

# SUBJECT: HISTORY - 2023



## Sequence of Topics Taught and WRITING tasks

Year	Term 1	Term 2	Term 3	Term 4
7	<ul style="list-style-type: none"> <li>• Out of Africa Theory</li> <li>• How historians gather information from the past</li> <li>• Primary &amp; secondary sources</li> <li>• Otzi the Ice-man</li> <li>• Features of a civilisation</li> <li>• Aboriginal pre-history</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ “The Truth is Out there” (backing a hypothesis up with evidence)</li> <li>▶ Otzi task x 3 pieces.</li> </ul>	<p>Ancient Egypt</p> <ul style="list-style-type: none"> <li>• Geography of Egypt &amp; timeline</li> <li>• Hieroglyphics</li> <li>• Pharaoh’s &amp; slaves</li> <li>• Gods &amp; the afterlife</li> <li>• Mummification</li> <li>• The Nile</li> <li>• Living conditions</li> <li>• Marc Antony &amp; Cleopatra</li> <li>• End of Egyptian Empire</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ Egyptian annotated timeline</li> <li>▶ Egyptian Gods and afterlife report</li> <li>▶ Nefertiti essay</li> </ul>	<p>Ancient Greece</p> <ul style="list-style-type: none"> <li>• Geography &amp; timeline of Greece</li> <li>• Myth, legend &amp; heroes (Troy, The Odyssey/Iliad)</li> <li>• Olympics</li> <li>• Democracy</li> <li>• Philosophy and technology</li> <li>• Rule in Athens &amp; Sparta (daily life)</li> <li>• Alexander the Great</li> </ul> <p>Ancient Rome</p> <ul style="list-style-type: none"> <li>• geography &amp; timeline</li> <li>• Myth, legend &amp; heroes</li> <li>• social structure &amp; authority</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ Guided Writing task on Greek myth</li> <li>▶ Using ancient Greek sources activity</li> </ul>	<p>Ancient Rome cont.</p> <ul style="list-style-type: none"> <li>• key leaders &amp; battles</li> <li>• technology advances</li> <li>• daily life in Rome</li> <li>• Gladiators</li> <li>• Pompeii</li> </ul> <p>China</p> <ul style="list-style-type: none"> <li>• geography &amp; timeline</li> <li>• Middle Kingdom (Shang dynasty)</li> <li>• Confucianism</li> <li>• Shi Huangdi</li> <li>• Han Dynasty</li> <li>• Silk Road</li> <li>• Daily Life</li> <li>• Technology advances</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ Research report on a famous Roman</li> </ul>

<p>8</p>	<ul style="list-style-type: none"> <li>• Fall of Roman Empire</li> <li>• Saxons invasion of England</li> <li>• King Arthur</li> <li>• Vikings</li> <li>• Battle of Hastings to mark end of Viking era</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ Fall of Rome source analysis</li> <li>▶ Did King Arthur exist? Extended response</li> </ul>	<p>Middle Ages</p> <ul style="list-style-type: none"> <li>• Feudal system</li> <li>• Medieval religion</li> <li>• The Black Death (in depth study)</li> <li>• Methods of torture/justice</li> <li>• Trial by law</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ Extended response – Who is the true King of England?</li> <li>▶ Source Analysis on the Black Death</li> </ul>	<ul style="list-style-type: none"> <li>• Castles (within Middle Ages)</li> <li>• importance of fortresses/castles</li> <li>• how they were defended/attacked</li> <li>• daily life for castle occupants</li> <li>• medieval entertainment</li> <li>• the role of women</li> <li>• The Crusades</li> <li>• Robin Hood</li> <li>• Feudalism in Japan</li> <li>• compare knights to Japanese samurai</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ Research report on a Crusade</li> <li>▶ Siting a castle evaluation report</li> </ul>	<ul style="list-style-type: none"> <li>• New ideas &amp; discoveries</li> <li>• The Renaissance</li> <li>• Change in thinking effects on daily life</li> <li>• Leonarda Da Vinci</li> <li>• Strength of the Catholic Church</li> <li>• Reformation (rethinking religion)</li> <li>• Exploration (Christopher Columbus)</li> <li>• Aztec discovery and destruction</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ Essay: Impacts of the Renaissance</li> <li>▶ Source Analysis on European exploration</li> </ul>
<p>9</p>	<ul style="list-style-type: none"> <li>• French versus British and other European Empires in the late 18<sup>th</sup> century.</li> <li>• French Revolution.</li> <li>• American War of Independence.</li> <li>• Industrial and Agrarian revolutions.</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ Historical Essay on the Colombian Exchange</li> <li>▶ Writing summary of the French and Indian War</li> </ul>	<ul style="list-style-type: none"> <li>• Global population movements – slaves and convicts.</li> <li>• Crime and punishment.</li> <li>• Transportation to Australia.</li> <li>• Convict life.</li> <li>• Free immigration to Australia.</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ Extended response on the Speenhamland system of farming</li> <li>▶ Source Analysis on Convicts</li> <li>▶ Source Analysis on the Gettysburg Address</li> <li>▶ Research report on an individual convict on the First Fleet</li> </ul>	<ul style="list-style-type: none"> <li>• Colonisation and conflict in Van Dieman’s Land between white settlers and indigenous people,</li> <li>• Goldfields and inland frontiers.</li> <li>• ‘White Australia’ and the outside world.</li> <li>• Eureka and Democracy.</li> <li>• Free selectors and squatters.</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ Constructing an annotated timeline of Aboriginal experience in Tasmania</li> <li>▶ Source Analysis on the Eureka Rebellion.</li> </ul>	<ul style="list-style-type: none"> <li>• Nationalism and Australian identity.</li> <li>• Federation and the early Commonwealth.</li> <li>• World War 1. Causes, Gallipoli, Western Front, Conscription.</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ Extended response on the reasons for the outbreak of World War I.</li> <li>▶ Essay on the historical accuracy of the film “Gallipoli”.</li> </ul>

<p>10</p>	<ul style="list-style-type: none"> <li>• The Russian Revolution of 1917</li> <li>• The Peace Settlements of 1919</li> <li>• A History of the Jews – Background to the Holocaust</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ Extended response on the Battle of Pozieres</li> <li>▶ Source Analysis on the February Revolution of 1917</li> <li>▶ Source Analysis on the Treaty of Versailles</li> <li>▶ Summary of the History of the Jews</li> </ul>	<ul style="list-style-type: none"> <li>• The Rise of Fascism</li> <li>• The Great Depression</li> <li>• Life in Hitler’s Germany</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ Extended response on the causes of the Depression</li> <li>▶ Extended response on the Rise of Hitler and the Nazis</li> <li>▶</li> </ul>	<ul style="list-style-type: none"> <li>• The Holocaust of 1933-1945</li> <li>• The causes of World War II (1919-1939)</li> <li>• The Events of World War II in Europe (1939-1945)</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ Source Analysis on Hitler’s foreign policy</li> <li>▶ Writing summary on the course of the European theatre of war in World War II</li> <li>▶ Extended response on Schindler’s List</li> </ul>	<ul style="list-style-type: none"> <li>• The Pacific War (1941-1945)</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ Source Analysis on an aspect of Australia in World War II</li> <li>▶ Practice Exam which includes a source analysis, and extended response.</li> </ul>
<p>10 Ext Unit 1 History (see next page for more detail)</p>	<ul style="list-style-type: none"> <li>• Ideologies</li> <li>• The Russian Revolution of 1917</li> <li>• The Peace Settlements of 1919</li> <li>• A History of the Jews – Background to the Holocaust</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ See Unit 1 History on next page</li> </ul>	<ul style="list-style-type: none"> <li>• The Rise of Fascism</li> <li>• The Great Depression</li> <li>• Life in Hitler’s Germany</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ See Unit 1 History on next page</li> </ul>	<ul style="list-style-type: none"> <li>• The Holocaust</li> <li>• The causes of World War II</li> <li>• The Events of World War II in Europe (1939-1945)</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ See Unit 1 History on next page</li> </ul>	<ul style="list-style-type: none"> <li>• The Pacific War (1941-1945)</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ See Unit 1 History on next page</li> </ul>

# Units 1 &2 History 2023

## UNIT 1 - *Twentieth Century History 1900-1945* (Semester 1 and 2): Year 10 History Extension

This unit focuses on the first half of the twentieth century. Students investigate how the **old traditional order was challenged and overturned** by new ideologies, such as **socialism, communism** and **fascism** in response to various economic, social and political crises and conflicts, as well as the influence of new organizations such as the League of Nations. They also investigate how **social life** and **cultural expression** changed as a result of political and social developments between the wars. This unit is based on the historical contexts of **Nazi Germany** and **Europe between World Wars One and Two**.

AREA OF STUDY	ASSESSMENT - UNIT 1	
	Outcomes Tested	Assessment Tasks
<p>1. Ideology and Conflict</p> <p>2. Social and Cultural Life</p>	<p><b>Outcome 1:</b> Explain the consequences of the peace treaties, which ended World War One, the impact of ideologies on nations and the events that led to World War Two.</p> <p><u>Context:</u></p> <ul style="list-style-type: none"> <li>the Russian Revolution</li> <li>the Treaties that ended the war and</li> <li>the causes of World War II in Europe and the Asia-Pacific region</li> </ul>	<p><b>U101: 25% of assessment</b></p> <ul style="list-style-type: none"> <li>Historical Viewpoints Exercise</li> <li>Source Analysis</li> <li>Various class exercises</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>Essay on impacts of Battle of Pozieres and Western Front on Australia</li> <li>Source Analysis on the February Revolution</li> <li>Writing Summary on War Communism</li> <li>Source Analysis on Treaty of Versailles</li> <li>Summary of the History of the Jews</li> <li>Extended response on the Rise of Hitler and the Nazis</li> <li>Extended response on the causes of the Great Depression</li> <li>Source Analysis on Hitler's foreign policy</li> <li>Writing summary on the course of the European theatre of World War II</li> <li>Extended response on Schindler's List</li> <li>Source Analysis on an aspect of Australia in World War II.</li> </ul>

	<p><b>Outcome 2:</b> Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the interwar years</p> <p><u>Context:</u></p> <ul style="list-style-type: none"> <li>Life in Weimar and Nazi Germany between the wars (1919-1945).</li> </ul>	<p><b>U102: 25% of assessment</b></p> <ul style="list-style-type: none"> <li>Research assignment</li> <li>Source Analysis</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>Research report on life in Nazi Germany</li> <li>Source Analysis on the Hitler Youth</li> </ul>
EXAM		<p><b>Semester 1 Exam: 50% of assessment - 1.5 hrs</b></p> <ul style="list-style-type: none"> <li>Short answer section</li> <li>Source Analysis</li> <li>Short Essay</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>Practice Exam with source analysis and short essay</li> </ul>

To gain an 'S' for this unit, you **MUST** receive an 'S' for each of the two outcomes listed above. 'N' for any one of the two outcomes will result in an 'N' for the unit.

Your semester grade will be based on the average mark for all the assessment tasks:

**A+: 100-86%; A: 85-78%; B+: 77-70%; B: 69-61% C+: 61-55%; C: 54-50%; D+: 49-45%; D: 44-40%; E+: 39-35%; E: 34-30%.**

## UNIT 2 - Twentieth Century History 1945-2000 (Semester 1):

This unit explores the nature and impact of the **Cold War** and the challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. This unit is based on the historical contexts of the **Cold War**, the **Civil Rights Movement of the 1960s in the USA** as well as the **Arab-Israeli conflict in the Middle East**.

AREA OF STUDY	ASSESSMENT - UNIT 2	
	Outcomes Tested	Assessment Tasks
1. Competing ideologies	<p><b>Outcome 1:</b> Explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts of the period.</p> <p><u>Context:</u></p> <ul style="list-style-type: none"> <li>The Cold War between the USSR and the USA including the Vietnam War.</li> </ul>	<p><b>U201: 25% of assessment</b></p> <ul style="list-style-type: none"> <li>Short Answers – 5%</li> <li>Historical Interpretation Exercise - 5%</li> <li>Document Analysis – 10%</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>Essay on the dropping of the atomic bomb</li> <li>Source Analysis on the Cuban Missile Crisis</li> <li>Investigative report on the assassination of JFK.</li> <li>Source Analysis on Ho Chi Minh and LBJ</li> </ul>
2. Challenge and Change	<p><b>Outcome 2:</b> Explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people</p> <p><u>Context:</u></p> <ul style="list-style-type: none"> <li>The Civil Rights Movement of the 1960s in the USA and</li> <li>the Arab-Israeli Conflict (1948 to 1996),</li> </ul>	<p><b>U202: 25% of assessment</b></p> <ul style="list-style-type: none"> <li>Short Answers – 5%</li> <li>Historical Inquiry – 15%</li> <li>Essay – 5%</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>Extended response on the influence and impact of Martin Luther King and Malcolm X</li> <li>Source Analysis on the Six Day War of 1967</li> </ul>
ALL		<p><b>Semester 2 Exam: 50% of assessment - 1.5 hrs</b></p> <ul style="list-style-type: none"> <li>Short Essay</li> <li>Source Analysis</li> <li>Historical Interpretation Exercise</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>Practice Exam with source analysis and historical interpretation exercise</li> </ul>

To gain an 'S' for this unit, you **MUST** receive an 'S' for each of the two outcomes listed above. 'N' for any one of the two outcomes will result in an 'N' for the unit. Not handing in work on time or receiving a mark less than 30% will be considered work not reaching the minimum satisfactory standard.

Your semester grade will be based on the average mark for all the assessment tasks, including the end of the semester exam:

**A+: 100-86%; A: 85-78%; B+: 77-70%; B: 69-61% C+: 61-55%; C: 54-50%;  
D+: 49-45%; D: 44-40%; E+: 39-35%; E: 34-30%.**

## UNIT 2 - Global Empires 1400-1775 (Semester 2):

In this unit students explore the operation of European colonies and the challenges they faced from within and without in the Early Modern period, 1400 –1775, including the ‘**Columbian exchange**’ and the **Atlantic triangular slave trade**. Students also study the difficulties that these new colonies faced including resistance by indigenous peoples, the complexity and unpredictability of settler societies and the drain on the resources of the mother country. Students also investigate how rival powers jostled for advantage, alliances and resources including the **Seven Years’ War (1754– 63)** and how the consequences of those conflicts led to independence movements such as the **American War of Independence** from 1775-1783.

AREA OF STUDY	ASSESSMENT - UNIT 2	
	Outcomes Tested	Assessment Tasks
1. New colonies, new profits	<p><b>Outcome 1:</b> Analyse the methods used by European powers to establish colonies and the historical significance of new global systems of exchange.</p> <p><u>Context:</u></p> <ul style="list-style-type: none"> <li>The establishment of the British empire in North America between 1685 and 1775.</li> </ul>	<p><b>U201: 25% of assessment</b></p> <ul style="list-style-type: none"> <li>Short Answers – 5%</li> <li>Historical Interpretation Exercise - 5%</li> <li>Document Analysis – 10%</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>Extended response on Columbian Exchange</li> <li>Essay – Relations between American Indians and colonists</li> <li>Source Analysis on the Dutch and the French</li> <li>Source Analysis on British takeover of New York</li> </ul>
2. Challenges of empires	<p><b>Outcome 2:</b> Analyse the effectiveness of a global empire in dealing with colonial challenges and assess the empire’s global standing by 1775.</p> <p><u>Context:</u></p> <ul style="list-style-type: none"> <li>The challenge to British rule by the Dutch, French and Spanish</li> <li>The challenge to British rule by the American colonists after the Seven Years War ),</li> </ul>	<p><b>U202: 25% of assessment</b></p> <ul style="list-style-type: none"> <li>Short Answers – 5%</li> <li>Historical Inquiry – 15%</li> <li>Essay – 5%</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>Extended response. Seven Years War – First World war?</li> <li>Source Analysis on the Declaration of Independence</li> </ul>
ALL		<p><b>Semester 2 Exam: 50% of assessment - 1.5 hrs</b></p> <ul style="list-style-type: none"> <li>Short Essay</li> <li>Document Study</li> <li>Historical Interpretation Exercise</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>Practice Exam with source analysis and historical interpretation exercise</li> </ul>



To gain an 'S' for this unit, you **MUST** receive an 'S' for each of the two outcomes listed above. 'N' for any one of the two outcomes will result in an 'N' for the unit. Not handing in work on time or receiving a mark less than 30% will be considered work not reaching the minimum satisfactory standard.

Your semester grade will be based on the average mark for all the assessment tasks, including the end of the semester exam:

**A+: 100-86%; A: 85-78%; B+: 77-70%; B: 69-61% C+: 61-55%; C: 54-50%;  
D+: 49-45%; D: 44-40%; E+: 39-35%; E: 34-30%.**

# Units 3 & 4 History 2023 - Revolutions

## UNIT 3 & 4 French Revolution and Russian Revolution

These two units investigate two of the four major revolutions in modern world history. One revolution is studied in Unit 3 and another in Unit 4. For the two selected units, both areas of study must be explored. For each Area of Study, students will consider differing perspectives of two revolutions and the reasons why different groups have made different judgments of the history of the revolution.

AREA OF STUDY	ASSESSMENT - UNIT 3 and 4	
	Outcomes Tested	Assessment Tasks
<p><b>AREA OF STUDY (AOS)</b> 1.</p> <p><b>Causes of Revolution</b></p>	<p><b>Outcome 1:</b> Analyse the <u>causes of revolution</u> and evaluate the contribution of significant ideas, events, individuals and popular movements. Students will draw on their knowledge of:</p> <ul style="list-style-type: none"> <li>▶ <b>The events and other conditions that contributed to the outbreak of revolution including FRENCH:</b> involvement in the American War of Independence, friction between monarchy and Parlements, noble privileges, peasant grievances, economic change, the calling of the Estates General and their regulation, the <i>Cahiers de Doleances</i>, decisions made by Louis XVI, political pamphlets, the harvest crisis and food shortages and the dismissal of Necker. <b>RUSSIAN:</b> tensions in Tsarist Russia, the formation of the Mensheviks and Bolsheviks, the Russo-Japanese War, Bloody Sunday, the role of the Dumas, World War One, the February Revolution, the effectiveness of the Provisional Government, The Dual Authority, Lenin's Return and the April Theses, the July Days, the Kornilov Affair and the events of October 1917;</li> <li>▶ <b>The ideas that played a significant role in challenging the existing order including FRENCH:</b> the Enlightenment, the attack on ministerial despotism in the revolt of the Notables 1787-1788, the critique of privilege, the attack on feudalism and claims to popular sovereignty and equality. <b>RUSSIAN:</b> Nationalism, Liberal reformism, Revolutionary Populism, Marxism and Marxism-Leninism;</li> <li>▶ <b>The role of individuals including: FRENCH:</b> Louis XVI and Marie Antionette, Duc d'Orleans, Emmanuel Joseph Sieyes, Comte de Mirabeau, Marquis de Lafayette and Camille Desmoulins. <b>RUSSIAN:</b> Tsar Nicholas II and Tsarina Alexandra, Count Witte, Pyotr Stolypin, Grigori Rasputin, Alexander Kerensky, Lenin and Trotsky;</li> <li>▶ <b>The contribution of popular movements in mobilising society and challenging the existing order including: FRENCH:</b> Reveillon Riots, the storming of the Bastille, the 'Great Fear' and the October Days. <b>RUSSIAN:</b> workers' protests and peasants' uprisings, soldier and sailor mutinies and challenges by the Socialist Revolutionaries, Bolsheviks and Mensheviks (SDs), Octobrists and Kadets</li> </ul> <p>Students will need to demonstrate their ability to:</p> <ul style="list-style-type: none"> <li>▶ Ask historical questions about the <b>causes of revolution</b> to inform a <b>historical inquiry</b>;</li> <li>▶ Analyse the long term causes and short term triggers of the revolution;</li> <li>▶ Analyse the <b>ideas</b> that were utilised in the revolutionary struggle;</li> <li>▶ Use primary sources as evidence to analyse the causes of a revolution;</li> <li>▶ Compare a <b>range of historical perspectives</b> to understand how the ideas and experiences of individuals and movements contributed to revolutionary causes;</li> <li>▶ <b>Evaluate historical interpretations</b> about the significant causes of a revolution.</li> <li>▶ Construct <b>arguments about the causes of revolution</b> using primary sources and historical interpretations as evidence.</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>▶ Unit 3 - <b>The French Revolution</b> – 10<sup>th</sup> May 1774 (Accession of Louis XVI) – October 1789 (October Days)</li> <li>▶ Unit 4 - <b>The Russian Revolution</b> – Coronation of Tsar Nicholas II – 26<sup>th</sup> May 1896) – 25<sup>th</sup> October 1917 (Bolshevik Revolution)</li> </ul> <p><b>SAC U301:</b> 50% of assessment for Unit 3. 12.5% for the year.</p> <ul style="list-style-type: none"> <li>▶ <b>A) SOURCE ANALYSIS</b> on AOS 1 the <b>Causes of French Revolution</b></li> </ul> <p><b>SAC U401:</b> 50% of assessment for Unit 4. 12.5% for the year.</p> <ul style="list-style-type: none"> <li>▶ <b>C) ESSAY</b> on Causes of Russian Revolution</li> </ul> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> <li>▶ <b>Various practice exercises on source analysis, extended responses and historical interpretations throughout the year.</b></li> </ul>

**AREA OF STUDY (AOS) 2**

**Consequences of Revolution.**

**Outcome 2:** Analyse the consequences of revolution and evaluate the extent of change brought to society.

Students will draw on their knowledge of:

- ▶ **The challenges the new regime faced in attempting to consolidate its power** including: **FRENCH:** power of the Church and nobility, hostility of foreign powers and the Papacy, the scale of the reforms envisaged by the Revolution, economic challenges, the outbreak and cause of war, internal divisions over the aims of the Revolution, the abolition of absolute monarchy and privileged corporations, the introduction of popular sovereignty and representative government, changes to laws and taxes, the abolition of feudalism, the abolition of slavery and reforms to the Church. **RUSSIAN:** the dissolution of the Constituent Assembly, political opposition, the creation of the Sovnarkom, land re-distribution, The Treaty of Brest-Litovsk, State Capitalism, the Civil War, War Communism, the Red Terror, the Polish Soviet War, the 1921 Famine and the Kronstadt Revolt.
- ▶ **The changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals** including: **FRENCH:** the use of capital punishment and the policy of terror until peace in 1793-1794. **RUSSIAN:** creation of the Sovnarkom, creation of the CHEKA, issuing of new decrees, State Capitalism, War Communism, the Treaty of Riga, the Tenth Party Congress (introduction of the NEP and Lenin’s ‘On Party Unity’) and the effects of the NEP.
- ▶ **The contribution of significant individuals that changed society** including: **FRENCH** Louis XVI, Georges Danton, Jean-Paul Marat, Maximilien Robespierre and Marquis de Lafayette. **RUSSIAN:** Lenin, Trotsky, Felix Dzerzhinsky and Alexandra Kollontai.
- ▶ **The diverse revolutionary experiences of social groups and their responses to the challenges and changes to everyday life** including: **FRENCH:** bourgeoisie, parish priests and other clergy, urban workers in Paris, urban and rural women, peasants, the nobility and emigres; **RUSSIAN:** aristocracy, peasant, kulaks, workers, bourgeoisie, women and nationalities of the former Russian Empire.

Students will need to demonstrate their ability to:

- ▶ Ask historical questions about the causes of revolution to inform a historical inquiry;
- ▶ Analyse the **consequences of revolution**;
- ▶ Use primary sources as evidence to analyse the **consequences of a revolution**;
- ▶ Evaluate **continuity and change in society** as a consequence of the revolution;
- ▶ Evaluate the degree to which **revolutionary ideals were achieved or compromised**.
- ▶ Compare a range of **revolutionary experiences and perspectives** to understand the change brought to society and how revolution affected people differently.
- ▶ **Evaluate historical interpretations** about the significant consequences of a revolution
- ▶ **Construct arguments about the consequences of revolution** using primary sources and historical interpretations as evidence.

**EXAM:**

**Topics:**

- ▶ Unit 3 - The French Revolution – 1789 – The October Days) – Dissolution of the Convention (26<sup>th</sup> October 1795)
- ▶ Unit 4 - The Russian Revolution – November 1917 (Early Sovnarkom decrees) – 1927 (end of the N.E.P.)

**SAC U302:** 50% of assessment for Unit 3. 12.5% for the year.

- ▶ **B) HISTORICAL INQUIRY** exercise on the **Consequences of the French Revolution**

**SAC U402:** 50% of assessment for Unit 4. 12.5% for the year.

- ▶ **D) HISTORIOGRAPHICAL EXERCISE** on AOS 2 the **Consequences of the Russian Revolution**

Writing Tasks

- ▶ **Various practice exercises on source analysis, extended response and historical interpretations throughout the year.**

**E) End of Year Exam: (2 hours)** 50% of assessment for both Unit 3 and Unit 4.

**ALL**