 Scope and sequence - Change in the modern world

Option E, the nuclear age 1945–2011

This document references the [Modern History Stage 6 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history) © 2017 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

10 weeks (30 hours)

| Week | Weeks 1-2 | Weeks 3-5 | Weeks 6-8 | Weeks 9-10 |
| --- | --- | --- | --- | --- |
| Content focus | Survey* The birth of the Nuclear Age, including:
	+ Truman, Stalin and the Potsdam Conference (ACHMH192)
	+ the Manhattan Project and Trinity Test (ACHMH192)

Focus of Study* The first use of atomic weapons and nuclear deterrence, including:

the dropping of the bombs on Hiroshima and Nagasaki, their impact and legacy | * (Continue) The first use of atomic weapons and nuclear deterrence, including:
	+ Truman and the debate on the use of the bomb (ACHMH118, ACHMH119, ACHMH192)
	+ US and Russian nuclear capacity 1945–2011, and the doctrine of Mutually Assured Destruction (MAD)
* The nuclear threat and weapons testing, including:
	+ civilian fears and state programs in the USA to survive the bomb and fallout
	+ the nature and impact of nuclear tests in the US and Soviet Union

selection of Maralinga for British nuclear tests, state secrecy, and impact of the tests on local Aboriginal people and Australian service personnel (ACHMH189) | * (Continue) The nuclear threat and weapons testing, including:
	+ the nature of French nuclear tests in the Pacific, the international response, and the activities of Greenpeace, including the ‘Rainbow Warrior’ incident
* Towards nuclear disarmament, including:
	+ anti-nuclear movements and the role of the United Nations: test ban treaties, arms limitations, non-proliferation
	+ nuclear disarmament after the Cold War (ACHMH224)

issues of proliferation, 1945–2011: Israel, India, Pakistan, Iran and North Korea | * The benefits and risks of the Nuclear Age, including:
	+ the contributions of nuclear medicine and energy
	+ radioactive waste and issues of storage, safety and security
	+ critical incidents at Chernobyl and Fukushima, and their impact

ending the nuclear age and the question of expanding or winding back nuclear energy |
| Historical concepts and skills | * Continuity and change
* Explanation and communication
* Causation
* Perspective

Analysis and use of sources | * Causation
* Significance
* Perspective
* Analysis and use of sources

Historical interpretation | * Continuity and change
* Perspective
* Significance
* Analysis and use of sources
* Historical interpretation

Explanation and communication | * Contestability
* Significance
* Historical investigation and research

Continuity and change |
| Outcomes | MH12-1 – accounts for the nature of continuity and change in the modern worldMH12-3 – evaluates the role of historical features, individuals, groups and ideas in shaping the pastMH12-9 – communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms | MH 12-2 – proposes arguments about the varying causes and effects of events and developmentsMH 12-4 – analyses the different perspectives of individuals and groups in their historical contextMH 12-5 – assesses the significance of historical features, people, ideas, movements, events and developments of the modern worldMH 12-6 – analyses and interprets different types of sources for evidence to support an historical account or argumentMH12-9 – communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms | MH 12-1 – accounts for the nature of continuity and change in the modern worldMH 12-2 – proposes arguments about the varying causes and effects of events and developmentsMH 12-4 – analyses the different perspectives of individuals and groups in their historical contextMH 12-6 – analyses and interprets different types of sources for evidence to support an historical account or argumentMH 12-7 – discusses and evaluates differing interpretations and representations of the pastMH12-9 – communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms | MH 12-3 – evaluates the role of historical features, individuals, groups and ideas in shaping the pastMH 12-8 – plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sourcesMH 12-9 – communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms |