



Support Material  
for

# **Modern History**

Stage 6 Syllabus

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## Section 1 – Structure and Content of the Modern History Syllabus

The revised *Modern History Stage 6 Syllabus* replaces the current syllabus in Modern History Stage 6 (1999). It will be implemented in Year 11 in 2005 and will be first examined in the HSC in 2006.

While the revised *Modern History Stage 6 Syllabus* is different in many ways from the current syllabus, there are also many similarities.

### 1.1 Outcomes

The revised syllabus continues to place emphasis on what students know and can do as a result of studying Modern History. The learning outcomes continue to be differentiated between Preliminary and HSC courses and cater for the full range of students. The Preliminary outcomes build on those of the *History Years 7–10 Syllabus* emphasising the continuum of learning between Stages 5 and 6.

In the syllabus the outcomes have been reduced in number and are:

- simpler and more accessible for students and teachers
- organised in relation to the objectives
- differentiated between the Preliminary and HSC courses
- linked explicitly to the syllabus content
- suitable for the full range of students.

### 1.2 Structure of the Preliminary Course

The Preliminary course in Modern History has been restructured into three parts:

- Part I – Case Studies (50% of course time)
- Part II – Historical Investigation (20% of course time)
- Part III – Core Study: The World at the Beginning of the Twentieth Century (30% of course time).

The new Preliminary course requires students to undertake study of at least two Case Studies, a Historical Investigation and the mandatory Core Study. The changes are designed to allow flexibility of programming while at the same time ensuring coherence and connections with the HSC course without overlap or significant duplication of that course.

#### Part 1 – Case Studies

Students are required to undertake at least two Case Studies, ensuring there is no overlap or significant duplication with any topic attempted for the HSC Modern History or History Extension courses. To ensure a balanced program of study, the course requires that one Case Study must be from Europe, North America or Australia and one must be from Asia, the Pacific, Africa, the Middle East or Central/South America. Lists A and B on pages 18 to 22 of the syllabus provide examples of Case Studies that could be used in the course.

While the Case Studies constitute 50% of the course in total, they can vary in length and scope to meet the needs of the students and the overall program for the individual school. Case Studies can provide *background* only for HSC National or International Studies in Peace and Conflict.

In the selection or development of Case Studies teachers need to consider:

- how they may be of particular relevance or interest to students
- how far they provide a balanced and broad understanding of modern world history as reflected in the aims and objectives (page 8 of the syllabus)
- how they meet syllabus requirements for the Preliminary course
- the extent to which they may provide a foundation for the HSC course.

While teachers have the flexibility to determine the depth and breadth of each Case Study and select appropriate content to address the *students learn about* statements, teachers must ensure there is no overlap or significant duplication with the HSC course.

## **Part II – Historical Investigation**

This section has been included to allow students to further develop relevant investigation, research and presentation skills. The historical investigation should extend a particular area of individual student or group interest. It can be integrated into any aspect of the Preliminary course and need not be completed as one project. The outcomes addressed in the investigation build on those in the History Years 7–10 syllabus. Students will access the Preliminary Stage 6 outcomes at different levels depending on their previous experiences and abilities. The investigation also provides the context for a practical application of the key competencies described on page 13 of the syllabus.

## **Part III – Core Study: The World at the Beginning of the Twentieth Century**

This section has been retained but has been amended to provide more choice. The core should be investigated using a source-based approach providing students with valuable experience working with sources before attempting the HSC Core Study. The Preliminary Core Study also provides opportunities for students to study the forces for change and continuity in the world of the early twentieth century as background context for their study of World War I and their national and international studies. Teachers may choose to select specific content that brings together some of the themes, issues and concepts explored in the Case Studies.

### **1.3 Content of the Preliminary Course**

The main elements of the content framework remain the Principal Focus, the Outcomes, the *Students learn to* and *Students learn about* statements.

The content that students will learn in order to achieve the course outcomes is organised the same way in all sections of the Preliminary and HSC courses. It is provided under the headings of *students learn to* and *students learn about*. The *students learn to* and *students learn about* statements describe the scope and depth of the outcomes.

The *learn to* statements describe the scope and depth of the outcomes of the course through the development and application of a range of skills. These include the skills of:

- asking relevant historical questions
- locating, selecting and organising information
- analysing major events and issues
- assessing forces for change and continuity
- describing and evaluating the role of key individuals and groups
- evaluating the usefulness and reliability of sources
- accounting for and assessing differing perspectives and interpretations of significant events, people and issues

- presenting the findings of historical investigations, analysing and synthesising information from different types of sources
- communicating an understanding of relevant concepts, features and issues using appropriate texts.

The *learn about* statements are organised under headings relevant to the particular section of the syllabus or syllabus option, with appropriate subject matter provided under each heading.

## 1.4 Structure of the HSC Course

The HSC course is structured in four parts with a focus on the twentieth century:

- Part I – Core Study: World War I 1914–1919: a Source-based Study (25% of course time)
- Part II – ONE National Study (25% of course time)
- Part III – ONE Personality in the Twentieth Century (25% of course time)
- Part IV – ONE International Study in Peace and Conflict (25% of course time).

Most of the content in the HSC course builds on the 1999 syllabus but it has been reorganised and presented in a simpler format. The *Students learn about* and *Students learn to* statements continue to describe the scope and depth of the outcomes.

### **The Core Study: World War I 1914–1919 is compulsory.**

The structure and content of the HSC Core Study have been simplified. The dates for the study have been changed to 1914–1919 with the removal of the aftermath of the war.

**The National Studies** offer a choice of one study from nine options. South Africa 1960-1994 is a new option in this section of the syllabus. Key features and issues have been included at the beginning of each national and international study to provide direction for the teaching of the content of each option.

**The Personalities in the Twentieth Century**, a new section in the syllabus, offers a choice of one study from twenty-seven options. Most of the Personalities from the previous syllabus have been retained except for Malcolm Fraser and Pramodya Ananta Toer. The following personalities have been added to the syllabus: Yasser Arafat, Joseph Benedict Chifley, Mikhail Gorbachev, Ho Chi Minh, Douglas MacArthur, Nelson Mandela, Golda Meir, Robert Gordon Menzies, Bernard Law Montgomery, Ian Paisley, Eleanor Roosevelt, Woodrow Wilson, Isoruku Yamamoto.

**The International Studies in Peace and Conflict** offers a choice of one study from seven options. Conflict in Europe 1935-1945 is a new option in this section of the syllabus. While amendments have been made to all the International Studies, those made to The United Nations as Peacekeeper 1946–2001 are particularly significant. Teachers intending to teach this study should take particular note of these changes.

## 1.5 Content of the HSC Course

Each part of the syllabus is introduced by a *Principal Focus* for the studies offered in that section. The *Principal Focus* is followed by the course outcomes and explicit *learn to* statements about the skills students will use to achieve the outcomes. The content statements are provided under the heading *students learn about*.

The *learn to* statements describe the skills and processes students need to learn while the *learn about* statements describe the scope and depth of the subject matter to be studied.

**Points to note about the content of the HSC course:**

**Part I – Core Study: World War I 1914–1919**

The Core Study continues to retain a focus on the use of sources. The Core Study has a simpler, more accessible content framework and the scope and emphasis has changed in a number of ways, in particular:

- what students *learn to* through the Core Study is clearly specified both in the content and in the *learn about* statements
- the time frame of the study commences with the outbreak of war in 1914 and concludes with the Treaty of Versailles in 1919
- the students *learn about* statements appear as four headings with specific, relevant subject matter appearing under each heading:
  - War on the Western Front
  - The home fronts in Britain and Germany
  - Turning points
  - Allied Victory
- The term ‘Allied’ is used in the *learn about* statements relating to: War on the Western Front, Turning points and Allied Victory. This allows for the study of Australian sources, as well as other Allied sources. It also indicates that examiners may select Australian sources to examine these content areas.
- The focus on the home fronts in Britain and Germany is intended to limit the amount of material to be covered. Examiners will choose sources relating only to these countries to examine this content area.

**Part II – National Studies**

Each National Study:

- is located in the twentieth century
- has the same common outcomes and *learn to* statements as other options
- has a clear start and end date
- can be related to a Preliminary Case Study
- contains key features and issues as a guide to the study of the *learn about* statements
- has *learn about* statements that elaborate the key features and issues specific to each study.

**Part III – Personalities in the Twentieth Century**

Personalities in the Twentieth Century is a separate section of the HSC course. The personality selected for study may not necessarily relate to the chosen national or international study. This gives teachers and students greater choice and the opportunity for a broader study of Modern History.

Each personality:

- lived mainly in the twentieth century
- has the same outcomes and *learn to* statements
- has *learn about* statements organised under common headings. Content that is specific to each personality is listed below these headings.

## **Part IV– International Studies in Peace and Conflict**

Each option in the International Studies in Peace and Conflict:

- is in the twentieth century
- has a clear start and end date
- can be related to a Preliminary Case Study
- has key features and issues as a guide for the *learn about* statements
- has *learn about* statements organised under common headings. Content that is specific to each study is listed below these headings

### **1.6 Assessment**

#### **School-based assessment**

There are some changes to the internal assessment advice to simplify and improve assessment requirements. Teachers now have more flexibility in designing assessment programs.

Components for assessment in the new syllabus are the following:

- oral presentation 10%
- research 25%
- source analysis 25%
- examination/test items 40%

#### **HSC examination**

The examination reflects the change to the structure of the syllabus. It has four sections of equal weighting corresponding to the four parts of the HSC course. All students will complete the core questions in Section I, and answer the questions relating to the options studied in Sections II, III and IV. Each section of the examination is worth 25 marks.

The most significant change is that Section III now focuses on *Personalities in the Twentieth Century*. There will be one generic two-part question common to all personalities.

A specimen paper package, consisting of the 2006 HSC Modern History specimen paper, sample marking guidelines and mapping grid is available from the Board of Studies website at: [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/syllabus2000\\_lista.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/syllabus2000_lista.html)

## Section II – Programming and Assessing the Preliminary Course

### 2.1 The Programming Model

The sample material in this document is provided to illustrate an approach to programming using syllabus outcomes.

The outcomes in the *Modern History Stage 6 Syllabus* are designed to:

- provide clear expectations of what students know and can do by the end of each of the Preliminary and HSC courses
- identify the progress expected of students from the Preliminary to HSC course
- assist in the development of teaching and learning programs.

In programming the course, planning units of work and developing an assessment program, it is important that teachers ensure that the outcomes are addressed. The following pages provide an example of an approach that teachers might find useful when developing teaching and learning and assessment programs that address the outcomes.

The program overview on page 12 is presented as a matrix that reflects the total planning for the course. It allows teachers to plan:

- outcomes to be addressed in each section of the course. This will enable teachers to determine at which stages of the course particular outcomes developed will be developed or reinforced
- the programs to be taught and the time allocated to each one
- the relationship of the assessment program to the teaching and learning program.

In developing the program overview the following steps were used:

#### Step 1: Determining syllabus requirements, topics and time allocation

For Sample 1 provided in this document, the following pattern of study was chosen.

	PRELIMINARY		HSC
1	The Civil Rights Movement in the USA in the 1950s and 1960s – List A No.12 (24 hours) Historical investigation integrated into Case Study	1	HSC Core Study: World War I 1914–1919 (30 hours)
2	The Decline and Fall of the Romanov Dynasty– List A No.4 (24 hours) Historical investigation integrated into Case Study	2	National Study: Russia and the Soviet Union, 1917–1941 (30 hours)
3	Nuclear testing in the Pacific 1950s and 1960s – List B No. 8 (36 hours) Historical investigation integrated into Case Study	3	Twentieth-century Personality: Alexandra Kollontai (30 hours)
4	Preliminary Core Study: The World at the Beginning of the Twentieth Century (36 hours)	4	International Studies in Peace and Conflict: The United Nations as Peacekeeper 1946–2001 (30 hours)

In selecting topics for Preliminary study, teachers need to:

- fulfil syllabus requirements of a minimum of two Case Studies, with at least one from List A, and at least one from List B
- provide a bridge between the Preliminary and HSC courses
- enhance and broaden student learning of the modern world across a range of geographical areas
- ensure that they do not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

To meet these criteria, topics for the Case Studies in Sample 1 program were chosen for the following reasons:

- a. The initial depth study, *The Civil Rights Movement in the USA in the 1950s and 1960s* provides an interesting issue to start the course and allows some focus on the study of two individuals, Dr Martin Luther King and Malcolm X.
- b. *The Decline and Fall of the Romanov Dynasty* provides background knowledge for the HSC National Study *Russia and the Soviet Union 1917–1941*.
- c. *Nuclear testing in the Pacific 1950s and 1960s* focuses on issues such as the use of nuclear power, human rights in relation to Indigenous people, and world power relationships. It could provide background to *The Cold War 1945–1991* or the *UN as Peacekeeper 1946–2001*.

The Case Studies provide opportunities for students to work towards the outcomes related to the Historical Investigation which can be integrated across the Case Studies as indicated in the sample program.

The program template used for the Case Studies features *learn to* statements in a separate column and has incorporated the *learn about* statements into the ‘Teaching and Learning Strategies’ column.

## **Step 2: Identifying targeted outcomes for each topic**

It is important to note that outcomes for Modern History relate to the whole course and are not linked to particular topics. In designing teaching and learning programs teachers should be clear about where and when the outcomes are explicitly taught throughout the course. The sample program overview on page 12 demonstrates this process by using selected topic areas to target particular outcomes. This is not to suggest that other outcomes are not being addressed through the topic. However, it is the targeted outcomes that provide the focus for the teaching and learning activities. Targeted outcomes are indicated on the matrix with a **T** while others, those being worked towards or reinforced, are indicated by a tick (✓).

This approach allows teachers to make a clear link between the syllabus outcomes, content and the assessment program. However, it should be noted that **the selection of targeted outcomes for each topic is provided as an example only. Teachers will devise programs to meet the needs of their students.** The sample is offered as a template that teachers may find useful for planning their own programs.

**Step 3: Linking the targeted outcomes and the assessment program**

A sample Preliminary assessment program is provided on page 13. It is based on the suggested components and weightings on page 77 of the syllabus.

Teachers should note the following features of this assessment program:

- Assessment of learning outcomes is an integral part of the teaching and learning process.
- Assessment of targeted outcomes occurs after they are addressed through teaching and learning strategies.
- Outcomes do not need to be assessed every time they are targeted for teaching and learning.
- Well-designed assessment tasks can effectively assess more than one outcome.
- All outcomes (excluding those explicitly addressing values and attitudes) are assessed as part of the assessment program.
- Assessment tasks are appropriate for the learning outcomes to which they are related (for example, an examination/test item may not be a valid instrument for assessing outcomes related to historical investigation).

**2.1.1 Model Preliminary Course Overview**

**Total Hours — 120 indicative hours**

	Course Time Case Studies 50% Historical Investigation 20%			Course time 30%
<b>TOPICS</b>	<b>The Civil Rights Movement in the USA in the 1950s and 1960s</b>	<b>The Decline and Fall of the Romanov Dynasty</b>	<b>Nuclear Testing in the Pacific</b>	<b>The World at the Beginning of the 20th Century</b>
<b>Time: hours (approx.) Terms 1, 2, 3</b>	<b>24 hours</b>	<b>24 hours</b>	<b>36 hours</b>	<b>36 hours</b>
<b>Assessment Tasks</b>	<b>Research and essay</b>	<b>Source analysis</b>	<b>Research and oral presentation</b>	<b>Examination items: all topics</b>
<b>OUTCOMES</b> A student develops the skill to:				
P1.1 describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present	T	T	✓	T
P1.2 investigate and explain the key features and issues of selected studies from the eighteenth century to the present	✓	✓	T	T
P2.1 identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present	T	T	✓	T
P3.1 ask relevant historical questions	✓	T	T	T
P3.2 locate, select and organise relevant information from different types of sources	T	T	T	T
P3.3 comprehend and analyse sources for their usefulness and reliability	✓	T	✓	T
P3.4 identify and account for differing perspectives and interpretations of the past	✓	T	T	T
P3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources	T	T	T	T
P4.1 use historical terms and concepts appropriately		T		T
P4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms	T	T	T	T

### 2.1.2 Sample Preliminary Assessment Program

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Assessment Tasks</b>	Research, process log and in-class essay	Source analysis	Research and oral presentation	Examination/test items
<b>Date</b>	Term 1	Term 2	Term 3	Term 3
<b>Outcomes</b>	P1.1 P2.1 P3.2 P3.5 P4.2	P1.1 P2.1 P3.2 P3.3 P3.4 P3.5 P4.1 P4.2	P1.2 P3.1 P3.2 P3.4 P3.5 P4.2	P1.1 P1.2 P2.1 P3.1 P3.2 P3.3 P3.4 P3.5 P4.1 P4.2
<b>Topic Focus</b>	Case Study  Civil Rights Movement in the USA in the 1950s and 1960s	Case Study  The Decline and Fall of the Romanov Dynasty	Case Study  Nuclear Testing in the Pacific	Case Studies  and  The World at the Beginning of the 20th Century
<b>Assessment Components and Weighting</b>	Research: 10%	Source analysis: 25%	Research: 15% Oral presentation: 10%	Examination and test items: 40%

## 2.2 Sample Programs and Assessment Tasks

This section provides an approach to the next stage for programming the Preliminary course from the *Modern History Stage 6 Syllabus*. This entails the detailed planning of the teaching, learning and assessment activities for each unit of work. A sample teaching program has been developed for each of the four topics in the sample Preliminary program. The sample assessment task has been developed from the Case Study: Nuclear Testing in the Pacific in the 1950s and 1960s.

Steps in the design of teaching programs:

- Step 1** Identify from the program overview the outcomes to be targeted for the units of work and the assessment task.
- Step 2** Determine the content to be taught within the unit of work. The content is to be found in the syllabus through the *learn about* and *learn to* statements. The *learn to* statements (see page 16 of the syllabus for the Case Studies and page 24 for the Core) are linked to the targeted outcomes and the *learn about* statements.
- Step 3** Design teaching and learning activities and identify key resources that will foster student interest and provide opportunities for each student to achieve the targeted outcomes.
- Step 4** Design assessment tasks (as specified in the assessment program) that will allow students to demonstrate achievement in relation to the targeted outcomes.

**Note: Teachers may approach these steps in any order.**

2.2.1 Sample Preliminary Program: Case Study List A

SAMPLE PROGRAM PRE LIMINARY CASE STUDY: A12 THE CIVIL RIGHTS MOVEMENT IN THE USA IN THE 1950s AND 1960s		Course time: 24 hours
<b>PRINCIPAL FOCUS</b> Students apply historical inquiry methods within a range of historical contexts to investigate key features, issues, individuals, groups, events, concepts and other forces in the Civil Rights Movement in the USA in the 1950s and 1960s.		
<b>TARGETED OUTCOMES</b>	<i>STUDENTS LEARN ABOUT:</i>	<b>RESOURCES</b>
<p>P1.1 describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present</p> <p>P2.1 identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present</p> <p>P3.2 locate, select and organise relevant information from different types of sources</p> <p>P3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources</p> <p>P4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms</p>	<p><b>Key features and issues of the modern world</b></p> <ul style="list-style-type: none"> <li>political, economic, social and technological features of the selected Case Study</li> <li>forces for change that emerged in the period of the selected Case Study</li> <li>the nature of the political, social, economic and technological change that occurred in the period of the selected Case Study</li> <li>the impact of change on the society or period of the selected Case Study</li> </ul> <p><b>Targeted Concepts</b> racism, democracy, civil rights, segregation, integration, boycott, freedom rides, KKK, passive resistance</p> <p><b>Individuals and groups in relation to</b></p> <ul style="list-style-type: none"> <li>their historical context</li> <li>their personal background and the values and attitudes that influenced their actions</li> <li>significant events and achievements</li> <li>their contribution to the society and time in which they lived and the legacy of this contribution</li> </ul> <p><b>Events in relation to</b></p> <ul style="list-style-type: none"> <li>factors contributing to these events</li> <li>main features of the events</li> <li>impact of the events on the history of an individual nation, region and/or the world as a whole.</li> </ul>	<p><b>Feature Film (indicated with an *) and Documentary Film</b></p> <p><i>*Mississippi Burning</i> 1988 Orion Films dir. Alan Parker <i>Murder in Mississippi</i> 1991 Dutfield and Frankovich <i>Four Little Girls</i> 1997 dir. Spike Lee 'Freedom On My Mind – 1964' <i>As It Happened</i> SBS TV <i>Civil Rights and Civil Disobedience in the 20th Century</i>, Century Series. <i>The Civil Rights Movement</i>. Witness to History Series. <i>*Malcolm X</i>. 1992 dir. Spike Lee <i>Dr Martin Luther King Jnr</i>. 1994 Xenon Entertainment Group <i>Great Communicators – Martin Luther King's 'I Have a Dream' speech</i></p> <p><b>Books</b></p> <p><i>The Autobiography of Malcolm X</i>, X, Malcolm (1925–1965) Penguin, 1968 <i>Martin Luther King</i>, Morgan, Nina Wayland, 1993 <i>Civil Rights</i>, Spinney Press, 1994 <i>Martin Luther King</i>, Hatt, Christine, London Evans Brothers, 2002 <i>The Civil Rights Movement in the American South, 1945–1968</i>. Department of History, La Trobe University, 1992 <i>The Civil Rights Movement</i>, Blackwell Publishers, 2001 <i>The Civil Rights Movement</i>, Globe Fearon, 1997 <i>A testament of hope: the essential writings and speeches of Martin Luther King Jr</i>, Harper Collins, 1991 <i>Race Relations in the USA since 1900</i>, Sanders, Vivienne, Hodder and Stoughton, 2000 <i>The Life and Work of Malcolm X</i>, Natanbu, Kofi, Alpha Books, 2002 <i>Civil Rights in the USA 1863–1980</i> Paterson, David Heinemann, 2001 <i>The Civil Rights Movement: Struggle and Resistance</i>, Riches, William Terence Martin, Macmillan, 1997</p>
<b>Websites</b>		
<ul style="list-style-type: none"> <li><a href="http://www.hyperhistory.org">www.hyperhistory.org</a> <i>Making History: A Guide for the Teaching and Learning of History in Australian Schools</i>, Tony Taylor and Carmel Young (contains an excellent section using film in history).</li> <li><a href="http://www.law.umkc.edu/faculty/projects/ftrials/price&amp;bowers/price&amp;bowers.htm">http://www.law.umkc.edu/faculty/projects/ftrials/price&amp;bowers/price&amp;bowers.htm</a> Famous American Trials US vs Cecil Price et al and the film <i>Mississippi Burning</i></li> <li><a href="http://www.stanford.edu/group/King/">www.stanford.edu/group/King/</a> MLKJr; <a href="http://thekingcenter.com">http://thekingcenter.com</a>; <a href="http://www.martinlutherking.org">www.martinlutherking.org</a></li> <li><a href="http://www.brothermalcolm.net/">www.brothermalcolm.net/</a> Malcolm X; <a href="http://www.cmgww.com/historic/malcolm/index.htm">http://www.cmgww.com/historic/malcolm/index.htm</a></li> </ul>		

STUDENTS LEARN TO:	TEACHING AND LEARNING STRATEGIES (incorporating <i>students learn about</i> :)
<ul style="list-style-type: none"> <li>• describe and evaluate the role of key individuals and groups in selected studies of the modern world</li> <li>• analyse the major events and issues relevant to selected studies of the modern world</li> <li>• ask relevant historical questions</li> <li>• communicate an understanding of relevant concepts, features and issues</li> <li>• present the findings of investigations on selected studies of the modern world, analysing and synthesising information from different types of sources</li> </ul>	<p><b>Students learn about: Segregation in the USA in the 1960s</b>            Show sequence from the film <i>Mississippi Burning</i> of the murder of the civil rights workers, the young black man and the FBI agents being shot at by the KKK. Pose the question for investigation: ‘What sort of a society produces such hatred and violence?’            Teacher overviews the history of racism in the USA from slavery to the 1950s.            Students locate and shade southern states on a map of the USA and identify main cities in these states.            Develop a timeline of important events in this Case Study (can be ongoing) of important events as they arise. Put the timeline on the classroom wall and nominate students to add to the timeline as the unit develops.            Begin building a glossary of terms related to the Case Study. Put glossary on the classroom wall and have students add to it as the unit develops.            Working in groups, students investigate a series of mini Case Studies, eg Rosa Parkes and the bus boycott; Brown vs. the State of Alabama, letter from Birmingham Jail (Martin Luther King); Little Rock Arkansas school; Greensborough sit-ins; Selma interstate bus transport.            Groups present the findings of their investigation in written, oral or ICT format. Students complete a listening scaffold during the presentations.            View the whole film <i>Mississippi Burning</i> and the documentary, <i>Murder in Mississippi</i>. Identify the key issues, and then compare the two in terms of style and interpretation. Compare the real life outcomes explored in the documentary with the conclusion of the film. The focus should be on the outcome after the events of the film.            Teacher leads discussion on reliability of film as historical evidence. Students compare the film and the documentary to identify film techniques used, impact on the audience and the relative historical value of the two.</p>
<ul style="list-style-type: none"> <li>• describe and evaluate the role of key individuals and groups in selected studies of the modern world</li> <li>• locate, select and organise information from different types of sources, including ICT, to describe and analyse relevant features and issues of the study</li> <li>• communicate an understanding of relevant concepts and issues using appropriate and well-structured oral and/or written and/or multimedia forms including ICT</li> </ul>	<p><b>Students learn about: Martin Luther King and the use of non-violence to achieve civil rights objectives</b>            Teacher exposition on Mahatma Gandhi and his use of the policy of non-violent protest as background.            Class discussion on what students already know about Martin Luther King Jr. Teacher issues assessment task, which will draw from information learned in the following lessons.            Students investigate what Martin Luther King believed about civil rights and how he thought this could be achieved.            Students use the following resources: transcript of the ‘I have a dream’ speech, footage from ‘The Great Communicators’ video showing Martin Luther delivering the speech, (consider the segment in terms of King’s body language, audience management, Biblical overtones, language use, and message) and the Martin Luther King website.</p> <p><b>Assessment Task</b>            Students write an in-class essay on the following: Compare and contrast the lives and achievements of Martin Luther King and Malcolm X. Students should maintain a process diary to show notes, research, questions and difficulties. A plan and draft of the essay must be included in the diary which will be included as part of the overall mark for this task.</p>

STUDENTS LEARN TO:	TEACHING AND LEARNING STRATEGIES (incorporating <i>students learn about</i> :)
<ul style="list-style-type: none"> <li>• locate, select and organise information from different types of sources, including information and communication technologies (ICT), to describe and analyse relevant features and issues of the study</li> <li>• analyse major events and issues relevant to the selected study</li> <li>• assess the forces for change and continuity within the selected Case Study</li> <li>• communicate an understanding of relevant concepts, features and issues using appropriate and well-structured oral and/or written and/or multimedia forms including ICT</li> </ul>	<p><b>Students learn about: The development of more radical methods and individuals in the 1960s, eg Malcolm X and the Black Panthers</b></p> <p>Teacher selects key segments of Spike Lee’s <i>Malcolm X</i> to show class. Students chart the changes of Malcolm X’s attitude to civil rights and his methods of achieving them. Include reasons for the changes and their significance. Some points to include: his falling out with Elijah Mohammad, his trip to Mecca, bombing of his home.</p> <p>Students explore the following website for key documents and to add information to the chart: <a href="http://www.emgww.com/historic/malcolm/index.htm">http://www.emgww.com/historic/malcolm/index.htm</a>; and <a href="http://www.brothermalcolm.net/">www.brothermalcolm.net/</a></p> <p>Teacher downloads history page from the following Black Panthers website: <a href="http://www.stanford.edu/group/blackpanthers/history.shtml">http://www.stanford.edu/group/blackpanthers/history.shtml</a>. Students compare the Panthers’ political agendas for 1966 and 1972 and discuss the changes.</p> <p>Teacher exposition of the formation and support base of the Black Panthers and their link to Malcolm X.</p> <p>Students choose an event involving the Black Panthers and, in pairs, write a newspaper editorial from the perspective of either a supporter or an opponent. Students reflect on how their chosen event fits the philosophy of the Black Panthers. Students should compare editorials and discuss the different interpretations.</p> <p><b>Students complete in-class assessment essay and submit their process diary.</b></p>
<ul style="list-style-type: none"> <li>• describe and evaluate the role of key individuals and groups in selected studies of the modern world</li> <li>• communicate an understanding of relevant concepts, features and issues using appropriate and well-structured oral and/or written and/or multimedia forms including ICT</li> </ul>	<p><b>Students learn about: Achievements of the Civil Rights Movement</b></p> <p>Students identify the legal achievements of the Civil Rights Movements in the 1950s and 1960s.</p> <p>Class discussion of which groups would have supported or opposed these achievements and why.</p> <p>Students form groups to prioritise achievements of the Civil Rights Movement in terms of their significance for social and legal equality. Groups compare and explain their rankings to the class.</p>

2.2.2 Sample Preliminary Program: Case Study List A

SAMPLE TEACHING PROGRAM PRELIMINARY CASE STUDY: A4 THE DECLINE AND FALL OF THE ROMANOV DYNASTY		Course time: 24 hours
<p><b>PRINCIPAL FOCUS</b> Students apply historical inquiry methods within a range of historical contexts to investigate key features, issues, individuals, groups, events, concepts and other forces in the decline and fall of the Romanov Dynasty.</p>		
<p><b>TARGETED OUTCOMES</b></p> <p>P1.1 describe the role of key individuals, groups and events of the study</p> <p>P2.1 identify forces and ideas and explain their significance in contributing to change and continuity in the study</p> <p>P3.2 locate, select and organise relevant information from different types of sources</p> <p>P3.4 identify and account for differing perspectives and interpretations of the past</p> <p>P3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources</p> <p>P4.1 use historical terms and concepts appropriately</p> <p>P4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms</p>	<p><i>STUDENTS LEARN ABOUT:</i></p> <p><b>Key features and issues of the modern world</b></p> <ul style="list-style-type: none"> <li>• political, economic, social and technological features of the selected Case Study</li> <li>• forces for change that emerged in the period of the selected Case Study</li> <li>• the nature of the political, social, economic and technological change that occurred in the period of the selected Case Study</li> <li>• the impact of change on the society or period of the selected Case Study</li> </ul> <p><b>Targeted Concepts</b> autocracy, capitalism, communism, democracy, imperialism, industrialisation, liberalism, nationalism, revolution, socialism, terrorism</p> <p><b>Individuals and groups in relation to</b></p> <ul style="list-style-type: none"> <li>• their historical context</li> <li>• their personal background and the values and attitudes that influenced their actions</li> <li>• significant events and achievements</li> <li>• their contribution to the society and time in which they lived and the legacy of this contribution.</li> </ul> <p><b>Events in relation to:</b></p> <ul style="list-style-type: none"> <li>• factors contributing to these events</li> <li>• main features of the events</li> <li>• impact of the events on the history of an individual nation, region and/or the world as a whole.</li> </ul>	<p><b>SELECTED RESOURCES</b></p> <p>Bromley, J, <i>Russia 1848–1917</i>, Heinemann</p> <p>Cracraft, J, (ed.), <i>Major Problems in the History of Imperial Russia</i>, D.C. Heath, Lexington, Mass, 1994</p> <p>Hite, J, <i>Tsarist Russia, 1801–1917</i>, Causeway, Ormskirk, 1989</p> <p>Chubarov, A, <i>The Fragile Empire: A History of Imperial Russia</i>, Continuum, New York, 1999</p> <p>Kochan L, <i>The Making of Modern Russia: from Kiev Rus’ to the collapse of the Soviet Union</i>, Penguin Books, London, 1997</p> <p>McCauley, M, <i>Octobrists to Bolsheviks: Imperial Russia, 1905–1917</i>, E. Arnold, London, 1984</p> <p>Waldron, P, <i>The End of Imperial Russia, 1855–1917</i>, St. Martin’s Press, New York, 1997</p> <p><b>Internet resources</b> <a href="http://www.dur.ac.uk/~dml0www/Russhist.HTML">http://www.dur.ac.uk/~dml0www/Russhist.HTML</a> (This Durham University site contains all key documents relevant to this period).</p>

STUDENTS LEARN TO:	TEACHING AND LEARNING STRATEGIES (incorporating <i>students learn about</i> :)
<ul style="list-style-type: none"> <li>• describe and evaluate the role of key individuals and groups in the study</li> <li>• analyse the major events and issues relevant to selected studies of the modern world</li> <li>• ask relevant historical questions</li> <li>• communicate an understanding of relevant concepts</li> <li>• locate, select and organise information from different types of sources, including information and communication technologies (ICT), to describe and analyse relevant features and issues of selected studies of the modern world</li> </ul>	<p><b>Students learn about: Nicholas II as autocrat</b></p> <p>Students examine the geography of Russia, its vastness and varied topography, time zones, resources, communications, infrastructure and cultural/ethnic groups. Teacher provides photographs of different ethnic groups and draws comparisons with ethnic minorities today.</p> <p>Students examine pictorial evidence of society in Russia, pictures of the royal family juxtaposed with Russian peasants; palaces with villages; food and clothing of rich and poor.</p> <p>Teacher exposition to trace the influence of liberalism in Russia from the French Revolution to the reign of Alexander II including the 1825 Decembrists’ Revolt and the 1861 Edict of Emancipation of the Serfs.</p> <p>Teacher outlines the economic, political and social consequences of the Edict of Emancipation.</p> <p>Students define autocracy and identify the autocratic features of tsarist government.</p> <p>Students view documentaries on Nicholas and relevant extracts from the film <i>Russian Ark</i>.</p> <p>Students compile a glossary of terms such as autocracy, Slavophile, Russophile and place on classroom wall.</p> <p>Using information from the film and a range of other sources, students investigate the question: ‘Was Tsar Nicholas an autocrat?’ Students consider his personality, his role as ‘father of Russia’, his immediate family history and assassination attempts on him; Tsarina Alexandra’s personality. Why did the people revere Nicholas? Revisit these questions later in the unit.</p> <p>Using sources students investigate political opposition to the tsarist regime: their various reform agendas, the impact of the Russo–Japanese War of 1904 and the Revolution of 1905 and Nicholas’ role in these. Students highlight the key ideas in each paragraph of the sources and report their findings to the class.</p>
<ul style="list-style-type: none"> <li>• ask relevant historical questions</li> <li>• assess the forces for change and continuity within the selected study</li> <li>• present the findings of investigations on selected studies of the modern world, analysing and synthesising information from different types of sources</li> <li>• communicate an understanding of relevant concepts, features and issues using appropriate and well-structured oral and/or written and/or multimedia forms including ICT</li> </ul>	<p><b>Students learn about: Political, social and economic grievances in early C20th Russia</b></p> <p>Students analyse statistical information about Russia and other world powers (eg Great Britain, USA, Germany, Japan) to answer the question: ‘Was Russia a backward country?’</p> <p>Using a range of sources, students identify features of tradition and change in Russian society. The class discusses the impact of tradition on Russia’s ability to change.</p> <p>Students work in pairs to identify groups in society who had grievances against the government, using mind maps to categorise political, social and economic grievances.</p> <p>Teacher uses diagram to explain the structure of government, including the composition and role of the duma.</p> <p>In groups, students research one of the political parties in Russia at this time. Each group prepares a speech and a poster reflecting their party platform for presentation to the class.</p> <p>Teacher exposition on the role of industrialisation and urbanisation in the growth of political opposition. Compare this with the conservatism of the countryside. Add concepts and definitions to the class glossary.</p>

STUDENTS LEARN TO:	TEACHING AND LEARNING STRATEGIES (incorporating <i>students learn about</i> :)
<ul style="list-style-type: none"> <li>• describe and evaluate the role of key individuals and groups in selected studies of the modern world</li> <li>• account for and assess differing perspectives and interpretations of significant events, people and issues in selected studies of the modern world</li> <li>• communicate an understanding of relevant concepts, features and issues using appropriate and well-structured oral and/or written and/or multimedia forms including ICT</li> </ul>	<p><b>Students learn about: the failure of the Tsar to address the problems of Russia</b>            Students examine documents relating to: attempts by Stolypin and Witte to modernise Russia; the Tsar’s interference in the working of the dumas; Rasputin’s influence over the Tsarina.            Students construct a table recording main problems facing Russia at this time and the consequences of these problems.            Students write a letter to a friend living outside Russia to report on developments within Russia, from the perspective of one of the following: eg a student, a revolutionary, Stolypin, Witte, Lenin, Trotsky. Students peer assess the letters for historical accuracy OR            Students contribute articles from different perspectives to a newspaper published outside Russia. Teacher assigns students a particular year, eg 1912, and the type of newspaper a particular group of émigrés or revolutionaries would produce. In writing the articles they would report on their political/economic grievances etc.            Students develop a timeline showing the peaks and troughs in Nicholas’ popularity, highlighting and annotating significant events.            Students debate the question: ‘Is it fair to place all the blame on Nicholas?’</p>
<ul style="list-style-type: none"> <li>• describe and evaluate the role of key individuals and groups in selected studies of the modern world</li> <li>• account for and assess differing perspectives and interpretations of significant events, people and issues in selected studies of the modern world</li> <li>• communicate an understanding of relevant concepts, features and issues using appropriate and well-structured oral and/or written and/or multimedia forms including ICT</li> </ul>	<p><b>Students learn about: The role of World War I in the fall of the tsarist regime</b>            Students identify reasons why Russia would be unable to sustain a war effort on the battlefield and the home front.            Students use information from texts to construct a timeline of Russia’s participation in WWI, 1914–1917.            Students use timeline and other sources to identify the tsar’s failures of leadership of Russia’s war effort.            Students examine reactions of various groups within Russia, eg soldiers, workers, peasants, revolutionaries, nobility, to the worsening situation.            Students read about the abdication of the tsar and use their knowledge of the situation in Russia at this time, to discuss possible alternative outcomes for these events.            Students choose one of the following activities to demonstrate their understanding of these issues and developments:            – report by a major ally, eg Great Britain, about Nicholas’ abdication and Russia’s withdrawal from the war            – spoken or written assessment of the problems caused by the war from the perspective of one of the following:                a revolutionary, a member of the 1915 Duma, a serf, a young woman worker, a noble, member of the intelligentsia            – a political cartoon or comic strip showing the reaction of a specific group to the tsar’s abdication.            Students read about events leading to the murder of the royal family then present either a short scripted role-play or impromptu performance demonstrating their understanding of the circumstances of the murder.  <b>Assessment task:</b> Students choose a selection of sources on Tsar Nicholas which reflect conflicting views of Nicholas. Each source should be provenanced and annotated. Using the sources, students account for the differing perspectives presented and reach their own conclusion on Nicholas as a tsar.</p>

## 2.2.3 Sample Preliminary Program: Case Study List B

<b>SAMPLE PROGRAM PRELIMINARY CASE STUDY: B8 NUCLEAR TESTING IN THE PACIFIC 1950S TO 1960S</b>		<b>Course time: 36 hours</b>
<b>PRINCIPAL FOCUS</b> Students apply historical inquiry methods within a range of historical contexts to investigate key features, issues, individuals, groups, events, concepts and other forces relevant to Nuclear Testing in the Pacific in the 1950s to 1960s.		
<b>TARGETED OUTCOMES</b>  Students: P1.2 investigate and explain the key features and issues in the study P3.1 ask relevant historical questions P3.2 locate, select and organise relevant information from different types of sources P3.3 comprehend and analyse sources for their usefulness and reliability P3.4 identify and account for differing perspectives and interpretations of the past P3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources P4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms	<b>STUDENTS LEARN ABOUT:</b>  <b>Key features and issues of the modern world</b> <ul style="list-style-type: none"> <li>political, economic, social and technological features of the selected case study</li> <li>forces for change that emerged in the period of the selected case study</li> <li>the nature of the political, social, economic and technological change that occurred in the period of the selected case study</li> <li>the impact of change on the society or period of the selected case study</li> </ul> <b>Targeted Concepts</b> communism, Cold War, democracy, imperialism, colonisation, decolonisation, nuclear fallout, nuclear testing  <b>Individuals and groups in relation to</b> <ul style="list-style-type: none"> <li>their historical context</li> <li>their personal background and the values and attitudes that influenced their actions</li> <li>significant events and achievements</li> <li>their contribution to the society and time in which they lived and the legacy of this contribution</li> </ul> <b>Events in relation to</b> <ul style="list-style-type: none"> <li>factors contributing to these events</li> <li>main features of the events</li> <li>impact of the events on the history of an individual nation, region and/or the world as a whole.</li> </ul>	<b>SELECTED RESOURCES</b>  <b>Books</b> Robert Miliken, <i>No Conceivable Injury</i> Denys Blakeway and Sue Lloyd Roberts, <i>Fields of Thunder</i> Stewart Firth, <i>Nuclear Playground</i> Bengt Danielsson, <i>Poisoned Pacific: The Legacy of French Nuclear Testing</i> B and MT Danielsson, <i>Mururoa Mon Amour</i> <i>The Greenpeace Book of the Nuclear Age</i> Karen Throssell, <i>The Pursuit of Happiness: Australia, the empire, ANZUS, nuclear disarmament and neutrality</i> Roger T Cross, <i>Fallout: Hedley Marston and the British Bombtests in Australia</i>  <b>Documentary Films</b> <i>Trinity and Beyond: the atomic bomb movie</i> , Visual Concept Entertainment, 1995–97 <i>Silent Storm</i> , Dir Peter Butt <i>Half-life – a parable for the nuclear age</i> , O'Rourke and Associates <i>Quantum: French Nuclear testing</i> (ABC TV program) <i>George Negus Tonight – Maralinga</i> (ABC TV Program)  <b>Websites</b> <a href="http://www.naa.gov.au/Publications/fact_sheets/FSI129">www.naa.gov.au/Publications/fact_sheets/FSI129</a> <a href="http://www.rmiembassyus.org">www.rmiembassyus.org</a> <a href="http://www.greenpeace.org/international_en">www.greenpeace.org/international_en</a> <a href="http://www.thebulletin.org/article.php?art_ofn=mar90danielsson">www.thebulletin.org/article.php?art_ofn=mar90danielsson</a> <a href="http://www.iratiwanti.org/iratiwanti.php3?page=silence">www.iratiwanti.org/iratiwanti.php3?page=silence</a> <a href="http://www.anawa.org.au/weapons/monte-bellos.html">www.anawa.org.au/weapons/monte-bellos.html</a>

STUDENTS LEARN TO:	TEACHING AND LEARNING STRATEGIES (incorporating <i>students learn about</i> :)
<ul style="list-style-type: none"> <li>• analyse the major events and issues relevant to selected studies of the modern world</li> <li>• ask relevant historical questions</li> <li>• communicate an understanding of relevant concepts, features and issues relevant to the selected study</li> </ul>	<p><b>Students learn about: Geographic, ideological and political motives for the testing of nuclear weapons by western powers in the Pacific</b></p> <p>Map work locating major Pacific test sites, eg French nuclear test sites, American nuclear test sites and British test sites in Australia</p> <p>Teacher outlines the development of nuclear weapons within the context of the Cold War, including the first atomic bomb and the H-bomb. Students make notes and begin a glossary of terminology</p> <p>Students view selected documentary films on the development of nuclear weapons, eg <i>Silent Storm</i>. They identify and discuss major issues.</p>
<ul style="list-style-type: none"> <li>• ask relevant historical questions</li> <li>• locate, select and organise information from different types of sources, including information and communication technologies (ICT), to describe and analyse relevant features and issues of the study</li> <li>• present the findings of investigations on selected studies of the modern world, analysing and synthesising information from different types of sources</li> <li>• communicate an understanding of relevant concepts, features and issues using appropriate and well-structured oral and/or written and/or multimedia forms including ICT</li> </ul>	<p><b>Students learn about:</b></p> <p><b>The use of the Marshall Islands, Mururoa Atoll and Australia for nuclear testing</b></p> <p><b>The impact of nuclear fallout on the indigenous peoples and ex-service people involved</b></p> <p>In groups, students access relevant websites to research nuclear testing at one of the following sites: Marshall Islands, Mururoa Atoll, the Monte Bello Islands and Maralinga using a ‘who, what, when, where, why?’ notemaking scaffold.</p> <ul style="list-style-type: none"> <li>– <a href="http://www.rmiembassy.org">www.rmiembassy.org</a> (Marshall Islands)</li> <li>– <a href="http://www.thebulletin.org">www.thebulletin.org</a> (Mururoa)</li> <li>– <a href="http://www.iratiwanti.org/iratiwanti.php3?page=silence">www.iratiwanti.org/iratiwanti.php3?page=silence</a> (Maralinga – Aboriginal view)</li> <li>– <a href="http://www.anawa.org.au/weapons/monte-bellos.html">www.anawa.org.au/weapons/monte-bellos.html</a> (Monte Bello)</li> </ul> <p>For each test site, students also find information about the impact of the tests on those involved, indigenous peoples and service personnel. Include a brief overview of the impact on the people and the environment and eyewitness accounts</p> <p>Representatives from each group form new groups to present their findings to each other.</p>
<ul style="list-style-type: none"> <li>• describe and evaluate the role of key individuals and groups in selected studies of the modern world</li> <li>• account for and assess differing perspectives and interpretations of significant events, people and issues in selected studies of the modern world</li> </ul>	<p><b>Students learn about: The role, responsibility and compliance of local authorities and governments concerning testing of nuclear devices</b></p> <p>Teacher leads class discussion to elicit from groups their understanding of the relationship between those conducting the nuclear tests and local authorities affected by them (based on previous group research). Teacher provides necessary feedback.</p> <p>Discuss reaction of different groups (eg residents, governments and political groups).</p>

STUDENTS LEARN TO:	TEACHING AND LEARNING STRATEGIES (incorporating <i>students learn about</i> :)
<ul style="list-style-type: none"> <li>• communicate an understanding of relevant concepts, features and issues using appropriate and well-structured oral and/or written and/or multimedia forms including ICT</li> <li>• comprehend and analyse sources for their usefulness and reliability</li> </ul>	<p>Speakers’ forum where students take the viewpoint of various participants, eg American weapons scientist, indigenous inhabitant, medical doctor, a western government representative, a local authority representative OR Class debates: ‘That Nuclear Testing was justified within the context of the Cold War’.</p> <p>Teacher concludes Case Study by providing students with information about French nuclear testing in the 1990s and leads a discussion about the responses.</p> <p><b>Assessment Task</b></p> <p>Choose two websites about nuclear testing in the Pacific in the 1950s and 1960s (a site or an aspect of nuclear testing) and compare them using the following criteria:</p> <ul style="list-style-type: none"> <li>– author/organisation responsible for the site</li> <li>– ease of navigation</li> <li>– quality of information provided</li> <li>– inclusion of primary source material, eg eyewitness accounts, photographs etc.</li> <li>– range of perspectives provided</li> <li>– attitude/position of the site towards nuclear testing.</li> </ul> <p>Write an evaluation of one of these sites for its usefulness and reliability to someone investigating a nuclear test site in this period.</p>

## 2.2.4 Sample Preliminary Core Study Program

<p style="text-align: center;"><b>SAMPLE PROGRAM: PRELIMINARY CORE STUDY:</b>  <b>THE WORLD AT THE BEGINNING OF THE TWENTIETH CENTURY</b> <b>Course time: 36 hours</b></p>		
<p><b>PRINCIPAL FOCUS</b>                      Students lay the foundations for their twentieth-century studies by investigating the forces and ideas for change and continuity that shaped the early twentieth-century world using the methods of historical inquiry.</p>		
<p><b>TARGETED OUTCOMES</b></p> <p>Students:</p> <p>P1.1 describe the role of key individuals, groups and events of the study</p> <p>P1.2 investigate and explain the key features and issues in the study</p> <p>P2.1 identify forces and ideas and explain their significance in contributing to change and continuity in the study</p> <p>P3.1 ask relevant historical questions</p> <p>P3.2 locate, select and organise relevant information from different types of sources</p> <p>P3.3 comprehend and analyse sources for their usefulness and reliability</p> <p>P3.4 identify and account for differing perspectives and interpretations of the past</p> <p>P3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources</p> <p>P4.1 use historical terms and concepts appropriately</p> <p>P4.2 communicate a knowledge and understanding of historical features and issues using appropriate and well-structured oral and written forms</p>	<p><b>STUDENTS LEARN ABOUT:</b></p> <p>The nature of European society</p> <ul style="list-style-type: none"> <li>• rich and poor</li> <li>• urbanisation and industrialisation</li> <li>• social change</li> <li>• forms of government</li> </ul> <p>Emerging forces and ideas</p> <ul style="list-style-type: none"> <li>• politics of the working class: socialism, trade unionism, Marxism</li> <li>• anarchism</li> <li>• nationalism</li> <li>• internationalism, globalisation</li> <li>• democracy, liberalism</li> </ul> <p>Imperialism</p> <ul style="list-style-type: none"> <li>• reasons for the growth of imperialism</li> <li>• impact of imperialism on Africa and/or Asia and/or the Middle East and/or the Pacific`</li> <li>• colonial rivalries</li> </ul> <ul style="list-style-type: none"> <li>• Causes of World War I</li> <li>• long-term and short-term causes</li> </ul>	<p><b>RESOURCES</b></p> <p>Anderson, M. Keese, I and Lowe, A, <i>Challenge, Change and Continuity: Modern History Preliminary Course</i>, Jacaranda, 2001</p> <p><i>An Introduction to Modern European History 1890–1914</i>, Access to History – Context series, Nelson</p> <p>Dennett B. and Dixon, S, <i>Key Features of Modern History – NSW Preliminary and HSC</i>, 2000</p> <p><i>Imperial and Weimar Germany 1890–1933, History at Source series</i>, (T. Laver et al, ed.), Nelson</p> <p>Guest, Lawrence and Eshuys, <i>World War I: Causes, Course and Consequence</i></p> <p>Peaple, S, <i>European Diplomacy 1870–1939</i>, Heinemann</p> <p>Simpson, Ian, ‘The World in 1900: Preliminary Assessment Task’, <i>Teaching History</i>, Vol 34 No. 1, March 2000, pp 85–87</p> <p>Snyder, Louis L. <i>The Dreyfus Case: A Documentary History</i>, Rutgers University Press, N.J, 1973</p> <p>Sowerwine, Charles, <i>France since 1870: Culture, Politics and Society</i>, Palgrave, 2001</p> <p>Tuchman, Barbara, <i>The Proud Tower: A portrait of the world before the war 1890–1914</i>, Macmillan, 1966</p> <p><b>Video</b></p> <p><i>People’s Century: ‘Age of Hope’</i></p> <p><b>Internet resources</b></p> <p>Internet Modern History Sourcebook at:  <a href="http://www.fordham.edu/halsall/mod/modsbook3.html">http://www.fordham.edu/halsall/mod/modsbook3.html</a>  <a href="http://www.pbs.org/empires/victoria/">http://www.pbs.org/empires/victoria/</a>  <a href="http://www.victorianweb.org/">http://www.victorianweb.org/</a></p>

STUDENTS LEARN TO:	TEACHING AND LEARNING STRATEGIES (incorporating <i>students learn about</i> :)
<ul style="list-style-type: none"> <li>• ask relevant historical questions about the world at the beginning of the twentieth century</li> <li>• locate, select and organise information from different types of sources, including ICT, to describe and analyse relevant features and issues of the world at the beginning of the twentieth century</li> <li>• analyse the major events and issues relevant at the turn of the century</li> <li>• assess the forces for change and continuity at the turn of the century</li> <li>• present the findings of investigations on aspects of the period, analysing and synthesising information from different types of sources</li> <li>• communicate an understanding of relevant concepts, features and issues using appropriate and well-structured oral and/or written and/or multimedia forms including ICT</li> <li>• ask relevant historical questions about the world at the beginning of the twentieth century</li> </ul>	<p>Map exercise on the World in 1870 and 1900 with details of Europe and the Mediterranean. Introduce with video: <i>People’s Century – Age of Hope</i>.</p> <p>Students read and make notes from Meaney, <i>The West and the World</i>, Vol I, Chapter 16, ‘The growth of a Mass Society’.</p> <p>Construct a timeline of political and international events to overview trends and to use as a for guide subsequent investigations.</p> <p>Create mind maps of the features of the emerging forces of liberalism, democracy and nationalism based on reading from texts.</p> <p>Source Study: students form groups to collect and annotate pictorial, graphic and written sources to provide information about one of the following: the class system, population growth, urbanisation, living and working conditions, technological change. Students share results of their findings.</p> <p>Internet task: visit <a href="http://www.futurism.org.uk">www.futurism.org.uk</a> and analyse what futurist art reveals about attitudes towards industrialisation and urbanisation in the early 1900s.</p> <p>Students identify the main problems and issues of the working class in European countries in this period and explain how each of the following offered solutions: socialism, Marxism, anarchism, trade unionism.</p> <p>Use extracts from Denis Winter’s, <i>Death’s Men</i>, pp 230–2 to provide a social profile of WWI recruits to conclude the examination of society in the 1900s.</p> <p>Source analysis of cartoons. Students analyse selected cartoons to identify the symbols and characters used by contemporary cartoonists to depict the international relationships from 1900. Enlarge the characters and create a gallery around the classroom. (refer to <i>Stage 5 History Support Material</i> pp 68–9 as a guide).</p>

STUDENTS LEARN TO:	TEACHING AND LEARNING STRATEGIES (incorporating students learn about :)
<ul style="list-style-type: none"> <li>• analyse the major events and issues relevant at the turn of the century</li> <li>• assess the forces for change and continuity at the turn of the century</li> <li>• describe and evaluate the role of key individuals and groups at the turn of the century</li> <li>• evaluate the usefulness and reliability of sources</li> <li>• account for and assess differing perspectives and interpretations of significant events, people and issues at the beginning of the twentieth century</li> <li>• present the findings of investigations on aspects of the period, analysing and synthesising information from different types of sources</li> <li>• communicate an understanding of relevant concepts, features and issues using appropriate and well-structured oral and/or written and/or multimedia forms including ICT</li> <li>• ask relevant historical questions about the world at the beginning of the twentieth century</li> </ul>	<p>Matching activity: students identify personalities and match with description of nations/empire. Affirm with comprehension questions.</p> <p>Cartoon study on development of alliance system: students record key developments on a timeline. May be supplemented with fact sheet.</p> <p>Students read extract on imperialism in the 1900s from Guest, Lawrence and Eshuys, <i>World War I: Causes, Course and Consequences</i> and complete mapping activity to identify imperialist tensions in Africa and the Middle East.</p> <p>Students investigate the emergence of nationalism using source-based questions on literature, the press, education, social movements at the turn of the century.</p> <p>In groups, students present their findings in one of the following formats: posters play extracts, fiction extracts, newspaper articles, etc. The key findings are summarised on a scaffold.</p> <p>Using texts and primary sources, students construct an annotated timeline on the development of militarism. Complete comprehension and source analysis activities.</p> <p>Use statistical data to graph expenditure on armaments. Produce written explanation of trends and patterns in the graphs.</p> <p>Extracts on Tangier Crisis from Condon and Greenwood to illustrate how interpretations by historians may differ slightly. Students compare and contrast these two interpretations of the contribution of alliance system, imperialism and nationalism to increasing international tension.</p> <p>Students read texts on Second Moroccan Crisis and construct an HSC-style question modelled on past core questions. Students exchange their questions and draft and discuss their responses</p> <p>Map activity: students identify key locations involved in the Balkan crises 1908–1912 and 1913.</p>

STUDENTS LEARN TO:	TEACHING AND LEARNING STRATEGIES (incorporating students learn about :)
<ul style="list-style-type: none"> <li>• analyse the major events and issues relevant at the turn of the century</li> <li>• describe and evaluate the role of key individuals and groups at the turn of the century</li> <li>• evaluate the usefulness and reliability of sources</li> <li>• account for and assess differing perspectives and interpretations of significant events, people and issues at the beginning of the twentieth century</li> <li>• communicate an understanding of relevant concepts, features and issues using appropriate and well-structured oral and/or written and/or multimedia forms including ICT</li> </ul>	<p>Students construct a timeline based on their reading about the Balkan crises and identify major powers and their interests in the region.</p> <p>Develop students’ understanding of the Balkan situation through teacher exposition and source analysis.</p> <p>Return to map to show territorial changes before and after the wars.</p> <p>Using annotated diagrams, students use the playground to reconstruct German and French plans for war.</p> <p>Students use the understanding gained from this activity to discuss the contributions of war plans to the outbreak of war.</p> <p>Timeline and source activities on the July crisis. Use a table with a separate column for each nation involved to summarise new developments on each day of the crisis.</p> <p>Teacher introduces issue of conflicting interpretations of the causes of WWI. In groups, students read and discuss one interpretation. They form new groups to explain to each other the interpretation they have read. Individuals then select the interpretation that best represents their understanding of the causes.</p> <p>Group Debate: ‘<i>We Accuse</i>’: in groups representing the main protagonists involved in events leading to the war (Britain, Germany, France, Russia, Austro-Hungary etc), each country is to present a justification for their actions leading up to the war and accuse others for their actions. An international vote will be taken at the end of the debate to decide on which country was most to blame for the onset of the war.</p>

### 2.3 Sample Preliminary Assessment Task

The sample assessment programs and tasks provided in this document have been developed using advice provided in the Board of Studies publication *HSC Assessment in a Standards-referenced Framework. A Guide to Best Practice*, published in November 2003 and *The New Higher School Certificate Assessment Support Document* which assists teachers to incorporate the key features of standards-referenced assessment into their assessment planning. Teachers are strongly advised to consult these documents in designing their assessment programs and individual tasks.

The task provided on the following pages has been developed from the Sample Program 1 Case Study: Nuclear Testing in the Pacific in the 1950s and 1960s. It has been designed using the steps outlined in the assessment support document. The task provides:

- a clear indication of outcomes to be assessed
- clear instructions to students
- explicit advice to the students about the criteria to be used for assessing their performance
- a marking scheme related to the criteria.

## Sample Preliminary Assessment Task

**Components:** Research and oral presentation

**Case Study: Nuclear Testing in the Pacific in the 1960s and 1960s**

**Weighting:** 25%

### Outcomes to be assessed

- P1.2 investigate and explain the key features and issues of the study
- P3.1 ask relevant historical questions
- P3.2 locate, select and organise relevant information from different types of sources
- P3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
- P4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

### The task

Choose one of the topics below and present it as an historical question. Plan and conduct an historical investigation. Present your findings to the class in a five-minute oral report.

#### Topics:

- 1 French nuclear testing in the Pacific
- 2 British nuclear testing at Maralinga, South Australia
- 3 British nuclear testing in the Monte Bello Islands
- 4 The role of Greenpeace in anti nuclear testing in the Pacific
- 5 National and international protest against nuclear testing in the Pacific
- 6 Facts about and hazards of radiation
- 7 Effects of nuclear testing on the environment
- 8 The development of the first atomic bomb
- 9 The development of the H-bomb
- 10 The effects of nuclear testing on indigenous people in Australia or the Marshall Islands
- 11 The effects of nuclear testing on military personnel in the Pacific, eg British, Americans, Australians
- 12 Different types of Nuclear Testing

#### In your research you should:

- develop a historical question to direct your research
- consult at least two different sources of information (eg a website and book , article or film)
- construct point-form notes about the key features and issues
- organise your notes and visuals into a logical sequence to answer the question you have researched, within the time allocated
- compile a bibliography of the references you have used

**In your presentation you should:**

- identify and explain the key features and issues related to your question
- communicate your understanding of these issues in a clear and confident manner
- use at least one visual aid to help illustrate the issues in your report. (Visual aids may include: maps, photographs, graphs, video clips, diagrams, timelines, PowerPoint).
- ensure that you speak to the time allocated
- submit a 1–2 page summary of your research (including bibliography) for class distribution.

**Assessment criteria**

**You will be assessed on how well you:**

- ask an appropriate historical question to guide your research
- locate, select and organise relevant information from different types of sources
- investigate and explain the key features and issues of the selected topic
- plan and present the findings of the historical investigation relevant to your topic, analysing and synthesising information from different types of sources
- communicate a knowledge and understanding of the key features and issues of your topic in a well-structured oral report and summary notes.

**CASE STUDY: ASSESSMENT TASK MARKING GUIDELINES  
NUCLEAR TESTING IN THE PACIFIC 25%**

CRITERIA	STANDARDS OF ACHIEVEMENT		
	High	Substantial	Working towards
ask an appropriate historical question to guide your research	formulates a question which allows for a comprehensive investigation of the topic	formulates a question which allows investigation of some aspects of the topic	formulates a simple question which allows for limited investigation of the topic
locate, select and organise information from different types of sources	locates and selects relevant information from a range of sources, and uses them to clearly answer the question	locates and selects information, and uses them to address the question	selects some appropriate information, and attempts to answer the question
investigate and explain the key features and issues of the selected topic	investigates and offers a sophisticated explanation of the key features and issues of the study	investigates and offers a sound explanation of some of the key features and issues of the study	identifies and describes one or two features and/or issues of the study
plan and present the findings of the historical investigation, analysing and synthesising information from different types of sources	presents research summary notes which coherently integrate information from a range of sources to clearly answer the question	presents research summary notes which integrate information from a range of sources to answer the question	presents research summary notes in simple outline form, drawing information from a limited number of sources
communicate a knowledge and understanding of the key features and issues of your topic in a well-structured oral report and summary notes	demonstrates clear and confident oral skills in a logically organised five-minute presentation and summary notes	demonstrates competent oral skills in a structured presentation of at least four minutes and summary notes	may rely heavily on notes; limited engagement with audience; may not speak to time; limited summary notes

Comment

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Note: teachers may wish to allocate marks or grades to the standards of achievement.

## 2.4 The Historical Investigation

The Historical Investigation is designed to provide opportunities for all students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process. The outcomes addressed in the investigation build on those in the Years 7–10 History syllabus. Stage 6 History students will access the Preliminary Stage 6 Outcomes at different levels depending on their previous experiences and abilities.

The Historical Investigation should extend a particular area of individual student or group interest. The investigation can be integrated into any aspect of the Preliminary course and need not be completed as one project. It may be completed by an individual student, in pairs or groups or dealt with as a whole class activity.

Students should be encouraged to select a topic and presentation style that reflects their individual interests and abilities.

### Possible Historical Investigations could include:

Modern History	Ancient History
Popular histories	Popular histories
Specific websites	Specific websites
Memoirs, diaries, biographies, eyewitness accounts	Memoirs, diaries, biographies, eyewitness accounts
Journals, newspapers	Ancient sources: histories, biographies, poetry, drama, inscriptions, seals
Oral histories	Historical fiction
Literature: poetry, drama	Film
Official histories	Museums
Museums	Archaeological evidence: buildings, coins, statues, pottery, landscapes, inscriptions, bodies, textiles, marine, personal objects, weapons, monuments, art
Historical fiction	
Music/lyrics	
Visual evidence: posters, film, photographs, cartoons	
Archaeology: industrial, landscape, marine, weapons, monuments	

### Topics may include:

- a case study
- aspects of a case study
- significant individuals, groups, events
- a thematic study
- specific sites or buildings
- aspects of everyday life
- historical debates
- myths and legends
- constructions of the past in various media

The investigation must not overlap or duplicate significantly any topic attempted in the HSC courses or History Extension.

### **2.4.1 The Process of Historical Investigation**

The development of students' research and investigative skills should include the process of historical investigation, either in one project, a part project or integrated into other Preliminary course work. It includes:

- planning and conducting historical investigations
- comprehending written and archaeological sources
- locating, selecting and organising relevant information from a variety of sources
- summarising main ideas
- using a variety of sources to develop a view about historical issues
- identifying historical debates, problems and issues relevant to the topic
- analysing sources for their usefulness, relevance and reliability
- identifying different historical perspectives and interpretations evident in sources
- formulating historical questions and hypotheses relevant to the investigation
- using historical terms and concepts appropriately
- synthesising information from a range of sources to develop and support an historical argument
- refining the argument – revisiting the original question/hypothesis and reviewing it in light of new material, eg the introduction of new sources may change conclusions drawn
- presenting and communicating the findings of the historical investigation using appropriate and well-structured oral and/or written and/or multimedia forms, including ICT.

#### **Communication/Presentation**

A variety of modes of presentation may be used including:

- essay, extended response
- diary, letters, log book
- interviews: transcript and report
- PowerPoint or other ICT format
- video or audio presentation
- visual presentation: physical display or model, photo-essay, montage, artwork
- speech, group debate, narrative (story telling).

## The Historical Investigation Process

The following proforma may be useful for students planning their own Historical Investigation:

<b>1 Choosing my topic</b>	<b>Student Notes:</b>
<ul style="list-style-type: none"> <li>– What am I interested in?</li> <li>– What is my purpose?</li> <li>– What is my question/hypothesis?</li> <li>– How realistic is my question/hypothesis?</li> <li>– What do I already know about my topic?</li> <li>– What can I start reading about my topic?</li> </ul>	
<b>2 Locating my information</b>	
<ul style="list-style-type: none"> <li>– How/where do I start?</li> <li>– What types of sources am I looking for?</li> <li>– Who can I ask for help to find information?</li> <li>– What problems might I face trying to locate my information?</li> </ul>	
<b>3 Framing my question/hypothesis</b>	
<ul style="list-style-type: none"> <li>– What is my focus now?</li> <li>– Do I want to change my focus?</li> <li>– Is my topic too broad or too narrow?</li> <li>– Do I need to change my question or hypothesis?</li> </ul>	
<b>4 Selecting and organising my information</b>	
<ul style="list-style-type: none"> <li>– Can I make a list of useful sources of information?</li> <li>– Can I identify the most useful/reliable sources, including websites from this list?</li> <li>– Do I have a diverse and balanced range of sources?</li> <li>– Do these sources represent a range of perspectives, facts and opinions?</li> <li>– What else do I need to select at this point?</li> </ul>	
<b>5 Presenting my research</b>	
<ul style="list-style-type: none"> <li>– How will I present my research?</li> <li>– Does the form of presentation meet the assessment criteria?</li> <li>– What materials do I need?</li> <li>– What problems might I face trying to present my research?</li> <li>– What form of presentation will be appropriate for my audience?</li> </ul>	
<b>6 Self-evaluation</b>	
<ul style="list-style-type: none"> <li>– Did I achieve my purpose?</li> <li>– Did my presentation satisfy the criteria? What were the strengths?</li> <li>– What aspects of the research/presentation do I need to improve for next time?</li> <li>– What did I learn from this process?</li> </ul>	

## 2.4.2 Historical Investigation – Model 1

### Coverage and Presentation of War

This approach to the Historical Investigation is a stand-alone case study. It addresses the following syllabus outcomes which require students to:

- P3.1 ask relevant historical questions
- P3.2 locate, select and organise relevant information from different types of sources
- P3.3 comprehend and analyse sources for their usefulness and reliability
- P3.4 identify and account for differing perspectives and interpretations of the past
- P3.5 plan and present the findings of the historical investigation, analysing and synthesising information from different types of sources

An historical investigation of the coverage and presentation of war could be carried out by students in a number of ways, including as individual research or as paired or group work. It could include:

- a comparative study of two war correspondents/photographers/artists/documentary filmmakers and their approaches
- a comparative study of particular images of war
- the impact of changing technologies on the coverage of war.

### Choosing My Topic

What am I interested in?

- specific aspect of the topic
- possible approaches

### Suggested approaches for this historical investigation

Biographical approach	A war correspondent, photographer, artist, documentary filmmaker and his/her work. Impact of war on combatants, civilians, home fronts depicted in their work. What messages about war are conveyed by their visual and/or spoken texts? How does the correspondent, photographer, artist, documentary filmmaker see himself or herself – as an accurate recorder of history, or conveying a particular message about the conflict?
Source-based approach	Investigating specific sources from a particular war, eg photographs of the Vietnam War, film footage, letters, diary accounts from World War II. Putting the visual or written texts in context. How have the sources been shaped by censorship or propaganda?
Issues-based approach	How has changing technology affected the way war is covered and presented? How have governments manipulated the media to control messages about war? How has technology impaired government's ability to control what information is released? Consider the changing nature of propaganda. Consider attempts to restrict journalists and where they can go. Is it possible for the photographer, reporter etc to maintain objectivity? What is the effect on the public of 'saturation coverage' of war?

## **The Biographical Approach**

Damien Parer could be used as an example of a war photographer and documentary filmmaker. Others who could be used in a biographical approach include Frank Hurley, Eddie Adams, Neil Davis, James Nachtwey, Peter Arnett, Christopher Norris, Robert Capa, Ernest Hemingway.

The following steps, based on syllabus outcomes, outline how Damien Parer and his images of the New Guinea campaign during World War II could be used as a framework for designing an historical investigation.

### **P3.1 Ask relevant historical questions**

- Who was he?
- Why did he go to New Guinea?
- What else did he photograph?

### **P3.2 Locate, select and organise relevant information from different types of sources**

- Find details of the campaign he was reporting, eg time frame, maps, purpose and duration of campaign.
- Select a range of significant examples of his photography from the New Guinea campaign of World War II.
- Conduct a web search on Damien Parer. (The Australian War Memorial site would be a good starting point).

### **P3.3 Comprehend and analyse sources for their usefulness and reliability**

- Deconstruct one of Parer's images for its usefulness and reliability in relation to the campaign. (This should be first modelled by the teacher.)
- Using the framework above, students could complete their own deconstruction of a different image of Damien Parer.
- Evaluate websites on Parer for their usefulness and reliability.
- Examine Parer's comments on the conflict as presented by the photographs that have been selected for study.

### **P3.4 Identify and account for differing perspectives and interpretations of the past**

- Do any critiques of his work exist?
- How was he perceived at the time and by whom?
- Have these perceptions changed over time and why?
- How does Parer's representation of the war differ from those who were deemed official correspondents?
- War photojournalist or accurate historian?

### **P3.5 Plan and present the findings of the historical investigation, analysing and synthesising information from different types of sources**

- Does Parer reinforce images we have of our identity as Australians?
- Is Parer a valid source of history or is he just a photographer?
- Is Parer's work valued as history by other historians?
- How would those involved at the time regard his work now, for example, former Australian and Japanese soldiers, the Fuzzy-Wuzzy Angels, the local community?

## Resources

### Websites

- ‘Damien Parer’s War, April 25, 2004’ <http://sunday.ninemsn.com.au>. A search of Damien Parer will produce a long list of sites including the one nominated.
- The Australian War Memorial website will produce a couple of items in relation to Damien Parer including ‘*Australian Involvement in War and Conflict Photo-Essay – Fighting in Timor 1942*’ which is an account of the conflict in Timor in 1942 using Parer’s photos and some explanatory text. [www.awm.gov.au](http://www.awm.gov.au)
- ‘*Damien Parer (1912–1944)*’ and ‘Bibliography’ gives a brief account of Parer’s life with an extensive accompanying bibliography by Mia Tolhurst, Australian cinema studies student at RMIT Department of Communication Studies, 1997. The bibliography is updated and is probably the best available on Parer because of its detail. [www.afiresearch.rmit.edu.au/bibliographies\\_pdfs/damien\\_parer.pdf](http://www.afiresearch.rmit.edu.au/bibliographies_pdfs/damien_parer.pdf)
- ‘Oh for a Visual War – the Wartime Newsreel’ <http://www.hyperhistory.org>
- ‘Damien Parer’s *Kokoda Front Line*’: <http://www.hyperhistory.org>
- ‘*The Kokoda Track, an Historical Account Sequence of Events*’ gives a sequential account of the events of the battle for the Kokoda track, [www.kokoda.com](http://www.kokoda.com)

### Books and Journals

- Gregory, Jason, ‘On track to find the meaning of Kokoda’ a book review in *The Courier Mail* of Peter FitzSimons’ book *Kokoda*, [www.couriermail.news.com.au](http://www.couriermail.news.com.au)
- McDonald, N, *War Cameraman: The Story of Damien Parer*, Star Bright Books, 1994
- McDonald, N, ‘Damien Parer and Chester Wilmot at Tobruk’, *Quadrant*, July 1, 2000
- McDonald, N, *Damien Parer’s War*, Lothian Books, 2004. (This was first published in 1994 as *War Cameraman: The Story of Damien Parer*. In this revised version McDonald has included new interview material and previously unpublished photographs.
- McDonald, N, ‘War reporting then, and now. (Film)’ *Quadrant*, July 1, 2003
- McDonald, N, ‘The making of Cinesound’s *Assault on Salamaua*’ in T. O’Reagan and B. Shoemith ( eds) *History on/and/in Film* Perth: History and Film Association of Australia, 1987 pp 101–5
- Rees, Jacqui, ‘On the Occasion of ANZAC Day April 25 2002, Killed in Action’ by, CEW Bean Foundation, [www.npc.org.au/CEWbean](http://www.npc.org.au/CEWbean). Go to articles and click on Jacqui Rees to bring up this article about Damien Parer and other Australian war correspondents and photographers from the Boer War and later wars who were killed in action. The CEW Bean Foundation was set up to honour war correspondents.
- Walker, David, review of Prue Torney-Parlicki’s book *Somewhere in Asia: War, Journalism and Australia’s Neighbours 1941–75*, [www.api-network.com](http://www.api-network.com). (The review specifically mentions Torney-Parlicki’s findings about Parer and his deliberate choice of shots to achieve particular effects to show the Australian soldier in very specific ways.)

### 2.4.3 Historical Investigation – Model 2

#### ‘Pitching a Proposal’

##### Nature of the investigation

This model is adapted from an Assessment for Learning task developed by the Curriculum Corporation: [http://cms.curriculum.edu.au/assessment/at/so/so\\_task\\_09.asp](http://cms.curriculum.edu.au/assessment/at/so/so_task_09.asp). In this task, the emphasis is on the skills of planning, locating, selecting and organising information in order to design a proposal for a more comprehensive project. This process is standard practice in the media world. The final product of this investigation is the *proposal* itself.

The targeted outcomes for this historical investigation require students to:

- P1.1 describe the role of key individuals, groups and events of selected studies
- P1.2 investigate and explain the key features and issues of selected studies
- P3.2 locate, select and organise relevant information from different types of sources
- P3.3 comprehend and analyse sources for their usefulness and reliability
- P3.4 identify and account for differing perspectives and interpretations of the past
- P3.5 plan and present the findings of the historical investigation, analysing and synthesising information from different types of sources.

##### Possible project topics

**Event:** September 11, 2001, Sinking of the Lusitania

**Issue:** The Dreyfus Affair, Execution of Breaker Morant

**Personalities:** Queen Victoria, Che Guevara, Rasputin

**Group:** William Lane’s ‘New Australia Movement’ (1890s)

##### The task

A. Students develop a detailed *proposal* for a research-based project on a significant person, group, issue or event from the eighteenth to the twentieth century. The proposal is for a project which could be in the form of a documentary series, website, book, library or gallery expo.

B. Students need to be able to ‘sell’ their proposal to the relevant funding body. The proposal should take the form of an oral presentation using one of the following:

- portfolio
- PowerPoint
- storyboard
- sequence of posters
- scrapbook

C. In researching for the proposal students should prepare a synopsis on each of the following:

- political/social context
- key events or developments
- supporters and opponents of the person, group, issue or event
- influence of this person, group, issue or event in their time
- evaluation of the historical significance or legacy of the person, group, issue or event

The synopsis is to be submitted after pitching the proposal.

D. In pitching their proposal students should use appropriate graphic and visual materials to:

- suggest a working title for the project (documentary, website, book, expo, etc)
- provide titles and subtitles for each section
- include and justify their selection of written and pictorial sources to be used in each section
- explain their personal position in relation to the subject matter.

**STUDENT CHECK LIST**

What is the working title for my project?	
How many sections and what titles and subtitles?	
Have I covered the aspects identified in Part C?	
What written and pictorial sources will I use in each section?	
What is my justification for the sources I have chosen?	
Can I explain why I feel this project is worth doing?	
Do I have appropriate graphic and visual material to use in my pitch?	

## Section III – Programming the HSC Course

Teachers should refer to pages 6 to 8 of this document for details of the HSC course structure, time allocation and assessment.

### 3.1 Designing Programs of Work

The sample HSC program outlined on page 41 has been developed from the programming pattern suggested on page 9 of this document. Sample teaching programs for the following topics can be found on pages 45 to 56:

- National Study: Russia and the Soviet Union 1917–1941
- Personalities in the Twentieth Century: Alexandra Kollontai
- International Studies in Peace and Conflict: The United Nations as Peacekeeper: 1946–2001

Steps involved in developing the units of work:

**Step 1** Identify from the program the outcomes targeted for each unit.

**Step 2** Sequence the content to be taught within the unit of work. The content is to be found in the syllabus through the *learn about* and the *learn to* statements. The *learn to* statements are found on page 26 of the syllabus for the Core, page 28 for the National Studies, page 38 for the Personalities in the Twentieth Century and page 67 for the International Studies in Peace and Conflict. The *learn about* statements are included with each of the options. The *learn to* statements are linked to the targeted outcomes and the *learn about* statements.

**Step 3** Design teaching and learning activities and identify key resources that will foster student interest and provide opportunities for each student to achieve the targeted outcomes.

**Step 4** Design assessment tasks (as specified in the assessment program) that will enable teachers to award marks that validly represent student performance in relation to the targeted outcomes.

**Note:** Teachers may approach these steps in any order.

### 3.2 Designing Assessment Tasks

The sample assessment program provided in this document has been developed using advice provided in the Board of Studies publications *HSC Assessment in a Standards-referenced Framework. A Guide to Best Practice* (November 2003) and *The New Higher School Certificate Assessment Support Document, (1999)*. These documents assist teachers to incorporate the key features of standards-referenced assessment into their assessment planning. Teachers are strongly advised to consult these documents in designing assessment programs and individual tasks.

### 3.3 Other Programming Patterns

The Modern History syllabus offers a broad range of programming options for teachers. Some possible patterns of study across Preliminary and HSC topics are suggested below, each with a different national emphasis.

Note: The Historical Investigation in the Preliminary Course may be programmed either as a separate topic or integrated into the Case Studies or the Core Study. Teachers may choose their own sequence of topics in both Preliminary and HSC.

#### Emphasis on Japan

Preliminary	HSC
Part II – Historical Investigation <i>The Samurai tradition</i> (Teacher-developed unit as background to Case Study List B)	Part 1 – Core Study: <i>World War I 1914–1919</i>
Part 1 – Case Study List B <i>The Meiji Restoration: nature and impact</i>	Part II – National Study <i>Japan 1904–1937</i>
Part 1 – Case Study List A <i>The social consequences of industrialisation in Britain in the early nineteenth century</i>	Part III – Personality <i>Kita Ikki</i> OR <i>Yamamoto</i> OR <i>Douglas MacArthur</i>
Part III – Core Study: <i>The World at the Beginning of the Twentieth Century</i>	Part IV – International Studies in Peace and Conflict <i>Conflict in the Pacific</i>

#### Emphasis on the USA

Preliminary	HSC
Part 1 – Case Study List A <i>Emmeline Pankhurst and the Suffragette Movement</i>	Part 1 – Core Study: <i>World War I 1914–1919</i>
Part 1 – Case Study List B <i>The Cuban Revolution and its impact in Latin America</i>	Part II – National Study <i>USA 1919–1941</i>
Part II – Historical Investigation Film study: <i>The Motorcycle Diaries</i> integrated with Case Study B	Part III – Personality <i>William Randolph Hearst</i> OR <i>Woodrow Wilson</i> OR <i>Eleanor Roosevelt</i>
Part III – Core Study: <i>The World at the Beginning of the Twentieth Century</i>	Part IV – International Studies in Peace and Conflict <i>The United Nations as Peacekeeper 1946–2001</i>

### Emphasis on Russia

Preliminary	HSC
Part 1 – Case Study List A <i>The decline and fall of the Romanov dynasty</i>	Part 1 – Core Study: World War I 1914–1919
Part II – Historical Investigation Film study: <i>Anastasia OR Nicholas and Alexandra</i> integrated with Case Study A	Part II – National Study <i>Russia and the Soviet Union 1917–1941</i>
Part 1 – Case Study List B <i>Nuclear testing in the Pacific 1950s to 1960s</i>	Part III – Personality <i>Alexandra Kollontai OR Leon Trotsky</i>
Part III – Core Study: <i>The World at the Beginning of the Twentieth Century</i>	Part IV – International Studies in Peace and Conflict <i>The United Nations as Peacekeeper 1946–2001</i>

### Emphasis on Australia

Preliminary	HSC
Part 1 – Case Study List A <i>Bodyline bowling and the 1932–1933 AngloAustralian test series</i>	Part 1 – Core Study: <i>World War I 1914–1919</i>
Part 1 – Case Study List B <i>Aung San Suu Kyi and the prodemocracy movement in Burma</i>	Part II – National Study <i>Australia 1945–1983</i>
Part II – Historical Investigation <i>The Dreyfus Affair</i> (teacher developed study integrated with Core Study)	Part III – Personality <i>Joseph Benedict Chifley OR Robert Gordon Menzies</i>
Part III – Core Study: <i>The World at the Beginning of the Twentieth Century</i>	Part IV – International Studies in Peace and Conflict <i>The Cold War 1945–1991</i>

### Emphasis on Germany and Middle East

Preliminary	HSC
Part II – Historical Investigation <i>Holocaust denial</i> (teacher developed study as background for the HSC National Study)	Part 1 – Core Study: <i>World War I 1914–1919</i>
Part 1 – Case Study List B <i>The origins of the Arab–Israeli Conflict 1880s to 1947</i>	Part II – National Study <i>Germany 1918–1939</i>
Part 1 – A Case Study List A <i>Bismarck and the unification of the German states</i>	Part III – Personality <i>Albert Speer OR Leni Riefenstahl OR Yasser Arafat</i>
Part III – Core Study: <i>The World at the Beginning of the Twentieth Century</i>	Part IV – International Studies in Peace and Conflict <i>The Arab–Israeli Conflict 1948–1996</i>

**3.4 Model HSC Course Overview**

**Total Hours – 120 indicative hours**

TOPICS	CORE	NATIONAL STUDY	PERSONALITY	INTERNATIONAL STUDY
	WORLD WAR I 1914–1919	RUSSIA AND THE SOVIET UNION 1917–1941	ALEXANDRA KOLLONTAI	THE UNITED NATIONS AS PEACEKEEPER 1947–2001
<b>INDICATIVE HOURS</b>	30 hours	30 hours	30 hours	30 hours
<b>HSC COURSE OUTCOMES</b> <b>Students:</b>				
H1.1 describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies	T	T	T	T
H1.2 analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies	T	T	T	T
H2.1 explain the forces and ideas and assess their significance in contributing to change and continuity during the twentieth century	✓	T	T	T
H3.1 ask relevant historical questions		T	✓	T
H3.2 locate, select and organise relevant information from different types of sources	T	T	T	T
H3.3 analyse and evaluate sources for their usefulness and reliability	T	T	✓	T
H3.4 explain and evaluate differing perspectives and interpretations of the past	T	T	T	T
H3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources	✓	T	T	T
H4.1 use historical terms and concepts appropriately	T	T	✓	T
H4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms	✓	T	✓	T

### 3.5 Sample HSC Assessment Program

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>
<b>Component and Weighting</b>	Source Analysis <b>15</b>	Exam <b>10</b>	Research <b>15</b> Oral <b>10</b>	Source Analysis <b>10</b> Research <b>10</b>	Exam <b>30</b>
<b>Approximate Date of Task</b>	Year 11 Term 4	Year 12 Term 1/2	Year 12 Term 2	Year 12 Term 2/3	Year 12 Term 3
<b>Outcomes</b>	H1.1 H1.2 H3.3 H3.4 H4.1	H1.2 H2.1 H3.3 H4.2	H1.1 H3.1 H3.2 H3.5 H4.2	H2.1 H3.3 H3.5 H4.2	H1.1 H1.2 H2.1 H3.2 H3.3 H3.4 H4.1 H4.2
<b>Topic Focus</b>	<ul style="list-style-type: none"> <li>World War I 1914–1919</li> </ul>	<ul style="list-style-type: none"> <li>World War I 1914–1919</li> <li>Alexandra Kollontai</li> </ul>	<ul style="list-style-type: none"> <li>Russia and the Soviet Union 1917–1941</li> <li>Alexandra Kollontai</li> </ul>	<ul style="list-style-type: none"> <li>The United Nations as Peacekeeper 1947–2001</li> </ul>	<ul style="list-style-type: none"> <li>World War I 1914–1919</li> <li>Russia and the Soviet Union</li> <li>Alexandra Kollontai</li> <li>The United Nations as Peacekeeper</li> </ul>
<b>Syllabus Topic and Weighting</b>	Core Study: World War I 1914–1919 <b>15</b>	Core Study: World War I 1914–1919 <b>5</b>  Personality <b>5</b>	National Study <b>15</b>  Personality <b>10</b>	International Study in Peace and Conflict <b>20</b>	World War I 1914–1919 <b>10</b>  National Study <b>5</b>  Personality <b>5</b>  International Study in Peace and Conflict <b>10</b>
<b>Weighting</b>	<b>15</b>	<b>10</b>	<b>25</b>	<b>20</b>	<b>30</b>

**3.5.1 Sample HSC Program: National Study**

<b>HSC COURSE NATIONAL STUDY</b> <b>SAMPLE PROGRAM: RUSSIA AND THE SOVIET UNION 1917 – 1941</b> <b>(Emphasis on Trotsky as Personality)</b>		
<p><b>TARGETED OUTCOMES</b></p> <p>H1.1 describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies</p> <p>H1.2 analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies</p> <p>H2.1 explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century</p> <p>H3.1 ask relevant historical questions</p> <p>H3.2 locate, select and organise relevant information from different types of sources</p> <p>H3.3 analyse and evaluate sources for their usefulness and reliability</p> <p>H3.4 explain and evaluate differing perspectives and interpretations of the past</p> <p>H3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources</p> <p>H4.1 use historical terms and concepts appropriately</p> <p>H4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms</p>	<p><b>PRINCIPAL FOCUS</b></p> <p>Students investigate the key features and issues of the history of Russia and the Soviet Union 1917–1941.</p> <p><i>STUDENTS LEARN ABOUT:</i></p> <p><b>Key features and issues:</b></p> <ul style="list-style-type: none"> <li>• communism in theory and practice</li> <li>• Bolshevik consolidation of power</li> <li>• changes in society</li> <li>• leadership conflict and differing visions of the USSR</li> <li>• purpose and impact of collectivisation and industrialisation</li> <li>• nature and impact of Stalinism</li> <li>• aims and impact of soviet foreign policy</li> </ul>	<p><b>SELECTED RESOURCES</b></p> <p><b>Books</b></p> <p>Christian, D, <i>Power and Privilege</i></p> <p>Condon, C, <i>The Making of the Modern World</i></p> <p>Fitzgerald, S, <i>Everyday Stalinism</i></p> <p>Gill, G, <i>20th Century Russia: the search for power and authority</i></p> <p>Phillips, S, <i>Stalinist Russia</i> (good on historiography)</p> <p>Thomas, D, and McAndrew, M, <i>Russia Soviet Union 1917–1945: from Tsar to Stalin</i></p> <p><b>Video</b></p> <p>Turning Points in History: Russian Revolution</p> <p>Red Empire</p> <p><b>Websites</b></p> <p><a href="http://www.uea.ac.uk/his/webcours/russia/documents/">www.uea.ac.uk/his/webcours/russia/documents/</a></p> <p><a href="http://www.russiannewsnetwork.com/soviet.html">www.russiannewsnetwork.com/soviet.html</a></p> <p><a href="http://archive.ncsa.uiuc.edu/SDG/Experimental/soviet.exhibit/soviet.archive.html">http://archive.ncsa.uiuc.edu/SDG/Experimental/soviet.exhibit/soviet.archive.html</a> Library of Congress site displays original documents in Russian with English translation</p> <p><a href="http://www.stel.ru/stalin/">http://www.stel.ru/stalin/</a> Good collection of photos</p> <p><a href="http://www.spartacus.schoolnet.co.uk/RUSstalin.htm">http://www.spartacus.schoolnet.co.uk/RUSstalin.htm</a></p> <p>Marxist site</p> <p><a href="http://www.marxists.org/reference/archive/stalin/">http://www.marxists.org/reference/archive/stalin/</a></p> <p>Marxist site</p>

STUDENTS LEARN ABOUT:	TEACHING AND LEARNING STRATEGIES (incorporating <i>students learn to</i> ) :
<b>INTRODUCTION</b>	<p>Revision of some basic terms, concepts, groups and personalities: Marxism, revolution, Lenin, Trotsky, Bolsheviks, Mensheviks, communism</p> <p>These could have been covered in the preliminary Depth Study <i>The decline and fall of the Romanov dynasty</i>.</p> <p>Map Exercise: Russia prior to the Revolution. Examination of population distribution and ethnic diversity and geographical features and problems.</p> <p>Refer to Russia’s defeat in Russo–Japanese War as per program for Preliminary Core</p>
<p><b>1 Bolshevik consolidation of power</b></p> <ul style="list-style-type: none"> <li>• Lenin and the Bolshevik Revolution in 1917</li> <li>• main features of Communist (Bolshevik) ideology at the time of the revolution</li> <li>• social and political reforms of the Bolshevik government</li> <li>• significance of the Treaty of Brest–Litovsk</li> <li>• the Civil War</li> </ul>	<p>View relevant sections from the movie <i>Nicholas and Alexandra</i>. Students discuss their understanding of events and the structure of Russian society. Teacher reviews Lenin and Trotsky, their ideological objectives and the relationship between them.</p> <p>Source-based study highlighting internal and external problems caused by Kerensky’s continuation of the war. Timeline exercise on events from the overthrow of the Tsar to the Bolshevik revolution. Highlight Trotsky’s role. Map study of Petrograd illustrating the planning and execution of the Bolshevik Revolution. (Map C, Condon, <i>The Making of the Modern World</i>).</p> <p>Document study on initial social and political reforms in both the cities and country and early methods to consolidate the revolution. View video <i>Turning Points in History: Russian Revolution</i> and discuss problems faced by the Bolshevik regime. Summary of major events from 1917 to 1921 from class texts.</p> <p>Group research task: Compare information from a textbook, a video, eg <i>Red Empire</i>, and a website, on the reasons why the communists were successful in the Civil War. Groups present their findings for class discussion. Students then write their own understanding of the reasons for the communists’ success.</p> <p>Document study of the Kronstadt uprising. Discussion on what this event tells us about Trotsky and his use of terror to consolidate the revolution. Compare the role of Trotsky in the revolution and the Civil War with other communist figures. (Conclusions reached will be linked to Trotsky’s struggle with Stalin in the later sections of work.)</p>

STUDENTS LEARN ABOUT	TEACHING AND LEARNING STRATEGIES (incorporating <i>students learn to</i> ):
<p><b>Bolshevik consolidation of power</b> (cont)</p> <ul style="list-style-type: none"> <li>• nature and impact of War Communism</li> <li>• the New Economic Policy (NEP)</li> </ul> <p><b>Stalin’s rise to power</b></p> <ul style="list-style-type: none"> <li>• power struggle between Trotsky and Stalin and its immediate aftermath</li> <li>• reasons for the triumph of Stalin as leader of the USSR</li> </ul> <p><b>Soviet foreign policy (a)</b></p> <ul style="list-style-type: none"> <li>• changing nature of Soviet foreign policy: aims and strategies 1917–1941</li> <li>• impact of changing ideology on Soviet foreign policy 1917–1941</li> </ul>	<p>Students investigate War Communism and the New Economic Policy (NEP) in terms of: (a) aims, (b) features, (c) reason for end and (d) effects on Russian economy and society. Present findings as a comparative table.</p> <p>What was the role and attitude of Stalin and Trotsky to each policy? What impact did this have on their relationship, the party, and the Russian people?</p> <p>Summary exercise. Students construct Stalin’s ‘steps to power’ including the period before 1924 as well as the period following Lenin’s death.</p> <p>Working individually or in pairs, students evaluate and compare two websites (Library of Congress and Marxist site) on Stalin’s relationship with Trotsky and the reasons for Stalin’s triumph as leader of the USSR.</p> <p>Students work through Teacher constructed study guide to assist in-depth research on Trotsky’s political and military career in Russia and the Soviet Union. Their task is to comment upon and interpret the role of Trotsky (notably in comparison to Stalin) in this time.</p> <p>‘The Russian leaders aimed at either fomenting revolution or embarrassing western governments by inciting unrest, but they were also anxious to resume diplomatic relations and acquire the prestige of formal recognition’. Greenwood, <i>The Modern World</i>, p 457. Using this quotation, students work in small groups to investigate significant foreign policy initiatives looking at the implications for soviet foreign policy up to WWII, for example:</p> <ul style="list-style-type: none"> <li>- Treaty of Republic, 1922</li> <li>- Recognition by Britain, 1924</li> <li>- The Treaty of Berlin, 1926</li> <li>- Relations with France, ongoing from the early 1920s</li> <li>- Joining League of Nations, 1934</li> <li>- Alliance with France, 1935</li> </ul> <p>Groups consider the role Trotsky played in these early foreign policy initiatives then compare with Stalin’s. Outline the main issues in the debate over foreign policy: Trotsky's Worldwide Revolution v Stalin's Socialism in One Country.</p>

STUDENTS LEARN ABOUT	TEACHING AND LEARNING STRATEGIES (incorporating <i>students learn to</i> ):
<p><b>The Soviet State under Stalin</b></p> <ul style="list-style-type: none"> <li>• Stalin’s role in the Soviet State</li> <li>• introduction of collectivisation and industrialisation (Five Year Plans)</li> <li>• impact of Stalinism on society, culture and the economy</li> </ul>	<p>Teacher provides brief overview of period. Following from the research explain what each Five Year Plan aimed to do and the political, social and economic impact of them upon the different classes and the party. Students empathise with each affected group and reflect/discuss how they would have been affected by the NEP. Draw ideas together in the form of a class interactive discussion or debate. Write up conclusions. Complement this with statistics and primary sources which highlight the plans and the Kulak persecutions. Students to reflect on the ways, if any, their attitudes and interpretation changed as a result of reading the sources.</p> <p>Students to draw up a timeline of significant events illustrating the changing status of women in Russia after the Bolshevik Revolution of 1917. Groups or pairs prepare ‘before and after’ tables on the rights and role of women before and after the 1917 Revolution. Teacher exposition on Alexandra Kollontai and her beliefs about the power of the revolution to transform women’s lives. Students consider how radical/reactionary changes in the status of women were. What links Trotskyism and the changing status of women?</p> <p>Group preparation and presentation of source-based study on cultural life under Soviet regime, including art (especially social realism), literature, music, architecture, dance, film, etc (groups could specialise). The above could be supplemented by researching cultural figures, eg Shostakovitch, Prokofiev, Rachmaninov, Stravinsky.</p> <p>Students investigate the effect which the Bolshevik Party had upon institutions (education, religion, and the Church) and the establishment of a new social elite.</p>
<p><b>The Soviet State under Stalin cont.</b></p> <ul style="list-style-type: none"> <li>• Stalinism as totalitarianism</li> <li>• impact of the purges, show trials and ‘the Terror’ on the Communist Party and Soviet society</li> </ul>	<p>Students complete readings on Stalinism and the Great Terror and use a variety of primary and secondary sources to write a speech or create a poster illustrating Stalin’s greatness. Create gallery of posters (hard copy or ICT), listen to speeches (either live or on audio or video). Class discussion of the features of totalitarianism and the Russian state in the context of the speech or poster created.</p> <p>Role play: ‘Stalin on Trial’ and/or class debate: ‘Stalin a great leader who modernised Russia’ vs ‘Stalin was a cruel and ruthless tyrant’. At the conclusion of the debate, class discusses whether Trotsky as a leader would have been better for the Soviet State. Draw upon previous work undertaken on Trotsky in order to support or oppose the proposition.</p>

STUDENTS LEARN ABOUT	TEACHING AND LEARNING STRATEGIES (incorporating <i>students learn to</i> ):
<p><b>Soviet foreign policy (b)</b></p> <ul style="list-style-type: none"> <li>changing nature of Soviet foreign policy: aims and strategies 1917–1941</li> <li>impact of changing ideology on Soviet foreign policy 1917–1941</li> </ul>	<p><b>ASSESSMENT TASK</b>            Students compile a ‘dossier’ of criticisms of Stalin. The criticisms should reflect the experiences or ideas of five different individuals or groups from the period 1924–1953 and <i>must include Trotsky’s</i>. Each criticism should be in the form of a statement to an inquiry into Stalin’s leadership and should mention specific policies and events. Each criticism should be no more than 500 words.</p> <p>Comparison study of the changes that occurred within the Bolshevik Party between 1917 and the late 1930s. Students list the changes made in the Constitution of 1936, and how they were not carried out (refer back to previous sections).</p> <p>Map study to revise Russia’s position in Europe and the world and changes which occurred from 1918.</p> <p>Research the roles of individuals in the relationship between Germany and Russia in the lead up to WWII, notably Molotov, Ribbentrop, Stalin and Hitler. Link and compare to previous sections on Russian foreign policy.</p> <p>Students chart Russian manoeuvres from 1939 to June 1941 and consider their impact upon the borders of the USSR, Russia security and the Western powers’ perspective on Stalin’s foreign policy intentions.</p> <p>Research some of the major battles (beginning from June 1941), particularly Stalingrad 1943, with a timeline of the major events of the war to May 1945. List the difficulties which the Russian army faced and how they were overcome. Note the advantages which the Russian army had over the German army.</p> <p>Compare the role of Trotsky in organising and leading the Red Army from 1918 to 1921 to Stalin’s role in organising and leading the Russian army from the late 1930s. Make a note of the main points and discuss who was the better war leader.</p> <p>Students investigate social and military responses to the war, including the role of Zhukov in the Soviet victory. Referring back to the key feature ‘the nature and impact of forces of opposition’, how far did military leaders like Zhukov represent a threat to the power of Stalin?</p>

### 3.5.2 Sample HSC Program: Twentieth-century Personality

<b>HSC COURSE: PERSONALITIES IN THE TWENTIETH CENTURY</b> <b>SAMPLE PROGRAM: ALEXANDRA KOLLONTAI 1873–1952</b>		
<b>PRINCIPAL FOCUS:</b> Through the study of Alexandra Kollontai, students gain an understanding of the role of this personality in a period of national or international history.		
<p><b>TARGETED OUTCOMES</b></p> <p>Students:</p> <p>H1.1 describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies</p> <p>H1.2 analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies</p> <p>H2.1 explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century</p> <p>H3.2 locate, select and organise relevant information from different types of sources</p> <p>H3.4 explain and evaluate differing perspectives and interpretations of the past</p> <p>H3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources</p>	<p><b>STUDENTS LEARN TO:</b></p> <ul style="list-style-type: none"> <li>• ask relevant historical questions</li> <li>• locate, select and organise information from different types of sources, including ICT, to describe and analyse relevant features and issues</li> <li>• assess the impact of the personality on twentieth-century history</li> <li>• analyse the contribution of the personality in the period in which they lived</li> <li>• account for and assess differing perspectives and interpretations of the personality</li> <li>• evaluate the usefulness and reliability of sources</li> <li>• present the findings of investigations on aspects of the personality, analysing and synthesising information from different types of sources</li> <li>• communicate an understanding of relevant concepts, features and issues using appropriate and well-structured oral and/or written and/or multimedia forms including ICT</li> </ul>	<p><b>SELECTED RESOURCES</b></p> <p><b>Works by Kollontai</b></p> <p>The Kollontai Archive contains an extensive collection of works by Kollontai at <a href="http://www.marxists.org/archive/kollontai/">http://www.marxists.org/archive/kollontai/</a></p> <p>Buckley, Mary, ‘Soviet interpretations of the woman question’ in Barbara Holland ed, <i>Soviet Sisterhood</i>, Fourth Estate, 1985</p> <p>Clements, Barbara Evans, <i>Bolshevik Feminist: The Life of Aleksandra Kollontai</i>, Indiana University Press, 1979</p> <p>Clements, Barbara Evans, ‘Kollontai, Aleksandra Mikhailovna’, <i>Dictionary of the Russian Revolution</i>, G. Jackson, Editor in chief, Greenwood Press, 1989</p> <p>Farnsworth, Beatrice, <i>Aleksandra Kollontai: Socialism, Feminism and the Bolshevik Revolution</i>, Stanford University Press, 1980</p> <p>Marchetto, A, ‘Alexandra Kollontai: Exam Question Outline’, in <i>Teaching History</i>, Vol 34. No. 4, December 2001, pp 57–9</p> <p>Pipes, Richard, <i>Russia under the Bolshevik Regime 1919–1924</i>, Alfred A. Knopf, New York, 1993</p> <p>Porter, Cathy, <i>Alexandra Kollontai</i>, Virago, London, 1980</p> <p>Scrine, Clare, ‘Alexandra Kollontai’, in <i>Teaching History</i>, Vol 34, No. 3, September 2000.</p> <p>Williams, Beryl, ‘Kollontai and after: Women in the Russian Revolution’ in Sian Reynolds ed, <i>Women, State and Revolution</i>, University of Massachusetts Press, 1987</p>

STUDENTS LEARN ABOUT	TEACHING AND LEARNING STRATEGIES (incorporating <i>students learn to</i> ):
<p><b>1. Introduction</b></p>	<p>‘Over time, history is rewritten.’ In groups students discuss why this happens, noting as many different reasons as possible for changing historical interpretations.            Teacher introduces Alexandra Kollontai giving a brief overview of her life using photographs. Students are issued with the photographs and make mind map notes around them from the teacher’s presentation.            Teacher issues pairs of conflicting statements about different aspects of Kollontai’s career. (see end of unit). As students work through the unit, they find evidence to support the statements, then draw conclusions about which statements are most accurate. Ultimately students will select or modify the statements which reflect their own view.</p>
<p><b>2. Background</b></p> <ul style="list-style-type: none"> <li>• family background and education</li> <li>• political activity prior to 1917</li> </ul>	<p>Reading from selected texts and Kollontai’s autobiography, students construct a timeline of Kollontai’s life and political activity prior to 1917. Students use information from their timelines to discuss the following questions:</p> <ul style="list-style-type: none"> <li>– what qualities of character are evident?</li> <li>– at what point in her life did Kollontai become a political activist?</li> <li>– what political beliefs are evident?</li> <li>– her beliefs about the role of women in society</li> <li>– what experiences led Kollontai to become a Bolshevik?</li> </ul>
<p><b>3. Historical context/Rise to prominence</b></p> <ul style="list-style-type: none"> <li>• the 1917 revolution and Kollontai’s role in it</li> <li>• establishment of the Bolshevik/Communist state</li> <li>• role of women in Bolshevik/Communist Russia</li> <li>• appointment as Commissar for Social Welfare</li> </ul>	<p>Class reviews background to Bolshevik Revolution from their National Study, identifying main groups opposed to the tsarist regime and their political aims            Students trace Kollontai’s role in their review of events of the revolution, from her part in Lenin’s return to Russia, her support of his plans for revolution to her appointment as Commissar in the Bolshevik Government            Students consider the question: What hope did the revolution offer women? Reading from texts and Kollontai’s own writings, student outline Kollontai’s views on the power of revolution to transform society.            Using photographs and written sources, students examine the composition of the first Bolshevik government.            Outline the role of the Commissar for Social Welfare in the Bolshevik government.            What problems did Kollontai face in (a) taking over from the Provisional Government and (b) providing for the needs of veterans?</p>

STUDENTS LEARN ABOUT	TEACHING AND LEARNING STRATEGIES (incorporating <i>students learn to</i> ):
<p><b>4 Significance and evaluation</b></p> <ul style="list-style-type: none"> <li>• role in the <i>Zhenotdel</i></li> <li>• participation in the Workers’ Opposition</li> <li>• changing relationship with Lenin</li> <li>• writings on women and relationship</li> <li>• evaluation: for example visionary, naïve</li> </ul>	<ul style="list-style-type: none"> <li>• Reading from texts and Kollontai’s writings on her resignation as Commissar, students write the resignation letter she may have written to Lenin explaining the reasons for her resignation.</li> <li>• Students consider the effects of the war and the civil war on women in Russia – and what Kollontai hoped to achieve for women through the <i>Zhenotdel</i>.</li> <li>• Using information from texts, students create an annotated diagram showing the structure of the <i>Zhenotdel</i> and the work it carried out among women. Students rate its success under Kollontai’s leadership.</li> <li>• Students research the Workers’ Opposition: Who were they? What were they opposing? How did they show their opposition? What were the results for Kollontai?</li> <li>• Working in groups, students create a graph to show Kollontai’s changing relationship with Lenin. Students should select key documents or photographs to illustrate the ‘high’ and ‘low’ points. Groups compare graphs.</li> <li>• What happened to Kollontai after 1921? Students construct brief timeline of Kollontia’s diplomatic career and the honours she was awarded. Was her diplomatic career the reason she survived Stalin’s purges?</li> <li>• All students read Kollontai’s autobiography and at least one other of her works. Students form groups to discuss Kollontai’s vision for women presented in each of the works chosen.</li> <li>• Students consider to what extent Kollontai’s vision for women was achievable in the context of her times.</li> <li>• Students evaluate Kollontai’s life by writing the obituary that should have appeared in Pravda after her death.</li> </ul> <p><b>Assessment task</b></p> <p>Students revisit the pairs of conflicting statements that were issued at the beginning of the unit about different aspects of Kollontai’s career. They indicate which statements in each pair are the most accurate on the basis of the evidence collected. Students choose one of these statements, or modify one, to answer as an HSC style response.</p>

<p>PAIRS OF STATEMENTS ABOUT KOLLONTAI</p>	<p>Kollontai and the woman’s movement:</p> <p>Kollontai’s survival of the purges:</p> <p>Kollontai’s political influence:</p>	<p>Kollontai was ‘sidelined’ into the woman’s movement OR Kollontai chose to focus her work on improving conditions for women.</p> <p>Kollontai survived the purges because she avoided conflict with the party elite OR Kollontai survived the purges because she was a sophisticated politician.</p> <p>Kollontai was the most active Bolshevik feminist OR Kollontai was not important enough to be remembered as a revolutionary figure.</p>
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### 3.5.3 Sample HSC Program: International Studies in Peace and Conflict

<b>HSC COURSE – INTERNATIONAL STUDY IN PEACE AND CONFLICT                      SAMPLE PROGRAM – THE UNITED NATIONS AS PEACEKEEPER 1946–2001</b>		
<p><b>TARGETED OUTCOMES</b> Students:</p> <p>H1.1 describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies</p> <p>H1.2 analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies</p> <p>H2.1 explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century</p> <p>H3.1 ask relevant historical questions</p> <p>H3.2 locate, select and organise relevant information from different types of sources</p> <p>H3.3 analyse and evaluate sources for their usefulness and reliability</p> <p>H3.4 explain and evaluate differing perspectives and interpretations of the past</p> <p>H3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources</p> <p>H4.1 use historical terms and concepts appropriately</p> <p>H4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms</p>	<p><b>PRINCIPAL FOCUS:</b> Students investigate key features and issues in the history of the United Nations as peacekeeper 1946–2001.</p> <p><i>STUDENTS LEARN ABOUT:</i></p> <ul style="list-style-type: none"> <li>• origins and early challenges of the United Nations</li> <li>• the development of the UN</li> <li>• challenges to peace</li> <li>• the UN since the end of the Cold War</li> </ul>	<p><b>SELECTED RESOURCES</b> Ranked according to usefulness:</p> <p><i>Basic Facts About the United Nations</i>, United Nations, New York, 2000.</p> <p>Hamper, David, <i>A United World? The United Nations and International Agreements</i>, McGraw-Hill, Sydney, 2005</p> <p>Whittaker, David, <i>United Nations in the Contemporary World</i>, New York, 1997</p> <p>Schlesinger, Stephen, <i>Act of Creation: The Founding of the United Nations</i>, 2004</p> <p>Meisler, Stanley, <i>United Nations: The First Fifty Years</i>, 2004</p> <p>Suter, Keith, <i>In Defence of Globalisation</i>, Sydney, 2000</p> <p>Butler, Richard, <i>Fatal Choice: Nuclear Weapons and the Illusion of Missile Defence</i>, Sydney, 2001</p> <p>McNamara, Robert and Blight, James, <i>Wilson’s Ghost: Reducing the Risk of Conflict, Killing and Catastrophe in the 21st Century</i>, 2001</p> <p>Blum, William <i>Killing Hope: US Military and CIA Interventions Since World War II</i>, London, 2003.</p> <p>Harries, Owen, <i>Benign or Imperial? Reflections on American Hegemony</i>, ABC Books, Sydney, 2004</p> <p>Robertson, Geoffrey, <i>Crimes Against Humanity: The Struggle for Global Justice</i>, London, 1999</p>

STUDENTS LEARN ABOUT:	TEACHING AND LEARNING STRATEGIES (incorporating students learn to:)
<p><b>Introduction/background</b></p>	<p>Brainstorm what class knows about the UN today and its various roles and activities. Critically view Fahrenheit 9/11 to identify key problems and issues presented and the debates about them. Students discuss views about the UN represented in the film.</p>
<p><b>1 Origins and early challenges of the United Nations</b></p> <ul style="list-style-type: none"> <li>• reasons for the creation of the UN</li> <li>• key provisions and articles of the Charter of the UN and the Declaration of Human Rights</li> <li>• the Security Council, the General Assembly, the Secretariat and the role of the veto</li> <li>• impact of the creation of Israel, Communist China and the Korean War</li> </ul>	<p>Students review international situation at the end of World War I and the movements toward a world organisation to settle disputes – eg Womens’ Hague Congress 1915, Pope Benedict XV, Woodrow Wilson. Teacher exposition on the formation, activities and weaknesses of the League of Nations and its failure to prevent World War II. Show relevant segments of DF Zanuck’s 1944 film <i>Wilson</i> to show increasing public support for the creation of the UN.</p> <p>Divide class into two, one group hypothesises about the powers and responsibilities of such an organisation and constructs their own ‘charter’; the other group identifies what they consider to be basic human rights and creates a ‘declaration’. Students then share and discuss their documents. Class then access UN versions of these to analyse their key features: at <a href="http://www.unhchr.ch/html/menu3/b/ch-cont.htm">http://www.unhchr.ch/html/menu3/b/ch-cont.htm</a> (UN Charter) and <a href="http://www.un.org/Overview/rights.html">http://www.un.org/Overview/rights.html</a> (UN Declaration of Human Rights).</p> <p>Teacher provides blank diagram of the structure and organs of the UN (which can be created from <a href="http://www.un.org/aboutun/chart.html">http://www.un.org/aboutun/chart.html</a>). Students complete diagram from teacher exposition or notes provided as a listening/note making activity.</p> <p>Teacher explains the function of the veto in the UN context then provides examples of the use of the veto by members of the Security Council. (Records of the use of the veto can be found on the Security Council website <a href="http://daccessdds.un.org/doc/UNDOC/GEN/N04/417/02/PDF/N0441702.pdf?OpenElement">http://daccessdds.un.org/doc/UNDOC/GEN/N04/417/02/PDF/N0441702.pdf?OpenElement</a>) Students discuss/account for differing perspectives reflected in the vetoes.</p> <p>Students investigate ONE of the three early challenges for the UN shown at left focusing on: (a) immediate background of the issue (b) how the UN became involved (c) outcome of the issue and its impact on those involved Israel:<a href="http://www.mfa.gov.il/mfa/history/">http://www.mfa.gov.il/mfa/history/</a>; Korean War: <a href="http://www.nationmaster.com/encyclopedia/Korean-War">http://www.nationmaster.com/encyclopedia/Korean-War</a>; China : <a href="http://www.wordiq.com/definition/China_and_the_United_Nations">http://www.wordiq.com/definition/China_and_the_United_Nations</a> Each group reports their findings to the class. Teacher leads discussion about the strengths and weaknesses of the UN in each case in the context of the Cold War</p>

STUDENTS LEARN ABOUT:	TEACHING AND LEARNING STRATEGIES (incorporating students learn to:)
<p><b>2. The development of the UN</b></p> <ul style="list-style-type: none"> <li>• effect of the Cold War on UN activities</li> <li>• pursuit of nuclear disarmament</li> <li>• impact of Third World countries and changing membership of the UN</li> <li>• assessment of the role and impact of the UN as international peacekeeper in any TWO of the following conflicts:               <ul style="list-style-type: none"> <li>– Angola</li> <li>– Cambodia</li> <li>– Congo</li> <li>– Cyprus</li> <li>– Arab-Israeli conflicts in 1967 and 1973</li> </ul> </li> </ul>	<p>Students construct a table showing key events of the Cold War and their impact on the UN’s principles and/or activities. Resource: <i>UN in the Contemporary World</i>, pp 14–27 for an overview.</p> <p>Students identify and discuss arguments in support of the need to persevere with the Nuclear Non-Proliferation Treaty of 1968. Relevant resources: <i>UN in the Contemporary World</i>, pp 57–67. Also see <i>Fatal Choice</i> by Richard Butler, and <i>Basic Facts</i>, pp 109–124 for a comprehensive treatment of the UN’s activities in relation to this issue.</p> <p>Students research the issue of proliferation and assess the extent to which the USA, Russia, Britain and France are limiting their nuclear arsenals as an example to the rest of the world. Discuss the effectiveness of the International Atomic Energy Agency (IAEA). Students consider the question: Is it hypocritical to pursue North Korea and Iran over nuclear weapons while turning a blind eye to the activities of Israel, Pakistan and India?</p> <p>Teacher gives an exposition on the links between post-war decolonisation, Third World countries and expanding membership of the UN 1945–2001. Students consider factors contributing to Third World poverty and assess UN attempts to alleviate it. Students investigate and make notes on issues relating to the impact of expanding membership on the UN, eg terms of membership, principle of state sovereignty (one vote/one nation), impact on voting in UN General Assembly, influence of Security Council, use of veto power. Resources: <i>UN in the Contemporary World</i>, pp 68–79 has an excellent overview of policies affecting the developing world. For in-depth analysis see <i>Globalization and Its Discontents</i>. For list of members: <a href="http://www.un.org/Overview/growth.htm">http://www.un.org/Overview/growth.htm</a>; <a href="http://www.un.org/Overview/unmember.html">http://www.un.org/Overview/unmember.html</a></p> <p>Students choose TWO conflicts from those listed at left. They undertake the activities listed below and present their findings in either a poster or a PowerPoint format.</p> <ul style="list-style-type: none"> <li>– identify the issues that required UN involvement</li> <li>– describe the role played by the UN in the conflict</li> <li>– assess the impact of the UN on the conflict</li> <li>– evaluate the usefulness of at least TWO sources in relation to each study.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>– Cambodia. See <i>A Problem From Hell</i>, pp 87–155 for a definitive account (teacher reference). Students discuss Australia’s role in securing peace and elections in 1993 as part of the UN force. (Use AWM sources)</li> <li>– Congo: <i>Basic Facts</i>, p. 88; <i>Killing Hope</i>, pp 156–162</li> <li>– Angola: <i>Basic Facts</i>, pp 83–84; <i>Killing Hope</i>, pp 249–256.</li> </ul>

STUDENTS LEARN ABOUT:	TEACHING AND LEARNING STRATEGIES (incorporating students learn to:)
<ul style="list-style-type: none"> <li>– Kashmir</li> <li>– Nicaragua</li> <li>– West Papua/Irian Jaya</li> </ul>	<ul style="list-style-type: none"> <li>– Cyprus: <i>Basic Facts</i>, pp 103; <i>UN in the Contemporary World</i>, pp 53–54; <i>Peacekeepers: Challenges for the Future</i>, pp 202–203.</li> <li>– Middle East: <i>Basic Facts</i>, pp 95–99.</li> <li>– Kashmir: <i>Peacekeepers: Challenges for the Future</i>, pp 198–199</li> <li>– Nicaragua: <i>Killing Hope</i>: pp 290–304; see the ICJ case of Nicaragua vs United States. (Wikipedia.org has summary)</li> </ul>
<p><b>3. Challenges to peace</b></p> <ul style="list-style-type: none"> <li>• major challenges facing the international community: <ul style="list-style-type: none"> <li>– racism, poverty, refugees, child soldiers, landmines, gender inequity, war crimes, illiteracy, AIDS</li> </ul> </li> <li>• role and effectiveness of the UN and its agencies in dealing with poverty, racism, refugees and AIDS</li> </ul>	<p>Students form groups to read and discuss some of the challenges shown at left. Groups compile a fact file sheet on their chosen issue for class distribution. Relevant sources include:</p> <ul style="list-style-type: none"> <li>– Racism: <i>Basic Facts</i>, pp 231–3</li> <li>– Refugees: <i>Basic Facts</i>, pp 253–5; <i>United Nations in the Contemporary World</i>, pp 89–99</li> <li>– Child Soldiers: <a href="http://www.un.org/rights/concerns.htm">http://www.un.org/rights/concerns.htm</a></li> <li>– Landmines: <i>Basic Facts</i>, pp 117; <i>Shelters From the Storm</i> pp 109–114</li> <li>– Poverty: <i>Basic Facts</i>, pp 159–163</li> <li>– War Crimes: International Criminal Court (ICC): <a href="http://www.globalissues.org/Geopolitics/ICC.asp">http://www.globalissues.org/Geopolitics/ICC.asp</a></li> <li>– Illiteracy: <a href="http://www.undp.org/hdr2003/indicator/indic_2_1_1.html">http://www.undp.org/hdr2003/indicator/indic_2_1_1.html</a></li> <li>– AIDS: <i>Basic Facts</i>, p 167</li> </ul> <p>Using the fact files as a starting point, students evaluate the role and effectiveness of the UN and its agencies in dealing with poverty, racism, refugees and AIDS.</p>
<p><b>4. The UN since the end of the Cold War</b></p> <ul style="list-style-type: none"> <li>• debate over the role and structure of the UN since the end of the Cold War</li> <li>• nature of the relationship with major powers and alliances</li> <li>• continuing efforts to promote disarmament and prevent nuclear proliferation</li> </ul>	<p>Students construct a comparative table to identify the change in structure and policies of the UN during and after the Cold War . Useful resources include Keith Suter’s article ‘New Age warfare Stifles New World Order’ in <i>Macmillan Legal Studies 2</i>, p 474; <i>In Defence of Globalisation</i></p> <p>Students identify the major powers and alliances that have emerged since the end of the Cold War and explain their relationship with the United Nations. The following sources would be useful: <i>United Nations in the Contemporary World</i>, pp 103–115; ‘The Revolution of Internationalism’ in <i>Internationalism and the State in the Twentieth Century</i>, pp 350–361; <i>Peacekeeping in the Future: Peacekeepers</i>, pp 101–121</p> <p>Students make notes on the UN’s efforts to promote disarmament and prevent nuclear proliferation using the following: Disarmament: <i>Basic Facts</i>, pp 109–112. Most important for this is Richard Butler’s, <i>Fatal Choice</i>. Also see <i>The Global Factor</i>, pp 81–92.</p>

STUDENTS LEARN ABOUT:	TEACHING AND LEARNING STRATEGIES (incorporating students learn to:)
<ul style="list-style-type: none"> <li>• assessment of the role and impact of the UN as international peacekeeper in any TWO of the following conflicts:               <ul style="list-style-type: none"> <li>– the Gulf War and its aftermath</li> <li>– the former Yugoslavia</li> <li>– Somalia 1993 and Rwanda 1994</li> <li>– East Timor 1999–2001</li> </ul> </li> </ul>	<p><b>ASSESSMENT TASK</b></p> <p>Investigate the role and impact of the UN as international peacekeeper by completing the following task:</p> <ul style="list-style-type: none"> <li>– <b>A:</b> outline the major issues in East Timor AND one other of the conflicts shown at left.</li> <li>– <b>B:</b> Evaluate the effectiveness of UN peacekeeping in each case.</li> </ul> <p>In relation to East Timor, address the following issues:</p> <ul style="list-style-type: none"> <li>– Was East Timor a textbook success story?</li> <li>– What long-term problems does East Timor face?</li> <li>– What effect did the International Court of Justice case over the Timor Gap have on relations between Australia and East Timor?</li> </ul> <p>Present your findings of ONE of these conflicts as a news feature story of between 750 and 1000 words.</p> <p>Use the sources below as a starting point:</p> <ul style="list-style-type: none"> <li>– Australian War Memorial website for Australia’s role in Somalia, Rwanda and East Timor</li> <li>– Gulf War and its aftermath: <i>Basic Facts</i>, pp 99–102. Tania Ewing, <i>The Peace Broke</i>.</li> <li>– Former Yugoslavia: <i>Basic Facts</i>, pp 104–9. <i>Peacekeepers: Challenges for the Future</i>, pp 101–121</li> <li>– Somalia: <i>Peacekeepers</i>, pp 210–11.</li> <li>– Rwanda 1994: <i>Basic Facts</i>, pp 84–6 and <i>A Problem From Hell</i>, pp 329–9</li> <li>– East Timor 1999–2001: <i>Basic Facts</i>, pp 283–5.</li> <li>– Viewing one or both of the films, <i>Black Hawk Down</i> (2001) and <i>Hotel Rwanda</i> (2004), might be a useful starting point for a discussion and/or review of the topic. The ways in which the film(s) represent history should be carefully evaluated.</li> </ul>

## Section IV – Resources for the HSC

### 4.1 HSC Core Study: World War I 1914–1919: A source-based study

#### The experiences of Australian soldiers on the Western Front

This collection of sources enables teachers and students to access and utilise Australian sources such as soldiers' letters, diaries and memoirs in addressing *the learn about* statement in the Core topic: '*the nature of trench warfare and life in the trenches dealing with experiences of Allied and German soldiers*'.

While life in the trenches continues to be the focus, students may now use Australian sources as well as British and German sources. Australia has a rich variety of soldiers' sources from the Western Front which can be readily accessed from the National Australian Archives and the Australian War Memorial.

The following are extracts from letters written by 23-year-old Corporal Alan Gordon, 4th Battalion AIF to his fiancée, Miss Nell Clark in 1916. Alan came from Roseville, Sydney and Nell lived in nearby Killara. Nell died on 24 October 1986, aged 90, and had never married. She kept her letters from Alan in her drawer for 70 years. Many women of her generation did not marry, as so many men of their generation were killed in the Great War. The chosen extracts relate to Alan's experiences of warfare, from his arrival in France to his untimely death. Alan's changing attitude towards the war can also be traced.

Other sources relating to Alan's war experiences include:

- embroidered card
- postcards from France
- official postcard
- photo of Allan and Nell
- attestation papers

#### Letter 1 France, 4/4/1916

Dear Nell,

... We landed at the pretty little or big spot I mentioned before, down south. Well, we had a most glorious trip, right through France. It was absolutely the most wonderful and glorious country I have seen, up to the present. I don't think I will ever see a better. We saw all kinds of strange sights, a number of which, of course, I would not be allowed to mention ... Following the rivers the whole way, are perfectly made white roads. By gum, Nell, it's a grand country, and we both must come and see it again later on. We were in the train for 61 hours without a break. There were eight of us in each carriage so you can imagine, how much sleep we got ... We landed here at 3.30 am and were bundled out in the cold and marched about 10 or 12 miles, over cobbled roads. It was the hardest march I've ever done and it jolly nearly killed me. We are close to the firing line, and can hear the continuous roar of big guns, night and day. It probably will not be long before we get right into the game. We are billeted on farms, and my platoon is in a big barn with plenty of straw. It is the best, and the softest bed we've slept on for a long, long time. It is bitterly cold and very much like rain at present ...'

### **Letter 2 France, 10/4/1916**

Dear Nell,

We have left our little billet at Staples and gone closer to the firing line. Each of us has to carry two gas respirators. We had a demonstration the other day, and we all passed through a trench of gas. They use a shell called the weeping shell. It affects the eyes and makes the tears flow. The weather is still very cold, but the billets we are in now are all fairly warm. There are about 20 in mine, and we have some fine, big feeds of eggs. We go into the kitchen and the old lady cooks eggs, by the dozens, and we eat them by the dozens. I have not had any mail since we left Egypt, but suppose it will turn up in the long run.

... Before we left Staples, our last billet, I went to the village and bought a few cards, and sent them to you all. We had an awful long march yesterday, with full pack up, the longest march I have ever done. It jolly nearly killed me, although I managed to hang out till the end. The boys were dropping out all along the road. The march brought us a great deal nearer the firing line. We were watching some aeroplanes going up yesterday, and could see shrapnel bursting all around them. It seems to go very close but never reaches its mark. The roar of the guns is very plain now, you can feel the vibrations now and then ... Some of the boys complained of rats running over them all night, but I did not notice them ... we are merely waiting, and biding the time until we will have to go into the trenches, then I may have some news to tell you all.'

### **Letter 3 Somewhere in France 20/4/1916**

Dear Nell,

... My pack is fairly weighty, as I have a good supply of your socks, and I have managed to keep a change of clothing. It has rained ever since Sunday night. Yesterday I changed my socks three times, in order to keep my feet warm. We are right up now, and our guns are going off all around us. You can hear the shells whistle overhead, and the crack is just like a very, very heavy clap of thunder. The German guns reply and shells fall everywhere. Just where we are, there is not a single house which has not had the roof, or walls, shot away.

... Just about 200 yards up the road from where we were working, sorting and loading bombs, the Germans landed several shells on one of the billets where the 9th were camped. They killed 22 and wounded 40. The poor beggars were running all over the place. All around where we are, there are sign-boards stuck up, warning us not to interfere with the ground in these localities, as there are unexploded German shells there ...'

### **Letter 4 Somewhere in France 23/4/1916**

... We are now under shell-fire and my word it is a queer sensation. Shells lob everywhere. Some of them fail to explode and of course there is no harm done, but when they do explode, well, it's a case of duck, if you are handy. One never knows where our guns are. You might be walking along with your mind on home, and other things, when, Bang, and you think Home and other things have gone to Glory. The report of the gun is awful, until you get used to it. The first day I heard them, I used to shrivel up and nearly jerk my head off trying to get out of the way. Anyway, I am now pretty well used to them and take no notice of them ... It is quite a common sight to see a duel between a couple of planes. They fire machine-guns at one another ...

PS. Please pardon the scribble, but these letters are written under great difficulties. The last one I wrote, I set fire to with the candle after I had written it'.

**Letter 5 Somewhere in France 26/4/1916**

Dear Nell,

... As you know, yesterday was the celebration of Anzac Day, and each of us received a slice of cake, in honour of the occasion. We got a bit of excitement the night before. Word came through that we were going to be shelled sky-high, early next morning, so that they turned us out in the night and made us dig in, amidst the mud and water.

... Am leaving this and taking to the trenches, as the shells are getting closer’.

**Letter 6 Somewhere in France 7/5/1916**

... I am now right in the firing line and experiencing the real thing. So far I have escaped everything that Fritz has sent across, and he surely sends some over now and again. When he becomes a little over the odds I retire (as others), into my Little Dug-out in the Trench. There is no doubt about it; this is the life; at least, I have found it so up to the present ... My work is mostly centred in bomb-work and I find it very interesting. So far I have not fired a single shot out of my rifle as I have sworn that I will not dirty a good barrel without a good mark to shoot at. Strange as it may seem to you, I have not yet seen a sign of a German.

... It has been fine ever since we relieved the others in the trenches... It is possible that I will get a trip to England shortly, as all the Brigade are having leave of eight, or ten days, granted them. The old hands are getting it first, of course ... We are a very happy family, and as a small unit, we manage to live rather well. Our sleeping quarters are slightly cramped, two having to get into the one dug-out. We have to take it in turns, to turn over during the night, doing it by numbers and sometimes, a few lurid expressions ...’

**Letter 7 The trenches, France 16/5/916**

Dear Nell,

... We have had some rotten weather this last few days, but it is clearing again. It’s deadly when it is wet. As sure as you slip off the duck-boards, you sink to your knees in sticky mud and you’re lucky if you can get out with your boots on. Things are much the same as when I last wrote excepting that a few of our chaps have had the misfortune to have been hit ... (Censored) We were building a parapet across an open space. A few bullets went over, but seemed to be fairly high. Just as I was patting a bag down with a shovel, ‘Zip’ a bullet hit right between my feet and splashed dirt all over me. One piece hit me on the back of the head, and for the moment, I thought I had stopped the real thing. (Censored) ... He was particularly unlucky as it was the third occasion in which he was wounded.’

**Letter 8 France 11/6/1916**

Dear Nell,

... Thanks for the puttees; they’re fine and easy on the legs, as they do not bind the muscles when you have to keep them on in the trenches. Several chaps are looking out for the next pair to arrive and living in hope that I will discard these.

PS. The boys are holding a race with lice, but owing to the louse-proof shirt, I cannot take part, as all competitors must be bred on the party represented’.

**Letter 9 Trenches, France 26/6/1916**

Dear Nell,

As you will notice by the above address, I am once again in the thick of it, and am doing well. There is no mistake about it; this is a great life. We see some of the finest sights, especially when there is a big bombardment going on. The din is tremendous. What with our guns barking, the whine of the shells passing overhead, the explosion as their's land on all sides, the unhealthy 'whizz' of the German 77, or 'whizz-bang', big 60 pound bombs, flare lights, rifle fire and the vicious Zip-Zip of the machine-guns, its simply marvellous how we miss stopping something ... They say that Fritz has been told that we are absolute savages and I guess he believes it, as our artillery is constantly speaking and our chaps get excited now and then and hop over on the parapet, and invite him to come over and have a go ... The Tommies blame us again for spoiling this part of the line, the same as we spoil everything else. They said this was the quietest part on the front when we relieved them, a kind of rest camp, but now it is as lively as any other place.'

**Letter 10 Trenches 31/6/1916**

Dear Nell,

... The puttees are grand, and will be warm to wear as well as comfortable. Although the first pair were good these are better, as they are longer and thicker. I have not worn the military puttees since yours arrived, and I don't think I will, unless it's a necessity ... We found a mascot, or rather it came to us today, in the shape of a little black and white dog ... When we woke, we discovered that instead of two being in the dugout, there were three, the third being a poor half starved dog. I think he must have been hit with a piece of shrapnel as he had a cut leg, and whenever a shell exploded or a gun fired, he would crawl under the blankets ... I have called him Blighty.'

**Letter 11 Resting 7/7/1916**

Dear Nell,

... It is just 9 months since we said good bye, on the wharf, and it seems like nine solid years to me ... I often sit and picture to myself the day I will be able to walk down the gangway and hug you tight ... I haven't got there (London) yet, and unless I get a 'Blighty' it does not seem very likely, as the leave system is working very slowly now, the busy season has commenced and I'm afraid we will all be working overtime ... We had to discard a lot of our things to lighten our packs, but have stuck to all my socks, and have still got the brown muffler, which will be the last thing I'll throw off, although when we get into it, and start in earnest for Berlin, we will probably have to leave our packs behind'.

**Letter 12 On the Move 15/7/1916**

Dear Nell,

These are moving times, and every day is moving day with us; still, we are all happy. There is no doubt about it, we are seeing France, and seeing it in the proper way, as we hoof it everywhere, full pack up. Sometimes we have plenty to eat, and sometimes we are short, and then we growl! ... My letters will probably be very short awhile, as we are generally so tired after our marching, at night, that it is a terrible strain to do anything else, other than sleep, so if you get a field service card now and then, don't put down to laziness. Sometimes it is such a strain to finish a march, that you cannot lift your eyes off the road at your feet. Owing to our continual moving our mail is very unreliable, but still we do get some of it ... I have been keeping all of your letters, but am afraid that I will have

to burn them all, as we may have to give up our packs at any time now, and perhaps never see them again ...’

### **Letter 13 France 30/7/1916**

Dear Nell,

We have had a rather strenuous time since I wrote you last, and have had my first real encounter with Fritz. Am pleased to say that we dished him up properly, and they say that we carried things successfully. It was very hot while it lasted, but the other chap found it equally as warm, if not warmer. Fortunately I got off without a scratch, but at present am very dopey, as we had four or five days without a wink of sleep. Just before we came out, sixteen of us took a long stretch of trenches, all on our giddy own, with our little pet, the bomb ... Talk about sport, Nell, why, duck shooting wasn't in it. When he began to run, and got out of range of our bombs, we all got up on his parapet, and commenced sniping them off with our rifles ... After we came out, I went around making enquiries about all our lads from up our way. Andy and Dick got lightly wounded and I suppose they are in England by this. Sorry to say that Fred and Mick are both missing ... I saw Jack, all unshaven and grimy, but safe and sound. He was buried once or twice, but managed to dig out ... All our boys have great contempt for Fritz, as a personal fighter; his artillery is absolutely the only thing that saves him from being walked over ...’

### **Letter 14 France 2/8/1916**

Dear Nell,

... Just at present, we are back out of the sound of strife and training our reinforcements, getting them ready for the next little proposition we have to tackle. The weather just now is rather warm, but we are right down in a big valley, with a fine little river running through it. Everything is green, and it is very restful after the kind of thing we just left.

... All leave is stopped now, but of course a chap never knows when he might get a Blighty. Several of our boys in the Bombers are there now ... Poor old Fred and Mick are both missing ... They both reached the village of Pozieres alright, but their chums say that they think they were buried during the heavy shelling. Nell, it was awful, and it was said that it was worse than Verdun. The ground was so soft, having been ploughed up so by the shells that whenever a shell fell, everything fell in, and we were digging out all day. Despite all this we held it, and it is ours now for keeps. We were up against the famous Brandenbergers and some of the vaunted Prussian Guards, but ten of them would not be a match for any one of our lads. I always said that if I ever met them, I would kill without mercy, and I and all the others did so ... We even shot those who threw their hands up and walked towards us to surrender. They would not believe that we were Australians, as they said we could not get over, owing to their fleet ... Poor beggars, how they must fool them in Germany. Another said: ‘Why don't you give in, you know you are beaten’. It must shock them when they get a look at the English papers. Anyway Nell, from what we have seen of Germany's wonderful soldiers, and so called men, I am satisfied I could beat six of them with a bayonet any old time ... Mind you this (war) is going to last longer than most people think; it will never end until we get him (ie Germany) fighting on his own soil and you can see by the map, we have a long, long way to go yet. In my opinion, Russia will be the deciding factor in this game; she is doing wonderful work. Our progress is slower, as he has prepared so well, and is so deeply entrenched. His dugouts are 30 and 40 feet deep, and they are fitted up with all comforts, just like an up-to-date hotel; baths, enamel cooking utensils, curtains, tables, chairs, mirrors, beds, stoves, electric lights and plenty of ale etc. You can see by this that he expected to stay. Some of the dugouts have as many as a dozen or more rooms. When I tell you that our shells found them out, deep and all as they

are dug in, you can imagine how we felt when they threw 100,000 in one day on one portion of our trench, and I still live.

... You would have laughed had you seen us when we came out of the trenches; no wash or shave for a week, and all our clothes in ribbons; the trouser seats etc all done up with safety pins, or where there was no seat left, the shirt pulled well down or a bandage tied around; coats etc. in all conditions. We are a real ragged army. They say we are to be re-clothed this month. I hope so as what little we have is lousy, and they are as big as elephants. I still have your last pair of puttees, and have worn them all through. They were a real godsend in the last engagement ...'

### **Letter 15 France 12/8/1916**

Dear Nell,

... We are just on our way up to the firing line, and suppose we will be into it again, within a few days. If I should get a Blighty this trip, I intend to apply for permission to stand for a commission, and if I don't, and come through OK, well, one never knows, I might stand a faint chance, as others did. Anyway, old girl, Here's to the future, and may it turn up trumps. I think I told you all about our last stunt, when we lost twenty out of our little lot, in my last letter, and I'm glad to say that they were nearly all Blighties. It's only to be hoped we come out as well this trip. I am still wearing your puttees, and they have proved a great boon, and I'd like you to take on another pair, if you don't mind, and it's not too much like hard work. They are so easily put on, and one can wear them for a week without taking them off, as we have to in the line and you don't feel them ...

Well, Sweetheart, I'll have to pull up now, as news has about run out. I will not be able to write you again before I go in, but will write as soon as we come out ... The best of love and lots and lots of kisses to the little girl who's waiting for one who is longing and still true ...'

### **Letter 16 Trenches Somewhere in Belgium Sept 29, 1916**

Dear Mr and Mrs Gordon,

I was very sorry upon hearing the news yesterday of poor Alan's death from wounds received in our second occasion of fighting in the Somme Battle.

Being one of my best mates in this Battalion we were always anxious to find out about one another. When the Australians took the village of Pozieres, the Bombing Section of our Battalion, which Alan was Corporal of, did splendid work, the Lieut. in charge, being awarded the Military Cross, and Sgt. Baxter (now seriously wounded) the DCM. Alan's name appeared in orders issued by our Commanding Officer for splendid services in this engagement.

The last time I saw Alan, I remember it quite well, it was August 15th about 6 pm, we were all ready to march up to the Pozieres section (second occasion) and the Bombers marched past us, Alan waved to me and asked the following question, 'Well, Wal, how do you like your chances this time'. I might say that this question was commonly asked of by the boys, especially those who were lucky and thankful to have come through on the first occasion.

Alan was wounded about the face and neck. I did not see him myself, but from enquiries which I made it appears the Bombers were in 'No man's land' bombing a German trench, the Germans saw or heard them and started throwing bombs, one of these wounded Alan, evidently it affected his sight for a minute or so, as he lost his bearings where our trench was, as he was singing out 'Which is the way, Come out and help me in'. Some of the boys sang out and he quickly found his bearings and managed to work his way back to our front trench, where he was attended to by the stretcher bearers, and a few hours later walked to the dressing station. I did hear that he passed through the 3rd Bn. line on his way to the dressing station, as he gave a message to a 3rd Bn. boy to let Jack Nunn know he was wounded. I have not seen Jack since then.

I made several enquiries of the Bombing Section to see if they had heard from Alan, and at that time out casualties being very heavy (which no doubt you people in Australia know by this), it was almost impossible to trace anyone in the Hospitals.

I do not know if you have heard from anyone in this Bn. and I felt it my duty to inform you of how your brave son, and my mate gave his life for his King and Country.

I fully realise the severe blow you have received in losing a good son, but I trust that the way in which he gave his life, that it will help you considerably to bear your grief and sorrow. I will not attempt to give you any news at the present time, only that I am in good health.

Kindly accept my deepest sympathy,

I remain, yours sincerely,  
Wal Court.'

**Correspondence from the Office of the Australian War Graves, 10 March 1988:**

'According to our records, Corporal Alan Gordon died on 2 September 1916 and is commemorated in the Etaples Military Cemetery, France. Plot 10, Row B, Grave No. 9'.



Nell Clark



Alan Gordon



A typical postcard sent from France





Embroidered cards sent from France were popular among the Australian soldiers

**NOTHING is to be written on this side except the date and signature of the sender. Sentences not required may be erased. If anything else is added the post card will be destroyed.**

*I am quite well.*

*I have been admitted into hospital*  
{ sick — } and am going on well.  
{ wounded } and hope to be discharged soon.

*I am being sent down to the base.*

*I have received your* { letter dated \_\_\_\_\_  
telegram „ \_\_\_\_\_  
parcel „ \_\_\_\_\_

*Letter follows at first opportunity.*

*I have received no letter from you*  
{ lately. \_\_\_\_\_  
for a long time.

**Signature only.** } *Alan H. Gordon*

*Date* 1/8/16

[Postage must be prepaid on any letter or post card addressed to the sender of this card.]

(M2249)—W. W. 1033/2286—1000m.—3025. B. & B., Ltd.

An official postcard available for Australian soldiers



Postcard from the French village of Etaples where Alan was first billeted

A.F.W. 3378. [Crown Copyright Reserved.]

**ON ACTIVE SERVICE.**

COIN OR ARTICLES OF VALUE SHOULD NOT BE SENT IN THIS ENVELOPE.  
THIS ENVELOPE WILL NOT BE ACCEPTED FOR REGISTRATION.

---

**NOTE.—**  
Correspondence in this envelope need not be censored Regimentally. The Contents are liable to examination at the Base.  
The following Certificate must be signed by the writer:

*I certify on my honour that the contents of this envelope refer to nothing but private and family matters.*

Signature }  
(Name only) }

*A. H. Gordon*

Address—

*Miss R. E. Clark*  
*"Eloho"*  
*Stanhope Rd*  
*Pillara*  
*N. S. Wales*  
*Australia*

FIELD  
16  
I.W.E.



Alan's initial grave at Etaples  
Military Cemetery

#### **4.1.1 Accessing Primary Sources for Australians' War Experiences**

A variety of First World War records is available on the internet through both the Australian War Memorial website: [www.awm.gov.au](http://www.awm.gov.au) and the National Archives website: [www.naa.gov.au](http://www.naa.gov.au).

##### **The Australian War Memorial**

The Australian War Memorial holds a number of databases of relevant records that will provide information on individual soldiers who fought in the war. Other documents, such as Private Records including letters, diaries etc and Official Histories and unit diaries, are available at the Research Centre located at the War Memorial.

##### **Nominal Roll (AWM 133)**

The nominal roll is an alphabetical listing of members of the AIF who served abroad from 1914–18, including members of the Australian Flying Corps and the Australian Medical Corps. Information includes the service number, final rank, final unit, date of enlistment and fate.

##### **Unit Embarkation Nominal rolls (AWM 8)**

Unit rolls were compiled as soldiers left Australia. These are arranged according to the first unit in which the soldier was enlisted. Information includes service number, rank, occupation, marital status, address, next of kin and enlistment date.

##### **Roll of Honour database**

Includes men who died as a direct result of active service with Australian forces. Information includes service number, rank, unit or ship, place of enlistment, date and place of death, Roll of Honour panel number, cemetery or memorial.

### **Commemorative Roll**

Records the names of those who died in wars who were not eligible for inclusion on the Roll of Honour. These include those who died while serving as members of other allied forces, the Merchant Navy, Australian Red Cross, the Australian Comforts Fund, YMCA, war correspondents, photographers and other workers.

### **War graves and memorials registers**

These registers show the location of the individual's place of burial or commemoration.

### **Australian Red Cross Wounded and Missing Enquiry Bureau (1DRL/0428)**

These files include eyewitness accounts of the deaths of servicemen investigated by the Red Cross.

### **The National Archives of Australia**

**Personnel files** of individual soldiers can be accessed on the website and/or ordered as hard copy. These files are a good place to begin research as they include attestation papers (enlistment papers) providing name, place born, occupation, age, next of kin, religion and appearance. It may also include some medical records, letters from family inquiring about their fate, details of their return to Australia etc.

Personnel files are available for the AIF, Australian Flying Corps, Australian Naval and Military Expeditionary Force, the Australian Army Nursing Service etc.

**Official Government** records may also be accessed from the National Archives.

Other relevant documents such as soldiers' diaries, sketchbooks and photographs are held in the **NSW State Library**.


### **A word of caution**

Many documents that can be accessed from both the War Memorial and the National Archives are not always complete and our research is only as reliable as our sources. The documents may be incomplete, biased or limited in scope.

The following are other problems that may be encountered in researching military documents:

- Some soldiers may have been left off official lists, eg the Roll of Honour or the Nominal Roll. There may be omissions and inaccuracies in the rolls.
- There may be confusion of names, misspelt names, inaccurate background details, falsified information such as names, ages or marital status. There are sometimes also inaccuracies in service numbers.
- Accounts of individual's roles in battle may have been exaggerated, falsified or show elements of 'big-noting'. (See Robin Gerster's *Big-noting. The Heroic Theme in Australian War Writing*, Melbourne University Press, 1987).
- Eyewitness accounts may not always be accurate. In the heat of battle there are cases of mistaken identity and many accounts of a man's death were later shown to have been mistaken. (See J. Lawless: 'It Ain't Necessarily So', *Teaching History*, Journal of the History Teachers Association of NSW, March, 2005).

**D** 3002 *5th Bn* *5th Comp*

AUSTRALIA  MILITARY FORCES.

TRANSFERRED TO *4<sup>th</sup> Battalion* **DIED OF WOUNDS**

**AUSTRALIAN IMPERIAL FORCE**

*D2943*  
Attestation Paper of Persons Enlisted for Service Abroad.

No. *3324* Name *Gordon Keats*  
*4<sup>th</sup> Bn* Unit *REINF. & BATTN.*  
Joined on *3/8/15*

*th, Ration*  
*th, Ration's*

**Questions to be put to the Person Enlisting before Attestation.**

1. What is your Name? *Alan Keats Gordon*
2. In or near what Parish or Town were you born? *Melbourne* in or near the Town of *Melbourne* in the County of *Victoria*
3. Are you a natural born British Subject or a Naturalized British Subject? (N.B.—If the latter, papers to be shown.) *British Born*
4. What is your age? *22 years 10 months*
5. What is your trade or calling? *Newsagent*
6. Are you or have you been, an Apprentice? If so, where, to whom, and for what period? *No*
7. Are you married? *No*
8. Who is your next of kin? (Address to be stated) *Father John Keats Gordon Gordon Road, Handford*
9. Have you ever been convicted by the Civil Power? *No*
10. Have you ever been discharged from any part of His Majesty's Forces, with Ignominy, or as Incurable and Worthless, or on account of Conviction of Felony, or of a Sentence of Penal Servitude, or have you been dismissed with Disgrace from the Navy? *No*
11. Do you now belong to, or have you ever served in, His Majesty's Army, the Marines, the Militia, the Militia Reserve, the Territorial Force, Royal Navy, or Colonial Forces? If so, state which, and if not now serving, state cause of discharge *4 yrs Scottish Rifles Acting 1st Substant 198 area*
12. Have you stated the whole, if any, of your previous service? *Yes*
13. Have you ever been rejected as unfit for His Majesty's Service? If so, on what grounds? *No*
14. Do you understand that no Separation Allowance will be issued in respect of your service beyond an amount which together with Pay would reach eight shillings per day. *Yes*
15. Are you prepared to undergo inoculation against smallpox and enteric fever? *Yes*

I, *Alan Keats Gordon* do solemnly declare that the above answers made by me to the above questions are true, and I am willing and hereby voluntarily agree to serve in the Military Forces of the Commonwealth of Australia within or beyond the limits of the Commonwealth.

\* And I further agree to allot not less than two-fifths of the pay payable to me from time to time during my service for the support of my wife *three-fifths* wife and children

Date *16<sup>th</sup> August 1915* *A. Gordon*  
Signature of person enlisted.

\*This clause to be amended where necessary and should be struck out in the case of unmarried men or widowers without children under 18 years of age.

From the collection of the National Archives of Australia, B2455, Gordon AK

3

Attestation of Gordon Alan Keats on Enlistment.

<p>22 years 10 months</p> <p>5 feet 6 3/4 inches</p> <p>Shore 12 lbs.</p> <p>Measurement 32/34 inches</p> <p>Dark Blond</p> <p>Blue R. G. 4. 2</p> <p>Dark Brown</p> <p>Denomination Presbyterian</p>	<p style="text-align: center;">DISTINCTIVE MARKS.</p> <p>2 Vaccination marks on left arm</p>
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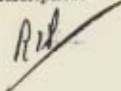
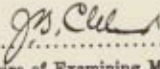
**CERTIFICATE OF MEDICAL EXAMINATION.**

I have examined the above-named person, and find that he does not present any of the following conditions, to-wit: profuse perspiration; phthisis; syphilis; impaired constitution; defective intelligence; defects of vision, voice, or hearing; hemorrhoids; varicose veins, beyond a limited extent; marked varicocele with unusually pendent testicle; any cutaneous disease; chronic ulcers; traces of corporal punishment, or evidence of having been marked with letters D. or B.C.; contracted or deformed chest; abnormal curvature of spine; or any other disease or defect calculated to unfit him for the duties of a soldier.

He can see the required distance with either eye; his heart and lungs are healthy; he has the free use of his hands and limbs; and he declares he is not subject to fits of any description.

I consider him fit for active service.

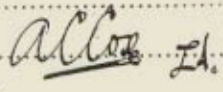
3rd Aug 1915  
Bd of Health

  
 R.H.  
  
 Signature of Examining Medical Officer.

**CERTIFICATE OF COMMANDING OFFICER.**

I CERTIFY that this Attestation of the above-named person is correct, and that the required forms have been complied with. I accordingly approve, and appoint him to 3rd Coy 3rd Battalion

Sep 1915  
Tarrick Farm

  
 Commanding

From the collection of the National Archives of Australia, B2455, Gordon AK

## 4.2 Bibliographies for the Personalities in the Twentieth Century

These are suggestions only and teachers need to evaluate them for their usefulness.

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