

The accreditation period has been extended until   
31 December 2021.

Authorised and published by the Victorian Curriculum and Assessment Authority  
Level 1, 2 Lonsdale Street  
Melbourne VIC 3000

ISBN: 978-1-925264-02-9

© Victorian Curriculum and Assessment Authority 2015

No part of this publication may be reproduced except as specified under the *Copyright Act 1968* or by permission from the VCAA.   
For more information go to: [www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx](http://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx)

The VCAA provides the only official, up-to-date versions of VCAA publications. Details of updates can be found on the VCAA website: [www.vcaa.vic.edu.au](https://www.vcaa.vic.edu.au/Pages/HomePage.aspx)

This publication may contain copyright material belonging to a third party. Every effort has been made to contact all copyright owners. If you believe that material in this publication is an infringement of your copyright, please email the Copyright Officer: [vcaa.copyright@edumail.vic.gov.au](mailto:vcaa.copyright@edumail.vic.gov.au)

Copyright in materials appearing at any sites linked to this document rests with the copyright owner/s of those materials, subject to the Copyright Act. The VCAA recommends you refer to copyright statements at linked sites before using such materials.

The VCAA logo is a registered trademark of the Victorian Curriculum and Assessment Authority

Contents

[Introduction 1](#_Toc425860839)

[Administration 1](#_Toc425860840)

[Curriculum 1](#_Toc425860842)

[Developing a course 1](#_Toc425860843)

[Historical thinking 1](#_Toc425860844)

[Employability skills 6](#_Toc425860845)

[Resources 6](#_Toc425860846)

[Assessment 6](#_Toc425860847)

[Scope of tasks 8](#_Toc425860848)

[Authentication 10](#_Toc425860850)

[Learning activities 11](#_Toc425860851)

[Unit 3: Transformations: Colonial society to nation 11](#_Toc425860852)

[Unit 4: Transformations: Old certainties and new visions 16](#_Toc425860853)

[School-assessed Coursework (SAC): Sample approach to   
developing an assessment task 24](#_Toc425860854)

[Unit 3 24](#_Toc425860855)

[Unit 4 26](#_Toc425860858)

[Performance Descriptors 30](#_Toc425860861)

[Appendix 1: Employability skills 34](#_Toc425860862)

[Appendix 2: Examples of a weekly course outline 35](#_Toc425860863)

Introduction

The VCE Australian history *Advice for teachers* handbook provides curriculum and assessment advice for Units 3 and 4. It contains advice for developing a course with examples of teaching and learning activities and resources for each unit.

Assessment information is provided for school based assessment in Units 3 and 4 and advice for teachers on how to construct assessment tasks with suggested performance descriptors and rubrics.

The course developed and delivered to students must be in accordance with the [VCE History Study Design 2016–2021](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/australianhistory/Pages/index.aspx).

Administration

Advice on matters related to the administration of Victorian Certificate of Education (VCE) assessment is published annually in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx)*.* Updates to matters related to the administration of VCE assessment are published in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx)*.*

VCE History Study Design examination specifications, past examination papers and corresponding examination reports can be accessed at: [www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Australian-History.aspx](http://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Australian-History.aspx)

Graded Distributions for Graded Assessment can be accessed at [www.vcaa.vic.edu.au/administration/research-and-statistics/Pages/SeniorSecondaryCompletion.aspx](http://www.vcaa.vic.edu.au/administration/research-and-statistics/Pages/SeniorSecondaryCompletion.aspx)

Curriculum

Developing a course

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. The areas of study describe the learning context and the knowledge and skills required for the demonstration of each outcome.

All units in VCE History are constructed on the basis of 50 hours class contact time.

Example weekly course outlines are provided in [Appendix 2](#Append2). They are not intended as prescriptions.

Historical thinking

Specific historical thinking concepts that underpin the treatment of key knowledge and skills are outlined in the [Characteristics](http://www.vcaa.vic.edu.au/Documents/vce/history/HistorySD-2016.pdf#page=10) of the study on page 10 of the VCE History Study Design. Teachers are advised to explicitly teach the skills that characterise historical thinking. These include: ask historical questions, establish historical significance, use sources as evidence, identify continuity and change, analyse cause and consequence, explore historical perspectives, examine ethical dimensions of history and construct historical arguments. These skills should shape the teaching program and assessment and should not be taught in isolation. They should inform students’ historical inquiry. A single assessment should provide the opportunity for students to demonstrate understanding and application of more than one skill.

Ask historical questions

At the core of historical inquiry is the ability to ask questions about the past. These should be drawn from the key concepts relating to the knowledge and skills which underpin the outcome statements. Teachers are advised to encourage students to examine the questions framing each area of study by asking: What type of question is it? What type of thinking is involved in this question? What is this question asking you to think about? What focus questions do you need to ask to help explain, analyse and evaluate key knowledge? What questions do you need to ask when exploring the outcome?

A good historical question could include the following components:

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of thinking** | **Type of question** | **Historical thinking concepts** | **Key knowledge** |
| Identify  Describe  Explain  Analyse  Evaluate | Who... ?  What... ?  When...?  Where... ?  How... ?  Why... ? | Significance  Evidence  Continuity and  change  Cause and  consequence  Perspectives  Ethical dimensions  Historical arguments | Use key knowledge from the Study Design when contextualising a question. |

Historical questions could include: What caused the expansion of New Kingdom Egypt? What were the perspectives of the coloniser and the indigenous peoples in North America? Who significantly contributed to change during the Enlightenment? What were the consequences of post-World War One reparations for Germany? How did the Bauhaus movement influence cultural change? What were the consequences of the Boston Massacre? Why did Mao Zedong introduce the Great Leap Forward? How did the anti-war movement change attitudes to international involvement in the Vietnam War? Who significantly contributed to changing attitudes towards Australian immigration policy? How did differing conceptions of identity within American settler societies affect their actions and choices during the American War of Independence?

Establish historical significance

Ascribing historical significance involves applying evaluative judgments about the past. To establish the historical significance of an event, an idea, an individual or a group, students should use questions or criteria to construct an evidence-based historical argument. When making an evaluative judgment, students could ask questions such as:

* How important was it to people who lived at that time?
* How many people were affected?
* To what extent were people’s lives changed?
* What does it reveal about the period?
* How long lasting were the consequences?
* Can the consequences still be felt today?
* What is its legacy?

Establishing historical significance often requires the application of other historical thinking skills. For example, the question: What were the most significant causes of the American Revolution? requires students to identify and analyse multiple causes, organise them into the conditional factors (social, cultural, historical, economic, environmental, political causes), use questions or criteria to judge, and draw on multiple sources of evidence to construct their historical arguments, establishing the most significant. This is an example of using multiple historical skills to engage students’ historical thinking.

Use sources as evidence

Developing historical thinking requires students to apply the historian’s method of interrogating and corroborating sources so that they can be used as evidence when constructing historical inquiry.

Primary sources are the building blocks of historical thinking and are fundamental to students’ understanding and interpretation of the past. They are created at the time of the event or shortly afterwards and may be visual, written, audio, audiovisual and artefacts. Secondary sources, such as textbooks or historical interpretations made by historians or commentators, often draw on primary sources to present an argument or interpretation of the past. Students should be encouraged to find, collect, select and evaluate the significance of sources to illuminate the historical questions they ask.

Just as they ask historical questions, students should ask questions of sources, such as: What type of source is it? Who wrote or created it? When and where and who was the intended audience? This can be followed by questions that contextualise the source in a time and place: When and where was it written? What was happening at the time of creation? What events are described in the source? Who is represented? How might the events or conditions at the time in which the document was created affect its content? Teachers are advised to teach students to read sources not only as a means of finding information, or ‘proof’ or evidence for an argument, but also to investigate the language and meaning in the context in which they were created.

Students should also read sources closely, asking questions about literal and symbolic elements, and considering questions such as: What claims does the author make? and How does the author use language, words, symbols, gestures, colours to persuade the audience? Students can then pose questions about the purpose, accuracy and reliability of sources: What is the author’s perspective or intention? What claims is the author making? Why did they create it? Can the source be corroborated by other sources? What do other sources say? Do they agree or contradict this source? Is it an accurate representation? Is it a reliable source? Why or why not? Corroborating sources is an important skill for developing historical thinking. It is advised that students use multiple sources when drawing on key knowledge or constructing arguments; for example, an assessment task could include a primary visual, primary written, and two contrasting historical interpretations.

Identify continuity and change

Developing students’ ability to make judgments and construct arguments about the past requires developing the ability to identify when change occurred or when things continued unchanged, as well as causes of change. Students’ ability to make sense of the past requires discerning patterns, such as the ability to place events in chronological order and to understand the sequence and order of events as a process of change. Students can link causation and turning points to the moments of change in direction, change in pace and depth of change.

To identify and then construct arguments about continuity and change, students should understand the key knowledge, events, ideas, individuals, movements and turning points. The use of narratives and timelines as a starting point helps support students’ understanding of the sequence of events. When exploring, for example, how the storming of the Bastille changed the political conditions in France, students could discuss questions such as: How would you describe the changes? How did X event change Y? What changed most? Least? Why did some things change while others stayed the same? Did the changes improve things or did they make things worse? What do historians X and Y identify as the most significant change? Turning points are a useful way of identifying change; for example, students should think about an event such as the October Revolution 1917 as a turning point. Students should be able to identify the type of change and whether, for example, it was social, cultural, economic, environmental, political, and/or technological.

When evaluating the impacts of change, students should think about: What was the direction of change (progress, decline, erosion of conditions)? What was the quality of change, were things better or worse? What was the rate or speed of change? What was the impact of change? Exploring questions like these allows students to understand that continuity and change are multifaceted and involve ongoing processes that have a variety or patterns and speeds.

Analyse cause and consequence

Students are required to identify chains of cause and consequence, to identify turning points and explore how and why things happened in the past. In so doing, they should be able to identify many different kinds of causes, including social, political, economic, short-term catalysts and long-term trends, and immediate and underlying causes. They should also be able to organise causes and consequences using chronology and to examine the role of individuals and movements in shaping, promoting and resisting change. It is advised that teachers avoid suggesting an event was inevitable because of a series of causes and that they encourage reflection on the unpredictability of events by asking 'What if…' questions that encourage students to develop analytical and evaluative thinking.

Narratives are a good starting point for identifying significant causes. Students should use timelines to map and organise events, people, ideas, movements and turning points to identify links between causes and consequences and to distinguish between long term (trends) and short term (triggers) causes of events. Listing causes or consequences and grouping them according to conditional factors can help support analytical thinking. When evaluating the most significant cause, it is helpful to ask students to rank causes or consequences and to use questions (outlined above under ‘Establish historical significance’) to justify their choice.

Getting students to identify causes or consequences that were intended and unintended can be useful discussion points. Using graphic organisers such as concept maps, causal spider webs, fishbone or ripple effect charts are useful in the organisation of thinking. Students could use a selection of primary sources, organising them in chronological order in relation to causes and annotating how each piece of evidence triggered the next event or cause. Students should also use multiple primary sources or historical interpretations as a way of identifying causation or corroborating consequences. Students’ understanding of causation allows them to construct evidence-based arguments.

Explore historical perspectives

Exploring historical perspectives requires students to consider the mindsets of historical actors and to understand how context shaped the ways they saw and acted in the world. It involves the identification and description of the viewpoints of witnesses to dramatic events who experienced the consequences or lived with their changes. It invites students to consider, for example, what it was like for someone who was a member of the Red Guard during the Cultural Revolution, or who lived in ancient Egypt, Greece or Rome, or how ordinary people’s lives were affected by the Enlightenment or Scientific Revolution, or what it was like to be a slave in the American colonies, or why boys and girls joined the Hitler Youth. It is advised that in exploring historical perspectives, teachers also explore with students the risks of imposing contemporary experiences onto historical actors and of making assumptions that they know how people in the past thought or felt.

Student’s exploration of historical perspectives is grounded in close reading of a range of historical sources and making inferences about the ideas, values and beliefs of historical actors, their thoughts and feelings or reasons for action. Using historical sources to make inferences allows students to value the role of human actions in contributing to historical causes, the consequences they have for individuals or groups within society and the changes brought to their everyday lives.

Students should be encouraged to engage with multiple and if possible contradictory perspectives. People in the past may have seen and interpreted events differently from different perspectives. Students could also explore the silent voices of the past such as Indigenous and Torres Strait Islander peoples, the illiterate, or women, to provide a rich narrative and inquiry. This allows students to critically challenge or corroborate sources and to assess their reliability. Constructing arguments about the experiences of those in the past must be grounded in evidence-based arguments drawn from historical sources.

Examine ethical dimensions of history

As students develop understanding of people in the past, their actions and their intended and unintended consequences, they may begin to make ethical judgments about the beliefs, values and attitudes of historical actors. The making of implicit or explicit judgments can be problematic and teachers are advised to remind students not to impose contemporary moral standards upon the actions of those in the past, and to understand that it is too simplistic to label actions as right or wrong or reduce historical individuals to 'goodies' or 'baddies'. Often people in the past acted according to different moral frameworks and understanding this context can allow students to make informed judgments. Students who can make informed ethical judgments of the actions of those in the past can better explain and evaluate the consequences of those events, how people responded and the changes brought to society.

It is advised that students engage in close reading of sources, narratives and historical interpretations and ask questions about the implicitly and explicitly expressed beliefs, values and attitudes of the author and about the audience and purpose of the source. Exploring the context that informed the actions of people in the past should help students understand the ethical dimensions of history.

Construct historical arguments

Developing well-supported arguments is the culmination of historical inquiry. Students’ arguments should be based on the questions asked, the establishment of historical significance, the use of sources as evidence, identification of continuity and change, the analysis of cause and consequence, the exploration of historical perspectives and the examination of ethical dimensions of history. Students should develop their own narratives and historical interpretations about the past which demonstrate understanding of key knowledge and key skills of the outcomes. Constructing an argument is a creative process grounded in and restrained by source-based evidence. It is through this creative and communicative process that students demonstrate historical understanding.

Employability skills

The VCE History study provides students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities.

The nationally agreed employability skills are: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning.

The [table](#EmployabilitySkills) links those facets that may be understood and applied in a school or non-employment related setting, to the types of assessment commonly undertaken within the VCE study.

Resources

A list of [resources](http://www.vcaa.vic.edu.au/Pages/vce/studies/history/aushistory/aushistoryindex.aspx) is published online on the VCAA website and is updated annually. The list includes teaching, learning and assessment resources such as texts, websites and films and documentaries.

Assessment

Assessment is an integral part of teaching and learning. At the senior secondary level it:

* identifies opportunities for further learning
* describes student achievement
* articulates and maintains standards
* provides the basis for the award of a certificate.

As part of VCE studies, assessment tasks enable:

* the demonstration of the achievement of an outcome or set of outcomes for satisfactory completion of a unit
* judgment and reporting of a level of achievement for school-based assessments at Units 3 and 4.

The following are the principles that underpin all VCE assessment practices. These are extracted from the [VCAA *Principles and procedures for the development and review of VCE Studies*](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx) published on the [VCAA website](https://www.vcaa.vic.edu.au/Pages/HomePage.aspx).

|  |  |
| --- | --- |
| **VCE assessment will be valid** | This means that it will enable judgments to be made about demonstration of the outcomes and levels of achievement on assessment tasks fairly, in a balanced way and without adverse effects on the curriculum or for the education system. The overarching concept of validity is elaborated as follows. |
| **VCE assessment should be fair and reasonable** | Assessment should be acceptable to stakeholders including students, schools, government and the community. The system for assessing the progress and  achievement of students must be accessible, effective, equitable, reasonable  and transparent.  The curriculum content to be assessed must be explicitly described to teachers in each study design and related VCAA documents. Assessment instruments should not assess learning that is outside the scope of a study design.  Each assessment instrument (for example, examination, assignment, test, project, practical, oral, performance, portfolio, presentation or observational schedule) should  give students clear instructions. It should be administered under conditions (degree of supervision, access to resources, notice and duration) that are substantially the same  for all students undertaking that assessment.  Authentication and school moderation of assessment and the processes of external review and statistical moderation are to ensure that assessment results are fair and comparable across the student cohort for that study. |
| **VCE assessment should be equitable** | Assessment instruments should neither privilege nor disadvantage certain groups of students or exclude others on the basis of gender, culture, linguistic background, physical disability, socioeconomic status and geographical location.  Assessment instruments should be designed so that, under the same or similar conditions, they provide consistent information about student performance. This may be the case when, for example, alternatives are offered at the same time for assessment of an outcome (which could be based on a choice of context) or at a different time due to a student’s absence. |
| **VCE assessment will be balanced** | The set of assessment instruments used in a VCE study will be designed to provide a range of opportunities for a student to demonstrate in different contexts and modes the knowledge, skills, understanding and capacities set out in the curriculum. This assessment will also provide the opportunity for students to demonstrate different levels of achievement specified by suitable criteria, descriptors, rubrics or marking schemes.  Judgment about student level of achievement should be based on the results from a variety of practical and theoretical situations and contexts relevant to a study. Students may be required to respond in written, oral, performance, product, folio, multimedia or other suitable modes as applicable to the distinctive nature of a study or group of related studies. |

|  |  |
| --- | --- |
| **VCE assessment will be efficient** | The minimum number of assessments for teachers and assessors to make a robust judgment about each student’s progress and learning will be set out in the study design. Each assessment instrument must balance the demands of precision with those of efficiency. Assessment should not generate workload and/or stress that unduly diminish the performance of students under fair and reasonable circumstances. |

Scope of tasks

For Units 3 and 4 in all VCE studies assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Points to consider in developing an assessment task:

1. List the key knowledge and key skills.
2. Choose the assessment task where there is a range of options listed in the study design. It is possible for students in the same class to undertake different options; however, teachers must ensure that the tasks are comparable in scope and demand.
3. Identify the qualities and characteristics that you are looking for in a student response and design the criteria and a marking scheme
4. Identify the nature and sequence of teaching and learning activities to cover the key knowledge and key skills outlined in the study design and provide for different learning styles.
5. Decide the most appropriate time to set the task, and the most appropriate order of the tasks. This decision is the result of several considerations including:

* the estimated time it will take to cover the key knowledge and key skills for the outcome
* the possible need to provide a practice, indicative task
* the likely length of time required for students to complete the task
* when tasks are being conducted in other studies and the workload implications for students.

Units 3 and 4

The VCAA supervises the assessment for levels of achievement of all students undertaking Units 3 and 4.

There are two main forms of school based assessment: School-assessed Coursework (SAC) and in some studies, the School-assessed Task (SAT).

|  |  |
| --- | --- |
| School–assessed Coursework | A SAC is selected from the prescribed list of assessment tasks designated for that outcome in the study design. A mark allocation is prescribed for each SAC. Teachers may develop their own marking schemes and rubrics or may use the [performance descriptors](#PerformDescript).  The [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) provides more detailed information about School-assessed Coursework. |
| School-assessed Task | A SAT is a mandated task prescribed in the study design. The SAT is assessed using prescribed assessment criteria and accompanying performance descriptors published annually on the relevant study page on the [VCAA website](https://www.vcaa.vic.edu.au/Pages/HomePage.aspx). Notification of their publication is given in the February [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). Teachers will provide to the VCAA a score against each criterion that represents an assessment of the student’s level of performance. Details of authentication requirements and administrative arrangements for School-assessed Tasks are published annually in the current year’s [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx). |

In VCE History the student’s level of achievement will be determined by School-assessed Coursework and an end-of-year examination. The VCAA will report the student’s level of performance as a grade from A+ to E or UG (ungraded) for each of three Graded Assessment components: Unit 3 School-assessed Coursework, Unit 4 School-assessed Coursework and the end-of-year examination.

In Units 3 and 4 school-based assessment provides the VCAA with two judgements:

S (satisfactory) or N (not satisfactory) for each outcome and for the unit; and levels of achievement determined through specified assessment tasks prescribed for each outcome.

School-assessed Coursework provides teachers with the opportunity to:

* select from the designated assessment task/s in the study design
* develop and administer their own assessment program for their students
* monitor the progress and work of their students
* provide important feedback to the student
* gather information about the teaching program.

Teachers should design an assessment task that is representative of the content (key knowledge and key skills underpinning the outcome) and allows students the opportunity to demonstrate the highest level of performance. It is important that students know what is expected of them in an assessment task. This means providing students with advice about the outcome’s key knowledge and key skills to be assessed. Students should know in advance how and when they are going to be assessed and the conditions under which they will be assessed.

Assessment tasks should be part of the teaching and learning program. For each assessment task students should be provided with the:

* type of assessment task as listed in the study design and approximate date for completion
* time allowed for the task
* allocation of marks
* nature of any materials they can utilise when completing the task
* information about the relationship between the task and learning activities should also be provided as appropriate

Following an assessment task:

* teachers can use the performance of their students to evaluate the teaching and learning program
* a topic may need to be carefully revised prior to the end of the unit to ensure students fully understand the key knowledge and key skills required in preparation for the examination
* feedback provides students with important advice about which aspect or aspects of the key knowledge they need to learn and in which key skills they need more practice.

Authentication

Teachers should have in place strategies for ensuring that work submitted for assessment is the student’s own. Where aspects of tasks for school-based assessment are completed outside class time teachers must monitor and record each student’s progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records. The teacher may consider it appropriate to ask the student to demonstrate his/her understanding of the task at the time of submission of the work.

If any part of the work cannot be authenticated, then the matter should be dealt with as a breach of rules. To reduce the possibility of authentication problems arising, or being difficult to resolve, the following strategies are useful:

* Ensure that tasks are kept secure prior to administration, to avoid unauthorised release to students and compromising the assessment. They should not be sent by mail or electronically without due care.
* Ensure that a significant amount of classroom time is spent on the task so that the teacher is familiar with each student’s work and can regularly monitor and discuss aspects of the work with the student.
* Ensure that students document the specific development stages of work, starting with an early part of the task such as topic choice, list of resources and/or preliminary research.
* Filing of copies of each student’s work at given stages in its development.
* Regular rotation of topics from year to year to ensure that students are unable to use student work from the previous year.
* Where there is more than one class of a particular study in the school, the VCAA expects the school to apply internal moderation/cross-marking procedures to ensure consistency of assessment between teachers. Teachers are advised to apply the same approach to authentication and record-keeping, as cross-marking sometimes reveals possible breaches of authentication. Early liaison on topics, and sharing of draft student work between teachers, enables earlier identification of possible authentication problems and the implementation of appropriate action.
* Encourage students to acknowledge tutors, if they have them, and to discuss and show the work done with tutors. Ideally, liaison between the class teacher and the tutor can provide the maximum benefit for the student and ensure that the tutor is aware of the authentication requirements. Similar advice applies if students receive regular help from a family member.

Learning activities

Unit 3: Transformations: Colonial society to nation

|  |  |
| --- | --- |
| **Area of Study 1: The reshaping of Port Phillip District/Victoria, 1834–1860** | |
| **Outcome 1**: | **Examples of learning activities** |
| Analyse the nature of change in the Port Phillip District/ Victoria in the period  1834–1860. | * develop a Venn diagram to analyse primary and secondary source documents that provide perspectives on Indigenous and non-Indigenous attitudes to land * undertake a study of the bounty ship, the ‘Ward Chapman’, to create a demographic profile of those who came to the Port Phillip District through assisted immigration * undertake a historical inquiry to write a report, exploring the extent to which Aboriginal individuals and communities adapted to British settlement; in the report provide specific examples from the time * using selected Letters from Victorian Pioneers (see https://archive.org/details/lettersfromvicto00publiala) and other primary source material, investigate the varying relationships that developed between British settlers and Indigenous people; in groups create graphic organisers to provide examples of positive and negative relationships * using primary sources and historical interpretations, record a number of statements about the demographic and political consequences of the gold rushes for those living in the Port Phillip District/Victoria up to 1860; findings could be presented in a table |

|  |
| --- |
| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **PRIMARY SOURCE ANALYSIS**  **Bus stop**  In groups, students visit a number of ‘bus stops’, which have been created in the classroom. At each bus stop students study a different primary or secondary source.  Using evidence from the sources, each group develops a Venn diagram to compare and contrast values and attitudes about land. Based on the diagram, students draw conclusions about the similarities and differences between the attitudes of British settlers and Indigenous peoples towards land. They then develop hypotheses about the way these attitudes may have affected individuals and communities.  The group then reports back to the class with a range of hypotheses about how the differing uses and values may have affected individuals and communities.  The resources used at the bus stops could include:  **Source 1:**  *Drawing of native women getting tambourer roots*, J.H. Wedge, 1835 (Available online: Australian National Botanic Gardens website, [www.anbg.gov.au/aborig.s.e.aust/roots.bulbs.html](http://www.anbg.gov.au/aborig.s.e.aust/roots.bulbs.html))  **Source 2:**  *Natives chasing game*, Eugene von Guerard, 1854 (Available online: National Library of Australia, <http://catalogue.nla.gov.au/Record/1874055>)  **Source 3:**  A landscape painting of Melbourne after British settlement; for example, *Princes Bridge* by Henry Gritten, 1856 (Available online: National Gallery of Victoria [www.ngv.vic.gov.au/explore/collection/artist/1884/](http://www.ngv.vic.gov.au/explore/collection/artist/1884/))  **Source 4:**  **The Biggest Estate on Earth**  The chief ally was fire. Today almost everyone accepts that in 1788 people burnt random patches to hunt or lure game. In fact this was no haphazard mosaic making, but a planned, precise, fine-grained local caring. Random fire simply moves people’s guesses about game around the country. Effective burning, on the other hand must be predictable. People needed to burn and not burn, ad to plan and space fires appropriately. Of course how a pattern was made varied according to terrain and climate: heath, rainforest and Spinifex each require different fire. Yet in each the several purposes of fire remained essentially the same. A plant needs fire to seed, an animal likes a forest edge, a man wants to make a clearing.  Explanation of the Aboriginal practice of planned burning of land in Bill Gammage, 2011, *The Biggest Estate on Earth: How Aborigines made Australia*, Allen & Unwin, Sydney, p.2.  **Source 5:**  **Port Phillip Prospects**  The question comes to this: which has the better right – the savage, born in a country, which he runs over, but can scarcely be said to occupy, the representatives of a race, which for ages have left unimproved the splendid domains spread out before them, as if to tempt their industry, but of which they may be deemed to have refused the possession; or, the civilized man, who comes to introduce into this unimproved and, hitherto, unproductive country, the industry which supports life, and the arts which adorn it, who will render it capable of maintaining millions of human beings more clearly in that position, which it was intended that men should hold in the scale of creation? I conceive that the original right, whatever it may have been, which the savage possessed, that right, by his lackes [sic], he has forfeited. The Commission to 'go forth and replenish the earth, and possess it', implies something more than the mere obtaining a precarious subsistence from the casual bounty of nature; the thorn and the briar were to be uprooted, and the herb yielding food to be planted in its place... The duties the savage has for centuries neglected, and thus, in my mind, abandoned his inheritance...  If the white man had a right to occupy the country, the native, by opposing no vain resistance to his doing so, acquires no fresh rights; and the indulgence which he is entitled to at the hands of civilized man, is that of an ignorant, and therefore weak being, from one superior to him in knowledge and power, and not as an equivalent for any property that he has given up, or any rights that he has surrendered.  Charles Griffith, *The Present State and Prospects of the Port Phillip District of New South Wales*, William Curry Jun and co., Dublin, 1845, pp. 169, 171. (Available in digital copy online.)  **Source 6:**  I landed the cattle and sheep, and found everything progressing in a way beyond my most sanguine expectations; so favourable are the soil and climate to vegetation that we found the people well supplied with vegetables of the finest growth and quality, the produce of seeds sown only about ten weeks before, and they were able to supply the ship with potatoes and a variety of other vegetables for our return voyage. The wheat was looking most luxuriant, the people all well satisfied, and not one wishing to return. The country affords them an abundant supply of fish and wild fowl, and as regards the stock, all which were taken there ten or twelve weeks since had improved beyond description; and incredible as it may appear, the change for the better, which took place in the condition of the stock taken down by me, during the four or five days I remained, was so great that I must myself have witnessed it to have believed it.  John Batman to Colonial Secretary of Van Diemen’s Land, 30 November 1835, in James Boyce, 2011, *1835:* *The Founding of Melbourne & the Conquest of Australia,* Black Inc., Melbourne, page 85.  **Source 7:**  Extracts from: *Indigenous Cultural Heritage and History within the Metropolitan Melbourne Investigation Area*,  Dr Shaun Canning and Dr Frances Thiele, February 2010, *A report to the Victorian Environmental Assessment Council* (available online). |

|  |  |
| --- | --- |
| **Area of Study 2: Making a people and a nation 1890–1920** | |
| **Outcome 2**: | **Examples of learning activities** |
| Analyse the visions and actions that shaped the new nation from 1890 to 1920, and the changes and continuities to these visions that resulted from participation in World War One. | * create an annotated timeline identifying the events, people and visions that encouraged the formation of Australia as a federation between 1890 and 1901; for each entry: * explain how the event, people or vision shaped the new nation * provide a quotation from either a primary source or a historical interpretation that provides an interpretation of the influence of the event, people or vision on the formation of Australia as a Federation * comment on the significance of the event, people or vision * write an essay on the following topic: ‘To what extent was Australian society dominated by wealthy, white British males in the period 1890–1901?’; the essay should consider: * the idealisation of the bush worker (drawing on the literature of *The Bulletin*, for example Lawson’s poems ‘The Fire at Ross’ Farm’ and ‘Shearers’, and the art of the Heidelberg School, such as Tom Roberts’ ‘Shearing the Rams’, ‘The Golden Fleece’ or ‘A break away’) * the contrast between these views and those of the Imperial Federation League and the Australian Natives Association * the political and legal status of Aborigines, women; and the existing State laws regarding non-European immigration * the campaigns of the working class press for a white Australia (Richard White’s *Inventing Australia*, Allen & Unwin 1981, has an excellent chapter on the development of Australian identity at this time) * analyse Tom Roberts’ painting ‘Shearing the Rams’ and write an essay on the following topic: ‘What elements of this painting present the bush worker and the work itself in a positive light?’; the essay should consider: * what the inclusion of the boss in the painting might say about relationships in the bush * how this painting compares to ‘A break away’ and ‘The Golden Fleece’ in their depiction of rural life and work * to what extent Lawson’s poem ‘The fire at Ross’ farm’ complements Roberts’ representation of life in the bush * in groups, research the question: ‘What does the Constitution reveal about Australia in 1901 and the visions that underpinned the new nation?’;each group is allocated one of the main features of the Constitution as it was inaugurated in 1901 and reports on how the Constitution sought to implement particular visions for the new nation * using primary sources and historical interpretations, create a table that identifies three key pieces of legislation from the period 1901–1914; for each source: * identify the main features of the Act and its intentions * explain how the Act related to the visions of ‘White Australia’, ‘workingman’s paradise’ and/or a ‘social laboratory’ * evaluate how successful the Act was in achieving its aims;   alternatively, structure the table according to the three specific visions, with the second column identifying relevant Acts that sought to implement the vision and the third column evaluating the degree of success   * create a table outlining differing Australian responses to the outbreak of war in 1914; for each response, provide an example from a primary source and comment on what it reveals about the way Australians saw themselves and their future * watch a series such as the ABC’s ‘The War That Changed Us’ and create profiles of the individuals featured in the program; examine the ways in which a person was altered by their experience of war; the task could be divided among the class by episode or person to be profiled, with findings to be shared in a class presentation; alternatively, compare the various opinions of the historians who appear on the program: What do they say about how Australian society was altered?; as a class, debate whose point of view is the most valuable or significant * using primary sources, conduct a class debate on whether conscription for overseas service should have been introduced; supplement your debate with posters and images from the time; follow this with another debate on whether conscription created the divisions in Australian society or merely exacerbated divisions already present; this second debate would involve using the conclusions of the table on legislation 1901–14 * compare two documents on opposite sides of the debate: ‘The Blood Vote’ and ‘The Anti’s Creed’ (available online) * write an essay discussing how the war changed the three visions underpinning the new nation and evaluate the significance of these changes; in the essay examine: the political, economic and social changes that occurred over the war years * as a class, discuss and evaluate the contribution of the Anzac legend and Australia’s increased international profile |

|  |
| --- |
| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **THE CONSCRIPTION DEBATE: ‘THE BLOOD VOTE’ AND ‘THE ANTI’S CREED’**  Students need to access and become familiar with the leaflet ‘The Blood Vote’, available from Museum Victoria’s website (<http://museumvictoria.com.au/>), and the leaflet ‘The Anti’s Creed’, available from the Australian War Memorial (AWM) website ([www.awm.gov.au/](http://www.awm.gov.au/)).  Students should examine the different questions that were put to the Australian public at the two plebiscites so as to better understand the context informing the questions of whether there should or should not be conscription.  Students could be given the choice of writing responses to either image, including in the form of a letter to a newspaper at the time or a public speech or similar.  In analysing each document, students need to address the following:   * identify when the leaflet was produced and who produced it * note the key features of each document, including summarising the point of view the leaflet expresses; whether it is for or against conscription for overseas service * consider what religious and/or political views or values underpin the point of view expressed? (For example, is it anti-Catholic?) * comment on the features of the document that would have been most effective and the groups in society they would have most appealed to or most alienated * evaluate the extent to which each document was typical of the conduct of the debate and comment on their possible effect on Australian society and their significance or value in understanding the debate and its consequences.   Students then research other primary sources that contributed to the conscription debate for comparison or contrast (perhaps comparing the campaigns of the 1916 and 1917 plebiscites), developing a sense of how the debate evolved and how it reflected growing divisions in society. |

Unit 4: Transformations: Old certainties and new visions

|  |  |
| --- | --- |
| **Area of Study 1: Crises that tested the nation 1929–1945**  This area of study requires the study of **one** of the crises faced by the nation: The Great Depression (1929–1939) **or** World War Two (1939–1945). | |
| **Outcome 1**: | **Examples of learning activities** |
| Analyse the social, economic and political consequences of a crisis on the nation. | **The Great Depression**   * create a timeline relating to statistics for unemployment in Australia from 1927–1937; focus on: * trends prior to the collapse of the world financial system in 1929 * the decline from 1929 and the gradual recovery after 1932 * unemployment as the key marker of social and economic effects during this time * the uneven recovery process up to 1939;   draw on the timelines to make a judgment about when the crisis was at its peak   * construct a table to compare information on the various political and economic strategies considered by Australian governments over time to counter this crisis, including: the Scullin government’s initial measures, Niemeyer’s recommendations, the Theodore program, the Lang Plan and the Premiers’ Plan; * the table could have four columns with headings: name of plan, general principles, proposed economic benefits, predicted impact on the Australian economy and workers * in groups, prepare case studies based on people living at the time, researching different sections of Australian society to gain an understanding of the effects of this crisis; present the case studies to the wider class group to enable an understanding of the varied experiences of the Great Depression * write an essay analysing the issue of the cohesion or otherwise of Australian society during this crisis; according to some historians economic survival was paramount and consequently there was less energy spent on bringing about political change; the essay could focus on increased membership of the Communist Party of Australia, on the related work of the Unemployed Workers Movement, on the ideas of Jack Lang in NSW and on the groups such as the All For Australia League and the New Guard, led by Eric Campbell |

|  |
| --- |
| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **ANALYSIS OF RESPONSES TO THE CRISIS: THE GREAT DEPRESSION**  Students could view an excerpt from a film such as *Caddie* to understand the precarious situation of some women or the short film *Evictions* (available on uTube), a docu-drama about the evictions and struggles of the Unemployed Workers’ Union in Melbourne.  Based on case studies students draw up a cause-and-effect chart linking the political and economic measures taken by governments to the social responses of various groups, such as the perceived shame of reliance on the ‘Susso’, women finding employment because their pay rate was lower and the effects of this on family life, thwarted ambition through not being able to continue education, eviction, or the threat of eviction, the delay of marriage due to economic uncertainty, the trauma of not knowing when conditions would improve.  The chart could also include examples of support such as neighbours helping each other, schools providing nutrition, the well-off becoming involved in direct charity work such as soup kitchens, tolerant landlords, acts of kindness, the cohesive qualities of sporting events such as supporting the local football team, appreciating the success of Phar Lap, the unity of supporting the Australian Cricket Team in the Ashes. Students could also consider examples of uplifting films of the time, especially musicals, and of simple social occasions such as sing-alongs and local dances.  Resources for this activity could include: the films *Caddie* directed by D. Crombie, and *Evictions* directed by R. Lowenstein (as cited above), and *The Human Face of the Great Depression* (1997) by Michael Cannon, *In and out of work: Personal accounts of the 1930s* (1988, History Institute of Victoria) by D. Potts (ed.), and *Weevils in the Flour* (1978, Hyland House) by W. Lowenstein. |

|  |
| --- |
| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **ANALYSIS OF RESPONSES TO THE CRISIS: WORLD WAR TWO**  Students explore the extent to which World War Two threatened the cohesion of Australian society, focusing on changes in the role of women.  The analysis is divided into three parts:  1. Initial response to ‘business as usual’ policy; encouragement, or otherwise, by women about men volunteering for war; the traditional auxiliary response of women in wartime; general anxiety. This was generally a time of cohesion, except perhaps by those who had suffered badly as a consequence of World War One.  2. The effect on the role of women of Manpower regulations, including large numbers of women now employed in non-traditional work. The threat to cohesion by women seeking a better wage deal, and by those attempting to avoid factory work. The mixed success of the Women’s Land Army. The difficulties faced by women in maintaining the domestic front as a result of increasing lists of rationed goods. The effect on young Australian women and girls of the presence of large numbers of American troops in capital cities and the lack of cohesion in society generated by criticism of women’s behaviour by Australian servicemen and some Churches, and the generally very conservative wider Australian society. The use of mainstream media, such as the *Australian Women’s Weekly*, newsreels to encourage cohesion.  3. The extent to which changes in the role of women during World War Two threatened cohesion. The expectation at the end of the war that women would return to their traditional roles as enlisted men returned: ‘thanks, girls, and goodbye’. Many women were glad to leave their jobs; others were not. The effect of war casualties and war trauma on the family unit. Students could also consider the effect on cohesion for the next generation of women.  Resources for this learning activity could include: *Australian Women at War* (1996, Penguin) by Patsy Adam-Smith; O*n the Homefront: Melbourne in wartime* (1990, Oxford University Press) by Kate Darian-Smith; *Gender and War* (1995, Cambridge University Press), edited by Joy Damousi and Marilyn Lake.  **World War Two**   * create two timelines: the first from 1939 to late 1941/early 1942, and the second from early 1942 to August 1945, plotting the general course of the war, with particular emphasis on Australian involvement * annotate the timelines indicating the responses of the Australian government to the two phases of the war * based on the timelines, write a detailed plan for a response to the topic: ‘Australia entered World War Two because of loyalty to Britain, but stayed in the war because of fear of Japanese invasion’; the plan should include evidence from primary sources and historical interpretations * write an extended to the issues leading Curtin to challenge the British Prime Minister, Winston Churchill over the deployment of Australian troops and the shift towards closer ties to the United States * identify a range of groups of Australian people, such as those engaged in voluntary work, residents from different ethnic and racial backgrounds in military service (for example, soldiers of Aboriginal background), or those in war industries; in groups, prepare a list of questions and research how one of these groups responded to the war crisis; share findings with the class * consider the issue of cohesion in Australian society by focusing on representations of the changes in the role of women. |

|  |  |
| --- | --- |
| **Area of Study 2: Voices for change 1965–2000**  This area of study requires the student to examine **two** changes drawn from: Australia’s involvement in the Vietnam War, Aboriginal land rights, equality for women, new patterns of immigration and/or a global economy. | |
| **Outcome 2**: | **Examples of learning activities** |
| Analyse and evaluate two key social, economic and political changes in late twentieth century Australia. | **Australia’s involvement in the Vietnam War**   * using primary sources from 1965, create a table of the arguments for and against Australian military involvement in the Vietnam War; include statements from politicians from the major parties who debated the decision (for example, Menzies, Hasluck, Calwell), statements from the media (editorials from the major newspapers, letters to the editor, political cartoons) and other groups that were involved (such as the Returned Services League (RSL), the Democratic Labor Party (DLP), Save Our Sons movement (SOS), anti-conscription groups and peace groups) * view the film clip of the Moratorium march on 8 May 1970 from archives, such as those of the ABC or other websites. Consider how the Moratorium Movement was being represented and construct a profile of the Moratorium Movement; identify the individuals involved, the groups they may have represented, the methods of protest they employed and the arguments they put forward; individuals and groups could include: Jim Cairns, Michael Hyde, Jean McLean, Youth Campaign Against Conscription (YCAC), SOS, the Draft Resistors Union (DRU) * explain the notion of the ‘television war’ and explain the impact on public opinion * in groups, research the following events and how/why they led to demands for change: * the Tet offensive * the My Lai massacre * use of napalm * saturation bombing of North Vietnam * present findings in a table identifying the significance of each event in affecting public opinion about the presence of Australian troops in Vietnam * create a second table identifying the various factors that might have influenced government policy * after completing these tables, write a brief commentary evaluating the extent to which the protest movement changed Australian society and the significance of that change   **Aboriginal land rights**   * create an annotated timeline indicating ten key moments from 1770 in the contest for Aboriginal land rights up to and including 1965; this task could be completed by editing a web-based timeline; cite all website and other sources used * create a second timeline indicating key moments in the demands for change regarding Aboriginal land rights from 1965 to 2000; annotate the timeline to indicate what happened and who was involved at each key moment; comment on how significant each moment was in contributing to achieving Aboriginal land rights * complete a case study of Aboriginal and Torres Strait Islander activism such as the 1972 Tent Embassy; identify the individuals involved, the groups they may have represented, the methods of protest they employed and the arguments they put forward; how did the Australian government and public respond to these demands? * complete a case study of Aboriginal activism such as the activist Eddie Mabo; research the life of Eddie Mabo, concentrating on his ten-year court battle for native title rights for the Mer Islanders; identify the methods of protest he employed and the arguments he put forward; how did the government, interest groups and the Australian public respond to Mabo’s claim and the Mabo decision in 1992? * create a table that summarises the governments’ responses to land rights activism; identify the relevant legislation; explain the changes that the legislation was introducing and evaluate the significance of those changes. * hold a class discussion about the most important changes to Aboriginal land rights and evaluating what has been achieved and what has yet to be resolved in terms of Aboriginal land rights   **Equality for women**   * working in groups, find one primary and one secondary source that identifies ways in which women did not have equality with men in the 1960s in relation to employment, control of reproductive health and status within society; present your findings to the class * create an annotated chronology/timeline of key events and publications relating to demands for change by the women’s movement between 1965 and 2000 * using resources from the Internet and library, develop questions and research some of the key individuals; for example, Beatrice Faust, Eva Cox, Germaine Greer, Ann Summers, Wendy Bacon, Eve Mahlab, Ann Jackson, Susan Ryan, groups (such as the Women’s Electoral Lobby) and events in the women’s movement * analyse excerpts of feminist writings/speeches from the period that articulated the demands and expectations of the women’s movement * research examples where demands for change regarding equality for women were seen as a threat to traditional gender roles by both male and female critics such as B.A. Santamaria and Babette Francis and Women who want to be Women (1979); summarise the arguments for and against providing equal rights for women * write an essay on the topic: ‘Members of the Women’s movement came from diverse backgrounds. Do you agree?’ * compare and contrast the responses of Australian governments to the demands of the women’s movement; organise information in table format; synthesise findings in an extended response and evaluate the extent to which government actions and legislation met these demands * hold a class debate on the topic: ‘Change may have been achieved, but women still do not have equality’   **New patterns of immigration**   * create an annotated chronology/timeline of key events and changes relating to patterns of immigration during the period * working individually or in pairs, use resources from the internet and library to research some of the key individuals, groups and events that reflected the changing attitudes to immigration; findings could be presented orally to the class with a supporting PowerPoint presentation or uploaded to a class blog or shared site; cite all sources in a bibliography * analyse excerpts of contrasting views and commentary about Asian immigration from sources such as newspaper editorials and opinion pieces, parliamentary debates, community leaders, speeches from the period * consider the extent to which there was a bipartisan political approach to the issue of Asian immigration; examine the political arguments put forward to justify or reject changes to Australia’s immigration policy and organise the information in table format; synthesise findings in an extended response that evaluates the extent to which change came about by the end of the century, looking at Australia’s population composition   **A global economy**   * create an annotated chronology / timeline of key events and changes relating to the economy that took place between 1965 and 2000 * complete a glossary of key economic terms and concepts such as: floating the dollar, inflation, stagflation tariff, free trade, social wage, economic rationalism * research particular case studies of privatisation or corporatisation such as Qantas, The Commonwealth Serum Laboratory or the Button Car Plan * analyse excerpts of contrasting views and commentary about changes to the global economy from sources such as newspaper editorials and opinion pieces, parliamentary debates, community leaders, speeches from the period that articulated this shift in attitudes to changes in the economy * research particular changes to tariffs, financial deregulation, privatisation; the role of trade unions over the period 1965 to 2000 * watch episodes 1 and 2 of *Making Australia Great: Inside our longest boom* (ABC, 2015, three part series, parts 1 and 2); under the headings: Hawke, Keating and Howard, list key economic changes that were made during the period and the social, economic and political impact of each change |

|  |
| --- |
| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **SOURCE ANALYSIS**  View the film clip of the Moratorium march on 8 May 1970 from archives, such as those of the ABC or other websites. Consider how the Moratorium Movement was being represented:   * What arguments were presented on the placards carried by the protesters? * What impression was given by the behaviour of the crowd? * Give examples of the reporter’s use of language and suggest how it may have shaped the ways people viewed the Moratorium Movement.   Identify the individuals involved in the Moratorium, the groups they may have represented, the methods of protest they employed and the arguments they put forward; individuals and groups could include: Jim Cairns, Michael Hyde, Jean McLean, Youth Campaign Against Conscription (YCAC), SOS, the Draft Resistors Union (DRU).  Find other primary sources which present views on the anti-war movement such as *Reason in revolt: Source documents in Australian radicalism* (available at: [www.reasoninrevolt.net.au/biogs/E000460b.htm](http://www.reasoninrevolt.net.au/biogs/E000460b.htm)).  Compare the film clip version of the Moratorium with other representations, such as some of written accounts in memoirs or secondary sources. Do they confirm or refute the idea that the day was significant in bringing about change?  Compare this Moratorium march with the other two marches in September 1970 and June 1971. How were they different? |

|  |
| --- |
| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **CASE STUDY OF ABORIGINAL ACTIVISM: THE 1972 TENT EMBASSY**  Three or four classes could be devoted to examining the Tent Embassy as an example of Aboriginal demands for land rights. The purpose of beginning this exercise with a consideration of this street protest is to reinforce the long-term causes of the Aboriginal activism expressed in the establishment of the Tent Embassy. This case study could begin with the analysis of a photograph of the protest (a large number of images of the Tent Embassy protest are available online).  Respond to questions about the selected image; for example:   * Who was participating in the protest? What were their motives? * What does the photograph tell you about those who might have supported Aboriginal peoples in their demands for land rights and who might have opposed them? * What banners or posters were used in the march? What impact were these messages likely to have on public opinion? * How does the image depict the marchers?   Using a range of primary sources and historical interpretations, students research individuals involved, the groups they may have represented, the methods of protest they employed and the arguments they put forward. Students then evaluate the significance of the Tent Embassy and the changes that resulted. They respond to the following questions:   * What conclusions can be drawn about the significance of the Tent Embassy? Give reasons for your judgment. In doing so, consider: what changes occurred as a result of the Tent Embassy? * How did the government, interest groups and the Australian public respond to the Embassy? * Are there any viewpoints not represented?   When evaluating the significance of the Tent Embassy, students analyse a variety of appropriate websites and consider the ways in which the website represents demands for Aboriginal land rights. |

|  |
| --- |
| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **INQUIRY TASK**  Choose an individual or a group that demanded change regarding equality for women.  Students should develop questions that investigate:   * the motivations and ideologies of the individual or group * the demands for change regarding equality for women * the arguments advanced in favour of change * the actions taken.   The significance of the individual or group (e.g. how influential were they? Did they achieve change? Did they influence other people?)  Students should use one or more primary sources about or by the individual of group as well as historical interpretations. |

|  |
| --- |
| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **INQUIRY TASK**  Students analyse excerpts of contrasting views and commentary about Asian immigration from sources such as newspaper editorials and opinion pieces, parliamentary debates, community leaders, speeches from the period. From these viewpoints, choose an individual or a group that demanded change regarding immigration, and develop questions which investigate:   * the motivations and ideologies of the individual or group * the demands for change regarding immigration * the arguments advanced in favour of change * the actions taken * the significance of the individual or group (e.g. how influential were they? Did they achieve change? Did they influence other people?).   In their analysis, students should use one or more primary sources about or by the individual or group, as well as historical interpretations. |

|  |
| --- |
| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **INQUIRY TASK**  Students can work in groups. Each group could research one of the areas listed below where key economic change occurred. Groups should present findings and students use these as a basis for creating a chart like the one following.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Nature of change (incl. key dates and policies) | Arguments for change | Arguments against change | Significance of change (social, economic and political) | | Tariff reduction |  |  |  |  | | Financial deregulation |  |  |  |  | | Privatisation of government-owned assets |  |  |  |  | | Role of trade unions |  |  |  |  | |  |  |  |  |  | |

School-assessed Coursework (SAC): Sample approach to developing an assessment task

Unit 3

Outcome 1

Analyse the nature of change in the Port Phillip District/Victoria in the period 1834–1860.

Sample 1

A historical inquiry will be used as a sample approach to this SAC.

Students may select and investigate from one to four inquiry questions or they may develop their own question. They will be given three primary and secondary sources to begin their research and will then draw on at least five other print, visual and/or web-based sources to write their research report.

Inquiry questions include:

1. How did Aboriginal and European understandings about land differ? How did these differences impact on the outcomes for Aboriginal communities after European settlement? In your report you should compare the understandings of Aborigines and British colonisers about land management and ownership, and evaluate the change outcomes for Aboriginal communities of pastoral expansion and the gold rushes.

2. Why did various groups migrate to the Port Phillip District/Victoria and to what extent were their aspirations realised? In your report you should analyse the motivations of pastoralist and non-pastoralist immigrants (bounty and assisted immigrants) and the extent to which their aspirations were achieved.

3. Explain the variety of ways that Aboriginal communities responded to the transformation of their physical and cultural environment? In your report you should evaluate responses to the transformation of Aboriginal communities’ physical and cultural environment.

4. What were the demographic and political consequences in the colony of Victoria resulting from the gold rushes? In your report you should consider the nature of change and the various perspectives of people from the period on the transformation of the colony of Victoria. You should also evaluate historical interpretations of the re-shaping of the colony of Victoria.

General advice

This task should be completed in class over approximately 120–150 minutes. At teacher discretion, students could bring in support notes that may include evidence (facts, quotations, statistics, dates).

The teacher may decide to allocate a preliminary lesson during which students may create their own study notes for use during the completion of the SAC.

Note: The above task and advice is a sample only. Teachers may choose to adapt the conditions under which the SAC will be completed according to the task they select for their students.

Outcome 2

Analyse the visions and actions that shaped the new nation from 1890 to 1920, and the changes and continuities to these visions that resulted from participation in World War One.

Sample 2

An essay will be used as a sample approach to this SAC.

Essay topics

1. ‘Australia’s participation in the Great War saw the optimism, confidence and idealism of the early Commonwealth crippled by grief, debt and division.’

Is this a fair evaluation of the early days of the new nation and the impact of World War One?

2. ‘Australia’s participation in World War One made Australia a more realistic, proud and confident nation, united by the achievements of their soldiers in battle.’

Do you agree with this assessment of the impact of World War One?

3. ‘The First World War changed little in Australian society. The ideas that led to Federation and the achievements of the early Commonwealth have been exaggerated. The war merely exposed the existing divisions of class, race and gender.’

Is this a fair evaluation of the early Commonwealth and the impact of World War One?

General advice

Students will be offered three essay topics one week in advance of the assessment being undertaken in class. They will be required to answer any one of the three topics and will have 60 minutes of writing time to do so.

Students will be permitted to use one A4 page of direct quotations from historical sources, either primary sources or historical interpretations. The source of each quotation must be properly acknowledged on the A4 page that will be submitted with the essay.

Note: The above task and advice is a sample only. Teachers may choose to adapt the conditions under which the SAC will be completed according the task they select for their students.

Unit 4

Outcome 1

Analyse the social, economic and political consequences of a crisis on the nation.

Sample 3

For the purpose of this example an analysis of primary sources will be used.

Selected crisis: World War Two 1939–1945

This assessment task will focus on differing primary sources about the role of women in World War Two and the extent to which changes in the role threatened cohesion in Australian society.

Students will be given two differing images of Australian women in wartime and asked to respond to a series of four questions relating to these images.

Suggested images: one of the many propaganda images used by the Australian government to promote a view that women were happily engaged in heavy farm work or in difficult factory jobs. The second image could be the cover of *The Australian Women’s Weekly* in September 1942 (see website: <http://www.ww2australia.gov.au/allin/leavinghome.html>)

For each image students should consider a range of questions such as:

1. When and where was the image created?

2. Who was the intended audience and what was the purpose?

3. How did the conditions and events of World War Two affect its content?

4. What view of women’s roles and participation in World War Two is represented in the source?

5. What are the features of the source and how are elements such as words, symbols, colour used to convey meaning?

6. Are the two sources in agreement about the role of women in World War Two?

7. Account for the different viewpoints expressed?

8. Does this representation provide a complete view of the responses of women to World War Two and the extent to which cohesion was threatened. In your answer refer to the primary sources and historical interpretations.

General advice

This task could be completed in one or two 55-minute lessons.

At the teacher’s discretion, students could bring in support notes that may include evidence (facts, quotations, statistics, dates) and contrasting historical interpretations.

If time permits the teacher may decide to allocate a preliminary lesson during which students may sight the SAC and create their own study notes for use during the completion of the SAC.

Note: The above task and advice is a sample only. Teachers may choose to adapt the conditions under which the SAC will be completed according the task they select for their students.

Outcome 2

Analyse and evaluate two key social, economic and political changes in late twentieth century Australia.

Sample 4

For the purpose of this example an analysis of primary sources will be used.

Voices for change 1965–2000: Primary source analysis

Part A: Examine two or three primary sources (a combination of visual, audio-visual and written), which reflect voices and opinions about women’s equality and or the Women’s Liberation Movement and women’s equality between 1965 and 2000.

Some examples could include:

* Obituary and image of activist Nancy Anderson dressed as half woman and half man, carrying a placard: ‘I work as a MAN – Get paid as a WOMAN’. (May Day parade 1969) <http://www.smh.com.au/comment/obituaries/committed-to-abolishing-inequality-0121010-27dcg.html>
* Film clip and transcript of comments made by B. A. Santamaria and others on women's liberation 1970s (ABC – 1 minute 22 seconds)
* <http://splash.abc.net.au/media/-/m/29088/reaction-to-women-s-liberation-1970s>
* The End of Equality?’ – Australian women and the Howard Government, Ann Summers, The Pamela Denoon Lecture 2003, [www.annesummers.com.au/denoon.pdf](http://www.annesummers.com.au/denoon.pdf)
* Eva Cox on the women’s movement and WEL, in Conversations with Richard Fidler,

(Podcast - listen from 32 minutes), [www.abc.net.au/local/stories/2014/10/23/4113101.htm](http://www.abc.net.au/local/stories/2014/10/23/4113101.htm)

* Germaine Greer: Quotes from ‘The Female Eunuch’ (1970), [www.abc.net.au/local/stories/2014/10/23/4113101.htm](http://www.abc.net.au/local/stories/2014/10/23/4113101.htm)

Part B: Examine two or three primary sources (a combination of visual, audio-visual and written), which reflect voices and opinions about Asian immigration between 1965 and 2000

Some examples could include:

* Geoffrey Blainey *All for Australia*, 1984 (extracts available online)
* Pauline Hanson’s Maiden speech 1996 (available online as a film clip and transcript)
* Professor Andrew Jakubowicz (available online: Making Multicultural Australia website)
* Reflections on ending the White Australia Policy (Malcolm Fraser), Video Available at: <http://splash.abc.net.au/home#!/media/1245290/reflections-on-ending-the-white-australia-policy>

For each representation in Part A and Part B students could consider a range of questions such as:

* What type of source is it? Who wrote/created it?
* Who was the intended audience and what was the purpose?
* What arguments/ opinions/ points of view are advanced about women’s equality or new patterns of immigration in the representation?
* What does this source reveal about attitudes at the time?
* How does the author attempt to persuade the audience?
* In what ways is this source representative of attitudes to women’s equality or new patterns of immigration at the time? In your response refer to the source and to other voices for and against change.

General advice Part A

This task should be completed in class over approximately 120 minutes. At the teacher’s discretion, students could bring in support notes that may include evidence (facts, quotes, statistics, dates).

If time permits the teacher may decide to allocate a preliminary lesson during which students may sight the SAC and create their own study notes for use during the completion of the SAC.

Note: The above task and advice is a sample only. Teachers may choose to adapt the conditions under which the SAC will be completed according the task they select for their students.

General advice Part B

This task should be completed in class over approximately 120–150 minutes. At the teacher’s discretion, students could bring in support notes that may include evidence (facts, quotes, statistics, dates).

The teacher may decide to allocate a preliminary lesson during which students may create their own study notes for use during the completion of the SAC.

Note: The above task and advice is a sample only. Teachers may choose to adapt the conditions under which the SAC will be completed according the task they select for their students.

For the purpose of this example a historical inquiry will be used.

Sample 5

A historical inquiry: New patterns of immigration

Inquiry task:

Hypothesis: Australia’s White Australia Policy was dismantled for purely pragmatic reasons.

Investigate the reasons underpinning the change in attitude towards the population composition of Australia, from the exclusionary White Australia Policy to a policy of gradual inclusion of non-European and non-white immigrants.

General advice

Students can be given the hypothesis and then in Week 4 write an extended response of 600–800 words that draws on the coursework and their wider research to evaluate the extent to which this statement is accurate.

Information can be organised into categories such as economic, political, social, cultural, humanitarian and ethical reasons. Students should investigate the ideas of a range of individuals and groups such as Sir Hubert Opperman, Al Grasby, the Immigration Reform Group.

Note: The above task and advice is a sample only. Teachers may choose to adapt the conditions under which the SAC will be completed according the task they select for their students.

Performance Descriptors

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Australian History**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
|  | | | | | |
| ***Unit 3***  ***Outcome 1***  ***Analyse the nature of change in the Port Phillip District/ Victoria in the period  1834–1860.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Some identification of Aboriginal and British views of land ownership and management. | Some comparison of Aboriginal and British views of land ownership and management. | Satisfactory detail in a comparison of Aboriginal and British views of land ownership and management. | Very detailed comparison of Aboriginal and British views of land ownership and management. | Comprehensive and detailed comparison of Aboriginal and British views of land ownership and management. |
| Some description of the outcomes for Aboriginal communities of pastoral expansion and the gold rushes and their responses to the transformation of their physical and cultural environment. | Limited analysis and little evaluation of the outcomes for Aboriginal communities of pastoral expansion and the gold rushes and their responses to the transformation of their physical and cultural environment. | Adequate analysis and some evaluation of the outcomes for Aboriginal communities of pastoral expansion and the gold rushes and their responses to the transformation of their physical and cultural environment. | Detailed analysis and some evaluation of the outcomes for Aboriginal communities of pastoral expansion and the gold rushes and their responses to the transformation of their physical and cultural environment. | Thorough analysis and evaluation of the outcomes for Aboriginal communities of pastoral expansion and the gold rushes and their responses to the transformation of their physical and cultural environment. |
| Limited description of the motivations of non-pastoralist immigrants and the extent to which their aspirations were achieved. | Limited analysis of the motivations of non-pastoralist immigrants and the extent to which their aspirations were achieved. | Satisfactory analysis of the motivations of non-pastoralist immigrants and the extent to which their aspirations were achieved. | Detailed analysis of the motivations of non-pastoralist immigrants and the extent to which their aspirations were achieved. | Sophisticated analysis of the motivations of non-pastoralist immigrants and the extent to which their aspirations were achieved. |
| Very limited analysis of the social and political consequences of the gold rushes. | Partial analysis of the social and political consequences of the gold rushes. | Appropriate analysis of the social and political consequences of the gold rushes. | Detailed analysis of the social and political consequences of the gold rushes. | Critical analysis of the social and political consequences of the gold rushes. |
| Little use of primary sources as evidence to analyse change and/or evaluate perspectives to develop a historical argument. | Some use of primary sources as evidence to analyse change and/or evaluate perspectives to develop a historical argument. | Adequate use of primary sources as evidence to analyse change and/or evaluate perspectives to develop a historical argument. | Detailed use of primary sources as evidence to analyse change and/or evaluate perspectives to develop a historical argument. | Comprehensive use of primary sources as evidence to analyse change and/or evaluate perspectives to develop a historical argument. |
| Little detail on historical interpretations when developing a historical argument. | Some analysis of historical interpretations when developing a historical argument. | Satisfactory analysis and some evaluation of historical interpretations when developing a historical argument. | Careful analysis and detailed evaluation of historical interpretations when developing a historical argument. | Critical analysis and thorough evaluation of historical interpretations when developing a historical argument. |

KEY to marking scale based on the Outcome contributing 50 marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Low 1–10 | Very low 11–20 | Medium 21–30 | High 31–40 | Very high 41–50 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **AUSTRALIAN HISTORY**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
|  | | | | | |
| ***Unit 3***  ***Outcome 2***  ***Analyse the visions and actions that shaped the new nation from 1890 to 1920, and the changes and continuities to these visions that resulted from participation in World War One.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Some identification of the significance of the visions that shaped the new nation up to 1901 and their implementation measures. | Some analysis of the significance of the visions that shaped the new nation up to 1901 and their implementation measures. | Satisfactory analysis of the significance of the visions that shaped the new nation up to 1901 and their implementation measures. | Detailed analysis of the significance of the visions that shaped the new nation up to 1901 and their implementation measures. | Sophisticated analysis of the significance of the visions that shaped the new nation up to 1901 and their implementation measures. |
| Limited identification of the extent to which the visions had become a reality by 1914. | Partial evaluation of the extent to which the visions had become a reality by 1914. | Satisfactory evaluation of the extent to which the visions had become a reality by 1914. | Considered evaluation of the extent to which the visions had become a reality by 1914. | Comprehensive evaluation of the extent to which the visions had become a reality by 1914. |
| Little use of primary sources to analyse the visions Australia held for the new nation and the impact of World War One when developing an argument. | Some use of primary sources to analyse the visions Australia held for the new nation and the impact of World War One when developing an argument. | Adequate use of primary sources to analyse the visions Australia held for the new nation and the impact of World War One when developing an argument. | Detailed use of primary sources to analyse the visions Australia held for the new nation and the impact of World War One when developing an argument. | Thorough use of primary sources to analyse the visions Australia held for the new nation and the impact of World War One when developing an argument. |
| Little evaluation of the perspectives and/or historical interpretations about the changes resulting from Federation and World War One when developing an argument. | Some evaluation of the perspectives and/or historical interpretations about the changes resulting from Federation and World War One when developing an argument. | Adequate evaluation of the perspectives and/or historical interpretations about the changes resulting from Federation and World War One when developing an argument. | Detailed evaluation of the perspectives and/or historical interpretations about the changes resulting from Federation and World War One when developing an argument. | Thorough evaluation of the perspectives and/or historical interpretations about the changes resulting from Federation and World War One when developing an argument. |

KEY to marking scale based on the Outcome contributing 50 marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very Low 1–10 | Low 11–20 | Medium 21–30 | High 31–40 | Very High 41–50 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **AUSTRALIAN HISTORY**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
|  | | | | | |
| ***Unit 4***  ***Outcome 1***  ***Analyse the social, economic and political consequences of a crisis on the nation.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited identification of the causes and consequences of Australia’s involvement in a crisis. | Some analysis of the causes and consequences of Australia’s involvement in a crisis. | Adequate analysis of the causes and consequences of Australia’s involvement in a crisis. | Detailed analysis of the causes and consequences of Australia’s involvement in a crisis. | Sophisticated analysis of the causes and consequences of Australia’s involvement in a crisis. |
| Very limited analysis and evaluation of the responses of the Australian government and people to the crisis and the extent to which it threatened the cohesion of Australian society. | Some analysis and evaluation of the responses of the Australian government and people to the crisis and the extent to which it threatened the cohesion of Australian society. | Satisfactory analysis and evaluation of the responses of the Australian government and people to the crisis and the extent to which it threatened the cohesion of Australian society. | Considered analysis and evaluation of the responses of the Australian government and people to the crisis and the extent to which it threatened the cohesion of Australian society. | Thorough analysis and evaluation of the responses of the Australian government and people to the crisis and the extent to which it threatened the cohesion of Australian society. |
| Some description of the significance of the crisis and the extent the crisis effected continuity and change in the nation. | Little analysis and evaluation of the significance of the crisis and the extent the crisis effected continuity and change in the nation. | Sound analysis and evaluation of the significance of the crisis and the extent the crisis effected continuity and change in the nation. | Thoughtful analysis and evaluation of the significance of the crisis and the extent the crisis effected continuity and change in the nation. | Comprehensive analysis and evaluation of the significance of the crisis and the extent the crisis effected continuity and change in the nation. |
| Little use of primary sources to analyse Australian responses to a crisis and/or perspectives of people from the period when developing an argument. | Some use of primary sources to analyse Australian responses to a crisis and/or perspectives of people from the period when developing an argument. | Satisfactory use of primary sources to analyse Australian responses to a crisis and/or perspectives of people from the period when developing an argument. | Considered use of primary sources to analyse Australian responses to a crisis and/or perspectives of people from the period when developing an argument. | Thorough use of primary sources to analyse Australian responses to a crisis and/or perspectives of people from the period when developing an argument. |
| Little detail of historical interpretations of Australia’s involvement in a crisis when developing a historical argument. | Some analysis of historical interpretations of Australia’s involvement in a crisis when developing a historical argument. | Satisfactory analysis and some evaluation of historical interpretations of Australia’s involvement in a crisis when developing a historical argument. | Careful analysis and detailed evaluation of historical interpretations of Australia’s involvement in a crisis when developing a historical argument. | Critical analysis and thorough evaluation of historical interpretations of Australia’s involvement in a crisis when developing a historical argument. |

KEY to marking scale based on the Outcome contributing 50 marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very Low 1–10 | Low 11–20 | Medium 21–30 | High 31–40 | Very High 41–50 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **AUSTRALIAN HISTORY**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
|  | | | | | |
| ***Unit 4***  ***Outcome 2***  ***Analyse and evaluate two key social, economic and political changes in late twentieth century Australia.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Very little analysis of the demands for and debates about change in late twentieth century Australia. | Some analysis of the demands for and debates about change in late twentieth century Australia. | Adequate analysis of the demands for and debates about change in late twentieth century Australia. | Detailed analysis of the demands for and debates about change in late twentieth century Australia. | Sophisticated analysis of the demands for and debates about change in late twentieth century Australia. |
| Some description of the extent to which significant change was achieved. | Partial evaluation of the extent to which significant change was achieved. | Satisfactory evaluation of the extent to which significant change was achieved. | Detailed evaluation of the extent to which significant change was achieved. | Thorough evaluation of the extent to which significant change was achieved. |
| Some identification of the perspectives of people from the period. | Partial evaluation of the perspectives of people from the period. | Adequate evaluation of the perspectives of people from the period. | Well-developed evaluation of perspectives of people from the period. | Comprehensive evaluation of perspectives of people from the period. |
| Very little use of primary sources as evidence to analyse views and evaluate changes when developing an argument. | Limited use of primary sources as evidence to analyse views and evaluate changes when developing an argument. | Satisfactory use of primary sources as evidence to analyse views and evaluate changes when developing an argument. | Thorough use of primary sources as evidence to analyse views and evaluate changes when developing an argument. | Sophisticated use of primary sources as evidence to analyse views and evaluate changes when developing an argument. |
| Little detail of historical interpretations on change when developing an argument. | Some analysis of historical interpretations on change when developing an argument. | Satisfactory analysis and some evaluation of historical interpretations on change when developing an argument. | Careful analysis and detailed evaluation of historical interpretations on when developing an argument. | Critical analysis and thorough evaluation of historical interpretations on change when developing an argument. |

KEY to marking scale based on the Outcome contributing 40 marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very Low 1–10 | Low 11–20 | Medium 21–30 | High 31–40 | Very High 41–50 |

Appendix 1: Employability skills

|  |  |
| --- | --- |
| **Assessment task** | **Employability skills selected facets** |
| **A historical inquiry** | **Initiative and enterprise** (generating a range of options; being creative) **Planning and organising** (planning the use of resources including time management; collecting, analysing and organising information) **Problem solving** (developing practical solutions; testing assumptions taking the context of data and circumstances into account) **Self-management** (evaluating and monitoring own performance; taking responsibility) **Communication** (listening and understanding; reading independently; writing to the needs of the audience; persuading effectively) |
| **An analysis of primary sources** | **Planning and organising** (collecting, analysing and organising information) **Problem solving** (testing assumptions taking the context of data and circumstances into account) **Communication** (reading independently; writing to the needs of the audience; persuading effectively) |
| **An analysis of historical interpretations** | **Planning and organising** (collecting, analysing and organising information) **Problem solving** (testing assumptions taking the context of data and circumstances into account) **Communication** (reading independently; writing to the needs of the audience; persuading effectively) |
| **An essay** | **Planning and organising** (collecting, analysing and organising information) **Problem solving** (testing assumptions taking the context of data and circumstances into account) **Communication** (reading independently; writing to the needs of the audience; persuading effectively) |

The employability skills are derived from the Employability Skills Framework (*Employability Skills for the Future*, 2002), developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia, and published   
by the (former) Commonwealth Department of Education, Science and Training.

Appendix 2: Examples of a weekly course outline

All units in VCE History are constructed on the basis of 50 hours of class contact time. Consistent with this the following weekly outlines are suggested.

The example weekly course outlines below are provided as guides. They are not intended as prescriptions. Teachers should use these outlines in conjunction with the outcome statements and key knowledge and skills in the study design.

Unit 3: Transformations: Colonial society to nation

Area of Study 1: The reshaping of Port Phillip District/Victoria, 1834–1860

Weeks 1–2

Introduction to the course; overview of areas of study, outcomes and assessment; examine: Traditional Aboriginal land use and management practices and the values underpinning them; British settlers’ understanding and values associated with land usage, including their justification for appropriation of the land of Indigenous peoples; British views towards Aboriginal people; consider non-pastoralist immigrants and their experiences, including bounty and assisted immigrants who were brought to Port Phillip/Victoria to work on pastoral properties.

Weeks 3–4

Aboriginal responses to the pastoral expansion of British settlers/the newcomers, including specific examples of resistance; instances of adaptation such as employment in farm work, native police and the role of Indigenous people on the goldfields and adoption and use of European goods; examples of successful and hostile relationships between white settlers and Indigenous communities; successes in the adaptation and/or retention of cultural practices and values; continuation of ceremonies and inclusion of British settlers in these.

Weeks 5–6

Outcomes for Aboriginal communities of pastoralist expansion, including frontier violence; examples of environmental damage; disease and illness caused by rapid change to diet and lack of immunity; Aboriginal communities movements to British settler-populated areas in line with traditional practices of going to places where food was more accessible; attraction of the Melbourne area throughout the first period of British settlement; displacement and dispossession of land, including forced relocation and evacuation to missions and reserves which led to a loss of cultural practices and servitude.

Weeks 7–8

The demographic and political consequences of the gold rushes; qualities of the aspirational immigrant; digger protests; consequences including the demand for fair taxation, manhood suffrage, the secret ballot, the push for the eight-hour day and reform to unlock the land from the squatters.

Area of Study 2: Making a people and a nation 1890–1920

Weeks 9–10

Overview of the key events, people and ideas that encouraged the movement towards Federation and continued the process of nation building to 1914; comparison of the visions expressed by the Imperial Federation League (IFL), the Australian Natives Association (ANA) and the *Bulletin* magazine; ideas of national consciousness expressed in the Heidelberg School of Art and examples of the literature of the 1890s; the ways in which many Australians were attached to Britain; other movements, ideas and attitudes, including the desire for economic prosperity for all classes and ideas about how that could be achieved; the significance of ideas about race and gender in the years before Federation.

Weeks 11–12

Ideas underpinning visions of ‘White Australia’, ‘workingman’s paradise’ and ‘social laboratory’ and constitutional, legislative and judicial decisions that reflected these visions: The Immigration Restriction Act, the Franchise Act, the Customs Tariff Act, work and welfare legislation; the Harvester Judgement and the idea of the ‘living wage’; the extent to which the legislative program and judicial decisions achieved the three visions under consideration by 1914, including the position of Aborigines, non-British immigrants, women and workingmen’s families.

Weeks 13–14

Brief overview of the responses of Australians to the outbreak of World War One in 1914 and the reasons why Australia went to war; the impact of Australian participation in the war on Australian identity; early economic consequences of the war; the progress of the war 1916–18 and the resulting debates over conscription, including the political, social, economic and religious divisions.

Weeks 15–16

Australian involvement in World War One and how Australian society had been changed by the war experience; casualty rates, the suffering of women and families as a result of the loss of husbands, fathers and breadwinners, the economic costs of the war, and the division between returned servicemen and civilians; how the war affected the early visions of the new nation.

Unit 4: Transformations: Old certainties and new visions

Area of Study 1: Crises that tested the nation 1929–1945

In Area of Study 1 students focus on **one** of the crises faced by the nation: The Great Depression 1929–1939 or World War Two 1939–1945.

The Great Depression 1929–1939

Weeks 1–2

Introduction to the unit; overview of the area of study, outcome and assessment; The Great Depression as a world economic crisis; economic signs in Australia before the Wall Street Crash; the level of Australian debt to Britain and the reliance of the Australian economy on wheat and wool prices; the dilemma facing Australian governments about how to face this crisis; the early response of the Scullin government and the visit to Australia and views of Otto Niemeyer of the Bank of England.

Weeks 3–4

The continuing debate and the proposal of various plans to bolster Australia’s economy, to protect Australia’s reputation and, to an extent, to minimise the economic and social effects on Australian workers; the key measures (expenditure cuts and deflation or economic stimulus) of the Theodore Program, the Premiers’ Plan and the Lang Plan in NSW; government introduction of sustenance welfare and public works programs.

Weeks 5–6

The varied responses of different groups in Australia to the difficulties of the Great Depression; the impact on working class people, such as unemployment, reduced wages, the fear of food shortages and homelessness; the responses of people to evictions and homelessness, and reliance on family, charity and government relief; and the impact on cohesion.

Weeks 7–8

Threats to cohesion of Australian society such as the split in the Labor Party in 1931, creation of the United Australia Party in December 1931, the formation of paramilitary groups, and increased membership of the Communist Party.

**OR**

World War Two 1939–1945

Weeks 1–2

Causes of Australia’s involvement in World War Two; the Government’s assurance of loyalty to Britain and fears of Japanese invasion; the Government’s responses to the war crisis: the mobilisation of troops, the federal government on a war footing, but declaring ‘business as usual’.

Weeks 3–4

Changes in the Australian government’s management of different phases of the war, including changes in strategic alliances and development of closer ties to the United States; the expansion of the role of central government; regulations to support the war effort; the Manpower directorate, the increase in rationing, the movement towards total war.

Weeks 5–6

The way the Australian people responded to the various stages of the war; the involvement of Australian men and women of different ethnic and racial backgrounds in military service, the treatment of enemy aliens, the expanded role of women in military service and in the workforce, the development of war industries and voluntary work and the effect of American troops stationed in Australia.

Weeks 7–8

Consider the way in which the Australian population accepted changes and the extent to which the war threatened the cohesion of Australian society, especially changes in the traditional role of women, the incidence of strike action, and the attitude towards those of non-British origin.

Area of Study 2: Voices for change 1965–2000

In this area of study, students examine **two** changes drawn from: Australia’s involvement in the Vietnam War; Aboriginal land rights; equality for women; new patterns of immigration; and/or a global economy.

Australia’s involvement in the Vietnam War

Weeks 1–2

Overview of the Cold War and the domino theory, and Australia’s security interests linked to Australia’s involvement in the Vietnam War; negative responses to Australia’s involvement, including Labor Party opposition, the formation of anti-war and anti-conscription groups and the key people involved and their arguments; the Moratorium Movement; debates about Australia’s involvement, including: the morality of conscription.

Weeks 3–4

The various factors that contributed to demands for change, including: the human and economic costs of the war, the My Lai massacre, the Tet Offensive, conscription, the role of the media, changing US policy and the moral questions raised by saturation bombing in North Vietnam and the use of napalm; the staged withdrawal of troops and the abolition of conscription at the end of 1972; the extent to which change was achieved by opposition reflected in increasing public opinion and by anti-war groups.

Aboriginal land rights

Weeks 1–2

Brief overview of changes to the political and legal status of Australia’s Indigenous peoples since 1901; the individuals and groups demanding Aboriginal land rights and their methods of protests, including: the ‘Five Point Policy’ formulated by the Aboriginal Tent Embassy, court action, street protests and writings expressing Aboriginal nationalism; debates about Aboriginal land rights, including ideas of indigenous rights and justice and recognition of prior land ownership.

Weeks 3–4

Responses to demands for Aboriginal land rights, including the individuals, groups and interests that resisted these demands; their methods and arguments (including concerns about economic development and the encroachment of individual property rights); the federal legislative and judicial responses, including *The Land Rights (NT) Act 1976*, the Mabo and Wik decisions, the *Native Title Act 1993*, the *Native Title Amendment Act 1998*, and the 1998 Yorta Yorta ruling by the Federal Court; the extent to which the land rights demanded by Australia’s Indigenous peoples had been achieved by 2000.

Equality for women

Weeks 1–2

Overview of the position of women in the mid-1960s in relation to: equal pay, equal status within society, the workforce and the family; control of reproductive health; male and female participation in workforce; the nature of the Women’s Liberation Movement as a decentralised group of grassroots organisations. Key figures in the Australian women’s movement representing a diverse range, including the involvement of Indigenous women, and strategies employed by individuals and groups to advocate for change such as: feminist writings, street demonstrations, lobby groups debates about equality for women, including social justice, equal rights and inclusions in social, political and economic institutions.

Weeks 3–4

Arguments against women’s equality and perceived threat to cohesion and traditional gender roles, such as B.A. Santamaria,Babette Francis and Women who want to be Women (1979); criticism that the women’s movement was dominated by white, middle class women.

Reforms enacted by governments including legislation enshrining equal pay (1969 and 1972), wide-ranging reforms under Whitlam (1972–1975) such as: the Single Mother’s Benefit and the office of Women’s Advisor in 1973,and Parental Leave for Commonwealth employees in 1973; removal of restrictions on oral contraceptives in 1974; ‘no fault’ divorce and the establishment of the Family Court in 1975; examine the Women’s Advisory Council under Fraser (1975–1983), the Affirmative Action Agency and the *Sex Discrimination Act 1984* under Hawke (1983–1991), and evaluate the extent to which change was achieved.

New patterns of immigration

Weeks 1–2

Overview of Australia’s population composition and patterns of immigration in the mid-1960s, including the broad origins of the post-World War Two waves of immigration, and the nature of the White Australia Policy (WAP); concern for Australia’s reputation internationally, including criticism from increasingly important Asian neighbours of the discriminatory policy; resettlement of Indo-Chinese refugees in the Fraser years as a result of Australia’s involvement in the Vietnam War, debates about immigration patterns, and the views about Australia’s humanitarian obligations to take refugees from Indo-China; concerns about the impact of Asian immigrants on Australian wages and working conditions, and disquiet about the scale of Asian immigration and the perceived threat to social cohesion, including the Blainey controversy (1984), and the rise of Pauline Hanson and One Nation (1996).

Weeks 3–4

The extent to which change was achieved, including: changes to the WAP under Holt and Whitlam; bipartisan political support for a non-discriminatory immigration policy (1965), the *Migration Act 1966* which allowed for permanent residency for non-Europeans, the introduction of Multiculturalism in 1973, the *Racial Discrimination Act 1975*, and the setting up of the Australian Refugee Advisory Council; consider the process of determining immigration intake through categories such as: humanitarian, family reunion, business and skilled migration; Australia’s population composition at the end of the twentieth century.

A global economy

Weeks 1–2

Overview of the centralised nature of the Australian economy in the mid-1960s in relation to tariffs, wages, exchange rates, banking controls, government ownership of assets and why there were demands for change; broad overview of the impact of the 1973 OPEC oil crisis and the international recession of 1982 on Australia; concerns about stagflation and its impact on Australian prosperity and standard of living, and about a loss of international competitiveness; criticisms of centralised Australian government economic policy which became known as ‘Economic Rationalism’, and debates about economic change including: globalisation of the economy and Australia’s increasing dependence on the economic ‘health’ of trading partners, the impact of tariff reduction and the high dollar on manufacturing and employment, privatisation of government assets, and the role of trade unions.

Weeks 3–4

The extent to which change was achieved, including: tariff reduction such as the Wool Reserve Price Scheme; financial deregulation from the 1980s, for example the floating of   
the Australian dollar and controls on banks; the management of wage growth from a   
highly centralised system of wage determination through awards to a series of Accords   
to enterprise bargaining to Individual Workplace Agreements; cuts in farm subsidies, and   
the privatisation of government-owned assets, and corporatisation of postal, tele-communications, air, railway and shipping services and privatisation; the increased trade with Asia after Britain joined the European Economic Community and the difficulty of maintaining low-skilled manufacturing in Australia.