

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: 978-1-925264-03-6

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Introduction

The VCE Revolutions *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/revolutions/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/revolutions.aspx](http://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/revolutions.aspx)

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

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcomes in each unit.

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:

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| **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

This 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](#EmploySkills) 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](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/resources) 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).

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| **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. |

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| **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 and4 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. 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).

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| 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](#PerformanceDescriptors).  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

Units 3 and 4

The following activities may be adapted for all four revolutions. Learning activities and extended examples (general and revolution specific) should demonstrate a progression from Unit 3 to Unit 4 in historical understanding and skills.

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| **Area of Study 1: Causes of revolution** | |
| **Outcome 1**: | **Examples of learning activities** |
| Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements. | * create an annotated timeline indicating the people and events that contributed to the outbreak of the revolution; annotations should include: key factual information, explanations of significant turning points, the involvement of key individuals * create a flowchart or annotated diagram indicating the development of revolutionary and reformist ideas in the chosen revolution * take a significant revolutionary idea and/or movement and create a propaganda poster, a speech or dramatised presentation (from a contemporary perspective) that outlines the popular appeal of the revolutionary movement; check feedback on how persuasive this presentation is to a contemporary audience and discuss whether it might have appealed to the intended audience of the time * analyse the contribution of popular movements in mobilising society and challenging the existing order, and consider: the objectives of the group; the skills/attributes of leadership associated with the movement; sources of support; significance and impact of the group in the revolutionary cause * analyse primary sources and historical interpretations to understand better the contribution individuals made to the revolution and the roles they played in the revolution |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **ANALYSING SOURCES AND HISTORICAL INTERPRETATIONS: CAUSES OF REVOLUTION**  1. Provide students with visual representations of a particular aspect of the revolution. For each representation students respond to the following:   * When was the source produced and who created it? * What message does each representation convey? * For each source, identify how the creator used language, words, symbols, gestures, colours and what affect this may have had. * Identify one other source which supports and/or contrasts with the views provided.   2. Students examine a range of visual representations that present different perspectives about the causes of a revolution. Draw up a list of common symbols/elements and identify their significance; for example, what did looming storm clouds symbolise?  3. Select a range of primary sources that relate to the causes of revolution. Consider the following for analysis and discussion:   * What is the origin the source? * What was the purpose of the source? * Who was the intended audience? * What was happening at the time of its creation? * Whose view was presented? * Whose views were not represented? * What ideas, values or beliefs underpin the view presented? * How might the events and conditions at the time affect its content? * Create a table to compare and contrast the views presented in each source. * Using further evidence, summarise the significance of the aspect of the revolution presented in the sources.   4. Provide students with extracts that summarise historical interpretations of particular events that were seen to contribute to the revolution. Use the following to unpack the interpretation:   * Summarise the view presented * What evidence supports this view? * What issues or aspects were omitted or not addressed? * How does the author use language, words, symbols, gestures, colours to persuade the audience to accept their interpretation? * How does this historical interpretation compare and contrast with others? |

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| **Area of Study 2: Consequences of revolution** | |
| **Outcome 2**: | **Examples of learning activities** |
| Analyse the consequences of revolution and evaluate the extent of change brought to society. | * create a concept map that illustrates the challenges and/or opposition faced by the revolutionary government; for each challenge, indicate the outcome and consequence for the new regime * select a significant development and change that came about in the new regime; explain *what* the change and/or development involved, *who* the issue affected, *why* the change occurred and the significant *consequences* of the change; identify evidence from primary sources and historical interpretations that supports the explanation * divide the class into small groups and allocate to each group a significant event which occurred in the new regime: provide a synopsis of the event, list the key individuals or groups involved, identify the key ideas related to the event, and outline the consequences (political, social, economic) of the event * supply two sets of cards; one set should contain key dates relating to either the causes or consequences for the revolution being studied; the second set of cards should contain information relating to a key event which occurred during this period; working either individually or in pairs, match each date with the event; * provide a summary of what occurred for each event and explain the significance of each event in relation to the outbreak of a revolution or the establishment of a new regime * using the social groups listed in the key knowledge, develop a table which summarises the diverse revolutionary experiences for these social groups and changes to the conditions of everyday life * compile a comment bank of quotations by leading revolutionary figures; for each, write a short comment on what each one reveals about their ideological convictions, views on changing society, attitude to opposition, consolidation of power and/or other consequences of revolution * supply two sets of small cards; one set of cards should contain the names of a range of well-known historians for the revolution being studied; the second set of cards should contain an interpretation of an event, individual or movement by each of the historians already provided; work either individually or in pairs to match each view to the historian who expressed it; locate opposing interpretations to those provided and to group views according to ideas, individuals, events and movements * when analysing a particular event, discuss and identify the extent to which the event was shaped by preceding events, the influence of individuals, ideology, and broader movements; these could be summarised in a table or under headings * analyse primary sources and historical interpretations to understand better the consequences of the revolution and they way people were involved or affected by the new regime |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **ANALYSING SOURCES AND HISTORICAL INTERPRETATIONS: CONSEQUENCES OF REVOLUTION**  1. Provide students with visual representations of a particular aspect of the new regime. For each representation students respond to the following:   * When was the source produced and who created it? * What message does each representation convey? * For each source, identify how the creator used language, words, symbols, gestures, colours and what effect this may have had. * Identify one other source which supports and/or contrasts with the views provided.   2. Students examine a range of visual representations that present different perspectives about the consequences of a revolution. Draw up a list of common symbols/elements and identify their significance; for example, what did rays of sunlight symbolise?  3. Select a range of primary sources that relate to the consequences of revolution and/or the new regime. Consider the following for analysis and discussion:   * What is the origin the source? * What was the purpose of the source? * Who was the intended audience? * What was happening at the time of its creation? * Whose view was presented? * Whose views were not represented? * What ideas, values or beliefs underpin the view presented? * How might the events and conditions at the time affect its content? * Create a table to compare and contrast the views presented in each source. * Using further evidence, summarise the significance of the aspect of the revolution and/or new regime presented in the sources.   4. Provide students with extracts that summarise historical interpretations of particular events that were seen as a consequence of the revolution. Use the following to unpack the interpretation:   * Summarise the view presented * What evidence supports this view? * What issues or aspects were omitted or not addressed? * How does the author use language, words, symbols, gestures, colours to persuade the audience to accept their interpretation? * How does this historical interpretation compare and contrast with others?   5. Select a visual representation that depicts people being involved with or affected by a significant aspect of the new regime. Add thought or speech bubbles to show how the people involved experienced the revolutionary society. |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example)**s by revolution** |
| **AMERICA**  **Primary source analysis**  A copy of the engraving based on John Turnbull’s painting ‘The Signing of the Declaration of Independence’ is provided to students (available online). Please cite the source.  This engraving shows not the signing but the presentation of the document on 2 July 1776 to the Continental Congress by the five-man committee who prepared it. The scene is not an accurate representation of the event. It was designed as a composite painting to recognise people’s contribution to independence. It includes most of those who were involved in the decision although some were not actually present at the time the document was presented.  Review the representation as a class and discuss the various symbols and figures in the representation.  Students complete the following:   * Identify two symbols of Britain in the image. * How many members were there in the committee that wrote the Declaration of Independence and who were they? * Referring to the image and your own knowledge, explain the significance of the event depicted. * To what extent does the Declaration of Independence provide a complete explanation of the causes of the revolution?   **FRANCE**  **Analysis of the role of individuals and/or popular movements**  Students choose from the list of significant individuals who contributed to the French revolution: Louis XVI and Marie Antoinette, Duc d’Orléans, Emmanuel Joseph Sieyès, Comte de Mirabeau, Marquis de Lafayette and Camille Desmoulins.  For each individual:   * provide relevant biographical details (five to ten points/facts) * summarise the individual’s political ideology * identify interpretations of the contribution of this individual to the revolution/new regime and of the consequences of this contribution (personal or otherwise) * locate an alternative quotation attributed to the individual and/or about the individual which provides a different perspective * summarise the individual’s role and contribution to the revolution.   Students provide a class presentation and single page handout to the rest of the class.  **RUSSIA**  Draw up a table in which you complete the following:  1. Identify the origin and perspective of each source  2. Make a dot point summary of the information contained about Bloody Sunday  3. Identify significant similarities and differences between each of the sources.  4. Use sources as evidence to organise into casual factors.  Source List:   * Petition prepared for presentation to Nicholas II on January 9th 1905 * Government report on events of 8-9 January 1905 * *Harper's Weekly* featured a cartoon about the Russian Revolution of 1905, July 15, 1905.   Use the information you have collected and further evidence to write an extended response in which you articulate the causes and consequences of Bloody Sunday upon the Tsarist Regime.  **CHINA**  Draw up a table in which you complete the following:  1. Identify the origin and perspective of each source  2. Make a dot point summary about the emerging ideas in China.  3. Identify significant similarities and differences between each of the sources.  4. Use sources as evidence to organise ideas into causal factors.   * ‘Our Final Awakening’, February 1916. Excerpts from Chen Duxiu (Ch'en TuHsiu), * The Three Principles of the People by Sun Yat-sen (1923) * Report on an investigation of the Peasant Movement in Hunan by Mao (March 1923)   Use the information you have collected and further evidence to write an extended response in which you analyse and evaluate how these ideas played a significant role in changing and challenging Chinese society. |

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

Units 3 and 4

Outcome 1

Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

Sample 1

An analysis of primary sources will be used as a sample approach to this SAC.

France

Students should be provided with a range of primary sources relating to the causes and consequences for the leadership of Louis XVI of the Storming of the Bastille.

Some suitable sources could include:

Visual representation: Claude Cholat, ‘The Siege (taking) of the Bastille’, 14 July 1789 (available online)

The British ambassador on the storming of the Bastille (1789) – a report filed on 16 July 1789 (available online at alphahistory.com)

Transcript of *The London Gazette* – Saturday 18 July–Tuesday 21 July 1789 (available online at nationalarchives.gov.uk/education/resources/french-revolution/source-3)

Drawing on the primary sources provided, draw up a table in which you complete the following:

1. Identify the origin and perspective of each source.

2. Make a dot point summary of the information contained about the Storming of the Bastille.

3. Identify significant similarities and differences between each of the sources.

4. Use the information collected and further evidence to write an extended response in which you analyse the causes and consequences of the Storming of the Bastille on the leadership of Louis XVI.

General advice

This task should be completed in class over approximately 120 minutes. At the discretion of the teacher, 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 to the task they select for their students.

Sample 2

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

China

Create an historical inquiry in which you analyse and evaluatethe contribution of an idea, event, individual, and/or popular movement and present your findings.

Some possible topics to choose from include:

* The rise to power of Mao Zedong
* The significance of Sun Yixian’s’ ‘Three Principles of the People’
* The rise to power of Jiang Jieshi
* The Nationalist Decade
* The Chinese Communist Party
* The significance of the Jiangxi Soviet
* The significance of the Long March
* The role of Yan’an in the creation and implementation of Maoism.

As well as choosing a topic for research, you need to formulate a question that will guide your research.

Examples of possible historical inquiry questions include:

* Were the Goumindang able to successfully implement Sun Yixian’s’ ‘Three Principles’?
* What part did propaganda play in the success of the CCP?
* How did the corruption of Jiang Jieshi’s Nationalist Government impact upon its success during the Nationalist Decade?
* What was the significance of the May 4th Movement and the subsequent New Culture Movement in the creation of a new breed of revolutionaries?
* Did the Yan’an period lay the foundation for Maoism?

You will need to compose an introduction and conclusion to your historical inquiry in which you outline your response (contention) to the historical question/s you have framed.

To successfully complete this task, students should:

* Ask historical questions about the consequences of revolution to inform historical inquiry.
* Use a range of primary sources and historical interpretations to support inquiry.
* Ensure the response is central to the inquiry question/s and is the focus of discussion on the consequences of the revolution.
* Provide a logical argument, discussion and analysis in the finished report.

General advice

This task should be completed in class over approximately 180 minutes. At the discretion of the teacher, 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 to the task they select for their students.

Sample 3

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

Russia

Topic one:

The main features of the Bolshevik regime were violence, economic mismanagement and widespread social dissatisfaction. Discuss.

OR

Topic two:

The ultimate aim of the Communist regime was positive: the end of exploitation of man by man. To what extent what this achieved?

General advice

This task should be completed in class over approximately 60 minutes. At the discretion of the teacher, 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.

Teachers may select from a range of ways in which the task could be completed, for example:

* Give the class one topic for all students to complete.
* Provide the students with two topics and allow each student to select one to write upon.
* Release topic dates 24 hours before the completion of the SAC to allow students planning and preparation time.
* Allow students to bring in a page of study notes to assist in the completion of their 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 to the task they select for their students.

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

Sample 1

An analysis of primary sources will be used as a sample approach to this SAC.

America

Articles of Confederation

‘Articles of Confederation and perpetual Union between the states of New Hampshire, Massachusetts-bay Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia.

I. The Stile of this Confederacy shall be ‘The United States of America’.

II. Each state retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this Confederation expressly delegated to the United States …

III. The said States hereby severally enter into a firm league of friendship with each other, for their common defense, the security of their liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them …

V. …each State shall have one vote.

VIII. All charges of war, and all other expenses that shall be incurred for the common defense or general welfare, and allowed by the United States in Congress assembled, shall be defrayed out of a common treasury, which shall be supplied by the several States in proportion to the value of all land within each State …

XIII. Every State shall abide by the determination of the United States in Congress assembled, on all questions … And the Articles of this Confederation shall be inviolably observed by every State, and the Union shall be perpetual; nor shall any alteration at any time hereafter be made in any of them; unless such alteration be agreed to in a Congress of the United States, and be afterwards confirmed by the legislatures of every State.’

In force after ratification by Maryland, 1 March 1781

(Extract from Articles of Confederation: Library of Congress available: [www.loc.gov/rr/program/bib/ourdocs/articles.html](http://www.loc.gov/rr/program/bib/ourdocs/articles.html))

Sample questions based on the extract:

1. What was the purpose of the Articles of Confederation?

2. What did each state retain in this agreement?

3. How much influence did each state have under this agreement?

4. By referring to parts of the representation and using your own knowledge, explain the significance of the Articles of Confederation.

5. Evaluate to what extent this representation provides an accurate representation of the government of the new society.

General advice

This task should be completed in class over approximately 60 minutes.

Teachers may choose to provide students with the topic of the task prior to the SAC or allow students to bring in a page of study notes containing facts, quotes, statistics, dates covering the consequences of the revolution.

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.

Performance Descriptors

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| --- | --- | --- | --- | --- | --- |
| **REVOLUTIONS**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
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| ***Units 3 and 4***  ***Outcome 1***  ***Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Some description of the long-term causes and short-term triggers of revolution. | Some analysis of the long-term causes and short-term triggers of revolution. | Sound analysis of the long-term causes and short-term triggers of revolution. | Detailed analysis of the long term causes and short –term triggers of revolution. | Sophisticated analysis of the long-term causes and short-term triggers of revolution. |
| Some identification of the significance of ideas, events, individuals and popular movements that contributed to the outbreak of revolution. | Some evaluation of the significance of ideas, events, individuals and popular movements that contributed to the outbreak of revolution. | Sound evaluation of the significance of ideas, events, individuals and popular movements that contributed to the outbreak of revolution. | Thoughtful evaluation of the significance of ideas, events, individuals and popular movements that contributed to the outbreak of revolution. | Comprehensive evaluation of the significance of ideas, events, individuals and popular movements that contributed to the outbreak of revolution. |
| Very little analysis of primary sources used as evidence to analyse the causes of revolution when developing an argument. | Some analysis of primary sources used as evidence to analyse the causes of revolution when developing an argument. | Adquate analysis of primary sources used as evidence to analyse the causes of revolution when developing an argument. | Detailed analysis of primary sources used as evidence to analyse the causes of revolution when developing an argument. | Thorough analysis of primary sources used as evidence to analyse the causes of revolution when developing an argument. |
| Little comparison of a range of historical perspectives and/or historical interpretations about the causes of revolution when developing an argument. | Some comparison of a range of historical perspectives and/or historical interpretations about the causes of revolution when developing an argument. | Satisfactory comparison of a range of historical perspectives and/or historical interpretations about the causes of revolution when developing an argument. | Detailed comparison of a range of historical perspectives and/or historical interpretations about the causes of revolution when developing an argument. | Comprehensive comparison of a range of historical perspectives and/or historical interpretations about the causes of revolution when developing an 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 |

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| **REVOLUTIONS**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
|  | | | | | |
| ***Units 3 and 4***  ***Outcome 2***  ***Analyse the consequences of revolution and evaluate the extent of change brought to society.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Some description of the consequences of revolution. | Some analysis of the consequences of revolution. | Sound analysis of the consequences of revolution. | Detailed analysis of the consequences of revolution. | Sophisticated analysis of the consequences of revolution. |
| Some identification of continuity and change in society as a result of revolution. | Some evaluation of continuity and change in society as a result of revolution. | Sound evaluation of continuity and change in society as a result of revolution. | Thoughtful evaluation of continuity and change in society as a result of revolution. | Comprehensive evaluation of continuity and change in society as a result of revolution. |
| Some description of the degree to which revolutionary ideas were achieved or compromised. | Some evaluation of the degree to which revolutionary ideas were achieved or compromised. | Satisfactory evaluation of the degree to which revolutionary ideas were achieved or compromised. | Detailed evaluation of the degree to which revolutionary ideas were achieved or compromised. | Thorough evaluation of the degree to which revolutionary ideas were achieved or compromised. |
| Little analysis of primary sources used as evidence to analyse the consequences of revolution when developing an argument. | Some analysis of primary sources used as evidence to analyse the consequences of revolution when developing an argument. | Adequate analysis of primary sources used as evidence to analyse the consequences of revolution when developing an argument. | Detailed analysis of primary sources used as evidence to analyse the consequences of revolution when developing an argument. | Thorough analysis of primary sources used as evidence to analyse the consequences of revolution when developing an argument. |
| Little comparison of a range of revolutionary experiences and perspectives when developing an argument. | Some comparison of aspects of a range of revolutionary experiences and perspectives when developing an argument. | Satisfactory comparison of a range of revolutionary experiences and perspectives when developing an argument. | Detailed comparison of a range of revolutionary experiences and perspectives when developing an argument. | Comprehensive comparison of a range of revolutionary experiences and perspectives when developing an argument. |
| Very little evaluation of historical interpretations about the significant consequences of revolution when developing an argument. | Partial evaluation of historical interpretations about the significant consequences of revolution when developing an argument. | Satisfactory evaluation of historical interpretations about the significant consequences of revolution when developing an argument. | Detailed evaluation of historical interpretations about the significant consequences of revolution when developing an argument. | Thorough evaluation of historical interpretations about the significant consequences of revolution 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 |

Appendix 1: Employability skills

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| **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 and Unit 4: Revolutions

Teachers select two revolutions to be studied, one for Unit 3 and one for Unit 4 from the following:

* The American revolution of 1776
* The French Revolution of 1789
* The Russian Revolution of October 1917
* The Chinese Revolution of 1949

For the two selected revolutions, both areas of study must be undertaken. Students are expected to demonstrate a progression from Unit 3 to Unit 4 in historical understanding and skills.

The American revolution of 1776

Area of Study 1: Causes of revolution (1754 to 4 July 1776)

Weeks 1–2

Introduction to the course: overview of areas of study, outcomes and assessment; discussion of nature of ‘revolution’; overview of significance of the American Revolution as the first major revolution, revolutionary ideas and language and modern republican government; nature of the pre-revolutionary society and political order: the British Empire and nature of British society in the 18th century – major social, economic and political characteristics; the role of colonies in the Empire and British Mercantilist Policy; ideas coming from the Enlightenment; management of American colonies and development of a large degree of colonial autonomy; French and Indian War and attempts at colonial unification and the role played by Britain in defending her colonies.

Weeks 3–4

British management of new territory in America – *Proclamation Act* (1763), and the British review of its relationship with colonies; at Revenue Acts and colonial reaction to Revenue Acts, popular violence and intimidation; the role of key individuals and the emergence and role of new organisations such as the Sons of Liberty and the Daughters of Liberty, and the role of political pamphlets and new ideology in opposing British authority in the colonies.

Weeks 5–6

Overview of new legislation including the revenue acts and the stationing of British regular troops in colonial Boston to maintain order, the response to British legislation and further refinement of ideology; the conflict in Boston, including the ‘Boston Massacre’, and the role of individuals and groups in encouraging dissent: *Tea Act* 1773 and the Boston Tea Party 1774, the colonial response including the Coercive Acts, and the colonies’ response and widespread support for people of Boston; study the spread of colonial resistance to the existing order and the widespread violence against British officials.

Weeks 7–8

Overview of the First Inter-continental Congress 1774 and consideration of the extent of colonial unification and development of a military capacity; the New England Powder Alarms 1774 and radicalisation of New England rural communities, and the armed opposition to British regular troops, the continued role of individuals and groups in encouraging and promoting dissent and the role of newspapers in promoting rebellion and the Second Inter-continental Congress 1775–76: the Declaration of the Causes and Necessity of Taking Up Arms, creation of a currency, negotiations with France and the examination of the Declaration of Independence.

Area of Study 2: Consequences of revolution (4th July 1776–1789)

Weeks 9–10

The challenges to the new regime: Revolutionary War: New York, Trenton, Saratoga, Valley Forge, Yorktown, and the roles and influence of individuals.

Weeks 11–12

The revolutionary experiences of different social groups such as patriots, women, loyalists, Native Americans and African Americans; the Treaty of Paris 1783, and the revolutionary ideology and iconography (badges, seals and flags) and their meaning; revolutionary government: Articles of Confederation; the post-war experience of Native Americans and westward expansion and the experience of African Americans; economic crisis and the post-war recession and social turmoil.

Weeks13–14

The Annapolis Convention 1786, the Philadelphia Convention 1787: great compromise; the USA Constitution: Republican government, balance of power, state rights, 3/5ths compromise; the roles and influence of individuals and the extent of inclusiveness of different social groups in the Constitution.

Weeks 15–16

The ratification debates: Federalists and Anti-Federalists, State rights and individuals rights; the role of different social groups in the ratification debate, and proposed amendments: Bill of Rights’ first President, and the roles and influence of individuals.

The French revolution of 1789

Area of Study 1: Causes of revolution (1774 to October 1789)

Weeks 1–2

Introduction to the course: overview of areas of study, outcomes and assessment; discussion of nature of ‘revolution’, ‘destruction of an existing political order’ and ‘pervasive change to society’; the impact of geography on France and the decision of the King regarding the location of the centre of power, life in France and the social structure – three Estates, rights and privileges; the imposition of ‘new’ and different taxes, attempts and ideas of economic reform, and France’s situation as a ‘world power’; the military alliance with the American revolutionaries, 1778, and the relationship between Church and monarchy; the ideas that played a significant role in challenging the existing order, and the role of individuals.

Weeks 3–4

Decisions made by Louis XVI regarding appointments and dismissals of comptrollers general Necker’s *Compte Rendu*, and the growing tension and calls for economic reform; the end of involvement in the American War of Independence and subsequent war debt, and the ongoing friction between the monarchy and the *Parlements*, noble privileges and emerging peasant grievances.

Weeks 5-6

The Assembly of Notables and the dismissal of the *Parlement*, the influence of ideas in challenging the existing order, the revolt of the Notables, the response to Necker’s suggestion to increase Third Estate representation, and the increasing critique of privilege; the contribution of movements for constitutional reform, and the impact of the poor harvests, the increasing claims to popular sovereignty and equality challenging the existing order.

Weeks 7–8

The role of Emmanuel Joseph Sieyès in giving voice to the Third Estate, and the increasing production of political pamphlets, and relaxation of censorship laws; elections for, and regulation of, the Estates-General, and the opening of Estates-General at Versailles; popular movements, the collapse of the Estates-General and the taking of the Tennis Court Oath, the King’s decision to order the First and Second Estates to join the National Assembly, the mobilisation of troops around Paris, and the dismissal of Necker.

Area of Study 2: Consequences of revolution October 1789 to 1795

Weeks 9–10

The National Assembly Decree on Church Lands, the reformation of provincial governments, the release of the Assignat and the abolition of all noble ranks and titles; the Civil Constitution of the Clergy, the abolition of *Parlements*, the Oath to the Civil Constitution to the Clergy; at the roles and influence of individuals and the revolutionary experiences of different social and national groups.

Weeks 11–12

The abolition of all guilds and trade monopolies, and restoration of the status and privileges of the King; elections for the Legislative Assembly, the Declaration of Pilnitz, and Ratification of the Constitution of 1791, the abolition of slavery in France, and the convening and passing of orders relating to émigré, civil marriage and divorce and non-juring priests; the dissolution of the Legislative Assembly and formation of the National Convention.

Weeks 13–14

The roles and influence of Danton, Robespierre, Hebert, Marat, Brissot, and the revolutionary experiences of different social and national groups: Sans culottes, Jacobins, Girondins; historical interpretations and perspectives on the execution of King Louis XVI, the uprisings in the Vendee, the establishment of the Committee of Public Safety, the Law of Maximum, the Constitution of Year 1, the Law of Suspects, the execution of Marie Antoinette, the abolition of slavery in all French colonies, the Festival of the Supreme Being, the White Terror, and the repeal of the Law of Maximum.

Weeks 15–16

Efforts to reduce the level of revolutionary war in Europe leading to a series of Peace Treaties, the Bread riots in Paris, the Constitution of 1795, the end of the Thermidorian Convention with the dissolution of the Convention Year 111.

The Russian revolution of October 1917

Area of Study 1: Causes of revolution (1896 to October 1917)

Weeks 1–2

Introduction to the course: overview of areas of study, outcomes and assessment; discussion of the nature of ‘revolution’. Introduction to Tsarist Russia: society, economy, geography, political system; social grievances at start of the twentieth century, and the role of individuals, the formation, ideology and leadership of the Social Democrats, the Russo-Japanese War, Bloody Sunday, and the influence of ideas that played a significant role in challenging the existing order.

Weeks 3–4

The 1905 Revolution and the October Manifesto, and Fundamental laws and *Pyotr Stolypin* (repression and reforms); the role of the Dumas, World War One and its origins, initial reactions, economic impact, significant battles, political developments; the role of individuals: Grigori Rasputin, and the contribution of Tsar Nicholas II and Tsarina Alexandra**;** the influence of significant ideas and the contribution of popular movements.

Weeks 5–6

The development and significance of events in the February Revolution; the consequences of Tsar Nicholas II’s abdication, the establishment of Provisional Government, the Petrograd Soviet and period of the Dual Authority; the ongoing impact of World War One and the April Crisis, and the influence of significant ideas and the contribution of popular movements.

Weeks 7–8

Lenin’s return and his April Theses, the June Offensive, the July Days, and the Kornilov Affair; the decline of Provisional Government prior to October days, and the events of the October Revolution; the roles of individuals and the ongoing influence of ideas.

Area of Study 2: Consequences of revolution October 1917 to 1927

Weeks 9–10

The creation of Sovnarkom, new decrees, immediate challenges post-October; examine the founding of the CHEKA, State Capitalism, the Constituent Assembly, and the ongoing roles and influence of Lenin, Trotsky, Dzerzhinsky, Kollontai, and the ongoing revolutionary experiences of different social groups.

Weeks 11–12

The Treaty of Brest-Litovsk, the Civil War, the Polish-Soviet War and the Treaty of Riga; the Red Terror and War Communism, and ongoing roles and influence of Lenin, Trotsky, Dzerzhinsky, Kollontai, and the ongoing revolutionary experiences of different social groups and their responses to challenges and changes in everyday life.

Weeks 13–14

The impact of Civil War on everyday life and 1921 famine, the Kronstadt Uprising, and the NEP: policies, including the Tenth Party Congress; political oppression; women’s rights; education, Soviet art and culture; the ongoing roles and influence of Lenin, Trotsky, Dzerzhinsky, Kollontai, and the ongoing revolutionary experiences of different social and national groups.

Weeks 15–16

The results of the NEP, Lenin’s last years and legacy, and the ongoing roles and influence of Lenin, Trotsky, Dzerzhinsky, Kollontai.

The Chinese Revolution of 1949

Area of Study 1: Causes of revolution (1912 to 1949)

Weeks 1–2

Introduction to the course: overview of areas of study, outcomes and assessment; discussion of the nature of ‘revolution’. Context and background to the revolution, including: impact of geography on needs of the people, the social structure, an overview of philosophies and religions, and historical background and traditional institutions, the founding of the Republic of China and its political structure, problems and challenges in the early Republican era; the ongoing influence of ideas that played a significant role in challenging the existing order.

Weeks 3–4

The role of individuals and the Guomindang; Warlordism and the breakdown of central political authority, and the impact on ordinary people and popular anger; the New Culture Movement and May 4th Movement, the founding of the Chinese Communist Party, the First

United Front, and the ongoing influence of ideas that played a significant role in challenging the existing order. Jiang Jieshi (Chiang Kai-shek), the Northern Expedition, the Shanghai Massacre and White Terror, and the Jiangxi Soviet; Mao Zedong and Zhu De’s Red Army.

Weeks 5–6

The Nationalist decade, and the New Life Movement; the ongoing influence of ideas that played a significant role in challenging the existing order. The Long March, the Japanese occupation of Manchuria and Sino-Japanese War, the Yan’an Soviet, and Mao Zedong Thought. The Second United Front, and the role of significant individuals: and the ongoing influence of ideas that played a significant role in challenging the existing order.

Weeks 7–8

The Civil War, and the reasons for the CCP victory; the ongoing influence of significant ideas, including Nationalism, Chinese Communism and Maoism, and the contribution of popular movements.

Area of Study 2: Consequences of revolution 1949 to 1971

Weeks 9–10

Challenges to the new regime: the new political system and consolidation of CCP power; Fanshen; Thought Reform and Anti campaigns; women’s rights and social improvements, and the First Five-Year Plan and collectivization.

Weeks 11–12

The Hundred Flowers campaign, and the ongoing role and influence of Mao Zedong, Zhou Enlai, Liu Shaoqi, and revolution as experienced by diverse social groups the Great Leap Forward, the Three Bad Years famine.

Weeks 13–14

The Socialist Education Movement; the ongoing role and influence of Mao Zedong, Peng Dehuai, Zhou Enlai, Liu Shaoqi, Lin Biao, and revolution as experienced by diverse social groups the Great Proletarian Cultural Revolution.

Weeks 15–16

Significant developments of the Cultural Revolution: February Outline Report, Red Guards, Mao’s Good Swim, the Sixteen Points, mass rallies, January Storm, Up to Mountains and Down to Countryside campaign; the outcomes of the Cultural Revolution, the Cult of Mao, the fall of Lin Biao.