

 **Liverpool Girls’ High School**

 *Innovation Excellence Learning*

 **Modern History**

 STAGE 6 PRELIMINARY ~ COURSE OUTLINE

The *Preliminary course* is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the eighteenth century to the present using the methods of historical inquiry.

## *MC900094705[1]*MAIN TOPICS COVERED

## *Preliminary Course …*

* **Part 1:** Case Studies (50%)
* At least TWO Case Studies should be undertaken.
* **Part II:** Historical Investigation (20%)
* The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.
* **Part III: Core Study:** The World at the Beginning of the 20th Century (30%)
* A source-based approach is to be used.

## PARTICULAR COURSE REQUIREMENTS

In the Preliminary course, ONE Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

**SYLLABUS OUTCOMES**

*A student develops the skills to …*

**P1.1** describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present

**P1.2** investigate and explain the key features and issues of selected studies from the eighteenth century to the present

**P2.1** identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present

**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

**P4.1** use historical terms and concepts appropriately

**P4.2** communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

**BOSTES PRELIMINARY ASSESSMENT INFORMATION**

|  |  |
| --- | --- |
| **Component** | **Weighting** |
| **A** | Knowledge and understanding of course content  | 40  |
| **B** | Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources  | 20  |
| **C** | Historical inquiry and research including mandatory historical investigation  | 20  |
| **D** | Communication of historical understanding in appropriate forms  | 20  |
|  | **100**  |

EVIDENCE OF LEARNING (Assessment)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Task No.** | **Targeted Outcomes** | **Learning Context** | **Task** | **Date Due** | **Weighting** | **Marks** |
| A | B | C | D |
| 1 | P – 1.1, 1.2, 2.1, 3.1, 3.2 | Case Study 1: *Break up of Yugoslavia* | Source Study | Term 1Week 6 | 10% | 5% | 5% | 5% | 20% |
| 2 | P – 1.1, 1.2, 2.1, 3.2, 3.3, 4.1, 4.2 | Skills / Case Study 1 | Mid-course examination | Term 1Week 9 | 5% | 5% |  | 5% | 15% |
| 3 | P – 1.1, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2 | Case Study 2: *People power and propaganda* | Historical investigation (Personality from the 2oth Century) | Term 2Week 9 | 10% | 5% | 15% | 5% | 35% |
| 4 | P – 1.1, 1.2, 2.1, 3.3, 3.4, 4.1, 4.2 | Case Study 1Case Study 2 | End of course examination | Term 3Wks 9-10 | 20% | 5% |  | 5% | 30% |
| **TOTAL** | **40%** | **20%** | **20%** | **20%** | **100%** |

**REPORTING PERFORMANCE AND ACHIEVEMENT IN PRELIMINARY COURSES**

The Common Grade Scale shown below is used to report student achievement and performance in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance and achievement at each of five grade levels.

|  |  |
| --- | --- |
| A | The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information. |
| B | The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information. |
| C | The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner. |
| D | The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner. |
| E | The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas. |