shaped by the historian's perspective
- analyse contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions.

Explanation and communication about movements for change in the 20th century:

- create plans to manage time and monitor progress, review and adjust plans as needed
- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently.

Module 3 work requirements

This module includes the following work requirement:

- a multimodal presentation, on the movement for change studied in this module.

See Appendix 3 for the full specifications of the work requirements of this course.

Module 3 assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 8.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate endpoint of study. Although assessment as part of the learning program is continuous, much of it is formative and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to the Office of TASC will focus on what both teacher and learner understand to reflect endpoint achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B' or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by the Office of TASC to ensure provider validity and comparability of standards across all awards. To learn more, see the Office of TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to the Office of TASC.

Quality Assurance Process

Each provider will submit bodies of learners' work sufficient to allow an assessment against a nominated range of criteria and the overall award to an annual review meeting organised by the Office of TASC. The work, while not necessarily be fully resolved, will be assessed by the provider against the range of nominated assessment criteria and the overall award. The Office of TASC will give each provider guidance regarding the selection of learners and the nominated criteria.

Each body of work that providers submit to the meeting will include sufficient and appropriate material for judgements to be made about the learner's standard of numeracy. The review meeting will give advice regarding the provider's interpretation and application of the selected criteria's standards to the evidence of student work. Providers are expected to act on this advice.

The Office of TASC may require providers to supply further samples of individual learners' work to determine that standards have been applied appropriately and/or undertake audits. The nature and scope of such requirements will be risk-based.

Additionally, the Office of TASC may select to undertake scheduled audits of this course (Provider Standards 1, 2, 3 & 4), and of work requirements.

Criteria

The assessment for History Level 2 will be based on the degree to which the learner can:

1. apply chronology, terms and concepts related to history
2. formulate, research and analyse historical questions
3. explain contestability of historical sources and evidence
4. describe historical perspectives, interpretations and representations
5. use appropriate communication skills and strategies
6. describe issues from the ancient past
7. describe the role of technology and individuals in defining the modern world
8. explain ideas and movements that led to change in the modern world.

	Module 1	Module 2	Module 3
Criteria focus	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5, 8

Criterion 1: apply chronology, terminology and concepts related to history

Standard Element	Rating A	Rating B	Rating C
E01 - Society and culture	explains features and structures of societies and cultures from the past discussing how they shaped people's lives and actions	describes features and structures of societies and cultures from the past identifying how they shaped people's lives and actions	identifies features and structures of societies and cultures from the past and how they shaped people's lives and actions
E02 - Cause and effect	analyses the significance of cause and effect in historical events, features, developments or movements	explains cause and effect in historical events, features, developments and movements	identifies historical events, features, developments and movements
E03 - Historical terminology	clearly and logically communicates ideas effectively using historical terminology	clearly communicates ideas using appropriate historical terminology	communicates ideas using historical terminology
E04 - Evolution of issues and events	analyses how past actions have informed the evolution of issues and events.	explains how past actions have informed the evolution of issues and events.	describes how past actions have informed the evolution of issues and events.

Criterion 2: formulate, research and analyse historical questions

Standard Element	Rating A	Rating B	Rating C
E01 - Focus questions	develops appropriate and logical focus questions to guide inquiry	develops appropriate focus questions to guide inquiry	develops focus questions for inquiry
E02 - Organise information	explains and logically organises relevant information from a range of primary and secondary sources to address research questions	describes and organises relevant information from a range of primary and secondary sources to address research questions	identifies and organises information from a given range of primary and secondary sources to address research questions
E03 - Organise, plan and manage	applies appropriate self-management skills to effectively organise, plan and manage resources within timelines to complete tasks	applies appropriate self-management skills to organise, plan and manage resources within timelines to complete tasks	uses a provided range of self-management skills to organise, plan and manage resources within timelines to complete tasks
E04 - Sources in arguments	identifies and uses reliable sources explaining their relevance in developing effective historical arguments.	identifies and uses appropriate sources in developing logical historical arguments.	identifies and uses sources in developing historical arguments.

Criterion 3: explain contestability of historical sources and evidence

Standard Element	Rating A	Rating B	Rating C
E01 - Origin of sources	explains the origin of a source discussing why it is suitable for the context and purpose	describes the origin of a source identifying why it is suitable for the context and purpose	identifies the origin of a source and why it is suitable for the context and purpose
E02 - Contested views	explains contested views of historical events or developments or movements making informed and well-reasoned judgements about why the views are contested	describes contested views of historical events or movements or developments making reasoned judgements about why the views are contested	identifies contested views of historical events or movements or developments making judgements about why the views are contested
E03 - Issues with evidence	analyses different historical representations and interpretations in a range of sources explaining issues	explains different historical representations and interpretations in a range of sources discussing	describes different historical interpretations and representations identifying

	with contestability, validity and usefulness of sources	issues with contestability, validity and usefulness of sources	issues with contestability, validity and usefulness of sources
E04 - Synthesis of evidence	synthesises evidence from different types of sources to develop and sustain an historical argument	uses evidence from different types of sources to develop an historical argument	uses evidence from given sources to develop an historical argument

Criterion 4: describe historical perspectives, interpretations and representations

Standard Element	Rating A	Rating B	Rating C
E01 - Historical perspectives	compares and contrasts a range of responses to ideas in movements or developments explaining how they have shaped people's lives and actions in the past	compares and contrasts a range of responses to ideas, in movements or developments describing how they have shaped people's lives and actions in the past	compares and contrasts responses to ideas in movements or developments identifying how they have shaped people's lives and actions in the past
E02 - Historian interpretations	analyses different historical interpretations of the past explaining how they evolved and have been shaped by the historian's perspective	explains different historical interpretations of the past describing how they evolved and have been shaped by the historian's perspective	identifies different historical interpretations of the past, how they evolved and have been shaped by the historian's perspective
E03 - Historical representations	explains why there are different historical accounts of the same event, movement or issue making well-reasoned, valid and logical conclusions.	describes why there are different historical accounts of the same event, movement or issue making reasoned conclusions.	identifies why there are different historical accounts of the same event, movement or issue making conclusions.

Criterion 5: use appropriate communication skills and strategies

Standard Element	Rating A	Rating B	Rating C
E01 - Using written language	uses effective written language controlling spelling, punctuation and grammar with accuracy	uses appropriate written language controlling spelling, punctuation and grammar; errors do not impede meaning	uses written language controlling spelling, punctuation and grammar; errors may impede meaning
E02 - Develop an argument	develops a cohesive and sustained historical argument using a logical structure	develops a sustained historical argument using a logical structure	develops and structures an historical argument
E03 - Communication strategies for effect	uses communication skills and strategies that are effective and appropriate to purpose, audience and historical context	uses communication skills and strategies appropriate to purpose, audience and historical context	uses communication skills and strategies for a specific purpose, audience and historical context as directed
E04 - Referencing	differentiates the work of others from the learner's own [†] . Uses referencing conventions and methodologies accurately [‡] .	differentiates the work of others from the learner's own [†] . Uses provided referencing conventions and methodologies accurately [‡] .	identifies the work of others as directed [†] . Uses referencing conventions and methodologies [‡] as directed. There may be minor errors or inconsistencies.

[†] This includes, but is not limited to, ideas, images, information, data or words.

[‡] This may include the creation of reference lists and bibliographies.

Criterion 6: describe issues from the ancient past

Standard Element	Rating A	Rating B	Rating C
E01 - Geographic and cultural	explains the significance of the geographic and cultural context of	describes the significance of the geographic and cultural context of	identifies the significance of the geographic and cultural context of

context	the ancient past	the ancient past	the ancient past
E02 - Nature of evidence	assesses the significance of issues associated with the nature of evidence for historical periods	explains the significant issues associated with the nature of evidence for an analysis of historical periods	identifies some issues associated with the nature of evidence for events and developments
E03 - Ownership, preservation and display of material	analyses issues of ownership, preservation and/or display of material from the ancient past over time, explaining current practices	explains issues of ownership, preservation and/or display of material from the ancient past over time, describing current practices	identifies issues of ownership, preservation and/or display of material from the ancient past over time, identifying current practices
E04 - Remaining sources	explains how remaining primary sources influence modern perspectives of the ancient past.	describes how remaining primary sources influence modern perspectives of the ancient past.	identifies how remaining primary sources influence modern perspectives of the ancient past.

Criterion 7: describe the role of technology and individuals in defining the modern world

Standard Element	Rating A	Rating B	Rating C
E01 - Individuals, groups and events	analyses the role of individuals, groups and events in advancing and shaping the modern world	explains the role of individuals, groups or events in advancing and shaping the modern world	describes the role of individuals and events in advancing and shaping the modern world
E02 - Role of technologies	explains the evolution of technologies and analyses how this helped define the modern world	describes the evolution of technologies and explains how this helped define the modern world	identifies how the evolutions of technologies evolved and discusses how this helped define the modern world
E03 - Social structure	explains social hierarchies including the attitudes, roles and status of different groups	describes social hierarchies including the attitudes, roles and status of different groups	identifies social hierarchies including the attitudes, roles and status of different groups
E04 - Impact of factors	explains major factors contributing to change describing their significance or impact on shaping the modern world.	describes major factors contributing to change identifying their significance or impact on shaping the modern world.	identifies major factors contributing to change and their significance or impact on shaping the modern world.

Criterion 8: explain ideas and movements that led to change in the modern world

Standard Element	Rating A	Rating B	Rating C
E01 - Development of modern movements	analyses factors and explains the impact on the development of movements	explains factors and describes the impact on the development of movements	describes and identifies the impact on the development of movements
E02 - Methods of change	analyses the methods used to achieve change and explains the validity and success of these methods	explains the methods used to achieve change and describes the success of these methods	describes methods used to achieve change and identifies the success of these methods
E03 - Evolving movements	explains how ideas and actions of a 20th century movement evolve the course of the movement	describes how ideas and actions of a 20th century movement evolve the course of the movement	identifies how ideas and actions of a 20th century movement evolve the course of the movement
E04 - Relevance to the contemporary world	analyses the relevance of a 20th century movement to the contemporary world.	explains the relevance of a 20th century movement to the contemporary world.	describes the relevance of a 20th century movement to the contemporary world.

Qualifications Available

History Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of TASC from 8 ratings.

The minimum requirements for an award in this course are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

6 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

4 'C' ratings

A learner who otherwise achieves the ratings for an SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

Years 9-12 Learning will develop and regularly review and revise the curriculum. Course evaluation is informed by the experience of the course's implementation, delivery and assessment. More information about course evaluation can be found on the Years 9-12 website.

Course Developer

This course has been developed by the Department for Education, Children and Young People's Years 9-12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

Accreditation

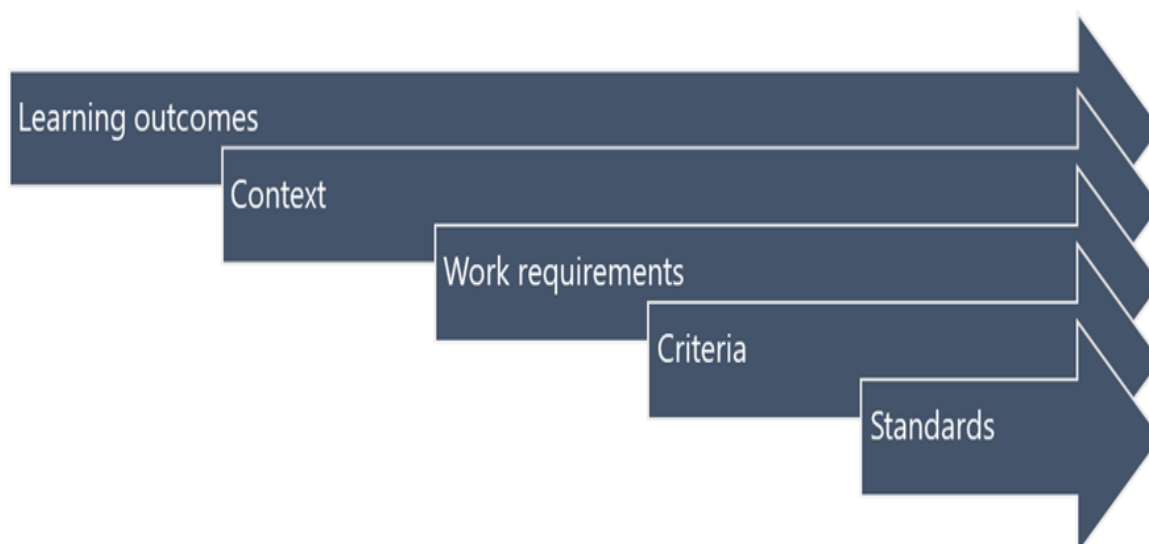
Accredited on 9 March 2023 for use from 1 January 2024 to 31 December 2028.

Version History

Version 1

Accredited on 9 March 2023 for use from 9 January 2024 to 31 December 2028. This course replaces History and the Environment Level 2 (HAE215120) which expires on 31 December 2023.

Appendix 1 – Line of sight



Learning outcomes	Course content: module	Work requirements: module	Criterion	Criterion elements	General capabilities
1. understand and apply chronology, terms and concepts related to history	1, 2, 3	1, 2, 3	1	1, 2, 3, 4	Critical and creative thinking; Literacy
2. formulate, research and analyse historical questions	1, 2, 3	1, 2, 3	2	1, 2, 3, 4	Critical and creative thinking; Literacy
3. explain contestability of historical sources of evidence	1, 2, 3	1, 2, 3	3	1, 2, 3, 4	Critical and creative thinking; Literacy
4. describe historical perspectives, interpretations and representations	1, 2, 3	1, 2, 3	4	1, 2, 3	Critical and creative thinking; Literacy
5. communicate and explain historical concepts	1, 2, 3	1, 2, 3	5	1, 2, 3, 4	Critical and creative thinking; Literacy
6. describe issues related to the ownership, custodianship, preservation and display of material from the ancient past	1	1	6	1, 2, 3, 4	Critical and creative thinking; Intercultural understanding; Literacy
7. describe the role of technology and individuals in defining the modern world	2	2	7	1, 2, 3, 4	Critical and creative thinking; Intercultural understanding; Literacy
8. explain ideas and movements that led to change in the modern world	3	3	8	1, 2, 3, 4	Critical and creative thinking; Intercultural understanding; Literacy

Appendix 2 – Alignment to curriculum frameworks

This course aligns to Australian Curriculum Senior Secondary Ancient History Unit 1 and Australian Curriculum Senior Secondary Modern History Units 1 and 2.

The course incorporates content aligning to the following content descriptions:

Ancient History: Unit 1

- Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHAH001)
- Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHAH002)
- Formulate, test and modify propositions to investigate historical issues (ACHAH003)
- Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHAH004)
- Identify, locate and organise relevant information from a range of primary and secondary sources (ACHAH005)
- Identify and practise ethical scholarship when conducting research (ACHAH006)
- Identify the origin, purpose and context of historical sources (ACHAH007)
- Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHAH008)
- Evaluate the reliability, usefulness and contestability of sources to develop informed judgements that support a historical argument (ACHAH009)
- Analyse and account for the different perspectives of individuals and groups in the past (ACHAH010)
- Evaluate critically different historical interpretations of the past, how they evolved and how they are shaped by the historian's perspective (ACHAH011)
- Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (ACHAH012)
- Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHAH013)
- Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHAH014)
- Apply appropriate referencing techniques accurately and consistently (ACHAH015)
- Depending upon the studies chosen, will include the following:
 - Historical authentication and reliability: ACHAH016, ACHAH017, ACHAH018, ACHAH019, ACHAH020
 - Preservation, conservation and/or reconstruction of ancient sites: ACHAH021, ACHAH022, ACHAH023, ACHAH024
 - Cultural heritage, ownership and the role of museums: ACHAH025, ACHAH026, ACHAH027, ACHAH028, ACHAH029
 - Treatment and display of human remains: ACHAH030, ACHAH031, ACHAH032, ACHAH033
 - Ancient site, event, individual or group: ACHAH034, ACHAH035, ACHAH036, ACHAH037, ACHAH038, ACHAH039, ACHAH040, ACHAH041, ACHAH042, ACHAH043, ACHAH044, ACHAH045, ACHAH046, ACHAH047, ACHAH048, ACHAH049, ACHAH050, ACHAH051, ACHAH052, ACHAH053, ACHAH054, ACHAH055, ACHAH056, ACHAH057, ACHAH058, ACHAH059, ACHAH060, ACHAH061, ACHAH062, ACHAH063, ACHAH064, ACHAH065, ACHAH066, ACHAH067, ACHAH068, ACHAH069, ACHAH070, ACHAH071, ACHAH072, ACHAH073, ACHAH074, ACHAH075, ACHAH076, ACHAH077, ACHAH078, ACHAH079, ACHAH080, ACHAH081, ACHAH082, ACHAH083, ACHAH084, ACHAH085, ACHAH086, ACHAH087, ACHAH088

Modern History: Units 1 and 2

- Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHMH001), (ACHMH047)
- Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHMH002), (ACHMH048)
- Formulate, test and modify propositions to investigate historical issues (ACHMH003), (ACHMH049)
- Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHMH004), (ACHMH050)
- Identify, locate and organise relevant information from a range of primary and secondary sources (ACHMH005), (ACHMH051)
- Practise ethical scholarship when conducting research (ACHMH006), (ACHMH052)
- Identify the origin, purpose and context of historical sources (ACHMH007), (ACHMH053)
- Analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument (ACHMH008), (ACHMH054)
- Evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument (ACHMH009), (ACHMH055)
- Analyse and account for the different perspectives of individuals and groups in the past (ACHMH010), (ACHMH056)
- Evaluate critically different historical interpretations of the past, how they evolved and how they are shaped by the historian's perspective (ACHMH011), (ACHMH057)
- Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (ACHMH012), (ACHMH058)
- Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHMH013), (ACHMH059)
- Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHMH014), (ACHMH060)
- Apply appropriate referencing techniques accurately and consistently (ACHMH015), (ACHMH061)
- Depending upon the studies chosen, will include the following:
 - The Enlightenment (1750-1789): ACHMH016, ACHMH017, ACHMH018, ACHMH019, ACHMH020, ACHMH021
 - The American Revolution (1763-1812): ACHMH022, ACHMH023, ACHMH024, ACHMH025, ACHMH026, ACHMH027
 - The French Revolution (1774-1799): ACHMH028, ACHMH029, ACHMH030, ACHMH031, ACHMH032, ACHMH033

- The Industrial Revolution (1750-1890's): ACHMH034, ACHMH035, ACHMH036, ACHMH037, ACHMH038, ACHMH039, ACHMH040
- The Age of Imperialism (1848-1914): ACHMH041, ACHMH042, ACHMH043, ACHMH044, ACHMH045, ACHMH046
- Women's Movements: ACHMH062, ACHMH063, ACHMH064, ACHMH065, ACHMH066, ACHMH067, ACHMH068, ACHMH069
- Recognition and rights of indigenous peoples: ACHMH070, ACHMH071, ACHMH072, ACHMH073, ACHMH074, ACHMH075, ACHMH076
- Decolonisation: ACHMH077, ACHMH078, ACHMH079, ACHMH080, ACHMH081, ACHMH082, ACHMH083
- The Civil Rights Movement in the USA: ACHMH084, ACHMH085, ACHMH086, ACHMH087, ACHMH088, ACHMH089, ACHMH090, ACHMH091
- Workers' movements: ACHMH092, ACHMH093, ACHMH094, ACHMH095, ACHMH096, ACHMH097

Appendix 3 – Work requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements are generally not the sole form of assessment for a module.

Module 1 Work requirements specifications

Work requirement 1 of 1

Title of work requirement: Investigating the ancient world

Mode or format: a written discussion of 500-800 words accompanied by a multimodal presentation

Description: Learners develop and present an investigation of the topic they have studied in Module 1.

The presentation will focus on how the ancient world has been represented and will include written discussion of 500 – 800 words addressing the points below:

- a brief overview of the site, event or change, individual or group
- a discussion of issues related to ownership, custodianship, preservation or display of material
- a discussion of the surviving primary evidence
- a discussion of differing interpretations of the evidence and the representations drawn from these.

Size: a text of 500 – 800 written words. The multimodal presentation is in addition to the word count for the written discussion.

Timing: this is a culminating work requirement for Module 1

Relevant criteria: 1, 2, 3, 4, 5 and 6

Module 2 Work requirements specifications

Work requirement 1 of 1

Title of work requirement: Developments that led to the modern era

Mode or format: extended response

Description: Learners will develop and submit a written response on the topic they studied in Module 2.

The written response of 500 – 800 words will include a discussion of all of the following points:

- an outline of the causes or contributing factors to the development that led to the modern era
- an outline of the short term and long term consequences of the development studied
- a discussion of the ideas that inspired and emerged from the development studied
- what we in the 21st Century can learn from studying the development that led to the modern era
- the role of one key individual or group.

Size: 500 - 800 words

Timing: this is a culminating work requirement for Module 2

Relevant criteria: 1, 2, 3, 4, 5 and 7

Module 3 Work requirements specifications

Work requirement 1 of 1

Title of work requirement: Movements for change in the 20th Century

Mode or format: multimodal presentation

Description: Learners will develop and present a multimodal presentation, in response to the following statement:

- 'Outline the key features of a 20th Century movement for change and discuss the contemporary and ongoing significance of the movement and the ideas that emerged from it.'

Size: 500 – 800 words, or 3 – 4 minutes, or equivalent

Timing: this is a culminating work requirement for Module 3

Relevant criteria: 1, 2, 3, 4, 5 and 8

Appendix 4 – General capabilities and cross-curriculum priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the Alice Springs (Mparntwe) Education Declaration (December 2019).

General capabilities

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking
- Digital literacy
- Ethical understanding
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability.

Cross-curriculum priorities

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

Appendix 5 – Glossary

For a glossary of terms used within this course please refer to the Senior Secondary Australian Curriculum Glossary for Humanities and Social Sciences: [Glossary | The Australian Curriculum \(Version 8.4\)](#)¹

¹Australian Curriculum: Senior Secondary Curriculum for Humanities and Social Sciences, 2022, Glossary (Version 8.4), retrieved from <https://www.australiancurriculum.edu.au/senior-secondary-curriculum/humanities-and-social-sciences/glossary/>

Appendix 6 - Course content

Module 1 Key knowledge

Study 1: Learners investigate the significant issues related to at least ONE of the following topics

Preservation, conservation and reconstruction of ancient sites:

- the nature of the site and the condition and extent of the remains
- issues of conservation and preservation of the site, including factors which threaten the integrity or survival of the ancient site; for example, environmental factors, war, terrorism, pillaging, poverty
- the effectiveness and appropriateness of methods used to preserve, conserve or reconstruct the site, including relevant national or international charters or conventions and international efforts to protect ancient sites of world heritage significance
- the reconstructions of ancient sites; for example, paintings, historical fiction, film, documentaries, museum displays and virtual worlds and use for propaganda.

Cultural heritage, ownership and the role of museums:

- the nature and significance of the cultural property for the society to which it belongs
- the arguments for and against the return of the cultural property to its original home
- the nature and impact of looting and the illegal trade of antiquities on cultural heritage
- the role of museums in acquiring, collecting and storing artefacts and cultural materials
- the contributions of museums to our understanding of ancient ways of life and the question of whose past is represented in museum displays and exhibitions.

Treatment and display of human remains:

- the condition of human remains and how they were preserved, discovered or removed from where they were found
- the methods and results of scientific analysis and modern preservation of remains
- the significance of human remains for an understanding of the life and times in which they lived, including the social status of individuals, the beliefs and practices of the society, the health of ancient populations and the nature of the environment
- the ethical issues relevant to the treatment, display and ownership of remains; for example, the use of invasive methods of scientific analysis
- ancient sources that have been deemed to be fakes or forgeries over time and the difficulties of authentication associated with these sources
- the motivations of the perpetrators of fakes and forgeries and the significance of the evidence they were intended to provide about the ancient past.

Learners investigate at least one ancient site, event, individual or group

Several topics are outlined based on the Senior Secondary Australian Curriculum. Providers who select a topic not outlined with those listed below should follow the same format. To gain the necessary depth and breadth, other topics chosen needs to cover:

- geographic and historical context
- nature of the sources
- different interpretations and representations
- historical context of the interpretations and representations
- reliability and contestability of interpretations and representations.

Ancient Thera:

- the geographic and historical context of Ancient Thera, including the location of Thera in relation to mainland Greece and Crete, the Bronze-Age Aegean period, the origins of the Thera settlement, the rediscovery of Akrotiri and excavations at the site, problems of authenticity, including the identification and origin of ancient artefacts, human remains and documents and the reliability of ancient writers who did not witness the events they describe
- the nature of the sources most relevant to these interpretations and representations; for example, Plato's dialogues about Atlantis in Timaeus and Critias c.360 BC, the Akrotiri wall paintings - the Spring Fresco, the Naval Campaign Fresco, The Young Boxers and the Fisherman Fresco, pottery, sculpture and other artefacts, and the site layout and architecture for Thera and Akrotiri
- the different interpretations and representations of Thera and the eruption from the ancient past, to the more recent past, to today. This includes the portrayal of Ancient Thera as the legendary Atlantis, the significance of the site as a trading or religious settlement, the relationship of ancient Thera to the Minoan civilisation on Crete and the extent of the impact of the Thera eruption on the Minoan civilisation on Crete and on the wider Mediterranean world
- the historical context of the interpretations and representations of Ancient Thera and why these have changed over time, including the legends surrounding the Aegean volcanic island of Thera, the role of scientific research into the date and size of the Thera earthquakes and eruption, the evolving portrayal of Akrotiri's features and its significance as a result of archaeological excavation and analysis
- the reliability and contestability of the interpretations and representations of ancient Thera, including the written and archaeological evidence for the Atlantis legend, the dating of the Thera eruption and the extent of its impact, the interpretation of the Akrotiri wall

paintings, the commercial and religious significance of the Thera sites and the significance of source selection, omission, emphasis and gaps in evidence.

Masada:

- the geographic and historical context of Masada, including its location and physical features, an overview of the Roman control of Judaea and the organisation of the province, the problems between the Jews and the Romans leading to the outbreak of war, the course of the siege of Masada, the role of Jewish rebels and the Roman occupation of Masada
- the nature of the sources most relevant to these interpretations and representations; for example, Josephus Flavius - The Jewish War, written and archaeological evidence for Roman military tactics and siege warfare and the excavation work of Yigael Yadin
- the different interpretations and representations of Masada from the ancient past to the more recent past, to today. This includes the notion of the event as a Roman victory and re-evaluations of Masada as a symbol of Jewish persecution
- the historical context of the interpretations and representations of Masada and why these have changed over time
- the reliability and contestability of the interpretations and representations of Masada, including the accuracy of Josephus Flavius' account in The Jewish War, debates about the meaning of the events at Masada in AD 73-74, the role of archaeology and the significance of source selection, omission, emphasis and gaps in evidence.

The Battle of Kadesh:

- the geographic and historical context of the Battle of Kadesh in the reign of Rameses II, including the nature of the Egyptian empire, Hittite expansion, the location of the battle on the Orontes River and the causes and course of the battle
- the nature of the sources most relevant to these interpretations and representations; for example, the reliefs of the battle in the Abu Simbel temple, inscriptions including the 'Poem' and the 'Bulletin', the references to the battle in Hittite texts, the Egyptian-Hittite peace treaty inscription and the significance of the sources in the reconstruction of the battle
- how evidence concerning Kadesh has been lost, destroyed and re-discovered including, where relevant, problems of authenticity, the identification and origin of ancient artefacts, human remains and documents, the reliability of ancient writers and methods of authentication, including scientific and comparative dating techniques and cross-referencing of ancient sources
- the different interpretations and representations of the Battle of Kadesh, from the ancient past, to the more recent past, to today. This includes the portrayal of the battle by Rameses II as a decisive Egyptian victory and more recent portrayals of the battle as a stalemate
- the historical context of the interpretations and representations of the Battle of Kadesh and why these have changed; for example, the importance of the warrior pharaoh ideal in Rameses II's depiction of events
- the reliability and contestability of the interpretations and representations of the Battle of Kadesh, including the role of Rameses II in the battle and the significance of source selection, omission, emphasis and gaps in evidence.

The destruction of Troy:

- the geographic and historical context of the destruction of the Troy, evidence of different layers of Troy throughout the ancient past, including Anatolian (Troy I-V) Bronze Age (Troy VI and VII) and ancient civilisations linked to Troy, Bronze Age Greece, the Mycenaeans and Hittite Empire in 13th Century BC, King Hattusili and the Ahhiyawa Kingdom
- the nature of the sources most relevant to the representations portrayed; for example, the Homer's Iliad, archaeological evidence from Mycenae, Hissarlik/Troy and the foreign office records of the Hittites including the Manapu-Tarhunda letter and Tawagalawa Letter, the discoveries at Troy by Schliemann, Dörpfeld and Blegen, the significance of the sources in the reconstruction of the Trojan War and the evidence that Wilusa is Troy
- how evidence concerning Troy has been lost, destroyed and re-discovered, including, where relevant, problems of authenticity, the identification and origin of ancient artefacts, human remains and documents, the reliability of ancient writers and methods of authentication, including scientific and comparative dating techniques and cross-referencing of ancient sources
- the differing representations and interpretations of the destruction of Troy from the ancient past, to the more recent past, to today, including the tradition of the 'Trojan War', the role of Paris and Helen in the Trojan War and that Troy was destroyed by earthquake and fire (Dörpfeld's reinterpretation of Troy II and VI)
- the historical context of the representations and interpretations of the destruction of Troy and why these have changed over time; for example, maritime archaeology, the importance of the discovery of the Hittite foreign office records at Hattusa, excavations by Dörpfeld, Blegen and Korfmann
- the reliability and contestable nature of the representations of the destruction of Troy and the historicity of the Trojan War, including the significance of gaps in evidence, source selection, omission and emphasis.

The 'Fall' of the Roman Empire in the West:

- the geographic and historical context of the 'fall' of the Roman Empire in the West, including the Battle of Adrianople in AD 378, the Sack of Rome in AD 410 by Alaric and the Visigoths and the abdication of Romulus Augustus as the last Roman Emperor in the West in AD 476
- the nature of the sources most relevant to these interpretations and representations; for example, the writings of Julian, Ammianus Marcellinus, Orosius, Augustine City of God and Zosimus
- how evidence concerning the 'fall' of the Roman Empire in the West has been lost, destroyed and re-discovered, including where relevant, problems of authenticity, the identification and origin of ancient artefacts, human remains and documents, the reliability of ancient writers and methods of authentication, including scientific and comparative dating techniques and cross-referencing of ancient sources
- the different interpretations and representations of the 'fall' of the Roman Empire in the West from the ancient past, to the more recent past, to today. This includes Gibbon's Decline and Fall of the Roman Empire and his view that the Roman Empire fell as a result of

barbarian invasions and the promotion of Christianity and the modern understanding of the “fall” of the Roman Empire in the West as a period of transformation

- the historical context of the interpretations and representations of the ‘fall’ of the Roman Empire and why these have changed over time; for example, the importance of the Pagan versus Christian interpretations of events at the time and various modern reinterpretations
- the reliability and contestability of the interpretations and representations of the ‘fall’ of the Roman Empire, including the significance of source selection, omission, emphasis and gaps in evidence; for example, debates about what is meant by the ‘decline and fall’ of the Roman Empire.

The Roman Games:

- the geographic and historical context of the Roman games, including their origin as funerary commemorations, Etruscan influences, Caesar’s games for Julia, the violent nature of Roman society, types of gladiators and their training, the role of amphitheatres as foci within Roman towns and the significance of the Colosseum and Circus Maximus as venues
- the nature of the sources most relevant to the interpretations and representations of the games; for example, the writings of Juvenal, Cicero and Tacitus, the graffiti from Pompeii and statuettes and mosaics
- how evidence concerning the Roman Games has been lost, destroyed and re-discovered, including where relevant, problems of authenticity, the identification and origin of ancient artefacts, human remains and documents, the reliability of ancient writers and methods of authentication, including scientific and comparative dating techniques and cross-referencing of ancient sources
- the different interpretations and representations of the games from the ancient past to the present, including the cruelty of the gladiatorial games (Seneca and Christians), the political nature of the games as ‘bread and circuses’, the role of blood sports in Roman society and modern portrayals in novels and films
- the historical context of the interpretations and representations and why these have changed; for example, romantic representations, Christian interpretations and modern versions of gladiatorial contests
- the reliability and contestability of interpretations and representations of the games, including the origins of the games, debates about the political significance of the games and the power and authority of the emperor, the senatorial class and the masses, and the significance of source selection, omission, emphasis and gaps in evidence.

Alexander the Great:

- the background to Alexander, including the nature of Macedonian kingship and political institutions, the expansion of Macedon under Philip II and the emergence of Macedon as a Mediterranean power, and Alexander’s education, early experiences and accession to the throne
- the nature of the sources most relevant to the interpretations and representations of Alexander; for example, the writings of Plutarch, Arrian and Curtius Rufus including their own sources; Macedonian and Hellenistic representations; for example, coins and statues; Roman literary and portraiture sources; Medieval sources including art; and modern representations including film and the work of modern historians; for example, Robin Lane Fox and Brian Bosworth
- how evidence concerning Alexander the Great has been lost, destroyed and re-discovered including, where relevant, problems of authenticity, the identification and origin of ancient artefacts, human remains and documents, the reliability of ancient writers and methods of authentication, including scientific and comparative dating techniques and cross-referencing of ancient sources
- the different interpretations and representations of Alexander from the ancient past to the present; including Alexander as ‘the great general’, the philhellene and the founder of cities; representations of his character and personality; for example, Alexander’s official portraiture, Alexander as the god Siwah; his relationships with his generals and troops including the murder of Cleitos, and his relations with Persia including the burning of Persepolis and the marriages at Susa
- the historical context of the interpretations and representations and why these have changed over time, including romantic representations, the model of generalship and changing ideas about violence and imperialism
- the reliability and contestability of interpretations and representations of Alexander in ancient and modern written sources, images and film, including the significance of source selection, omission, emphasis and gaps in evidence.

Cleopatra:

- the background to Cleopatra, including the kingdoms of the Hellenistic world, the Ptolemaic dynasty in Egypt and the role of Ptolemaic women, the significance of Egypt within the Mediterranean world at the time, Egypt’s relationship with Rome, the significance of Egypt in Rome’s civil wars and how Cleopatra rose to power
- the nature of the sources most relevant to these interpretations and representations; for example, Plutarch, Horace, Shakespeare, Lucy Hughes-Hallett, portraiture from different periods and representations in film
- how evidence concerning Cleopatra has been lost, destroyed and re-discovered, including where relevant, problems of authenticity, the identification and origin of ancient artefacts, human remains and documents, the reliability of ancient writers and methods of authentication, including scientific and comparative dating techniques and cross-referencing of ancient sources
- the different interpretations and representations of Cleopatra from the ancient past to the present, including how Cleopatra represented herself in monuments and inscriptions; her portrayals as the enemy of Rome, a femme fatale, the saviour of Egypt and a victim, and modern feminist representations
- the historical context of the interpretations and representations of Cleopatra and why these have changed; for example, her Macedonian ancestry and her depiction using traditional Egyptian artistic conventions

- the reliability and contestability of interpretations and representations of Cleopatra, including the significance of source selection, omission, emphasis and gaps in evidence.

Cao Cao:

- the background to Cao Cao, including an overview of Later Han dynasty society and the imperial bureaucracy and the rise of Cao Cao (AD 155-220) as founder of the Wei kingdom
- the nature of the sources most relevant to the interpretations and representations of Cao Cao, including his poems and autobiography (AD 211)
- how evidence concerning Cao Cao has been lost, destroyed and re-discovered, including where relevant, problems of authenticity, the identification and origin of ancient artefacts, human remains and documents, the reliability of ancient writers and methods of authentication, including scientific and comparative dating techniques and cross-referencing of ancient sources
- the different interpretations and representations of Cao Cao and how these have changed from the ancient past, to the more recent past, to today. This includes his portrayals as a usurper, a brilliant but flawed tyrant, a military leader and hero and as the 'man from the margins'
- the historical context of the interpretations and representations of Cao Cao, including the interpretations of his rise to power at the imperial court, the Chinese tradition of the heroes of the Three Kingdoms, the Battle of Red Cliff (AD 208) and the Battle of Guandu (AD 200)
- the reliability and contestability of the interpretations and representations of Cao Cao, including Cao Cao as a 'tyrant' versus a 'good administrator', the accuracy of the portrayal of Cao Cao as a villain in the novel Romance of the Three Kingdoms, issues of political slander and propaganda, the influence of contemporary circumstances on reassessments of Cao Cao and the significance of source selection, omission, emphasis and gaps in evidence.

The Celts:

- the geographical and historical context of the Celts, including main Celtic groups and cultures – Urnfield (1200-600BC), Hallstatt (700 – 500BC) and La Tène (500BC – AD100), social structure, cultural practices, Celtic art, technology, religious beliefs and Druidism, death and burial, interaction with other civilizations, conquest by the Romans, significant individuals; for example, Vercingetorix, Boudicca
- the nature of the sources and sites, including Vix and Hochdorf Burial, relevant excerpts from Caesar's Gallic War VII, Dio Cassius Roman History Books 40 & 43 (Vercingetorix) and Book 62 (Boudicca), Tacitus The Annals Books 14 (Boudicca), Asterix series, statues and other artistic representations of Boudicca and Vercingetorix
- how evidence concerning the Celts has been lost, destroyed and re-discovered, including where relevant, problems of authenticity, the identification and origin of ancient artefacts, human remains and documents, the reliability of ancient writers and methods of authentication, including scientific and comparative dating techniques and cross-referencing of ancient sources
- the different interpretations and representations of the Celts from the ancient past, to the most recent past, to today, including depiction as barbarians or rebels by Roman sources, freedom fighters in British and Gallic tradition and propaganda by Napoleon
- the historical context of the interpretations and representations of the Celts and why these have changed over time; for example, Ancient Roman interpretations, modern imperialist and nationalistic propaganda, Celtic cultural legacy including art, music, language and beliefs
- the reliability and contestability of the interpretations and representations of the Celts, including the significance of source selection, omission, bias and gaps in evidence.

The Early Christians:

- the geographic and historical context of the Early Christians, including an overview of the life of Christ and the crucifixion, the Jewish and Hebrew tradition, key aspects of Graeco-Roman religion, the spread of Christianity throughout the Roman Empire, the Roman response including riots during Claudius' reign, Nero and the Great Fire, the persecution of Christians by Marcus Aurelius, Decius, Galerius and Diocletian; and the Edict of Milan
- the nature of the sources and sites most relevant to these interpretations and representations; for example, relevant excerpts from the Gospels, St Paul's Letters, The Acts of the Apostles, Josephus, the Martyr Acts, the Catacombs, Eusebius, Antioch and Alexandria and the significance of the sources in the reconstruction of the lives of the Early Christians
- how evidence concerning the Early Christians has been lost, destroyed and re-discovered including, where relevant, problems of authenticity, the identification and origin of ancient artefacts, human remains and documents, the reliability of ancient writers and methods of authentication, including scientific and comparative dating techniques and cross-referencing of ancient sources
- the different interpretations and representations of the Early Christians from the ancient past, to the more recent past, to today, as revealed in St Paul's Letters, anti-Christian graffiti, Suetonius' Life of Claudius, Tacitus, Pliny the Younger, Renaissance art and films; for example, Ben Hur
- the historical context of the interpretations and representations of the Early Christians and why these have changed over time; for example, the importance of Constantine's 'adoption' and legalisation of Christianity
- the reliability and contestability of the interpretations and representations of the Early Christians and their treatment in the Roman Empire to AD337, including the significance of source selection, omission, emphasis and gaps in evidence.

Module 2 Key knowledge

Developments that have helped define the modern world

Learners study at least ONE of the following topic electives which is to be taught alongside the requisite historical skills described below key knowledge.

The Enlightenment (1750 – 1789):

- a brief overview of the main historical developments of the Middle Ages relevant to the emergence of the Enlightenment, including the spread of Christianity, the development of nation-states and the rediscovery of ancient learning
- the main factors contributing to the emergence of the Enlightenment, including the decline in the power of both the Church and Absolute Monarchy, the Scientific Revolution and the spread of Enlightenment ideas across Europe
- the motivation and role of individuals in the development of the Enlightenment, and conflicting ideas, with particular reference to Locke, Voltaire, Mill and Rousseau
- the key ideas that emerged from the Enlightenment, including the belief in reason and opposition to superstition the belief in the importance of free expression the belief in the value of learning and education as reflected in the rise of universities and academies and support for humanitarianism
- the significant changes that occurred as a result of the Enlightenment; for example, movements for social and political reform, the rise of enlightened monarchies, increased interest in technological change and belief in equal rights
- the experiences and different responses to the Enlightenment; for example, those of scientists, intellectuals, monarchs, church leaders and revolutionary leaders
- the significance and impact of the Enlightenment beyond Europe in the 19th century
- what we in the 21st Century can learn from studying the Enlightenment.

The American Revolution (1763 – 1812):

- a brief overview of the main historical developments relevant to the causes of the American Revolution, including the age of European exploration, the motivations for colonisation and European settlement in North America
- the main causes of the American Revolution, including the significance of the Seven Years War (1756-1763), the influence of republican ideology, the imposition of taxes, repressive acts, the lack of American representation in British government and the campaigns that were fought to achieve independence; for example, Saratoga and Philadelphia
- the aims and contribution of significant individuals to the revolutionary movement, with particular reference to Benjamin Franklin, Thomas Jefferson, George Washington, John Hancock and John Adams
- the key ideas of liberalism, democracy and republicanism that emerged from the American Revolution as illustrated by the 1776 Declaration of Independence, the creation of a national constitution and Bill of Rights and the establishment of constitutional government
- the different experiences of revolutionaries, royalists, neutrals, First Nations Americans, enslaved peoples and women during the period and their differing responses to the challenges in the formation of the United States of America
- the significant political, social and constitutional changes brought about by the American Revolution; for example, the separation of powers, treatment of the opponents of the new republic, losses during the war and the emergence of the Federal system
- the significance of the American Revolution into the 19th century; for example, its impact on other revolutionary movements and the implications for Australia of the cessation of British convict transportation to the United States
- what we in the 21st Century can learn from studying the American Revolution.

The French Revolution (1774 – 1799):

- a brief overview of the main historical developments relevant to the development of the causes of the French Revolution including the feudal system, the rise of absolute monarchs and the three estates in pre-revolutionary France
- the main causes of the French Revolution including the influence of the Enlightenment, the increasingly prosperous elite of wealthy commoners who resented their exclusion from political power and the financial crisis of the government
- the motivation and role of significant individuals in the struggles of the Revolution, with particular reference to Danton, Marat, Louis XVI, Marie Antoinette, Robespierre and Saint-Just and of significant groups including the sans-culottes, the bourgeoisie and the peasants
- the key ideas and their significance in the French Revolution, including liberty, equality, fraternity, citizenship and inalienable rights
- the significant changes that occurred during the French Revolution, including the overturning of the 'ancient regime', changes to the social structure of France, foreign policy and the revolutionary wars
- the consequences of the French Revolution, including the difficulties and crises that were faced by revolutionary groups and government as the new state was consolidated, the counter-revolution and the 'Reign of Terror', the abolition of monarchy, the advent of democracy and the rise of the middle class
- the significance of the French Revolution into the 19th century including the rise and influence of Napoleonic France and the growth of nationalism as an outcome of the French Revolution
- what we in the 21st Century can learn from studying the French Revolution.

The Industrial Revolution (1750 – 1890s):

- a brief overview of the main historical developments that led to the causes of the Industrial Revolution including the Agrarian Revolution, the rise of entrepreneurial capitalism and scientific revolution
- the main causes of the Industrial Revolution in the second half of the 18th century as debated by historians, including the invention of new technologies and use of coal and iron, population increase, European imperialism and the capital accumulated from trade
- the role and significance of key individuals involved in the period of the Industrial Revolution, with particular reference to Watt, Darby, Thoreau and Smith
- the impact of new processes and ideas on economic life; for example, the development of mining, the mechanisation of the textile industry, the rise of the factory system and production lines, the development of a steel-based second Industrial Revolution and new forms of transport and communications; for example, canals, roads and trains

- the emergence of key ideas and ideologies that supported or challenged the Industrial Revolution; for example, capitalism, liberalism, laissez-faire, Chartism, socialism, the commodification of labour and the Protestant work ethic
- the differing experiences of factory owners, workers, women and children in the Industrial Revolution and responses to the Industrial Revolution of Luddites, Chartists, trade unionists
- the effectiveness of official responses to the challenges of the Industrial Revolution, including Royal Commissions, Factory Acts (1802-1850), 'Peterloo Massacre' and the Factory Act of 1833
- the significance of the Industrial Revolution in Britain up to the 1890s for the organisation and use of labour as a commodity, for living and working conditions, for the environment, urbanisation and transportation
- what we in the 21st Century can learn from studying the Industrial Revolution.

The Age of Imperialism (1848 – 1914):

- a brief overview of the main historical developments that led to the causes of imperial expansion including the agrarian revolution, the age of exploration, reformation and religious wars in Europe and advances in technology
- the main causes of imperial expansion, including the emergence of market economies in Europe, industrialisation, the competing naval powers of Britain, Germany and Russia and the competition to establish colonies and markets in Africa, Asia and the Pacific
- the different forms of imperialism, including settler colonialism, along with trade, exploitation of resources and strategic considerations
- an overview of the extent of imperial expansion by 1914 in Africa, Asia and the Pacific
- the key ideas of the 'imperial age' including nationalism, the glorification of 'empire', imperial domesticity and the 'Christian mission'
- with particular reference to ONE or more colonies, the methods and motivations of the colonisers, the variety of responses to imperialism the experiences of the colonised people and the changes that occurred within the colony/colonies as part of imperial expansion
- the significance of imperialism in this period, including the spread of Christianity, the growth of world trade and capitalism and the growth of imperial rivalry and militarism
- what we in the 21st Century can learn from studying the Age of Imperialism.

Module 3 Key knowledge

An introduction to the 20th century

Learners will study an introduction to the 20th Century including but not limited to a brief overview of at least TWO of the following topics. Study of each topic should focus on examples from at least two continents of the world

- the evolution of transport, including but not limited to:
 - Trains, planes, bicycles and automobiles – how they changed the practicalities of transport and ideas about transport
 - the impact on people's lives of changing transport methods and habits – such as the rise of the modern woman, expanding the local area and reduced time spent in transit
 - the impact on the planet – including the geopolitical impact and the environmental impact.
- the geopolitical situation of late 19th and early 20th century, including but not limited to:
 - a political map of the world in 1901
 - rivalries and alliances in Europe in the late 19th and early 20th century
 - the growth of independence movements.
- the growth of independent and educated middle classes in the 19th century, including but not limited to:
 - the increase in paid work
 - the separation of the public and private sphere and the growth of middle-class culture
 - contrast between industrialised nations and non-industrialised nations.
- advances in warfare in the latter part of the 19th century, including but not limited to:
 - changes in weaponry, such as the development of small arms and advances in repeat fire technology in small and large arms
 - changes in military tactics and the conduct of war, such as those related to advances in weaponry and the size of armed forces
 - relieving suffering on the battlefield, such as the development of war-based nursing and the foundation of the Red Cross and Red Crescent movement.

Learners will study one of the following 20th century movements, which will be taught with the requisite historical skills described below the key knowledge

Women's movements:

- the legal and political entitlements of women in Western societies; for example, the United States, Australia, New Zealand, Great Britain and France at the start of the 20th century, including their right to vote, their right to stand for Parliament, marriage law and property law
- the role of suffrage movements in the 20th century; for example, the reasons why political participation was a key objective of the movement for women's rights
- the significance of World Wars I and II for women and the effect of international agreements; for example, the United Nations Declaration on Human Rights on the status of women
- the early contribution of important individuals, including Vida Goldstein, Emmeline Pankhurst and Emma Goldman and the subsequent influence of authors, influential women and activists; for example, Simone de Beauvoir, Betty Friedan, Kate Millett, Germaine Greer and Bell Hooks on the changing nature of women's demands after World War II

- the post-war economic and technological improvements that changed women's lives; for example, new technologies in the home, the rise of consumerism and social networking
- the post-war changes in social conditions affecting women; for example, birth control with the introduction of the contraceptive pill, improved pay and employment opportunities, affirmative action, campaigns against violence, war and discrimination and the development of childcare services
- the importance of legislation in securing changes for women since World War II; for example, Roe vs Wade (US), the Sex Discrimination Act 1984 (Australia), the failure of the United States to ratify the 19th amendment on Equal Rights, the Equality Act of 2010 (UK) and the Human Rights Act of 2001 (New Zealand)
- the achievements and legacies of women's movements.

Recognition and rights of indigenous peoples:

- the nature of the relationships of indigenous peoples with their lands and their responses to perceptions of, and feelings about, the arrival of the colonisers
- the basis on which the colonists claimed sovereignty and imposed control, including conquest, treaty and the doctrine of 'terra nullius' and the consequences for the legal status and land rights of indigenous peoples
- the nature of government policies and their impact on indigenous peoples; for example, protection, assimilation, including the stolen generations, and self-determination
- the role of individuals and groups who supported the movement for indigenous recognition and rights, including the methods they used and the resistance they encountered
- the economic, political and social challenges and opportunities indigenous peoples have faced, including the role of cultural activity in developing awareness in society
- the achievements of indigenous peoples at the end of the 20th century, including the right to vote, land rights/native title and attempt at reconciliation
- the continued efforts to achieve greater recognition, reconciliation, civil rights and improvements in education and health.

Decolonisation:

- the reasons for colonisation and how the country became colonised, including the different situations of the chosen countries and the nature of those differences
- conditions in the colony at the start of the 20th century, with specific reference to the living conditions of the colonisers and the colonised, the political structure in place, the different aspirations of those living under colonisation and the nature of the economy
- the economic and moral challenges to Europe's ability to maintain colonies that resulted from the impact of World Wars I and II
- the emergence of movements for decolonisation, the key groups and individuals that pressed for liberation of the colony, the ideas that influenced them and their struggle to achieve independence
- the significance of international movements for change that supported the decolonisation process; for example, the emerging recognition of the rights of indigenous peoples, movements for international peace and cooperation and the recognition of human rights
- the outcomes of decolonisation, government, democratic freedoms, economic development, education and health care
- the key developments over time in the independent country; for example, increasing urbanisation, matters related to governance (single party or democratic representation), internal security, social equality and independent foreign policy.

The civil rights movement in the USA:

- the circumstances of African Americans in the United States at the turn of the 20th century, including the legacy of the Civil War, the limitation of voting rights, the extent of segregation and various forms of discrimination
- the formation and role of groups supporting civil rights and their ideas for change; for example, the National Association for the Advancement of Coloured Peoples (NAACP) in 1909, the Congress of Racial Equality (CORE) in 1941, the Regional Council of Negro Leadership (RCNL) in 1951, the Southern Christian Leadership Conference (SCLC) in 1957 and the Black Panthers (1960s -1970s)
- the role and significance of individuals in the struggle for civil rights; for example, Martin Luther King Jr, Rosa Parks and Malcolm X
- the methods employed by civil rights movements in the United States across the period, including local and national boycotts, direct action and political agitation; for example, voter registration
- the nature and extent of the opposition to civil rights, with particular reference to the role of the Lily-White Movement, the Ku Klux Klan and the White Citizens' Council
- the significance of key events in bringing about social and political change, including the role of African Americans in World War II, the Montgomery Bus Boycott, the desegregation of Little Rock High School, the Freedom Rides, the March on Washington and the 'Mississippi Freedom Summer' of 1964
- the significance of legislative change, including the United States Supreme Court decision in Brown v. Board of Education (1954), the Civil Rights Act (1964) and the attitudes of presidents; for example, Franklin Roosevelt, John F Kennedy and Lyndon B Johnson
- the influence of the US civil rights movement beyond the US.

Workers' movements:

- the development of protest movements during the Industrial Revolution; for example, the Tolpuddle Martyrs, Chartists and the International Workingmen's Association; the formation of trade unions, moves to regulate employment and demands for an eight-hour day
- the emergence of political parties, labour and non-labour, in Western countries in the 19th and 20th centuries, the role of trade unions in their formation and the policies and methods of workers' parties

- the different aims and objectives of international organisations; (including different aims for different workers) for example, Industrial Workers of the World (1905), the International Labour Organisation (1919) and the International Federation of Trade Unions (1919), and the methods they used to advance workers' interests
- specific achievements relating to workers' rights, including the eight-hour day and the minimum wage, the significance of Articles 23 and 24 in the Universal Declaration of Human Rights (1948), and the strategy of recognising inalienable workers' rights on a global scale
- the post-war economic boom and the increase in the wage standards of workers in the West in the second half of the 20th century; and increased opportunities including education, training and social mobility
- the significance of changes to workers' rights during the 20th century, including the provision of minimum wages, limitations on working hours, restrictions on child labour, the right to industrial arbitration, extensions of rights to women and non-white workers and changing rights and responsibilities of employers, and their role in supporting workers', including occupational health and safety.