SAMPLE COURSE OUTLINE

MODERN HISTORY
GENERAL YEAR 12
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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.
# Sample course outline

## Modern History – General Year 12

### Semester 1 – Unit 3 – Societies and change

This outline is based on the elective: Australia 1914–1949

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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</thead>
</table>
| 1–2  | **Historical Knowledge and Understanding**  
    **Elements of Australian society at the start of the period**  
    Key political, social and economic structures, timeline review 1914–1920  
    • values, beliefs and traditions that have become integral to society  
      ▪ British Empire  
      ▪ White Australia policy (*Immigration Restriction Act 1902*)  
      ▪ the growth of Nationalism  
      ▪ ‘working man’s paradise’  
      ▪ mateship  
      ▪ role of women  
      ▪ individuals and groups who held power and those who did not  |
| 3–5  | **Key people, ideas and events over the period**  
    • relationships between events, ideas and people  
    • extent of support for opposing leaders, individuals, groups or organisations and alternative ideas  
    **World War I**  
      ▪ why Australia went to war, support and opposition  
      ▪ government war controls, propaganda  
      ▪ enlistments and the conscription debate – the influence of leadership, the divisive impact on society  
      ▪ case study such as Gallipoli, the Somme or the Desert war  
    **How Australia emerged from the war**  
      ▪ political impact, national and international  
      ▪ social impact, including a divided society  
      ▪ economic impact  
    **Introductory work on Australian national identity and Nationalism using source materials**  
      ▪ source analysis  
      ▪ change and continuity  
      ▪ evaluate contested views about the past e.g. Historian Bean’s 1915 support of the ANZAC legend compared to former Prime Minister Paul Keating’s view  |

**Task 1: Source analysis**

**Task 2A: Historical inquiry – Changing national identity 1914–1949**

Commence research as appropriate material is covered in class

**Historical skills**

• analysis and use of sources  
• chronology, terms and concepts  
• perspectives and interpretation
<table>
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<tr>
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</table>
| 6–7  | **Key people, ideas and events over the period**  
• methods and strategies used by leaders, individuals and groups seeking change  
**Consequences of change and continuity over the period**  
• extent of economic, political and social change compared to the start of the period  
Australia: political, social and economic change in the 1920s  
• returned service personnel, Brisbane riots, Soldier Settlement schemes  
• rural and urban development, different standards of living  
• government policies such as ‘Men, Money, Markets’  
• consumer goods, mass marketing and changes in lifestyle  
• the growing diversity of entertainment  
• transportation and the increased mobility of people  
• controlled immigration, including the *Empire Settlement Act 1922*  
• political relationships such as Australia’s place within the British Empire and Nationalism  

Discuss and evaluate  
• who benefited from the 1920s?  
• who missed out on the benefits of the 1920s?  
• to what extent did society change and what remained the same?  
**Historical skills**  
• analysis and use of sources  
• perspectives and interpretations  
• explanation and communication |
| 8–9  | **Key people, ideas and events over the period**  
Consequences of continuity and change over the period  
• impact of historical forces on individuals and groups  
The Great Depression  
• Wall Street Crash of 1929  
• impact on different groups in society, including women and children and Aboriginal people  
• government responses such as those from Prime Minister Scullin, the Bank of England, the Premiers’ Plan, Premier Lang, Labor Party split, and the emergence of extremist groups  
• the short-term and long-term social, political and economic impact of the Great Depression  
• changes the Great Depression brought to society  

**Task 3: Explanation – scaffolded essay**  
**Historical skills**  
• chronology, terms and concepts  
• perspectives and interpretations  
• explanation and communication  
**Consequences of continuity and change over the period**  
• impact of historical forces on individuals and groups  
• various forms of continuity and change  
**Explanation and communication**  
• communicate historical understanding by selecting and using text forms appropriate to the purpose and audience  
Australia during the interwar period:  
• change and continuity in who held power and who did not  
• economic change and continuity  
• social/cultural change and continuity |
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| 10–12 | **Consequences of continuity and change over the period**  
   **Task 2B: Class presentation of inquiry findings**  
   **Historical skills**  
   • perspectives and interpretations  
   • explanation and communication  
   **World War II – background and outbreak**  
   • causes of war  
   • Australia’s initial response  
   **Australia’s involvement**  
   • Europe – one key battle/event  
   • Asia and the Pacific – one key battle/event  
   • changing alliance from Britain to the USA  
   • the home front – social/cultural, economic, political change  
   • significant events such as the fall of Singapore, John Curtin’s appeal for assistance from the USA, Kokoda  
   **Historical skills**  
   • chronology, terms and concepts  
   • analysis and use of sources  
   • perspectives and interpretations  
   • explanation and communication |
| 13–14 | **Task 4: Externally set task**  
   Post WWII to 1949 – reconstruction  
   • migration  
   • industrialisation  
   • suburbanisation, the ‘Australian dream’  
   • attitudes towards Aboriginal and Torres Strait Islander peoples  
   • political change  
   • foreign policy relationships and international role  
   **Consequences of continuity and change over the period**  
   • impact of historical forces on individuals and groups  
   • extent of economic, political and social change compared to the start of the period  
   **Australia 1914–1949**  
   • change and continuity in who held power and who did not  
   • economic change and continuity  
   • social/cultural change and continuity |
| 15 | Revision  
   **Task 5: Test** |
Sample course outline
Modern History – General Year 12
Semester 1 – Unit 3 – Societies and Change

This outline is based on the elective: The USA between the wars 1918–1941

<table>
<thead>
<tr>
<th>Week</th>
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| 1–2  | **Historical knowledge and understanding**  
**Elements of society at the start of the period**  
Timeline review from 1850 to 1919. The political, social and economic impact of  
- mass immigration  
- the ‘Progressive Era’  
- the influence of presidents  
- the Great War and how the USA emerged from the war  
- people who held power at the start of the period and those who did not  
Introductory work using USA source materials relating to the end of WWI  
**Historical skills**  
- chronology, terms and concepts  
- historical questions and research  
- analysis and use of sources |
| 3–4  | **Task 1A: Historical inquiry – continuity and change in the 1920s**  
Commence research as appropriate material is covered in class  
**Historical skills**  
- chronology, terms and concepts  
- historical questions and research  
- analysis and use of sources  
**Key people, ideas and events over the period**  
Investigate changes caused by the following factors:  
- mass production in industry and agriculture  
- mass marketing and the resulting change in lifestyle  
- impact of specialisation on industry  
- the growing diversity of entertainment  
- increased mobility of people  
- immigration  
Impact of change resulting from the economic boom of the 1920s  
- political responses  
- economic changes  
- social changes  
Discuss and evaluate  
- who benefited from the boom?  
- who missed out on the benefits of the boom?  
- to what extent did society change and what remained the same?  
**Task 2: Source analysis**  
**Historical skills**  
- analysis and use of sources  
- perspectives and interpretations  
- explanation and communication |
## Week 5-6
**Key teaching points**

### Key people, ideas and events over the period
- methods and strategies used by leaders, individuals and people throughout the era

### Consequences of continuity and change over the period
- impact of historical forces on individuals and groups

**Social responses (ii): The Volstead Act and the prohibition of alcohol**
- different values and beliefs in the USA at the time
- different perspectives of prohibition
- the growth of organised crime, including key people and events

**Task 3: Test**

### Week 7-9
**Key teaching points**

#### Social responses (ii): The rise of racism
- the experiences of immigrants during the 1920s, such as the Palmer Raids and the trial of Sacco and Vanzetti
- the experiences of African Americans, including the ‘Monkey Trial’
- individuals and groups agitating for change such as Marcus Garvey, Paul Robeson and the National Association for the Advancement of Colored People
- the Ku Klux Klan

**Task 1B: Class presentation of inquiry findings**

**Historical skills**
- perspectives and interpretations
- explanation and communication

### Week 10-12
**Key teaching points**

#### Key people, ideas and events over the period

#### Consequences of continuity and change over the period
- impact of historical forces on individuals and groups

**The Great Depression**
- key people, ideas and events
- impact of the stock market dealings throughout the 1920s
  - Wall Street Crash of 1929
- the spiral into economic depression
- short-term and long-term social, political and economic impact of the Great Depression
- impact of leadership such as Presidents Hoover and Roosevelt

**Task 4: Extended response**

**Historical skills**
- chronology, terms and concepts
- perspectives and interpretations

### Week 13-14
**Key teaching points**

#### Task 5: Externally set task

**Key people, ideas and events over the period**
- methods and strategies used by leaders, individuals and people throughout the era
- extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period

**The New Deal**
- 1932 Presidential election
- relief, recovery and reform measures of the New Deal:
  - setting up of agencies
  - the acts passed by Congress
  - the range of perspectives connected to the New Deal
- short-term and long-term changes which occurred

**The outbreak of World War II**
- Neutrality and allied support such as Lend-lease with Britain
- Pearl Harbour
- USA enters WWII
- the impact of leadership
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<tr>
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<td>The USA between the wars 1918–1941:</td>
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<td>• change and continuity in who held power and who did not</td>
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<td>• social/cultural change and continuity</td>
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Sample course outline
Modern History – General Year 12
Semester 2 – Unit 4 – Historical trends and movements

This outline is based on the elective: The civil rights movement in the USA 1941–1971

<table>
<thead>
<tr>
<th>Week</th>
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</thead>
</table>
| 1–4  | **Historical Knowledge and Understanding**  
|      | **Elements of society at the start of the period**  
|      | • key political, social and economic structures of American society at the start of the period  
|      | • values, beliefs and traditions that have become integral to society  
|      |   ▪ background: North v South, the Civil War and USA identity  
|      |   ▪ different perspectives of this identity  
|      |   ▪ how different experiences have shaped different perspectives of African American history  
|      | **Key people, ideas and events over the period**  
|      | • The National Association for the Advancement of Colored People (NAACP)  
|      | • 1909 – W.E.B. Du Bois and Booker T. Washington  
|      | • The Congress of Racial Equality (CORE) 1941  
|      | • the effect of immigration to USA  
|      | • African Americans in the Armed Forces  
|      | • African Americans in the entertainment industry  
|      | • African American identity  
|      | **Task 6: Explanation:** short-answer responses  
|      | **Historical skills**  
|      | • chronology, terms and concepts  
|      | • explanation and communication |
| 5–6  | **Key people, ideas and events over the period**  
|      | Methods used to achieve change such as legal challenge  
|      |   ▪ Brown v. Board of Education 1954  
|      |   ▪ role of the Supreme Court  
|      |   ▪ role of the National Guard  
|      | Responses to legal challenges  
|      |   ▪ different perspectives of these legal challenges  
|      |   ▪ retaliation by those opposed to the changes  
|      |   ▪ enforcing legal change: the use of State and Federal powers  
|      | Introduction to different civil rights groups using source materials  
|      |   ▪ source analysis  
|      |   ▪ change and continuity  
|      |   ▪ evaluate contested views about the past  
|      | **Task 7A: Historical Inquiry:** commence the inquiry process  
|      | **Historical skills**  
|      | • chronology, terms and concepts  
|      | • historical questions and research  
|      | • analysis and use of sources |
| 7–10 | **Key people, ideas and events over the period**  
|      | • methods used to by leaders, individuals and groups seeking change  
|      | Civil disobedience, student protest and mass movements  
|      |   ▪ Montgomery Bus Boycott 1955–1956: Rosa Parks  
|      |   ▪ the desegregation of Little Rock High School 1957  
|      |   ▪ Southern Christian Leadership Conference 1957: Martin Luther King Jr  
|      |   ▪ Lunch Counter Sit-ins 1960  
<p>|      |   ▪ Freedom Rides 1961 |</p>
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<td>▪ March on Washington August 1963: Martin Luther King Jr (<em>I have a Dream</em> speech)</td>
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<td>▪ Student Non-violent Coordinating Committee and the Freedom Summer – June 1964</td>
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<td>▪ Selma to Montgomery Marches –‘Bloody Sunday’ – 1965</td>
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<td></td>
<td>Responses to civil disobedience, student protest and mass movements</td>
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<td></td>
<td>▪ the use of the National Guard and local police against protesters</td>
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<td></td>
<td>▪ Federal government intervention</td>
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<td></td>
<td>▪ different perspectives of civil disobedience</td>
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<td>Events contributing to development of ideas: Black Power and radicalisation</td>
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<td>▪ rise of the Muslim roots movement</td>
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<td>▪ Malcolm X</td>
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<td>▪ The Black Panthers and militancy: Huey Newton and Bobby Seale</td>
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<td></td>
<td>▪ Black Power</td>
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<td>▪ Stokeley Carmichael and Black separatism</td>
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<td>11−12</td>
<td><strong>Task 8: Source analysis</strong></td>
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<td><strong>Task 7B: Historical inquiry</strong> – class presentation of inquiry findings</td>
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<td><strong>Consequences of continuity and change over the period</strong></td>
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<tr>
<td></td>
<td>People, events and ideas against the movement</td>
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<td></td>
<td>▪ the idea of ‘white supremacy’</td>
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<td>▪ Ku Klux Klan</td>
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<td>▪ White Citizens Council 1954</td>
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<td>▪ Birmingham, Bull Connor, the arrest of Martin Luther King</td>
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<td>Discuss and account for</td>
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<td>▪ opposition to the movement, including beliefs, attitudes and motives of individuals/groups</td>
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<td>▪ why the movement continued</td>
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<td>▪ to what extent did society change and what remained the same?</td>
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<td></td>
<td><strong>Historical skills</strong></td>
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<td></td>
<td>▪ impact of historical forces on individuals and groups</td>
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<td>▪ extent of economic, political and social change compared to the start of the period</td>
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<td>Results of the movement: politics, war and race</td>
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<td></td>
<td>▪ assassinations of Martin Luther King and John F. Kennedy</td>
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<td>▪ the Civil Rights Act and the Voting Rights Act</td>
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<td>▪ Johnson’s ‘Great Society’</td>
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<td>▪ individual and group experiences contribute to different perspectives of the past</td>
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<td>15</td>
<td><strong>Revision</strong></td>
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Sample course outline
Modern History – General Year 12
Semester 2 – Unit 4 – Historical trends and movements

This outline is based on the elective: Nazism in Germany 1918–1945

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| 1–3  | **Historical Knowledge and Understanding**  
  **Elements of society at the start of the period**  
  • key political, social and economic structures of a society at the start of the period  
  • values, beliefs and traditions that have changed or remained the same  
  • the relationship between events, ideas, people and other factors underlying the nature of society to that point  
  Germany post-World War I, impact of defeat  
  ▪ Weimar Republic and Democratic Constitution  
  ▪ Treaty of Versailles 1919, including the war guilt clause and reparations  
  ▪ German army ‘betrayed’ and ‘stabbed in the back’ myth  
  ▪ economic ruin  
  ▪ national humiliation  
  ▪ widespread poverty  
  ▪ civil unrest  
  **Key people, ideas and events over the period**  
  • events that contributed to the development of particular movements or trends throughout the period  
  Opposition to the Weimar Republic  
  ▪ political unrest, Socialist parties, Spartikist Uprising, Kapp Putsch  
  ▪ hyperinflation 1923  
  ▪ Dawes Plan 1924  
  ▪ Ruhr occupation  
  ▪ ‘sham prosperity’  
  ▪ Young Plan and the Hazburg Front 1929  
  Achievements of the Weimar Republic  
  ▪ foreign policy, including the Genoa Conference and Treaty of Rapallo 1922, the Locarno Pact 1925 and the League of Nations 1926  
  ▪ economic recovery 1924–1929  
  ▪ removal of pre-war censorship  
  ▪ culture and the Arts flourished  |
| 4–5  | **Key people, ideas and events over the period**  
  • methods and strategies used by leaders, individuals and groups to achieve their aims  
  ▪ history of the National Socialist German Workers Party (Nazi) party  
  ▪ leadership  
  ▪ ideology  
  ▪ Munich Putsch and effects  
  • events that contributed to the development of particular movements or trends throughout the period  
  ▪ impact of the Great Depression  
  ▪ rise of extremism  |

Task 6: Explanation: short-answer responses

Historical skills
• chronology, terms and concepts
• explanation and communication
<table>
<thead>
<tr>
<th>Week</th>
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</table>
| 6−7  | Introductory work on the Nazi rise to power using source materials  
  ▪ source analysis  
  ▪ change and continuity  
  ▪ evaluate contested views about the past  
  **Task 7A: Historical Inquiry:** commence the inquiry process  
  **Historical skills**  
  ▪ chronology, terms and concepts  
  ▪ historical questions and research  
  ▪ analysis and use of sources  
  **Key people, ideas and events over the period**  
  ▪ methods and strategies used by leaders, individuals and groups to achieve their aims  
  Outline the Nazi rise to power 1929–1933  
  ▪ popular, flexible aims and policies e.g. sought to overthrow the Weimar government, anti-Communist, anti-Semitic, pro-worker, strong leadership in Hitler, extensive propaganda, SA  
  ▪ 1930 elections, 1932 Reichstag elections, Hitler as Chancellor  
  ▪ Reichstag fire  
  ▪ Enabling Act, Hitler as ‘legal’ leader, end of Democracy, beginning of Dictatorship  
  Could the Nazi party have gained power without Hitler?  
  **Task 8: Source analysis**  
  **Consequences of continuity and change over the period**  
  ▪ consequences of historical movements or trends on political, cultural, social, military and legal structures within a society throughout the period of study  
  ▪ the effectiveness of individuals and groups in achieving their aims  
  ▪ how Nazi rule was consolidated e.g. *Gleichschaltung* [synchronisation]  
  ▪ Germany as a police state  
  ▪ propaganda  
  ▪ how people were affected as individuals and groups  
  ▪ account for different perspectives towards Nazi policies and practices  
  Discuss and evaluate  
  ▪ opposition to Nazism, including beliefs, attitudes and motives of individuals/groups  
  ▪ how the Nazi party maintained power and authority  
  ▪ who benefited and who did not?  
  ▪ to what extent did society change and what remained the same?  
  **Historical skills**  
  ▪ chronology, terms and concepts  
  ▪ analysis and use of sources  
  ▪ perspectives and interpretations  
  ▪ explanation and communication  
  **Perspectives and interpretations**  
  ▪ evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions  
  ▪ case study of the Holocaust  
  **Task 7B: Historical inquiry** – class presentation of inquiry findings  
  **Historical skills**  
  ▪ analysis and use of sources  
  ▪ perspectives and interpretations  
  ▪ explanation and communication  
  10−12 |
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| 13–14 | **Consequences of continuity and change over the period**  
- consequences of historical movements or trends on political, cultural, social, military and legal structures within a society throughout the period of study  
  Timeline of significant events  
  - Nazi foreign policy based on ‘Greater Germany’ and *Lebensraum* [living space for the master race]  
  - the Saar plebiscite 1933  
  - remilitarisation of the Rhineland 1936  
  - *Anschluss* [union] with Austria 1938  
  - occupation of the Sudetenland 1938  
  - Munich Conference created ‘peace in our time’ 1938  
  - invasion of Czechoslovakia 1939  
  - invasion of Poland 1 September 1939  
  - Allies (Britain, France) declare war on Germany 3 September 1939  
  - *Blitzkrieg* [lightning war] success in Poland and Western Europe 1939  
  - Nazi-Soviet Non-Aggression Pact with Russia 1939  
  - declaration of war on Russia, Operation Barbarossa 1941  
  - USA enters the war after the bombing of Pearl Harbour 1941  
  - Nazi defeats and retreats 1942 onwards  
  - V.E. Day, Germany surrenders 7 May 1945  
  Case study such as the Battle of Stalingrad  
  German home front  
  **The effectiveness of individuals and groups in achieving their aims**  
  - Did the war increase opposition to the Nazis?  
  - resistance groups such as the White Rose Group, Swing Youth, the Edelweiss Pirates, the July bomb plot and the *Abwehr*  
  **Historical skills**  
- analysis and use of sources  
- perspectives and interpretations  
- explanation and communication |
| 15 | Revision  
Task 9: Test |