The new Modern History syllabus has been developed using the established NSW Education Standards Authority (NESA) syllabus development process. The syllabus includes Australian curriculum content and reflects the new directions of the *Stronger HSC Standards* reforms.

The *Stronger HSC Standards* reforms include:
- supporting the achievement of high minimum standards for all students
- ensuring the flexibility and versatility of the Higher School Certificate (HSC) to cater for the full range of students
- encouraging every student to achieve at their highest possible level
- a focus on the acquisition of deep knowledge, understanding and skills for students.

NSW Stage 6 syllabuses are inclusive of the learning needs of all students. The syllabuses accommodate teaching approaches that support student diversity, including students with special education needs, gifted and talented students and students learning English as an additional language or dialect (EAL/D).

Many of the features of the current Stage 6 syllabuses have been retained, including:
- rationale
- aim
- objectives
- outcomes
- content for Year 11 and Year 12 courses.

New features of Stage 6 syllabuses include:
- Australian curriculum content identified by codes
- Learning across the curriculum content, including cross-curriculum priorities and general capabilities
- publication in an interactive online format
- an interactive glossary.
What is similar?

Students will continue to be provided with opportunities to:
• investigate a range of historical contexts and time periods
• develop historical skills for depth of study
• undertake an Historical Investigation, to develop investigative, research and presentation skills
• study content related to Western history such as Australian, European, US history
• investigate two case studies from different world regions in Year 11
• study National Studies and Peace and Conflict topics in Year 12.

What is different?

• Historical concepts and skills are integrated.
• Students will have opportunities to study Aboriginal and Torres Strait Islander histories and cultures in more depth.
• In Year 11:
  – content about the nature, methods and issues of Modern History
  – increased opportunities to investigate the shaping of the modern world.
• In Year 12:
  – a new Core Study, Power and Authority in the Modern World 1919–1946
  – the requirement to study at least one non-European/Western topic
  – an emphasis on post-World War II history in Change in the Modern World
  – each topic consists of a Survey and Focus of Study.

Why is assessment changing?

The Stronger HSC Standards reforms provide new directions for assessment practices in all Stage 6 courses to:
• rebalance the emphasis on assessment to allow more time for teaching and learning
• maintain rigorous standards
• provide opportunities to assess students’ depth of knowledge and their conceptual, analytical and problem-solving skills.

School-based assessment requirements for Modern History have changed to reflect new outcomes, course structure and content.
How are the school-based assessment requirements for Modern History changing?

NESA continues to promote a standards-referenced approach to assessing and reporting student achievement. The approaches of assessment for, assessment as and assessment of learning are important to guide future teaching and learning opportunities and to provide students with ongoing feedback.

Changes to school-based assessment requirements for each course include:

- mandated components and weightings for Year 11 and Year 12
- capping the number of school-based assessment tasks to three in Year 11 and four in Year 12
- specified minimum and maximum weightings for formal tasks
- a variety of tasks to assess student knowledge, understanding and skills.

What is the plan for implementation?

<table>
<thead>
<tr>
<th>2017</th>
<th>2018</th>
<th>2019</th>
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<tbody>
<tr>
<td></td>
<td>Term 1</td>
<td>Term 4</td>
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<tr>
<td></td>
<td>Start teaching new Year 11 courses for English, Mathematics, Science and History</td>
<td>Start teaching new Year 12 courses for English, Mathematics, Science and History</td>
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<td></td>
<td>Start implementing new Year 11 school-based assessment requirements for all Board Developed Courses (excluding VET, Life Skills and Content Endorsed Courses)</td>
<td>Start implementing new Year 12 school-based assessment requirements for all Board Developed Courses (excluding VET, Life Skills and Content Endorsed Courses)</td>
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<td>Start implementing new HSC examination specifications</td>
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What materials will be provided to support implementation?

Many existing resources will continue to be useful and relevant. Teaching units will need modification to meet the requirements of the new syllabus.

Support materials will assist teachers in familiarisation and planning for implementation of the syllabus and assessment requirements. Program Builder, an online programming tool, will be available for teachers in Term 1, 2017.

**Initial materials** released with the syllabus include:
- school-based assessment requirements
- assessment advice
- a parent guide to new syllabuses and assessment.

**Additional materials** to be released throughout 2017 include:
- sample scope and sequences
- sample teaching units
- sample assessment schedules
- sample assessment tasks
- advice on making adjustments for students with special education needs.

**HSC Examination Specifications** with sample materials will be released in Term 3, 2017.

The NSW Department of Education, the Catholic Education Commission NSW, the Association of Independent Schools of NSW and other school systems and professional teacher associations will continue to assist and support implementation of the syllabus.

How can I access the new Modern History syllabus?

The Modern History syllabus is available on the NESA website.
Features of Modern History content pages

- Content is organised in Years.
- Content is organised by section and topic.
- Related Life Skills outcomes are included.
- Outcomes are coded and linked to content.
- The content focus and key features describe the scope of learning.
- Learning across the curriculum content is identified by icons.
- In Year 12 the survey provides an historical and/or geographical context for the topic.
- Australian curriculum content is identified by codes.
- Content defines what students are expected to know and do.
- Key terms are linked to the glossary.

NATIONAL STUDIES

Outcomes

A student:
> accounts for the nature of continuity and change in the modern world
> proposes arguments about the varying causes and effects of events and developments

MH12-1
MH12-2

Related Life Skills outcomes: MHLS6-1, MHLS6-2, MHLS6-3, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-10, MHLS6-11

Option B: China 1927–1949

Content Focus

Students investigate key features in the history of China 1927–1949. The Historical concepts and skills content is to be integrated as appropriate.

Key features
- quest for political stability and national unification
- nature and impact of nationalism
- nature and impact of communism
- development and impact of Maoism
- nature, impact of and response to Japanese imperialism
- reasons for the Communist victory

Content

Students investigate:

Survey
> The Nationalist decade 1927–1937, including:
- political, economic and social issues in the Chinese Republic in 1927 (ACHM164)
- the Northern Expedition and its impact (ACHM164)
- achievements and limitations of the Guomindang (GMD/Kuomintang) Nationalist Government (ACHM166)

Focus of study
> The rise of the Communist Party, including:
- role of Mao Zedong (ACHM170)
- Chinese Communist Party (CCP) ideology (ACHM166)