History

Victorian Certificate of Education Study Design

COVER ARTWORK WAS SELECTED FROM THE TOP ARTS EXHIBITION. COPYRIGHT REMAINS THE PROPERTY OF THE ARTIST.

Latoya BARTON
The sunset (detail)
from a series of twenty-four
9.0 x 9.0 cm each, oil on board

Tarkan ERTURK
Visage (detail)
201.0 x 170.0 cm
synthetic polymer paint, on cotton duck

Liana RASCHILLA
Teapot from the *Crazy Alice* set
19.0 x 22.0 x 22.0 cm
earthenware, clear glaze. lustres

Nigel BROWN
Untitled physics (detail)
90.0 x 440.0 x 70.0 cm
composition board, steel, loudspeakers,
CD player, amplifier, glass

Kate WOOLLEY
Sarah (detail)
76.0 x 101.5 cm, oil on canvas

Chris ELLIS
Tranquility (detail)
35.0 x 22.5 cm
gelatin silver photograph

Christian HART
Within without (detail)
digital film, 6 minutes

Kristian LUCAS
Me, myself, I and you (detail)
56.0 x 102.0 cm
oil on canvas

Merryn ALLEN
Japanese illusions (detail)
centre back: 74.0 cm, waist (flat): 42.0 cm
polyester cotton

Ping (Irene VINCENT)
Boxes (detail)
colour photograph

James ATKINS
Light cascades (detail)
three works, 32.0 x 32.0 x 5.0 cm each
glass, flourescent light, metal

Tim JOINER
14 seconds (detail)
digital film, 1.30 minutes

Lucy McNAMARA
Precariously (detail)
156.0 x 61.0 x 61.0 cm
painted wood, oil paint, egg shells, glue, stainless steel wire

Contents

IMPORTANT INFORMATION

Accreditation period

Units 1–4: 2005–2011

The accreditation period commences on 1 January 2005.

Other sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at www.vcaa.vic.edu.au

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* contains essential information on assessment and other procedures.

VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

RATIONALE

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

This study builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It seeks to extend students' cultural, economic, social and political understanding while developing analytical skills and using imagination.

Historical understanding is communicated through written, oral and visual forms. The analysis of written documentary evidence such as letters, diaries, court proceedings and government records has long been the foundation of the study. Visual evidence, however, often pre-dates written material; for example, rock art, mosaics, scrolls. More recently, there have been many film and television documentaries presenting and interpreting historical events. It is therefore important in the study of history for students to develop the skills necessary to analyse visual, oral and written records.

The study of history draws links between contemporary society and its history, in terms of its social and political institutions, and language. An understanding of the link between accounts of the past, and the values and interests of the time in which the accounts were produced, is also a feature of the study of history.

VCE History is relevant to students with a wide range of expectations, including those who wish to pursue formal study at tertiary level, as well as providing valuable knowledge and skills for an understanding of the underpinnings of contemporary society.

AIMS

This study is designed to enable students to:
- develop an understanding of change, continuity, causation and evidence;
- acquire a knowledge of how people in different times and cultures have interacted, organised their societies and given meaning to their worlds;
- develop the knowledge, concepts and skills to analyse the ways in which the past has been represented visually, orally and in written form;
- develop skills in responding to historical evidence creatively and critically to make meaning of the past;
- acquire a broad historical knowledge, including an historical map within which to locate their detailed studies.

STRUCTURE

The study is made up of twelve units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin*.

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of History to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

SAFETY

This study may involve the handling of potentially hazardous substances and/or the use of potentially hazardous equipment. It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968* must be met.

VCE HISTORY CLUSTERS

Examples of a four-unit history program

Subject/theme/period	Units 1 and 2	Units 3 and 4
Twentieth Century	Twentieth Century (1900–1945) Twentieth Century (1945–2000)	Revolutions – Russia and China
Australian	Applied History in the Local Community Koorie History	Australian History
European	Twentieth Century (1900–1945) People and Power	Renaissance Italy
Cross cultural	Conquest and Resistance Koorie History	Revolutions – France and America OR Renaissance Italy
Political	Twentieth Century (1900–1945) People and Power	Revolutions – America China France Russia (any two of the above)
Asian	Conquest and Resistance People and Power	Revolutions – Russia and China
Global	Applied History in the Local Community Twentieth Century (1900–1945)	Revolutions – America and France
Asia Pacific	Conquest and Resistance Twentieth Century (1945–2000)	Australian History

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE and VCAL Administrative Handbook* for authentication procedures.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In History the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in History are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

Unit 1: Applied history in the local community

Community history is the most widely published form of history in Australia. Many individuals and organisations work to conserve, record and promote the stories of local events, people, artefacts and places. The natural environment, the forces of history and the actions of individuals and communities all have a profound effect upon a region's history and the rhythms of life experienced by the people who have inhabited a place over time. Traces of this history can be found in local landscapes, buildings, gardens and objects, archaeological sites, the written and pictorial historical record and people's memories. There is barely a community in Victoria where some form of historic interpretation is not on offer in the form of plaques, memorials, keeping places, historic walks or museums. The heritage industry has become an important facet of the drive to attract tourism to both urban and rural communities.

There are many ways to approach the study of history and there are different ways in which we remember and record the past. This unit provides students with the opportunity to develop and apply the skills of the community historian and engage with the history of their local community through undertaking a range of investigative research, interpretation, display and performance activities.

This unit should be based on a selected local area.

AREA OF STUDY 1

People and place

The environmental features peculiar to a region have a profound effect on its history. The presence of gold in central Victoria transformed pastoral acreage into a region featuring both rich cities and abandoned mining sites denuded of any vegetation. The remoteness of East Gippsland helped protect Aboriginal communities from the scourge of smallpox. The poor management of the Yarra River in nineteenth century Melbourne was to have an important, and sometimes fatal, impact on the quality of urban life. National and international political, economic and social events also played a part in the changing history of local communities. The impact of war, religious oppression, technological change, depression and boom time can be seen locally. Individuals and different religious, ethnic and professional groups also play a significant place in local histories.

This area of study focuses upon the major historical and environmental forces that played a part in the history of the local community.

Outcome 1

On completion of this unit the student should be able to identify the significant environmental features of a local area and the impact of human activity on the environment.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

• the environmental features of a local area;
• how the local landscape shaped Indigenous communities and how Indigenous peoples related to the landscape;
• the impact of human activity on the local environment over time, for example farming, mining, migration, urbanisation.

Key skills

These skills include the ability to

• identify and describe key features on a landscape;
• make and analyse maps of the area being studied;
• analyse oral, written and visual material;
• organise information chronologically.

AREA OF STUDY 2

Investigating community history

Heritage can be defined as 'what we value in the past'. Museum displays, published histories, keeping places, the conservation of public and private buildings, memorials, community celebrations, historic enactments, historic plaques and interpretation walks are just some of the ways a local community may choose to celebrate and remember their past. Places deemed to be of historical, social and cultural significance are now protected under national, state and local legislation. Community histories, often drawing upon interviews with residents, and written and photographic records, offer the reader an insight into a community's past and help us understand what they see as their heritage.

In Australia, our idea of what is worth preserving and celebrating from the past has changed over time. Until the mid-twentieth century the mansions of the affluent were usually the focus of conservation movements. Today the homes of ordinary working people may also be legally protected. Changes in patterns of work, leisure, sport and family life are now the subject of historical research and interpretation within a community, as are the historical experiences of Indigenous communities, for a long time ignored or neglected.

Communities are not always united in their notion of what is worth keeping and remembering. The legal protection given to historic landscapes and buildings are seen by some within communities as impediments to progress and development. The public recognition in museums and historic memorials of historical events, such as frontier conflict and massacres, has caused debate and division within communities.

This area of study focuses upon the concept of 'heritage' and 'social memory'. Students will investigate the way a local community has sought to preserve, conserve and record an aspect of their local history.

Outcome 2

On completion of this unit the student should be able to explain how an aspect of a community's heritage is protected, interpreted and presented to the public.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- the concepts of heritage and the way it is protected under law nationally and at the state and local government level within their local community; for example, local government heritage overlays, Registration on the Victorian Heritage Register, Register of the National Estate;
- events, individuals, places and/or landscapes from the past valued and celebrated within the local community;
- the way in which valued and celebrated events, individuals, places and/or landscapes are interpreted within the community; for example, in published histories, museums, memorials, keeping places and plaques;
- the extent to which heritage issues generate unity or disunity within a community.

Key skills

These skills include the ability to

- locate evidence of local heritage from within the community;
- analyse written, oral and visual evidence;
- synthesise evidence to draw conclusions;
- use the concepts of heritage, social memory, interpretation, and conservation.

AREA OF STUDY 3

The community historian at work

Within local communities there are many groups and individuals who work to explore, preserve and promote the history of their town or area. Some have a primary interest in an historical place such as a garden, cemetery, home, shipwreck or an industrial site. Others may be interested in an individual who had a significant impact on the local history such as William Barak at Corranderrk, Peter Lalor in Ballarat or Nellie Melba in Lilydale. The experience of a community during a particular historical event such as the 1939 bushfires in the Yarra Ranges, the 1972 Sunbury Pop Festival in Sunbury or the patterns of everyday life on the farm, down the mine or in the factory, is often the subject of museum exhibits, re-enactments or publications.

Both amateur and professional historians and historical societies draw upon a range of historical sources in their research into such subjects. Public records, personal memoirs, newspapers, photographs and paintings can all provide information to illuminate the past, as can interviews. At times the community historian may encounter local legends that cannot be verified from the historical evidence, or contradictory versions of the same event. One of the tasks of the historian is to evaluate these sources and interpret them for a wider audience. This area of study focuses upon researching and interpreting an aspect of community history.

Outcome 3

On completion of this unit the student should be able to research and interpret an aspect of his/her community's history.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

Key knowledge

This knowledge includes

- the history of an individual, event, place, object, group, organisation or landscape from the local area, for example a sporting club, service organisation, natural disaster;
- the ways the subject of the research has been represented over time;
- the relationship between the subject of the research and the political, social and economic developments of the period;
- the different techniques used by historians and/or curators to present and interpret historical information to a wide audience, for example re-enactments, museum displays, websites.

Key skills

These skills include the ability to

- locate and select relevant historical sources;
- analyse written, oral and visual evidence;
- evaluate written, oral and visual sources;
- develop and present an interpretation of the research using a range of historical sources;
- acknowledge historical sources used in the research.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

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. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand. Assessment tasks for this unit are:

- oral history report;
- annotated timeline of the local area;
- written site interpretation;
- developing a heritage walk;
- biographical study;
- multimedia presentation;
- museum display;
- museum review;
- historical re-enactment;
- historical fiction;
- historical mural;
- constructing a website for a local historical society.

At least one of the assessment tasks must be presented in a written form and one must involve an analysis of visual evidence.

Advice for teachers

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 broadly describe the learning context and knowledge required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

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

For Units 1 and 2, teachers must select assessment tasks from the list provided. A variety of tasks should be provided reflecting the fact that different types of tasks suit different knowledge, skills and learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

Various combinations of VCE History are possible and can reinforce depth and breadth in developing an understanding of history. Examples of four-unit history programs, which include Applied history in the local community, are provided in the introduction.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for History, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Examples highlighted by a shaded box are explained in detail in accompanying boxes. The examples that make use of information and communications technology are identified by this icon .

Unit 1: Applied history in the local community

AREA OF STUDY 1: People and place

Outcome 1	*Examples of learning activities*
Identify the significant environmental features of a local area and the impact of human activity on the environment.	locate a map showing the area occupied by Indigenous communities before European settlement and compare it with a modern map
	investigate the lifestyle and beliefs of the local Indigenous communities prior to European settlement
	compile a list of the flora and fauna which was common to the area and decide to what extent human activity has changed their distribution
	describe the landscape in which your community is set and then discuss as a class how you imagine your local area would have looked before European settlement
	draw a freehand map of your community identifying both natural and built places of significance
	construct a timeline highlighting major events in Australia's history and intersperse with a timeline plotting changes in local land use
	write as much as you know about your local history in ten minutes
	conduct research into your family's relationship with the local area and if possible interview more than one generation; give a presentation to the class
	locate census information to track changes in the local population
	write a short report contrasting Indigenous and European land use in your local community
	visit your local cemetery and survey the graves; do they provide any information about the patterns of settlement in your local area?
	construct diagrams depicting a local streetscape showing change reflected in buildings and other structures

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Detailed example

COMMUNITY HISTORY TIMELINE

Construct a timeline highlighting major events in Australia's history; for example, establishment of Port Phillip District 1835, discovery of gold 1852, Federation 1900, World War I 1914 to 1918, Depression, post-war migration. Intersperse national and state events with changes to the local environment due to natural and human activity; for example, the arrival of the first white settlers, land clearing, farming established, roads built, epidemics, first church built, new manufacturing businesses, bushfires, population changes due to migration, new housing estates.

AREA OF STUDY 2: Investigating community history

Outcome 2	***Examples of learning activities***
Explain how an aspect of a community's heritage is protected, interpreted and presented to the public.	discuss the meaning of the terms 'social memory', 'heritage', 'conservation', 'heritage study', 'interpretation', 'built heritage', 'natural heritage', 'archaeology', 'interpretation' and 'museum'
	use the World Wide Web, newspapers, community information guides and your own local knowledge to identify and list the places promoted as being of historic interest in your local community
	visit the Heritage Council Victoria website www.heritage.vic.gov.au/index.php and identify places and objects within your community which are protected under the Victorian Heritage Act; present a brief report to the class explaining why this place or object has been judged to be worthy of legal protection
	identify individuals and events that are closely associated with your local community's history
	visit a local museum, keeping place, historic house, memorial or archaeological site and record your notes and sketches of this visit in diary form
	discuss in class whether there are aspects of your community that have been overlooked in displays and interpretation, for example are events from the second half of the twentieth century ignored? is there a bias towards the history of the wealthy rather than the poor or vice versa? are there aspects of local history which the community is ashamed of or embarrassed about?
	interview a member of a local history group or check the local history files in the regional library to find out whether any local heritage issues have divided the community, for example the preservation or demolition of historic sites, preservation of memorials to local squatters
	conduct a random survey of local citizens to find out the places that are important to them, present your findings in a PowerPoint display

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Detailed example

IDENTIFYING HERITAGE PLACES

Visit the Heritage Council Victoria website www.heritage.vic.gov.au/index.php and identify places and objects within your local government area which are protected under the *Victorian Heritage Act 1995*. These could include buildings, objects, precincts, shipwreck sites and gardens. Present a brief report to the class explaining how different criteria were used to determine that this place or object was worthy of legal protection.

AREA OF STUDY 3: The community historian at work

Outcome 3	*Examples of learning activities*
Research and interpret an aspect of his/her community's history.	select a collection of three family artefacts representing three generations; discuss the different ways family experiences and history can be represented
	discuss as a class aspects of community history that may have been neglected but are worthy of research and interpretation; for example, types of work, sporting history, school history, rituals such as marriage, 21st birthday parties or natural disasters
	discuss the ways in which community history can be presented to the public, for example heritage walks, oral history booklets, re-enactments, museum displays, murals
	prepare a scrapbook or multimedia presentation showcasing the life of an 'ordinary person' in your community
	make a short quiz about your local community and present it to another class
	interview a local resident about growing up in your community
	interview a local historian to identify gaps in the research into your local history
	compile the most useful sources for further research

APPROACHES TO ASSESSMENT

In Units 1 and 2 demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. The following are examples of assessment tasks for Unit 1.

ORAL HISTORY REPORT

Prepare an oral report comparing the way different groups, for example Indigenous communities, settlers, farmers, tourists interacted with the local environment over time. Identify examples of how both the natural and built environment has been altered through such interaction. In your report refer to and date any social, political and economic events that played a significant role in shaping the local environment, for example post-war migration policy, The Depression, falling wheat prices.

Your report should include:

* at least two written and visual references to primary historical sources

* maps and diagrams to support your findings.

MUSEUM REVIEW

You could review a museum, a museum exhibit, house museum, keeping place, historical re-enactment, or historic precinct.

Write a review of your visit suitable for publication in a national or local paper.

Your review should describe and discuss the following:

* What is the aim of the exhibition? What aspect of local heritage is it interpreting?

* To what extent does it achieve its aim?

* How successful is the design of the exhibition?

* What is the intended audience?

* Are they being reached?

* What interpretative techniques are being used? (Artefacts, oral recordings, music, storyboards, objects in situ.)

* Is there any reference to heritage protection in the exhibition?

* Has the exhibition generated support or disunity within the community?

* Include practical information on the location, opening hours and entry fee.

HISTORICAL RE-ENACTMENT

Create your own re-enactment on an aspect of your community history. Your project could highlight a local place such as a shop, mission station, cinema or park; a sporting, leisure or service organisation; a rite of passage such as birth, marriage, death, starting school; a public building such as a hospital, school or police station; a famous, infamous or everyday individual, the experience of your community during a significant event such as war, The Depression or natural disaster, migration; or changing patterns of life on the farm, in the factory, the home or at school.

When developing your project consider the following points during the planning process:

- What is the aim of your project?

- What is the relationship between the subject of your research and the wider political and economic issues of the time?

- Has this event been interpreted before? If not, why not? If so, how will your interpretation be different?

- Which primary and secondary sources are you going to use in your research, for example photos, interviews, newspapers, and artefacts?

- What form will your project take? For example, a display, role-play, multimedia, and brochure, display board?

- Where and when will your exhibition be open to the public?

You should acknowledge all sources used in your research in a bibliography.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

Your local or regional library should be able to provide resources on community history including local histories, institutional histories, heritage studies and biographies of prominent families and individuals. Some regional libraries hold newspaper and picture collections in-house and local government records on microfiche as well as copies of the *Sands and McDougall directories*, which describe Melbourne and its suburbs from 1862. Many community history groups publish memoirs, oral histories and pictorial collections; these may be available through libraries, tourist information centres and local councils. Some local government authorities employ historians who are available to speak on local heritage issues. Local government directories should include contact details for local history groups and places of historic interest.

The following resources provide a general background to heritage issues, Port Phillip District and Victorian history, and historical sources.

GENERAL

Books

Broome, Richard 1984, *The Victorians: Arriving*, Fairfax, Syme & Weldon Associates, McMahons Point, Sydney.

Cannon, Michael 1993, *Black Land, White Land*, Minerva Australia, Port Melbourne.

Davidson, Graeme & McConville, Chris 1991, *A Heritage Handbook*, Allen & Unwin, Sydney.

Dingle, Tony 1984, *The Victorians: Settling*, Fairfax, Syme & Weldon Associates, McMahons Point, Sydney.

Hibbins, GM, Fahey, C & Askew, MR 1985*, Local History: A Handbook for Enthusiasts*, Allen & Unwin, Sydney.

Priestly, Susan 1984, *The Victorians: Making Their Mark*, Fairfax, Syme & Weldon Associates, McMahons Point, Sydney.

Rickard, John & Spearitt, Peter 1991, *Packaging The Past: Public Histories*, Melbourne University Press, Melbourne.

Shaw, AGL 1996, *A History of the Port Phillip District: Victoria before Separation*, Melbourne University Press, Melbourne.

Websites

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are both suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

Generally the title given is the title of the page; where this is not possible a description of the content is given.

Aboriginal Virtual Library
www.ciolek.com/WWWVL-Aboriginal.html -

Aboriginal and Torres Strait Island Commission (ATSIC) Website
www.atsic.gov.au/

Koorie Heritage Trust
www.koorieheritagetrust.com/

The State Library of Victoria picture collection is available online. The Library also holds the local newspaper collection, which dates back to the Port Phillip settlement. These are available to view by the public on microfilm.
www.slv.vic.gov.au/

Merindee Township and Barkindji People
www.menindee.org.au
A good example of a Multimedia presentation

The following e-book produced by the Australian Heritage Commission contains histories of Australian homes across the continent. A useful resource when discussing how humble dwellings can reveal much about our social history.
www.heritage.gov.au/ourhouse/

The *Victorian Heritage Act 1995* ensures the highest level of legal protection for historic places and objects deemed to be of state significance in Victoria. Buildings, gardens, objects, trees, precincts, historic archaeological sites and shipwrecks can be listed on the Victorian Heritage Register. The Heritage Council Victoria website explains how the legislation works and more importantly lists all places and objects listed on the V Register and the criteria used to justify their inclusion. This is an invaluable resource for this subject.
www.heritage.vic.gov.au/index.php

The National Trust website includes information on Trust properties, cultural tourism activities and the Trust register. The National Trust is a significant lobby group for the conservation and protection of historic places.
www.nattrust.com.au

The University of Technology Public History website includes useful links and information on Community History.
www.publichistory.uts.edu.au/

The Royal Historical Society Victoria (RHSV) promotes and preserves the history of Victoria. The Society has a substantial collection of papers, documents, pictures, photographs and other historical material, some of which is available to view on-line. It also has links to some local historical society databases.
www.historyvictoria.org.au

Museum of Victoria site
www.museum.vic.gov.au/

Unit 1: Conquest and resistance

Colonisation has been a central feature of human history. Few parts of the world have been untouched by the effects of colonisation and imperial rivalry: around the turn of the twentieth century almost fifty per cent of the Earth's surface and sixty per cent of its population were under the control of the major imperial powers of the time. As late as the 1940s, colonialism was seen, at least in the west, as a force for the benefit of humanity.

This unit explores the colonisation of one society by another, the interactions between the two societies, the growth of resistance and the establishment of a new nation. It also investigates the problematic nature of nationalism.

This unit should be based on one historical context chosen from China, India, Indonesia, Indochina or Korea.

AREA OF STUDY 1

The colonising experience

The colonising of one people by another involved the imposition of a subordinate status on the colonised, but the relationship was double-sided and ultimately involved changes to both cultures.

In order to preserve their dominion, the colonisers often needed more than force. The newcomers had to learn something of the language, culture and religion of their subjects, and grapple with their basic institutions. Decisions were made about maintaining, reworking or imposing fundamental change on the colonised society. The dynamics of these interactions brought about unexpected outcomes both for the dominant groups and those they colonised.

This area of study focuses on the means by which the colonisers imposed and maintained control.

Outcome 1

On completion of this unit the student should be able to analyse the means by which the colonisers imposed and maintained control.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- the structures which the colonisers established to consolidate their control; for example, the military and the police, legal and bureaucratic systems, changes to land ownership such as the Zamindari system in India, taxation arrangements, economic systems such as plantation economies and new trading relationships, communication networks such as educational institutions;
- the creation of an ideology to make the colonial relationship plausible in the eyes of both parties; for example, the presentation of the practices and culture of the colonisers as beneficial and progressive;
- the ways in which the colonising power employed an understanding of the culture of the occupied people to control them; for example, the British use of Indian paternalism;
- the emergence of groups committed to the colonial regime; for example, colonial families with long histories of work and life in the colony or empire, new community groups such as the Anglo-Indians who emerged as a result of inter-marriage, local people who found positions as intermediaries in trading arrangements or as bureaucrats, or those such as landlords who benefited from colonial reinforcement of their positions.

Key skills

These skills include the ability to

- create an annotated map;
- use key concepts and terms;
- locate and analyse written and visual evidence;
- construct an argument based on evidence;
- synthesise evidence to draw a conclusion;
- present material using historical conventions.

AREA OF STUDY 2

Resistance: National liberation leaders and movements

Oppression inevitably produces resistance. Colonised societies engendered leaders and movements which struggled to free themselves and their country from their colonial overlords. Successful movements developed an alternative vision for their society based on independence and self-rule. The concept of nationalism was central to these struggles.

The characteristics of the groups and organisations which emerged during the nationalist struggles reflected the particular social, political and cultural contexts in which they evolved. Colonial regimes, for example, varied significantly in their responses to nationalist desires: these ranged from outright refusal to concede any independence to the granting of dominion status within the empire, as promised to India in 1935. The tactics employed by nationalist organisations varied from passive resistance, strikes and boycotts, through to struggle within the political system and to warfare. Nationalist movements were often made up of disparate elements united only by a common opposition to foreign rule. Where differences of religion or class created tensions within nationalist organisations, the role of charismatic leaders like Gandhi was crucial in uniting disparate elements and preventing splits in the movement.

This area of study focuses on an examination of the leaders and nationalist movements, their ideas, role and influence in the resistance to the colonial rule.

Outcome 2

On completion of this unit the student should be able to discuss the ideas and roles of the leaders and nationalist movements in the resistance to colonial rule.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

*   the ideas and influences of political leaders;
*   the role of nationalist movements and political parties, including sources of tension and division as well as unity;
*   the response of colonial regimes to demands for national independence;
*   methods of resistance, for example colonial rebellions, revolutions, decolonisation.

Key skills

These skills include the ability to

*   analyse a visual representation;
*   use concepts and terms related to the selected historical context;
*   use evidence to support an argument or analysis;
*   synthesise evidence to support conclusions.

AREA OF STUDY 3

The new nation

The success of nationalist struggles and the foundation of nation states generated new sets of problems. Some nation states had territorial and linguistic unity; other states were diverse. Indonesia, for example, contained more than 100 million people from different racial and religious backgrounds. Many communities and regions lost their liberty and autonomy under national unification. For example, more than fifty years after unification the region of Aceh is seeking autonomy from Indonesia. The persistence of communal loyalties and tensions may suggest that the community and not the nation is still the focus of people's allegiances. This area of study explores the extent to which the new nation achieved its initial aims and the way in which the idea of nationalism bound people together and therefore acted to exclude others.

Outcome 3

On completion of this unit the student should be able to evaluate the extent to which the new nation realised its ideals and the role of nationalism.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

Key knowledge

This knowledge includes

*   the form of the new nation; for example, the institutions and social practices and the fate of nationalist leaders;
*   the extent to which the social structures of the new nation reflected the ideals espoused by the nationalist ideology; that is, the extent of change and continuity in the new social structure;

- how the nationalist history of the new nation has been represented, for example, in film, festivals, art, music and symbols;
- the concept of nationalism and its problematic nature, for example, its desire to unify peoples which can result in a denial of their community loyalties and affiliations; including ethnicity, religion and language.

Key skills

These skills include the ability to

- document a chronology of events;
- use evidence to support an argument or analysis;
- analyse and compare representations of the new nation in film, festivals, art, music, or symbols;
- synthesise evidence to support conclusions;
- use concepts and terms such as nationalism, ethnicity, religion and language.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

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. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand. Assessment tasks for this unit are:

- analytical exercises;
- glossary;
- web page;
- short reports;
- essays;
- oral presentations/role-play/performance;
- multimedia presentations;
- analysis of a film;
- biographical studies;
- tests;
- responses to literature.

At least one of the assessment tasks must be presented in a written form and one must involve an analysis of visual evidence, preferably a film.

Advice for teachers

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 broadly describe the learning context and knowledge required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

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

For Units 1 and 2, teachers must select assessment tasks from the list provided. A variety of tasks should be provided reflecting the fact that different types of tasks suit different knowledge, skills and learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

Various combinations of VCE History are possible and can reinforce depth and breadth in developing an understanding of history. Examples of four-unit history programs, which include Conquest and resistance, are provided in the introduction.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for History, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Examples highlighted by a shaded box are explained in detail in accompanying boxes. The examples that make use of information and communications technology are identified by this icon ICT.

Unit 1: Conquest and resistance

AREA OF STUDY 1: The colonising experience

In the following examples of learning activities British colonial rule over India has been chosen as the historical context.

Outcome 1	*Examples of learning activities*
Analyse the means by which the colonisers imposed and maintained control.	create an annotated map, or series of annotated maps, that illustrate the changing range and extent of the British influence in India
	analyse a document or series of documents on the justification of imperialism by the British
	develop a glossary of key terms; for example, 'nationalism', 'imperialism', 'colonialism', 'race', illustrated with quotes drawn from prominent leaders and writers
	complete a PowerPoint presentation on an aspect of British India; for example, British reaction to the Indian Mutiny, Zamindari system of land ownership
	complete a research report and bibliography on an aspect of the Indian culture which was used to control them; for example, British Raj, Indian paternalism, caste system
	analyse a document or short story; for example, visual and written representations of life in India, and identify ways in which the colonisers imposed and maintained control
	debate the effectiveness of the methods used by the British to maintain their control over India; for example, India Councils Act, Rowlatt Acts
	analyse a video which depicts life in India and identify ways in which the colonisers imposed and maintained control
	create a website on life in India with hyperlinks to ways in which acceptance and conformity were encouraged
	write a short essay which analyses the methods used by the British to maintain control

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Detailed example

THE BRITISH EMPIRE: DOCUMENT ANALYSIS

Select extracts from old school textbooks on the British Empire or Indian autobiographies.

Analyse the extracts for examples of:

- ideas and institutions used by the British to justify their rule

- the extent to which this was accepted by Indians.

AREA OF STUDY 2: Resistance: National liberation leaders and movements

Outcome 2	*Examples of learning activities*
Discuss the ideas and roles of the leaders and nationalist movements in the resistance to colonial rule.	**ICT** complete a webquest on the ideas of Gandhi and develop a summary of his major accomplishments and beliefs
	prepare a brief oral report which outlines the idea of an Indian nationalist leader or movement; for example, Gandhi, Nehru, Abul Kalam Azad, Sarojini Naidu Rabindranath Tagore, Mohammed Ali Jinnah, Subhas Chandra Bose, Indian National Congress, Muslim League
	develop a glossary of key terms; for example, 'nationalism', 'imperialism', 'race', 'ethnicity', 'religion', 'Muslim', 'Hindu', illustrated with quotes drawn from prominent leaders and writers
	prepare a case study of a nationalist leader; for example, Gandhi, Nehru
	ICT using the Internet, research and record the events which led to challenges to authority; for example, Amritsar Massacre, World War II
	analyse a film which deals with the life and influence of an Indian national leader
	use primary and secondary sources to investigate a key idea in the Indian Nationalist Movement; for example, satyagraha
	write a short piece which outlines the effects of Gandhi's philosophy on the resistance to colonial rule
	debate the extent to which nationalist ideas influenced independence
	ICT present a multimedia presentation on how an individual or group challenged the established authority; for example, Gandhi, Nehru, Abul Kalam Azad, Sarojini Naidu Rabindranath Tagore, Mohammed Ali Jinnah, Subhas Chandra Bose

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Detailed example

FILM REVIEW OF *GANDHI*

Students write a review of the film *Gandhi* (1982), addressing the following:

- Was the film an Indian or British production?
- What was the social/political climate at the time of the making of the film?
- What major events are portrayed in the film? e.g. Amritsar Massacre.

- How were the British and Indians portrayed in these events?
- What attitudes and values are represented?
- How is Gandhi portrayed?
- Who is the narrator?
- Compare the film with other representations of Gandhi.

AREA OF STUDY 3: The new nation

Outcome 3	***Examples of learning activities***
Evaluate the extent to which the new nation realised its ideals and the role of nationalism.	develop a chronology of major events and changes to life in India
	draw a chart which compares daily life in Pakistan and India before and after India's independence
	research major characteristics of the independent Indian government
	analyse a film which deals with a battle(s) for independence
	complete a series of web pages with hyperlinks comparing life before and after India's and Pakistan's independence
	complete a webquest on the impact of the ideas of individuals; for example, Nehru, Gandhi
	write a short essay assessing the extent to which daily life and attitudes changed in India as a result of independence and the withdrawal of the British

APPROACHES TO ASSESSMENT

In Units 1 and 2 demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. The following are examples of assessment tasks for Unit 1.

GLOSSARY OF KEY TERMS

Prepare a glossary of key terms from the area of study; for example, 'nationalism', 'imperialism', 'race', 'ethnicity', 'religion', 'Muslim', 'Hindu'.

1. Research a range of definitions for each of the key terms.

2. Read through writings of key figures and writers and identify relevant quotes on each term; for example, Gandhi, Nehru, Abul Kalam Azad, Sarojini Naidu Rabindranath Tagore, Mohammed Ali Jinnah and Subhas Chandra Bose.

3. Compile your own definition of each term and illustrate it with a relevant quote from a key figure or writer.

4. Use the historical conventions of quotation, footnotes and bibliography.

WEB PAGE

CHANGES IN THE SUB-CONTINENT AFTER INDEPENDENCE OF INDIA

AND THE CREATION OF PAKISTAN

1. Research major characteristics of life on the sub-continent between 1945 and 1950, including analysing a film/documentary that deals with social events of that time.

2. Identify key changes, events and characteristics for each of the years.

3. Prepare a web page with a timeline of events and create hyperlinks from each event to a description of the event.

4. On the home page provide a short summary of the impact of the changes.

5. Use the historical conventions of quotation, footnotes and bibliography.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

The resources provided below relate to India. Teachers seeking advice on resources on other historical contexts should contact the History Teachers Association of Victoria (HTAV).

Unit 1: Conquest and resistance (India)

Books

Allen, C, *A Scrapbook of British India, 1877-1947*, India Office Library, London.

Allen, C 1981, *Plain Tales of Raich*, India Office Library, London.

Allen, C & Dwivedi, S 1986, *Lives of an Indian Princess*, Arrow, London.

Collins, L & Lapierre, D 1985, *Freedom at Midnight*, Panther Books, Granada Publishing, Great Britain.

French, C, Robinson, E & Thompson, B 1980, *India*, Cassell, NSW.

Moore, G 1986, *The Anglo Indian Vision,* AE Press.

Moore, G 1986, *The Lotus and the Rose.*

Nanda, B 1958, *Mahatma Gandhi*, Ruskin House, Allen & Unwin, London.

Nichols, M 1993, *Mahatma Gandhi*, Exley Publications, UK.

Smith, V 1961, *The Oxford History of India*, 3rd edn, Clarendon Press, London.

Spear, P 1966, *A History of India*, Vol 2, Viking Penguin, New York.

Watson, F.1967, *Gandhi: Clarendon Biographies*, Oxford University Press, London.

Wolpert, S 1982, *A New History of India*, 2nd edn, Oxford University Press, London.

Woodruff, P 1971, *The Men Who Ruled India*, Vol 1, The Founders, Jonathan Cape Paperbacks, London.

Zinkin, T 1983, *Gandhi*, Magnet Books, London.

Film/Video

*Gandhi***,** 180 min, 1982, Columbia Pictures.
Available from Australia Centre for the Moving Image.

Gandhi and the end of an Empire, 50 min, 1993.
An informative documentary about Mahatma Gandhi. Uses archival film footage, stills and newsreels. Available from Video Education Australasia, 111A Mitchell Street, Bendigo, Vic 3550, tel: 03 54422433, and Australia Centre for the Moving Image.

The Jewel in the Crown. V.1. Incident at Mayapore, 149 min, 1984, Granada.
Available from Australia Centre for the Moving Image.

Websites

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are both suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

Generally the title given is the title of the page; where this is not possible a description of the content is given.

HTAV
www.htav.asn.au/

Australia Centre for the Moving Image
www.acmi.net.au/lending.htm

www.fordham.edu/halsall/india/indiasbook.html
This page is a subset of texts derived from the major online sourcebooks listed below, along with added texts and website indicators.

www.bbc.co.uk/history/state/empire/indian_rebellion_01.shtml

www.encyclopedia.com/html/section/india_history.asp

www.sscnet.ucla.edu/southasia/History/British/BrIndia.html

http://reference.allrefer.com/encyclopedia/I/IndianNa.html

http://members.tripod.com/~INDIA_RESOURCE/gandhi.html

www.webspawner.com/users/gandhi/

http://165.29.91.7/classes/humanities/worldstud/97-98/imper/india/India.htm

Units 1 and 2:
Twentieth century history

Unit 1: Twentieth century history 1900–1945

The first half of the twentieth century was marked by significant change. From the late nineteenth century up to World War I there was still a sense of a certain and natural order of society. This order was challenged and overturned. Old certainties were replaced by new uncertainties as new movements and organisations emerged in response to economic, social and political crises and conflicts. Revolution, civil war and international conflict overshadowed the first fifty years of the twentieth century. Many of the recurring conflicts of the twentieth century had their origins in the post-World War I political treaties and agreements. These saw the creation of new states and new borders within Europe, Asia and Africa. This was particularly true for the Middle East.

Patterns of daily life in the twentieth century were to change as a result of political and social developments. Advances in science and technology also began to transform the world of work and the home. Traditional forms of cultural expression such as art, literature, music and dance, as well as the new mediums of film and radio, were to both reflect and explore these changes. This unit considers the way that societies responded to these changes and how they affected people's lives.

This unit should be based on one or more historical contexts from within the specified time period 1900 to 1945; for example, Imperial Russia and the Soviet Union; Palestine and the break up of the Ottoman Empire; the collapse of the Hapsberg Empire; Japan, Germany, America, Europe and World War II; French Indochina; the Middle East and China.

AREA OF STUDY 1

Crisis and conflict

The first half of the twentieth century was a period of political upheaval. In Europe by 1914 the traditional hierarchical world symbolised by the monarchical system had begun to crumble. In the aftermath of the World War I the borders in Europe, Asia, Africa and the Middle East were redrawn, new countries were created and the empires of the defeated powers broken up. In this new order, which was characterised by economic and social unrest, political ideas such as communism, socialism and fascism gained popular support. In Asia, Africa and the Middle East nationalist movements emerged which blended aspects of Western political theories with local ideas and practices.

The new and existing political orders came into conflict with each other as they sought to represent

the interests of various groups of people, nationalities, classes and races. Movements for internationalism, and organisations such as the League of Nations worked to replace war with diplomacy as a means of resolving conflict between rival nations and ideologies. Despite these efforts the world was plunged into a second world war in 1939.

This area of study focuses on the circumstances surrounding the collapse of the traditional order, the post-war structures, the different political ideas and movements that emerged, and the conflicts which resulted from competing attempts to establish and legitimise them.

Outcome 1

On completion of this unit the student should be able to analyse and explain the development of a political crisis and conflict in the period 1900 to 1945.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- geopolitical changes resulting from the treaties signed following World War I, for example the breakup of the Ottoman Empire, the creation of Iraq, as reflected in a comparison of contemporary maps and historical maps;
- circumstances leading to the emergence of new political ideas about social and economic order;
- main characteristics of the new political ideas;
- the means by which individuals, organisations and groups of people attempted to establish and legitimise particular political ideas; for example, rhetoric and propaganda, education, symbols, appeals to the past, appeals to nationalistic sentiment;
- conflict which emerged from attempts to implement new political and social ideas; for example, internal conflict in the Spanish Civil War and the Russian Revolution, movements for national independence such as the Arab Revolt 1936–1939, international conflict such as World War II; and, if appropriate, the extent to which the conflict had its origins in the post-World War I settlements.

Key skills

These skills include the ability to

- create, annotate and interpret maps;
- use key concepts relevant to the selected historical context; such as culture, nationalism, internationalism, race, ideology, gender and class;
- analyse written and visual evidence;
- synthesise evidence to draw conclusions;
- present historical material using historical conventions such as quotations, bibliography and footnotes.

AREA OF STUDY 2

Social life

Daily life and social values underwent profound change in the first half of the twentieth century as new economic and social orders were established. The state, including those countries governed by communist or fascist regimes or under colonial control, increasingly influenced the private world of the family and home, and the public sphere of employment, education and politics. Technological developments and practices saw the nature of work and the workplace change in industrialised nations, and a powerful consumer culture emerge.

Crises such as The Depression, revolution, movements for independence and the World Wars created major disruption and change to the patterns of everyday life, at times challenging traditional social values and behaviours. Factors such as gender, class, age, race, nationality and ethnicity were significant in determining an individual or community's experience of life in the first half of the twentieth century. Groups emerged from within communities to defend and advance their beliefs and interests.

This area of study involves an examination of changes in social life in the first half of the twentieth century, the reasons for such changes and the various outcomes for different groups.

Outcome 2

On completion of this unit the student should be able to analyse and discuss patterns of social life and the factors which influenced changes to social life in the first half of the twentieth century.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- change and continuity in the patterns of social life experienced by different groups in the first half of the twentieth century; for example, Jewish and 'Ayrian' children in Nazi Germany, British and Arab communities in British territories of the Middle East, working and middle class families in America during the 1920s;
- the role of class, race, ethnicity, political affiliation, nationality and gender in social experience; for example, persecution of the Jews by the Nazis and the Kulaks by Stalin, male and female experiences of life during wartime, the political and economic role Vietnamese peasants played in French Indochina;
- factors influencing changes in social life especially economic, political and technological developments; for example, increased state intervention in public and private life, economic boom and depression, warfare and invasion, technological developments in transport such as the car and aeroplane;
- the way in which groups and communities organised to protect and advance their political, social and economic interests; for example, para-military groups, nationalist and patriotic groups, trade unions, suffragettes and feminists, resistance movements and religious communities.

Key skills

These skills include the ability to

- analyse written and visual evidence;
- synthesise evidence to draw conclusions;
- compare different experiences of social life between groups from the selected historical context;
- present historical material using historical conventions such as quotations, bibliography and footnotes.

AREA OF STUDY 3

Cultural expression

The work of writers, artists, musicians, choreographers and filmmakers reflect the spirit of their times. The first half of the twentieth century saw creative forces embrace the new age of the machine and the factory. The world of theories about the emotions and the unconscious resulted from the studies of Freud and Jung, and gained inspiration from the political successes of communism and fascism. Others questioned the notion of progress and civilisation in a world which witnessed trench warfare, economic collapse and the rise of dictators.

The mediums of film and radio were to offer the artist and writer a new means of creative expression. Films were to become one of the most significant forms of global mass entertainment in the first half of the twentieth century. Filmmaking was embraced by the avant-garde, political movements, and business interests. Europe, Asia, the Americas and Australia all had flourishing film industries by the 1920s. Jazz, whose roots lay in the slave heritage of Afro-Americans, became the new popular music of the century. Movements, groups and individuals who worked in the creative arts reflected, promoted and resisted the political, economic and social changes of their times. In some political and social settings they were subject to persecution and censorship, in others their works provided a platform for the propagation of independent views.

This area of study focuses upon the cultural expression of the first half of the twentieth century and its relation to the social, political and economic changes of the period.

Outcome 3

On completion of this unit the student should be able to analyse the relationship between the historical context and a cultural expression of the period from 1900 to 1945.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

Key knowledge

This knowledge includes

- the work of a cultural or artistic movement, group or individual in the first half of the twentieth century; for example, actor and filmmaker Charlie Chaplin, the Surrealists, the Bauhaus group, Josephine Baker;
- responses to, or the effect of, the work of the movement, group or individual; for example, was it celebrated, reviled, censored, universally popular or known only to the avant-garde?;
- the relationship between cultural expression and political, social or economic developments of the period.

Key skills

These skills include the ability to

- locate and select relevant sources;
- analyse written and visual evidence;
- construct an argument using a range of sources;
- present material using historical conventions such as quotations, footnotes and a bibliography.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

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For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand. Assessment tasks for this unit are:

- analytical exercises;
- annotated maps
- short reports;
- essays;
- oral presentations;
- multimedia presentations;
- film reviews;
- biographical studies;
- tests;
- responses to literature.

At least one of the assessment tasks must be presented in a written form and one must involve an analysis of visual evidence, preferably a film.

Unit 2: Twentieth century history 1945–2000

In 1945 the forces of Japanese imperialism and German fascism were defeated. The United States of America and the USSR emerged from the destruction of World War II as the new world superpowers. The relationship between these allies soon dissolved into acrimony and suspicion and for the next forty years a Cold War was waged between these opposing ideologies. In 1945 the atomic bombs were dropped on the Japanese cities of Hiroshima and Nagasaki. The debate over the benefits and dangers of nuclear technology was to re-occur throughout the second half of the twentieth century. In 1945 the international community was loath to experience another devastating world war. This year was to see the first meetings of the newly formed United Nations (UN), which aimed, among other things, to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The member nations of the UN grew as the former colonies in Africa, the Middle East, the Pacific and Asia gained independence through both military and diplomatic means, and new countries such as Israel, Pakistan and Bangladesh were created.

Despite advances in medicine, technology and a commitment to the diplomatic process, and internationalist efforts to improve the quality of life for humankind, wars and civil unrest continued to take a huge toll on human life across the globe, as did illness, hunger and disease. Exploitation of the environment to unsustainable levels was identified as an additional threat to the long-term health of the planet. Movements for social, political, and economic change saw the traditional power structures in both Western, communist and developing countries challenged. The individual voice of dissent could now reach across the globe through advances in communication such as television, satellite, and multimedia technology. Increasingly, art, sport, entertainment and consumerism, as well as social action, have become a global experience.

This unit considers some of the major themes and principal events of post-World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

This unit should be based on one or more contexts from within the specified time period 1945 to 2000; for example, the Cold War, Middle East conflicts, peace and disarmament movements, Asian, African or Middle East nationalism, globalisation.

AREA OF STUDY 1

Ideas and political power

After World War II the United States emerged with the Soviet Union as the global superpowers and remained so for much of the second half of the twentieth century. Conflict and competition between the opposing ideologies of capitalism and communism raised world tension and conflict, and continued until the fall of communism in 1989. Rivalry between the superpowers was played out in the arts, propaganda, sport, the space race, nuclear weapons production and political influence over developed and emerging nations.

The colonial empires once controlled by the great powers of the nineteenth century such as France, Germany and Britain disappeared in the decades following World War II. Some countries, such as Vietnam, Cuba and the Dutch East Indies (present-day Indonesia), gained independence through armed struggle, and others, such as the Malay States and much of Africa, through the diplomatic process. Some newly independent nations such as Korea and Vietnam became the battlefields of the Cold War. Others were to be used as platforms for ideological, cultural and diplomatic rivalry between the two superpowers.

Old conflicts, some dating back to settlements made after World War I or earlier, continued throughout the century sometimes with new force; for example, in the Middle East after the establishment of the state of Israel and the dispersion of Palestinians into neighbouring Arab states, the conflict in Northern Ireland, the break up of Yugoslavia and ensuing conflict.

Developments in media technology, in particular television, allowed Western audiences to witness these conflicts in a way that had not previously been possible.

In this area of study, students examine a conflict(s) of the second half of the twentieth century such as those based on competing ideologies of capitalism and communism or ethnic or religious tensions.

Outcome 1

On completion of this unit the student should be able to analyse and discuss how post-war societies used ideologies to legitimise their worldview and portray competing systems.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- the principal features of a post-war conflict(s);
- the ways in which the competing groups represented themselves and each other; for example, views on the individual in society, the proper function of the state, tolerance of dissent and minority groups, view of nationalism;
- the propagation and maintenance of ideological views both domestically and beyond their borders; for example, the use of the media, symbols, espionage, competition, physical force and the law;
- the outcome of the competition between ideologies; for example, military threats, propaganda wars, isolationism.

Key skills

These skills include the ability to

- use key concepts relevant to the selected historical conflict; such as ideology, power, racism, communism, capitalism, imperialism, ethnicity and nationalism;
- analyse written and visual evidence;

- synthesise evidence to draw conclusions;
- present historical material using conventions such as quotations, footnotes and a bibliography.

AREA OF STUDY 2

Movements of the people

Groups emerged in the second half of the twentieth century to challenge the way power structures should be organised, distributed and used. In Western society the Civil Rights Movements in the US and Australia, the Women's Liberation Movement, and Gay Liberation questioned traditional attitudes, often enshrined in law, towards race, gender and human rights. Groups of concerned citizens came together to question the legitimacy of the states' authority over issues such as war, the environment, globalisation, and human rights. In communist countries those movements and individuals who resisted or criticised the established authority were subject to arrest and even execution. In developing nations political struggles saw the emergence of new movements for change, some marginalising Western political influences and instead drawing upon local and religious traditions to develop social and political structures.

Significant developments in mass communication and audiovisual media has meant some of these movements of the people transcended national boundaries and developed a global audience and following.

This area of study focuses upon one or more movements which challenged the political, social and/ or economic structures in post-war society, the reasons for the challenge and the outcomes.

Outcome 2

On completion of this unit the student should be able to evaluate the impact of a challenge(s) to established social, political and/or economic power during the second half of the twentieth century.

To achieve this outcome the students will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- a group or groups which challenged the existing structure of social, political and/or economic power; for example, civil rights activists, anti-war activists, environmentalists, dissidents and feminists;
- reasons for the challenge; for example, utopian vision of the future, perceived inequality or exploitation;
- how the group or groups expressed their view culturally and politically; for example, through art, film, music, fashion, demonstration, literature;
- reactions and responses to the challenge; for example, detention, violence, demonstration, civil disobedience, acquiescence, withdrawal.

Key skills

These skills include the ability to

- locate and select relevant sources;
- compare and annotate relevant maps for the area of study;
- analyse written and visual evidence;

- construct an argument using a range of sources;
- use key concepts such as exploitation, equality, class, human rights, race, patriarchy;
- present material using historical conventions such as quotations, footnotes and a bibliography.

AREA OF STUDY 3

Issues for the millennium

The last decades of the twentieth century were to see the collapse of communism and the creation of new nations, some peacefully and others violently. Despite the work of international agencies such as the United Nations, civil wars and regional conflicts, often based on religious and ethnic tensions, continued as the century drew to a close. Civilians increasingly became targets of acts of terrorism in these conflicts. Political upheavals, as well as economic and ecological change, swelled the numbers of refugees worldwide. Despite advances in science, technology and medicine which significantly improved the quality of life for many in the world, diseases such as the AIDS epidemic continued to decimate communities, particularly in Africa and parts of Asia.

These and other events have had a profound influence on the everyday lives of communities around the world. Some communities have found themselves isolated, marginalised and threatened by these global, international and regional events, others have benefited from such changes. Organisations and movements have developed to support communities undergoing rapid change in an increasingly complex world, and to defend or condemn courses of action which affect the lives of communities. Advances in multimedia and audiovisual technology have played an increasingly important role in presenting the world with immediate and powerful images of the changes communities and groups experienced in the last years of the twentieth century.

This study involves the examination of how the interplay between domestic, regional and/or international events influenced the changes in social life for a community or group in the last decades of the twentieth century, and the way these experiences have been represented.

Outcome 3

On completion of this unit the student should be able to analyse issues faced by communities arising from political, economic and/or technological change.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

Key knowledge

This knowledge includes

- the pattern of social life experienced by a community or group in the last decades of the twentieth century; for example, family life, work, health, religious freedom, political oppression;
- factors which brought about change in the social experience of the community such as international, regional or local events, technological developments and/or environmental change; for example International Monetary Fund policy on African development, the fall of the Berlin Wall, civil war and famine in the Sudan, the break-up of the former Yugoslavia and subsequent civil war, Indonesian occupation of East Timor, the Chernobyl nuclear disaster, Taliban takeover in Afghanistan, the Interfada in the Middle East, genocide in Rawanda in 1993 to 1994;
- the way in which the community and its supporters responded and were affected by these events; for example, revolt, acceptance, dislocation, famine, immigration, adaptation;

- how this community or group experience has been represented in art, literature, film, print and journalism, music or multimedia; for example, the film *Kundun* (1997) representing Chinese invasion of Tibet; Amnesty International website on Burma; *Black Wind, White Land – Living With Chernobyl* (1993) documentary; Anna Funder, *Stasiland* (2003), a biography describing life in the former East Germany.

Key skills

These skills include the ability to

- use key concepts relevant to the historic event;
- analyse written and visual evidence;
- synthesise evidence to draw conclusions;
- construct coherent argument using evidence;
- present material using historical conventions such as quotations, footnotes and bibliography.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

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. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand. Assessment tasks for this unit are:

- analytical exercises;
- annotated maps;
- short reports;
- essays;
- oral presentations;
- multimedia presentations;
- film reviews;
- biographical studies;
- tests;
- responses to literature.

At least one of the assessment tasks must be presented in a written form and one must involve an analysis of visual evidence, preferably a film.

Advice for teachers

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 broadly describe the learning context and the knowledge required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

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

For Units 1 and 2, teachers must select assessment tasks from the list provided. A variety of tasks should be provided reflecting the fact that different types of tasks suit different knowledge, skills and learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

Various combinations of VCE History are possible and can reinforce depth and breadth in developing an understanding of history. Examples of four-unit history programs, which include Twentieth Century History, are provided in the introduction.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for History, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Examples highlighted by a shaded box are explained in detail in accompanying boxes. The examples that make use of information and communications technology are identified by this icon .

Unit 1: Twentieth century history 1900–1945

AREA OF STUDY 1: Crisis and conflict

Outcome 1	*Examples of learning activities*
Analyse and explain the development of a political crisis and conflict in the period 1900 to 1945.	discuss the meaning of the terms 'political', crisis', 'conflict', 'nationalism', 'internationalism'
	discuss the ideas associated with 'communism', 'fascism' 'socialism' and 'liberalism'
	explore the attitudes of a significant political movement (for example, the Nazis in Germany, the Fascists in Italy, the Communists in Russia) towards a range of issues such as race, the proper function of the state, the relationship between the individual and the state, gender relations, social class, democracy and nationalism
	map and compare the geopolitical boundaries pre- and post-World War I, identifying new nations created as a result of the peace treaties
	map the overseas colonies controlled by the European powers during 1900 to 1945, and list the nationalist movements and leaders who emerged during this period
	research the biography of a leader of a political movement in the period; compare how different historians and commentators explain this leader's rise to prominence
	create a timeline identifying the major international turning points of the period
	search the Internet for images and words representing two opposing ideologies or political groups; use this material to create a collage highlighting the different views each group had on social, economic and political issues
	analyse a propaganda poster or leaflet from a political group; identify the message of the representation and how it seeks to promote the group's political cause
	search the Internet for quotations by political leaders in the crisis and conflict you are studying; explain the significance of these quotations
	choose a region of interest and create an annotated map of the chosen region pre-1914 and an annotated map of the region post-1919

Detailed example

ANNOTATED MAP

Choose one of the following geographical regions:

- The Middle East
- Europe
- Asia

Compare maps of your chosen region pre-1914 and post-1919.

Identify changing borders, the creation and/or disappearance of countries and the collapse of empires.

Annotate the post-1919 map to indicate:

- independent countries and those under the control of another power
- the political system in place in that country; for example, liberal democracy, communism, socialism, colonial control
- internal and external threats to the existing political structure.

AREA OF STUDY 2: Social life

Outcome 2	*Examples of learning activities*
Analyse and discuss patterns of social life and the factors which influenced changes to social life in the first half of the twentieth century.	discuss the meaning of the terms 'gender', 'class', 'community', 'race' and 'ethnicity'

explore the impact of the rise of a political regime or technological change on the social life of two groups within a community in a particular period; for example, Jews and the working class in Nazi Germany; Chinese and Koreans in Manchuria following the Japanese invasion: and the white middle class and farm workers during the American 'boom' of the 1920s

construct a timeline of major scientific, technological and social developments from 1900 to 1945 which had an impact upon everyday life

read an extract from the diary or a memoir of a person living through a time of social change; identify the impact this had on everyday life

view films which portray everyday life during wartime; write a report on the accuracy of life as presented in the film; compare this view with historical accounts of the period

search the Internet for three personal accounts of social life during the historical period you are studying; find accounts from people of different ages, backgrounds and social class; as a class discuss the factors which explain why different groups have different memories of historical events

consider the importance of sport, leisure and entertainment in encouraging nationalism and support for a political regime

create a collage highlighting technological and social change in the home during the first half of the twentieth century

consider the psychological attractions of extremist political parties

research the life of an individual who campaigned to protect and advance the interests of groups within society during a period of change; for example, Margaret Sanger, Emmeline Pankhurst, Mohandas Gandhi, Alexandra Kollantai

Detailed example

ANALYSIS OF A DIARY EXTRACT

Select an extract from a diary, memoir or biography and analyse how the author highlights the impact that political, social or economic change had on everyday life.

In your discussion explain:

- the historical context of the extract

- the profile of the individual whose life is being described; including information on age, class, race, and ethnicity if appropriate.

- the impact the social, economic and political change had upon aspects of everyday life for this individual as shown in this extract

- how this picture of everyday life compares with other historical representations.

Resources could include Klemperer, Victor, 1999, *I Shall Bear Witness: The Diaries of Victor Klemperer 1933 to 1941* (trans. Martin Chambers), Phoenix, London and *The Bitter End The Diaries of Victor Klemperer 1942-1945*, Phoenix, London 1999, for Germany during the rise of Hitler and World War II and Chang, Jung, 1992, *Wild Swans Three Daughters of China*, Flamingo, for the Japanese invasion of Manchuria.

AREA OF STUDY 3: Cultural expression

Outcome 3	*Examples of learning activities*
Analyse the relationship between the historical context and a cultural expression of the period from 1900 to 1945.	discuss the meaning of the following terms: 'cultural expression', 'high culture', 'popular culture', 'censorship', 'avant garde', 'design'
	consider a range of cultural expressions from the period; for example, art, dance, music, architecture, film and literature; construct a collage presenting samples of different art forms from the first half of the twentieth century
	discuss trends in music and film as a reflection of the world in which we live
	prepare a scrapbook or multimedia presentation showcasing the work of a particular artist, musician or architect
	make a short answer quiz about a particular form of cultural expression based only on information found on the Internet; get members of the class to complete the quiz searching for the answers on the World Wide Web
	research one significant individual from the world of the arts from 1900 to 1945 and present a two-minute oral report to the class on this individual's achievements; the information could then be compiled on a group timeline

APPROACHES TO ASSESSMENT

In Units 1 and 2 demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. The following are examples of assessment tasks for

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ESSAY

THE EMERGENCE OF NEW POLITICAL IDEAS AND MOVEMENTS

Topic: Why did Nazism become the dominant force in Germany in the 1930s?

In the answer:

- consider a range of explanations offered by different people for the rise of fascism

- present an interpretation of this rise

- consider why people feel driven by the need to explain and remember this period

- use the historical conventions of quotation, bibliography and footnotes.

FILM REVIEW

CHANGES IN PATTERNS OF SOCIAL LIFE

Select one of the films listed below which deals with aspects of social life during World War II and write a film review.

Films

Mrs Miniver (1942)

Empire of the Sun (1987)

Hope and Glory (1987)

Mephisto (1981)

Europa, Europa (1991)

Charlotte Grey (2001)

The Pianist (2002)

In your review consider:

- What seems accurate in the film? How can you assess this?

- Is this film primarily entertainment or is it trying to recreate an historical period accurately? How do you assess this?

- How successful is this film as an entertainment and an historical representation? How does this film explain the historical events and the experiences of different groups at the time?

- What techniques are used by the filmmaker to create a sense of an historical time and place? Are they effective?

- What, if any, is the point the filmmaker is trying to make?

- Would you recommend this film?

ANALYSIS

CULTURAL PRODUCT FROM THE PERIOD 1900 TO 1945

Within the context of this assignment a cultural product may include the work of an individual, group or movement.

Some initial ideas:

Art, architecture and design: The Surrealists, Picasso, Art Deco, Bauhaus, Joan Miro, Albert Speer.

Music: Stravinsky, Jazz, Billie Holiday, Bartok.

Writing/Ideas: TS Eliot, Bertolt Brecht, Sigmund Frued, DH Lawrence, George Orwell.

Dance: Martha Graham, Isadora Duncan, Josephine Baker, Serge Diagheliev.

Film: Charlie Chaplin, Walt Disney, Fritz Lang, German Expressionist films.

Once a topic is chosen:

1. Examine and discuss the work of the chosen movement, group or individual. Describe the aims, methods and achievements of the group or individual.

2. Consider the response to or the effect of the work of the movement, group or individual at the time it was produced. What impact did this work have on the society in which it was produced? Are these works still significant today?

3. Discuss the historical context in which the group, movement or individual worked. Analyse the relationship between such cultural expression and the political, social and economic developments of the period.

4. Identify to what extent the themes of disillusionment, loss of confidence, anxiety or a celebration of the modern or of a political belief are present in these works.

Unit 2: Twentieth century history 1945–2000

AREA OF STUDY 1: Ideas and political power

Outcome 1	*Examples of learning activities*
Analyse and discuss how post-war societies used ideologies to legitimise their worldview and portray competing systems.	interview a cross section of people and ask them to list the significant conflicts since 1945; as a class compile your findings
	discuss the meanings of the terms 'ideology', 'imperialism', 'communism', 'capitalism', 'nationalism', 'democracy',' fundamentalism', 'Iron Curtain', 'Cold War', 'self-determination', 'Western World', 'Third World', 'Developing World', 'guerrilla' and 'terrorist'
	map the political boundaries of Europe following World War II
	compare political maps of Asia and Africa post-World War II and 1970; what differences can you identify between the maps and how can you explain these changes?
	research the life of two political leaders who held opposing ideological views during the period; examples could include Castro or Khrushchev and Kennedy, Mao Tse Tung and Chiang Kai Shek, Ho Chi Min and Ngo Dinh Diem
	compare propaganda material from opposing forces during an ideological conflict; identify the messages and worldview being promoted
	review a film from the period and identify whether it is entertainment or ideology or both
	develop a timeline outlining conflicts since 1945; identify the reasons for the conflict; for example, territorial ambition, religious conflicts, ideological differences such as communism versus capitalism, wars of political independence, ethnic conflicts
	research the Internet to find out how the different ways conflicts between opposing forces have been resolved since 1945

Detailed example

PROPAGANDA POSTERS

Analyse and compare two propaganda posters produced by opposing sides during an ideological conflict since 1945.

In your analysis include:

- a description of the literal and symbolic elements in each poster

- the historical context in which the posters were produced

- the target audience for such material

- what the posters reveal about the conflict at the time.

AREA OF STUDY 2: Movements of the people

Outcome 2	***Examples of learning activities***
Evaluate the impact of a challenge(s) to established social, political and/or economic power during the second half of the twentieth century.	define 'protest movement', 'dissident', 'independence movement', 'equality', 'class', 'patriarchy', 'terrorist organisation', 'civil disobedience', 'social change' and 'human rights' and a 'jihad'; find examples of these terms in a contemporary newspaper
	develop a list of the ways people can protest against a prevailing view in Australian society today; visit the Amnesty International website and find two examples of where people who seek to challenge the established authority put their lives in danger
	find the homepage of a protest group that is currently active on the Internet; make a report to the group or to the rest of the class
	write an email (assuming the role of a protest movement from the period) to a newspaper outlining your views and justification of your methods
	prepare a case study on a protest movement of the late twentieth century, for example, the anti–Apartheid movement
	explore the role music plays in movements for change; identify three pieces of music associated with a protest movement
	on a world map, identify a protest movement from each continent and identify the change being sought
	compile a class dictionary of biography on individuals who played a prominent role in movements for change in the last half of the twentieth century

Detailed example

INDIVIDUALS AND MOVEMENTS FOR CHANGE

Prepare a brief biography (200 words) on a leader of a movement for change in the last half of the twentieth century. In your biography include personal and political background, motivation for political activity, historical context and the methods used by the individual and the group they were involved with in order to bring about change.

Examples could include Nelson Mandela, Malcolm X, Lech Walenska, Alexander Solzeninstin, Rigoberta Mencha, Petra Kelly, Betty Frieden, Aung San Suu Chi, Gorbachev.

As a class draw up a chart identifying similarities and differences between these leaders.

AREA OF STUDY 3: Issues for the millennium

Outcome 3	***Examples of learning activities***
Analyse issues faced by communities arising from political, economic and technological change.	define the following terms and concepts: 'human rights', 'national sovereignty' 'refugee', 'globalisation', 'developing nations', Third World', 'First World' and 'political freedom' 'free trade'
	compare maps of Europe before the fall of Communism in 1991 and after the fall in 2000; annotate the 2000 map explaining the events that led to changes to geopolitical borders
	discuss what impact the fall of communism and the breakup of the USSR had on countries outside of the USA and the former USSR
	construct a concept map as a class to explain the relationship between the following: poverty, refugees, disease, human rights, war, democracy, globalisation, slavery, hunger, education, women's rights, unemployment, aid organisations
	over a fortnight collect newspaper articles from the print media which deal with current social and political issues; highlight any information they contain about the historical background of these events
	visit the website of an aid organisation such as World Vision, *Medecins Sans Frontières*, Amnesty International, and UNICEF and find a social or political issue this organisation is addressing through aid programs and lobbying; identify the historical context in which these issues developed
	interview several people and ask them to identify what they regard as the most significant global issues and events from the last decade of the twentieth century; compare your findings as a class
	prepare a foreign policy timeline for the years 1980 to 2000: note especially cases where countries have become involved in international crises and events
	role-play a journalist reporting on an issue within a community facing political and economic change in the last half of the twentieth century
	compile a list of significant scientific, technological and social developments from 1945 to 2000 which have had a significant impact on the lives of communities across the globe

Detailed example

ROLE-PLAY A JOURNALIST

As a journalist prepare a two-minute live broadcast of a significant world event from the last decades of the twentieth century. The focus of your broadcast should be on the effect this event has had on a community or group of people.

Topics could include the fall of the Berlin Wall, AIDS in Africa, end of the apartheid regime in South Africa, bombing of Sarejevo, Taliban takeover of Kabul, famine in Ethiopia 1985, Indonesian occupation of East Timor, eradication of smallpox, Chernobyl nuclear disaster or the genocide in Rawanda. Other examples include space flights, the creation of the Internet, medical advances.

APPROACHES TO ASSESSMENT

In Units 1 and 2 demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. The following are examples of assessment tasks for Unit 2.

REPORT

MOVEMENTS FOR CHANGE

Research and write a report on a movement which agitated for change in the second half of the twentieth century.

In your report:

- Describe the historical context in which this movement developed. Provide a brief history of the movement or group including its formation and leadership structure.

- Explain the aims and purpose of the challenge. What aspects of the existing power structures were the movement or group hoping to change?

- Describe the methods used by the group to achieve their aims. Did they, for example, use violence as a weapon, or passive resistance? What role did the media play in their cause?

- Describe the reaction of opponents to their cause. Were the group, for example, subject to violence, ridicule or informed debate?

- Evaluate how successful the group was in achieving their aims.

Possible movements could include African National Congress (ANC), The Weathermen, Animal Liberation, People Against Nuclear Disarmamant (PND), Greenpeace, Black Power Movement, Women's Liberation, S11, Democracy Movement in China, Solidarity and Freitlin.

Your report should include at least four primary sources and visual sources by or about the movement or group.

Include materials from at least two historians or social commentators.

Provide a bibliography citing all sources used, including websites. Present footnoting and quotations correctly and consistently.

ESSAY

ISSUES FOR THE MILLENNIUM

Topic: What effect did the September 1996 takeover of Kabul, Afghanistan have on the lives or patterns of daily life experienced by the city's civilians?

In your answer:

- explain briefly the political events leading up to the Taliban takeover

- describe civilian life before and after the Taliban takeover

- explain to what extent civilians supported or opposed the Taliban

- discuss whether this event has ramifications for the new millennium

- include references to Latifa, *My Forbidden Face*, 2002, Virago, London, and *Kandihar Journey Into The Heart of Afghanistan* (film), directed by Mohsen Makhmalbaf, Iran, 85 minutes.

Use the conventions of footnoting, quotations and bibliography.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

Books

Anderson, Bonnie A & Zinser, Judith P 1988, *A History of Their Own: Women in Europe From Pre-History To The Present*, Volume 11, Penguin, London.

Bickerton, Ian J & Hill, Maria 2003, *Contested Spaces: Historiography of the Arab/Israeli Conflict*, McGraw Hill, North Ryde, NSW.

Black, Jeremy 2002, *The World in the Twentieth Century*, Longman, Great Britain.

Gilbert, Martin 1995, *The Day The War Ended; VE Day in Europe and Around The World*, Harper Collins, London.

Gilbert, Martin 1997, *A History of the Twentieth Century Volume One 1900-1933*, Harper Collins, London.

Gilbert, Martin 1998, *Descent Into Barbarism: A History of the Twentieth Century 1933-1951*, Harper Collins, London.

Gilbert, Martin 1999, *Challenge To Civilisation: A History of the Twentieth Century 1952-1999*, Harper Collins, London.

Gilbert, Martin 2000, *Never Again: A History of The Holocaust*, Partridge Green, New York.

Hobsbawn, Eric 1992, *Age of Empire 1914*, Abacus, London.

Hobsbawn, Eric 1994, *Age of Extremes: The Short Twentieth Century 1914-1991*, Abacus, London.

Hodgson, G (ed) 1995, *The People's Century: From The Dawn of The New Century to the Start of the Cold War*, BBC Books, London.

Hodgson, G (ed) 1996, *The People's Century: From the Start of the Nuclear Age to the End of the Century*, BBC Books, London.

Hughes, Matthew & Mann, Chris 2000, *Hitler's Germany: Life Under The Third Reich*, Brasseys Inc.

Issacs, Jeremy & Downing, Taylor 1998, *Cold War, An Illustrated History 1945-1991*, Little, Brown, & Company, USA.

Maltby, Richard 1988, *Popular Culture in the Twentieth Century*, London.

Mansfield, Peter 1991, *A History of the Middle East*, Penguin, London.

Reynolds, David 2000, *One World Divisible: A Global History Since 1945*, Penguin, London.

Snarr, T. Michael & Snarr, Neil D (eds) 2002, *Introducing Global Issues,* 2nd edn, Lynn Reiner, London.
(Good for Unit 2, Area of study 3, Issues for the millennium.)

Vadney, TE 1992, *The World Since 1945,* 2nd edn, Penguin, London.

Websites

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are both suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

Generally the title given is the title of the page; where this is not possible a description of the content is given.

University History Departments, such as the Monash University School of Historical Studies often provide students with an excellent collection of links to useful websites.
www.lib.monash.edu.au/subjects/history/net.html

The CNN education page includes teaching materials to accompany the *Cold War* documentary series.
www.cnn.com/SPECIALS/cold.war/guides/about.series/bios/production.html

The website for the teacher's guide and resource material to support the BBC series *The People's Century*.
www.pbs.org/wgbh/peoplescentury/about/index.html

World History Archives is a thorough source for documents on twentieth century history.
www.hartford-hwp.com/archives/28/index.html

University of Western Australia website with links to Middle East affairs and history.
www.law.ecel.uwa.edu.au/intlaw/middle_east.htm

The Holocaust Memorial Museum
www.ushmm.org/

Amnesty International
www.amnesty.org

Medecins Sans Frontieres (Doctors Without Borders)
www.msf.org/

SBS World Guide online gives information of all countries in the world including a history of their social, political and economic development.
www.theworldnews.com.au/Worldguide

Audiovisual

The People's Century (documentary series) 1997, exec producer Zvi Dor-Ner, UK, 26 episodes.

Cold War (documentary series) 1998, Jeremy Issacs, USA, 24 episodes.

Cabaret (film) 1972, Bob Fosse, USA, 124 minutes.

Triumph of the Will (film) 1934, Leni Reifenstahl, Germany.

The Pianist (film) 2002, Roman Polanski, UK, 148 minutes.

Gosford Park (film) 2002, Robert Altman, USA, 135 minutes.

The Killing Fields (film) 1984, Roland Joffe, UK, 144 minutes.

Europa, Europa (film) 1991, Agnieszka Holland, Germany, 109 minutes.

Metropolis (film) 1927, Fritz Lang, Germany, 115 minutes.

Kundun (film) 1994, Martin Scorsese, USA, 140 minutes.

Unit 2: Koorie history

Koorie is a term most commonly used by Aboriginal people in South Eastern Australia to describe themselves. Koorie history provides an introduction to the experiences of Koorie people from a Koorie perspective. It examines Koorie views of the past and present, explores Koorie connections with the place now known as south-east Australia, and promotes understanding of Koorie culture and Koorie visions for the future of this land.

The following unit is intended to reflect a Koorie perspective on the experiences and events that are critical to the Koorie community. For example, although there may be debate in the broader community about use of the term 'invasion' to describe European settlement in Australia, it is the term most commonly accepted in the Koorie community and therefore is used in this unit.

Before 1788, Koorie communities managed their societies in accordance with their own economic and kinship systems, customs and law. However, after their lands were invaded and as a result of the impact of European policies, Koorie people were no longer able to occupy their land, practise their ceremonies or hunt and gather food as they had done for thousands of years. Initially, Koories fought against the settlers and the impact of colonisation. With diminished numbers they then struggled to make places for themselves in the new society being formed.

Despite restricted opportunities and racist attitudes in the broader community, strong individual Koorie leaders and groups emerged to work for better conditions and greater independence. In the nineteenth century most efforts were on a small and local scale, but by the early twentieth century, Koories came to see themselves as part of a national movement and to act nationally. Examples of this were the Day of Mourning that Aboriginal peoples staged in 1938 and the establishment of the Australian Aborigines League.

The upsurge of activism in the 1960s was influenced by political changes within Australia and by international movements such as the civil rights movement in the USA. Many Aboriginal community organisations helped achieve significant changes in the legal status of Aborigines and to assert control over issues affecting the lives of Aboriginal people in areas such as housing, employment, education and welfare. Activism in the 1970s and beyond emphasised land rights and stressed the centrality of land for all Aborigines and Torres Strait Islanders.

More recently, the Mabo and Wik judgments have been milestones in the struggle for land rights and there has been greater recognition of the damage done through many government policies and actions, especially the removal of Koorie children (the stolen generations). A significant national movement for reconciliation has grown up to acknowledge these issues and to offer hope for the future.

Koorie identity remains strongly connected to the concepts of land, kinship and culture. These are not separate values, but inextricably bound together in lived experience. Koorie people assert their identity by using the term Koorie or more particular names related to their clan or language group, flying the Aboriginal flag, and in many other forms of cultural expression such as song, dance, oral history, painting and film.

Each of the following areas of study concentrates on themes in Koorie history and connects to contemporary issues. The areas may be treated separately or integrated into a single chronological framework.

AREA OF STUDY 1

Living black

During the twentieth century, Aboriginal and Torres Strait Islander voices have increasingly been heard. Their strong oral and visual traditions have gained expression and widespread recognition both nationally and internationally, especially in the areas of art, music and dance. Koorie people have sought to control, and intervene in, the portrayal of Koorie identity through such things as the Aboriginal flag, use of the term Koorie and more specific terms of self description such as Wurrundjeri and Yorta Yorta. Through various forms of cultural expression, Koorie people have been able to reassert ownership of their history and celebrate their survival.

As we move into the twenty-first century, Aboriginal and Torres Strait Islander culture is being acknowledged as an increasingly important part of Australian culture.

Outcome 1

On completion of this unit the student should be able to describe a range of contemporary expressions of Koorie culture and identity.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- current forms through which Koorie culture is celebrated, conserved and expressed; for example, in music, painting, literature, keeping places, oral traditions, film, sport;
- biographical details of artists, sportspeople and others who have contributed to the formation of modern Koorie identity;
- historical questions that current representations of Koorie culture raise about the past.

Key skills

These skills include the ability to

- locate and analyse sources;
- analyse written, oral and visual evidence;
- synthesise evidence to draw conclusions;
- analyse a contemporary representation of Koorie culture; for example, a song, play, film, exhibition, painting or website;
- use concepts such as Koorie, identity, society and culture.

AREA OF STUDY 2

Caring for country

Land is central to any study of Aboriginal and Torres Strait Islander history. Land is mother earth, the giver of all things and central to concepts of self, belonging and spirituality. Prior to 1788, land was also a carefully managed economic resource.

The land's close connection to individual and group identity is demonstrated by totems, creation stories, ceremonies and clan boundaries. Koorie people were knowledgeable and managed complex issues in their society and environment. The richness and complexity of pre-invasion Koorie societies and their relationship with the land sustained at least 2000 generations of people in Australia.

The impact of invasion on Koorie societies was devastating. The loss of territory meant decreasing access to sacred sites, traditional places and food sources.

As the twentieth century progressed, Koorie communities maintained their connection to and struggle for the land, especially in the context of the reserves and missions in Victoria and New South Wales. The Koorie community continued to use traditional hunting and gathering to complement other food supplies. The government also developed new ways of using their land as an economic resource. In the latter part of the twentieth century Koories have combined with environmentalists to care for country, including shared management of heritage sites.

From the 1950s, Koorie struggles have been part of the national move for land rights. In particular, the 1970s saw Aboriginal land rights legislation in a number of states. More recently, the landmark Mabo High Court decision, which recognised native title rights for the first time since invasion, overturned the concept of *terra nullius* which asserted that the land was unoccupied. Current land rights issues in south eastern Australia as in other parts are being debated within the new context set by the Mabo and Wik decisions.

Outcome 2

On completion of this unit the student should be able to trace the changes and continuities in Koorie relationships with the land.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- traditional relationships with 'country' such as creation stories, bush foods, medicine and identity;
- impact of the invasion on Koorie relationships with land;
- late twentieth and twenty-first century campaigns for land rights such as Lake Tyres, Yorta Yorta, the Mabo and Wik cases.

Key skills

These skills include the ability to

- use concepts such as land, justice, society and culture;
- organise information chronologically;
- analyse written, oral and visual evidence;
- use evidence to support a case study of a place that is significant to Koorie people.

AREA OF STUDY 3

Struggle for rights

Respect for kinship remains a very significant feature of Koorie communities today. Core values such as caring for, sharing with and supporting immediate family, other relatives and the rest of the group have been passed down through the generations.The continuity of these values is especially evident in community networks, formal organisations and actions that Koorie people have initiated over many years.

The Koorie struggle for rights can be seen in two main phases. In the decades between 1930 and 1970 the emphasis was mainly on gaining fair treatment and civil rights. These causes were promoted by organisations such as the Aborigines Progressive Association, the Australian Aborigines League in the 1930s and the Victorian Aborigines Advancement League in the 1950s. The Aboriginal Day of Mourning in 1938 and the Freedom Rides during the 1960s were particularly effective actions, drawing attention to Aboriginal inequality and to the discrimination suffered by Australia's Indigenous peoples.

The 1967 referendum was a defining moment because it raised awareness of Aboriginal issues and led eventually to a more receptive environment. The focus on equal rights gradually changed to achieving Indigenous rights and promoting self-determination. In the 1970s there was an upsurge of political activity symbolised by the Canberra Tent Embassy in 1972. During this period many Koorie organisations such as the Victorian Aboriginal Education Service, the Victorian Aboriginal Health Service and the Victorian Aboriginal Legal Service were established to meet specific community needs.

The move to national action continued with the establishment of the Aboriginal and Torres Strait Islander Commission (ATSIC) in 1991, which formalised the efforts for self-determination. More recently, broad campaigns such as the Sea of Hands, National Sorry Day and walks in various parts of Australia have drawn attention to the cause of reconciliation.

Outcome 3

On completion of this unit the student should be able to explain a compaign or action for Koorie rights in the context of the continuing Koorie struggle for rights and self-determination.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

Key knowledge
This knowledge includes

- an issue or action from the period 1930 to 1970;
- self-determination and the role of ATSIC;
- a recent community campaign; for example, the activities and campaigns for reconciliation or the inquiries into the stolen generations.

Key skills
These skills include the ability to

- locate relevant sources;
- evaluate visual, oral and written evidence;
- synthesise evidence to draw conclusions;
- examine a recent struggle through an oral response, written argument or multimedia presentation.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

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. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand. Assessment tasks for this unit are:

- oral presentations, such as group dramatic presentations of an event which could include dance and song;
- multimedia presentations;
- oral history report;
- annotated photographic exhibition on an event;
- short reports;
- essays;
- film reviews;
- a short biography;
- maintaining a scrapbook or journal;
- tests;
- responses to Koorie short stories, novels, songs, plays and poetry.

At least one of the assessment tasks must be presented in a written form and one must involve an analysis of visual evidence.

Advice for teachers

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 broadly describe the learning context and the knowledge required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

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

For Units 1 and 2, teachers must select assessment tasks from the list provided. A variety of tasks should be provided reflecting the fact that different types of tasks suit different knowledge, skills and learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

Various combinations of VCE History are possible and can reinforce depth and breadth in developing an understanding of history. Examples of four-unit history programs, which include Koorie History, are provided in the introduction.

Koorie History is designed as part of an Australian history sequence and provides a base for students continuing into Units 3 and 4. It seeks to weave together Koorie accounts of the past with Koorie concerns in the present. Courses should reflect this by:

- continually bridging the Koorie experience of past and present;
- employing resources that have a Koorie voice;
- involving local Koorie communities.

The unit could be sequenced so that each area of study is studied and assessed separately. In such a sequence it is easier to set shorter tasks to cover a range of topics, for example:

1. **Living black**: study of a range of contemporary representations (with an assessment task for Outcome 1 completed by the end of this unit).
2. **Caring for country**: an overview followed by a case study of a particular community (with an assessment task for Outcome 2 completed by the end of this unit).
3. **Struggle for rights**: an overview followed by a case study of particular struggles related to health, education, employment, social welfare, stolen generation or land (with an assessment task for Outcome 3 completed by the end of this unit).

Alternatively, the unit could be organised into a sequence combining chronological and thematic approaches. In such a sequence the particular learning activities could combine outcomes in the following ways:

1. **Introductory activities** about Koorie culture in general and specifically about the importance of land and kinship (beginning work on Outcomes 1, 2 and 3).
2. **Study of the pre-invasion period** (work on land and culture providing the base for both Outcomes 1 and 2).
3. **Study of nineteenth/twentieth century** activities focusing on the continuing relationship to land (with an assessment task for Outcome 2).
4. **Study of twentieth and twenty-first century experiences**, actions and organisations (with assessment tasks for Outcomes 1 and 3).

Or the unit could combine all outcomes around one case study, for example, a focus on the Yorta Yorta land claim:

1. Introduction – current land rights issue.
2. **Current Yorta Yorta representations** – study of a range of representations (including an assessment task for Outcome 1).
3. Pre-invasion Yorta Yorta relationship to land, **nineteenth century Yorta Yorta relationship to land** (with an assessment task for Outcome 2).
4. **Early twentieth century Yorta Yorta struggle for rights** (with an assessment task for Outcome 3).
5. **Late twentieth and twenty-first century Yorta Yorta land claim** (with an assessment task for Outcomes 2 and 3).

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for History, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Examples highlighted by a shaded box are explained in detail in accompanying boxes. The examples that make use of information and communications technology are identified by this icon .

Unit 2: Koorie history

AREA OF STUDY 1: Living black

Outcome 1	***Examples of learning activities***
Describe a range of contemporary expressions of Koorie culture and identity.	discuss concepts such as 'Koorie', 'identity', 'society' and 'culture'
	compare and contrast the work of two different Koorie artists, singers, or playwrights
	attend and respond to a dramatic or artistic performance by Koorie people
	set up a class exhibition of contemporary expressions of Koorie culture
	explain the ways in which Koorie identity has been expressed in art, music, dance and film
	ICT conduct a survey of Internet sites and construct a list with descriptions of sites about Koorie culture
	ICT write a review of one video or exhibition or website related to Koorie culture
	ICT each student prepares a poster presentation (on paper or using a computer) about one Koorie representation of culture; this is presented orally to the rest of the class
	analyse representations of Koorie culture using a chart with headings such as: Koorie relationship to land, Koorie kinship, Koorie language, Koorie history, Koorie awareness of past suffering/hardship, awareness of providing alternative Koorie viewpoint, awareness of broad Indigenous issues
	study a play such as *Stolen* and discuss what it reveals about Koorie culture
	view the video *Land, Kinship & Culture* and complete the accompanying worksheet

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Detailed example

ANALYSE A CONTEMPORARY REPRESENTATION OF KOORIE CULTURE

Examine a range of twentieth-century representations of Koorie culture. Select one item and discuss its importance as a representation of Koorie identity.

The poster and oral presentation should include:

1. A biographical profile of the artist, musician, presenter or designer.

2. A description of the piece of work that explains its meaning and importance.

3. A discussion of how the selected work connects to issues of Koorie culture and identity both now and in the past.

4. A comparison between the selected work and other representations of Koorie identity.

5. Acknowledgement of sources.

AREA OF STUDY 2: Caring for country

Outcome 2	***Examples of learning activities***
Trace the changes and continuities in Koorie relationships with the land.	construct a timeline with annotations indicating the continuities and changes experienced by a particular group of Koorie people in relationship to their land
	use the CD-ROM and video of *Frontier* to investigate the impact of European settlement on Koorie relationships with land
	critique a range of sources from areas such as the Internet, school or local library
	write or present an oral report to explain the significance of either the Mabo or Wik decisions
	investigate and present a case study of Koorie people from pre-invasion to the present in one part of what is now called Victoria, using, for example, 'A History of Aboriginal people in Victoria' from the Melbourne Museum (www.museum.vic.gov.au) and 'Aboriginal People of Victoria' on the school projects section at the ATSIC website (www.atsic.gov.au)
	list the various ways Koories have related to land and group these under the headings of economic, spiritual, social; present this in a diagram that shows the ways these interconnect
	discuss the term 'caring for country' and explain what it suggests in comparison to 'relating to land'
	study individual stories in *Living Aboriginal Histories of Victoria* or *Wathaurang, Too Bloody Strong* or *Hidden Histories* from www.museum.vic.gov.au, and chart the ways these show continuities and change in Koorie relationships with the land
	view a video such as *Koorie Culture, Koorie Control, People of the Lake, Brambuk: A Journey through Time* or *Baranjuk: Musk Duck: The Wally Cooper Story,* and discuss continuities and changes in Koorie caring for country
	depict the continuities and changes in Koorie caring for country by showing the same scene at different times, with annotations about Koorie experiences, e.g. 'Melbourne' in 1800, 1840, 1901, 1967, 2000; you could use the picture book by Nadia Wheatley or the video *Wurundjeri Country* at Bunjilaka as examples
	visit the Melbourne Museum, especially Bunjilaka, the Millarri Garden and the Forest Gallery; complete worksheets related to these exhibitions or report on particular sections, e.g. view the film *Wurundjeri Country* in the Belonging to Country video area (9 minutes), in Koori Voices, examine the exhibit 'Scars in the landscape' about the colonial experience and examine the Cummeragunga exhibit and explain what it tells us about Koorie experience in the period 1900 to 1945

Detailed example

CASE STUDY OF A REGION

Select one particular region in what is Victoria today and study the lives of Koorie people there in the periods before invasion, the nineteenth century and twentieth century. (The whole class could work on the local region or could divide into groups to study different environments and peoples. This choice would be partly governed by the availability of sources.)

The case study should include:

1. Pre-invasion

    •   Map the region or regions selected.

    •   Describe the physical relationship to the land: the food supply; the weapons, tools and skills used in hunting, gathering and preparing foods; clothing, shelter, transport, medicines.

    •   Describe spiritual relationships to the land: beliefs and rituals and expressions of these, especially in stories and art.

    •   Describe social organisation: size and relationship of groups; marriage and family relationships and roles; trading relationships; role of large gatherings.

2. Nineteenth and twentieth century

    •   Add to the map or make alternate maps to indicate the pastoral runs, the towns, the Aboriginal reserves or missions, current Aboriginal land, current land claims.

    •   Describe Koorie people living and working on farms, reserves and missions in traditional territories; and their land rights struggles.

    •   Explain changes and continuities in the physical relationship to particular territory with regard to food, clothing, shelter, transport, medicine, environmental practices.

3. Today

    •   What does caring for country mean for Indigenous people in the region or regions selected? What has changed? What has remained the same?

AREA OF STUDY 3: Struggle for rights

Outcome 3	*Examples of learning activities*
Explain a campaign or action for Koorie rights in the context of the continuing Koorie struggle for rights and self-determination.	discuss Koorie self-determination: what is it? what inhibits or stops it? what helps it? construct and annotate a timeline for twentieth-century self-determination; this could be done by distributing particular dates and actions to individual students who research and then present comments chronologically about their particular year in groups, research the following periods and report back to the class: early twentieth century (e.g. Citizenship 1901, Aboriginal organisations, 1930s Day of Mourning), 1960s (e.g. Victorian Aboriginal Advancement League, Freedom Rides, 1967 Referendum, land rights), 1970s to 80s (e.g. Tent Embassy, Aboriginal services), 1990s to today (e.g. Deaths in Custody Report, Mabo, Native Title Act, Wik, Reconciliation) compile a list of Koorie organisations formed during and since 1970 using Aboriginal Affairs Victoria (www.dvc.vic.gov/aav.htm) examine the role of significant individuals such as William Cooper, Margaret Tucker, Doug Nicholls, Gary Foley, Aunty Iris Lovett using *The Encyclopedia of Aboriginal Australia* and Gary Foley's Koorie History on www.kooriweb.org/foley/indexb.html survey current Koorie issues represented on the Internet; report on particular sites, e.g. Wayne Atkinson's 'Yorta Yorta Struggle for Justice Continues' on www.museum.vic.gov.au/hidden_histories/ visit a Koorie organisation or website, or listen to a guest speaker from a Koorie organisation view videos such as *The Aboriginal Civil Rights Movement* or *Aboriginal Organisations Today* and complete the worksheets provided undertake a case study of the role of a Koorie school in the context of the history of Koorie struggle for rights

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Detailed example

CASE STUDY – EDUCATION

Examine the role of a Koorie school in the context of the history of Koorie struggle for rights.

1. Current Situation:

   • Briefly describe the school.

   •. What is the school trying to achieve?

   • How is a school related to Koorie rights?

   • Why is it needed?

2. Past Experience:

   • What is the past experience of Koories in education?

   • How does this school relate to other initiatives in Indigenous education in Australia? See VAEAI on www.vaeai.org.au/timeline/ for a detailed timeline.

   Such a case study could be made of any other Koorie organisation for which information is available.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

BOOKS

General

Broome, R 1995, *Aboriginal Australians: Black Response to White Dominance 1788–1980*, 2nd edn, Allen & Unwin, Sydney.

Bunjilaka: The Aboriginal Centre at Melbourne Museum, 2000, Melbourne Museum, Melbourne

Clendinnen, Inga 1999, *True Stories*, ABC Books, Sydney.

Horton, D (ed.) 1994, *Encyclopaedia of Aboriginal Australia,* Australian Institute of Aboriginal and Torres Strait Islander Studies, Canberra. (Also available on CD-ROM.)

McGrath (ed.) 1995, *Contested Ground: Aborigines under the British Crown*, Allen & Unwin, Sydney.

Reynolds, H 1996*, Dispossession: Black Australians and White Invaders*, Allen & Unwin, Sydney.

Singh, S et al. 2001, *Aboriginal Australia and the Torres Strait Islands: Guide to Indigenous Australia*, Lonely Planet Publications, Melbourne.

Living black

Gallagher, N 1992, *A Story to Tell: The Working Lives of 10 Aboriginal Australians*, Cambridge University Press, Port Macquarie, NSW.

Harrison, Jane 2002, *Stolen*, Currency Press, Sydney.

Jackomos, A & Fowell, D 1991, *Living Aboriginal History of Victoria: Stories in the Oral Tradition,* Cambridge University Press, Melbourne.

Jonas, B & Langton, M 1994, *The Little Red, Yellow and Black Book*, Australian Institute of Aboriginal and Torres Strait Islander Studies, Canberra.

Koorie Heritage Trust 1991*, Koorie*, Creative Solutions, North Melbourne.

Lee, Dawn 2002, *A: Daughter of Two Worlds*, Aboriginal Affairs Victoria, East Melbourne.

Neale, M 2000, *Urban Dingo: The Art and Life of Lin Onus 1948–1996*, Craftsman House & Queensland Art Gallery.

Pascoe, B (ed.) 1997*, Wathaurong, Too Bloody Strong: Stories and Life Journeys of People from Wathaurong*, Pascoe Publishing, Apollo Bay, Victoria.

Poad, D, West, A & Miller, R 1990, *Contact: An Australian History*, 2nd edn, Heinemann, Port Melbourne.

Rose, Michael (ed.) 1996, *For the Record: 160 Years of Print Journalism*, Allen & Unwin, Sydney.

Sayers, Andrew 1994, *Aboriginal Artists of the Nineteenth Century*, Oxford University Press, Melbourne.

Thompson, L (ed.) 1990, *Aboriginal Voices: Contemporary Aboriginal Artists, Writers and Performers*, Simon & Schuster, Brookvale, NSW.

Caring for country

Aboriginal and Torres Strait Islander Commission (ATSIC) 1994, *Information Kit on Native Title*, AGPS, Canberra.

Aboriginal and Torres Strait Islander Commission (ATSIC) 1997, *A Plain English Guide to the Wik Case*, AGPS, Canberra.

Attwood, B 1999, *'My Country': A History of the Djadja Wurrung 1837-1864*, Monash Publications in History: 25, Clayton.

Barwick, Diane 1998, *Rebellion at Coranderrk*, Aboriginal History Inc, Canberra.

Brown, A (ed.) 1990, *Aborigines and the Environment, Victorian Archaeological Survey*, Department of Conservation and Environment, Melbourne.

Caldere, DB & Goff, DJ 1991, *Aboriginal Reserves and Missions in Victoria*, Aboriginal Lands Group, Department of Conservation and Environment, Melbourne.

Critchett, J 1980, *Our Land Till We Die*, Institute Press, Warrnambool.

Critchett, J 1998, *Untold Stories: Memories and Lives of Victorian Kooris*, Melbourne University Press, South Carlton.

Clark, I 1998, *'That's My Country Belonging to Me': Aboriginal Land Tenure and Dispossession in Nineteenth Century Western Victoria*, Heritage Matters, Melbourne.

Ellender, I & Christiansen, P 2001, *People of the Merri Merri: The Wurundjeri in Colonial Days*, Merri Creek Management Committee Inc., East Brunswick.

Eidelson, M 1997, *The Melbourne Dreaming: A Guide to Aboriginal Places of Melbourne*, Aboriginal Studies Press, Canberra.

Gardner, PD 1994, *Through Foreign Eyes: European Perceptions of the Kurnai Tribe of Gippsland*, Centre for Gippsland Studies, Churchill, Victoria.

Gott, B & Zola, N 1992, *Koorie Plants, Koorie People*, Koorie Heritage Trust, Melbourne.

Healey, K (ed.) 1988, *Native Title, Issues in Society*, *vol. 93*, The Spinney Press, Balmain, NSW.

Pepper P & De Araugo, T 1985, *The Kurnai of Gippsland*, Hyland House, Melbourne.

Presland, G 1994, *Aboriginal Melbourne*, Penguin, Ringwood, Victoria.

Wiencke, S 1984, *When the Wattles Bloom Again*, Globe Press, Melbourne.

Understanding Country: Key Issue Paper No 1, 1994, Aboriginal Council for Reconciliation, AGPS, Canberra.

Struggle for rights

Attwood, Bain 2003, *Rights for Aborigines*, Allen & Unwin, Sydney.

Attwood, B & Markus, A 1999, *The Struggle for Aboriginal Rights: A Documentary History*, Allen & Unwin, Sydney.

Bird, C (ed.) 1998, *The Stolen Children: Their Stories*, Random House, Australia.

Chesterman, J & Galligan, B 1997, *Citizens Without Rights: Aborigines and Australian Citizenship*, Cambridge University Press, Melbourne.

Dwyer, Mollie 2003, *Room for One More: The Life of Mollie Dwyer*, Aboriginal Affairs, Victoria, East Melbourne.

Goodall, H 1996, *Invasion to Embassy*, Allen & Unwin in association with Black Books, Sydney.

Healey, K (ed.) 1998, *The Stolen Generation*, The Spinney Press, Balmain, NSW.

Human Rights and Equal Opportunity Commission 1997, *Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from their Families*, Human Rights and Equal Opportunity Commission, Sydney.

Lippmann, L 1994, *Generations of Resistance*, 3rd edn, Longman Cheshire, Melbourne.

Lovett-Gardiner, I 1997, *Lady of the Lake: Aunty Iris' Story*, Koorie Heritage Trust Inc., Melbourne.

Markus, A 1988, *Blood from a Stone: William Cooper and the Australian Aborigines League*, Allen & Unwin, Sydney.

Victorian Aborigines Advancement League 1985, *Victims or Victors? The Story of the Victorian Aborigines Advancement League,* Hyland House, South Yarra.

CD-ROMs

Indigenous Australians: An Aboriginal Community Focus, 1996, TAFE NSW, Sydney Institute of Technology, Sydney.

Lore of the Land, 1999, Fraynework Multimedia, Alphington, Melbourne.

Museum of Victoria Waypoint 1, 1997, Gyro Interactive Pty Ltd, Melbourne.

Encyclopedia of Aboriginal Australia, 1994, Australian Institute of Aboriginal and Torres Strait Islander Studies, Canberra.

Frontier, 1997, ABC, available from Dataworks Educational Software.

Video

Babakiueria, 1986, ABC, Sydney.

Baranjuk: Musk Duck: The Wally Cooper Story, 1995, Koori Heritage Trust, Melbourne (36 min).

*Best Kept Secret,*1991, Archie Roach, ABC Television Marketing, Melbourne (30 min).

Brambuk: A Journey Through Time, 1992, Brambuk Living Cultural Centre (18 min).

Exploring Indigenous Australia series 1999:
White Australia Has a Black History

Missions, Settlements & Reserves

Land, Kinship & Culture

The Aboriginal Civil Rights Movement

Indigenous Organisations Today
Video Education Australasia, Bendigo.
(Each approximately 30 minutes & made to suit VCE units, teachers' notes including worksheets provided.)

Frontier (Parts 1, 2 & 3) 1997, ABC Television (55 min each).

Hyllus Maris and Mrs Briggs Return to Cummeragunja, 1985, Australian Film Commission (60 min).

Koori: A Will to Win, 1987, NSW Film Corporation (55 min).

Koorie Culture, Koorie Control, 1992, Mojo Films, Melbourne (30 min).

Lousy Little Sixpence, 1983, Ronin Films, Canberra (54 min).

People of the Lake: The Story of the Lake Condah Mission, 1990, Koorie Tourism Commission, Video Education Australia (10 min).

One People Sing Freedom: The Black March, 1988, ABC Television Marketing, Melbourne (50 min).

Women of the Sun (Parts 1, 2, 3, & 4), 1982, Generation Films, Sydney (each episode approximately 1 hour, historical drama representing 4 time periods: 1820s invasion, 19th century missions, 1930s Cummeragunga walk out, and 1980s activism).

Audio

Roach, Archie 1992, *Charcoal Lane*, Mushroom Records.

Roach, Archie, Hunter, Ruby & Thorpe, Wayne 1989, *Koorie*, Victorian Aboriginal Cultural Heritage, Melbourne.

Tiddas 1996, *Songs For Life*, Polygram.

Websites

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are both suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

Generally the title given is the title of the page; where this is not possible a description of the content is given.

Aboriginal Affairs Victoria (Department for Victorian Communities, Aboriginal Affairs)
www.dvc.vic.gov/aav.htm

Aboriginal Studies WWW Virtual Library
www.ciolek.com/WWWVL-Aboriginal.html

Aboriginal and Torres Strait Islander Commission (ATSIC)
www.atsic.gov.au/

Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS)
www.aiatsis.gov.au/

Council for Aboriginal Reconciliation
www.austlii.edu.au/car

Koori Mail
www.koorimail.com/

Koorie Heritage Trust
wwwkoorieheritagetrust.com

Koori History (Gary Foley)
www.kooriweb.org/foley/

Koorie Research Centre
www.arts.monash.edu.au/cais/research/

La Trobe Library (State Library)
www.statelibrary.vic.gov.au/slv/latrobe/

Lore of the Land
www.loreoftheland.com.au/

The Museum of Victoria Hidden Histories Project
www.museum.vic.gov.au/hidden_histories/

National Archives of Australia
www. naa.gov.au

The National Gallery of Victoria
www.ngv.vic.gov.au

The State Library of NSW
www.slnsw.gov.au/koori/

Victorian Aboriginal Education Association Inc. (VAEAI)
www.vaeai.org.au

ORGANISATIONS

Aborigines Advancement League
2 Watt Street
Thornbury, Vic 3071
Tel: (03) 9480 6377

Aboriginal and Torres Strait Islander Commission (ATSIC)
Level 2, Casseldon Place
2 Lonsdale Street
Melbourne, Vic 3000
Tel: (03) 9285 7222

Brambuk Inc
PO Box 43
Halls Gap, Vic 3381
Tel: (03) 5356 4452

Dharnya Centre
Moira Lakes Road
Barmah Forest
Barmah, Vic 3639
Tel: 13 1963

Galeena Beek Living Cultural Centre
22–24 Glen Eadie Avenue
Healesville, Vic 3777
Tel: (03) 5962 1119

The Ian Potter Centre
NGV Australia
Federation Square
Corner of Russell & Flinders Streets
Melbourne, Vic 3000
Tel: (03) 8662 1553

Koorie Heritage Trust Inc.
295 King Street
Melbourne, Vic 3000
Tel: (03) 9669 9061

Melbourne Museum
Carlton Gardens
Carlton, Vic 3053
Tel: 1300 130 152

Mia Mia Art Gallery
Westerfolds Park
Fitzsimmons Lane
Templestowe, Vic 3106
Tel: (03) 9846 4636

Further resources

Catholic Education Commission of Victoria 1998, *Koorie Studies in SOSE, Years 7–10*, Catholic Education Commission of Victoria, East Melbourne.

Department of Education 1997, *Course Advice: Studies of Society and Environment Levels 5–7*, Community Information Service, Department of Education, Victoria (especially Units Land, Law and Country (Level 5) and The Aboriginal Civil Rights Movement (Levels 6–7)).

The Bookshelf (bookshop specialising in Aboriginal resources)
116 Bridge Road
Richmond, Vic 3121
Tel: (03) 9428 2011

Unit 2: People and power

Challenge and change are fundamental processes in human history. Discontent and desire to change grow until an established idea or society is challenged by one person or by a group of formally organised people. A struggle ensues resulting in 'old' and 'new' battles for supremacy. Eventually a new balance emerges, but to what extent is there continuity and change between the 'old' and the 'new'?

An established authority over time develops various mechanisms to reinforce and defend its beliefs. Ideas are codified, creeds and manifestoes written, even art and architecture are used to perpetuate the system. A hierarchy is established and often force is used to defend and extend the system. For example, by the twelfth century, the Christian church had spread across Europe as the established authority of the Middle Ages, while in the fourteenth century in central America the Aztecs created a theological and military dominance over the area. The belief in the right to enslave other humans has flourished at various times in history, from Ancient Greece to nineteenth century United States, and each time a range of arguments and laws have been created to defend and maintain the system. In many places and civilizations, discrimination on the basis of gender has been justified and codified. Over time, both established and alternative systems have come under question. This course focuses on the process of challenge and change.

Various concepts such as 'liberty', 'authority', 'freedom', 'equality', 'right' and 'truth' are part of modern-day political language and are often used to justify ideas and actions. However, they need to be historically situated. What did they 'really' mean at this time? How were these challenges justified? Did it involve a struggle for different values and an introduction of change to a new order? Did the means adopted in the struggle for change ultimately influence, even pervert, the ends? Did the liberators, if victorious, introduce a freer society or did they, in their turn, create restrictive structures?

This unit explores one or more contexts in which challenge and change have occurred, and the people and groups which undertook this challenge. The context may be based on, for example, the fall of the Roman empire, late Medieval England, the Black Death and the Peasants' revolt, the Lutheran Reformation, slavery in the 19th century, South Africa under apartheid, Northern Ireland, the Civil Rights Movement in the USA or women and patriarchy surveyed over time.

AREA OF STUDY 1

Power and authority

The established authority may have been political, religious, intellectual or patriarchal. These have often coincided and overlapped (for example, the notion of Papal Supremacy in the medieval Christian Church or the Divine Right to Rule). However, established authority has often used a variety of ways to maintain and legitimise itself. Appeals have been made to the word of God (for example, both Luther and the Papacy in their struggle in the sixteenth century) and to biological supremacy (for example, the former apartheid policy of South Africa or patriarchal power structures). The authority may have used fear and force to maintain its position, such as the inquisition or witch hunts in the Middle Ages or South Africa under apartheid. There was also the more complex rule of paternalism which included the voluntary acceptance of lesser status in exchange for protection and sustenance. In these situations the true power relationships are not immediately obvious.

This area of study focuses on the specific form of the established authority and the various arguments and methods used to maintain it.

Outcome 1

On completion of this unit the student should be able to describe a specific form of established authority and analyse the ways in which it was maintained.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- ideas and values used to support the established authority; for example, religion, theories of racial superiority, attitudes to gender roles, ideas about obligations and rights;
- the role of institutions in the maintenance of the authority; for example, legal systems, religious institutions, education systems, economic systems;
- the presence and representation of the authority in cultural life; for example, in history, language, ritual;
- those people or groups who supported the authority and the reasons for their support; for example, economic, political, religious, intellectual.

Key skills

These skills include the ability to

- analyse written and visual evidence, including film where appropriate;
- use key concepts relevant to the historical context;
- synthesise evidence to draw conclusions;
- present material using historical conventions such as quotations, footnotes and a bibliography.

AREA OF STUDY 2

Dissenting groups and challenges

Growing disagreement and a sense of injustice or oppression have motivated individuals to action or united people into groups or movements who decided to challenge established authority.

The challengers may have been strongly united or divided over leadership, about how to proceed, or by their various backgrounds. Their challenge to the established authority may have taken various forms such as violent action, prolonged protest or debate, and rejection of prevailing teachings and ideas, such as Luther's conflict with the Papacy or Emmeline Pankhurst's campaign of violence to secure the vote for women.

This area of study focuses on the reasons that led some people to challenge the established authority, the characteristics of their group or movement and the way in which their dissent was manifested.

Outcome 2

On completion of this unit the student should be able to explain the reasons that led individuals and/or groups to challenge the established authority and the way in which their dissent was manifested.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- groups or individuals who challenged the established authority and the nature and extent of their disagreement;
- factors which served to mobilise people; for example, charismatic leaders, ideologies, specific events, grievances;
- manifestations of discontent and the methods used to gain support; for example, public rallies, strikes, appeals to the international community, setting up alternatives such as new forms of community;
- the use made of historical events by different groups over time; for example, differing representations of an event like the Battle of the Boyne in Irish history, Blood River in South African history.

Key skills

These skills include the ability to

- analyse written and visual evidence, including film, where appropriate;
- compare representations of dissent and of established authority;
- synthesise evidence to draw conclusions;
- present material using historical conventions such as quotations, footnotes and a bibliography.

AREA OF STUDY 3

Change

Challenges to established authority have had a number of outcomes. Partial gains may have meant the continuation of struggle. There may have been a change which was recognised as a victory and a step forward both by the dissenters and by long-term historical opinion, such as in the English Revolution or the abolition of slavery. There may have been conflict between the victors; for example, the Protestant Churches or the Irish Civil War of the early 1920s. The new order may also have faced the problem of deciding what kind of authority to substitute in place of the old. Luther encountered this difficulty and soon felt the need to draw on the authority of the state for help in setting up a reformed church. The new order may have been in some ways a reinvention of the past. The new order may in time have come to be regarded as being as oppressive as the previous regime, as with Cromwell's Protectorate.

This area of study focuses on the changes and continuities which emerged from challenges to the established authority.

Outcome 3

On completion of this unit the student should be able to evaluate the degree to which change occurred as a result of challenges to the established authority.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

Key knowledge

This knowledge includes

- changes in authority; for example, new structures which may provide a more liberal authority or which may be equally authoritarian, adjustments to existing structures such as equal pay for women, the dismantling of apartheid legislation in South Africa;
- changes in the conditions of social groups as a result of the changing patterns of authority; for example, economic opportunities, working and living conditions, treatment under the law, family conditions;
- the way in which groups used language and symbols to justify and consolidate their position; for example, the use of woodblock prints by Catholics and Protestants in the sixteenth century, the use of terms such as 'freedom fighter' and 'terrorist';
- the extent to which the aims of the struggle were achieved.

Key skills

These skills include the ability to

- use key concepts relevant to the historical context;
- analyse written and visual evidence, including film if appropriate;
- analyse and synthesise evidence to draw conclusions;
- present material using historical conventions such as quotations, footnotes and a bibliography.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

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. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand. Assessment tasks for this unit are:

- analytical exercises;
- short reports;
- essays;
- oral presentations;
- multimedia presentations;
- film reviews;
- biographical studies;
- tests;
- responses to literature.

At least one of the assessment tasks must be presented in a written form and one must involve an analysis of visual evidence, preferably a film.

Advice for teachers

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 broadly describe the learning context and the knowledge required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

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

For Units 1 and 2, teachers must select assessment tasks from the list provided. A variety of tasks should be provided reflecting the fact that different types of tasks suit different knowledge, skills and learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

Various combinations of VCE History are possible and can reinforce depth and breadth in developing an understanding of history. Examples of four-unit history programs, which include Unit 2 People and power, are provided in the introduction.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for History, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. The examples that make use of information and communications technology are identified by this icon .

Unit 2: People and power

AREA OF STUDY 1: Power and authority

In the following examples of learning activities the Middle Ages has been chosen as the historical context.

Outcome 1	***Examples of learning activities***
Describe a specific form of established authority and analyse the ways in which it was maintained.	complete a webquest based on an enquiry on the role/position of the Christian Church in medieval society
	research and produce a list of Christian events; place them on the calendar and outline their importance
	research an aspect of Church policy which was used to maintain authority; for example, the inquisition
	analyse a document; for example, the agreement between a noble and his serfs or the anti witchcraft bull, *Summis Desiderantes* issued by Pope Innocent VIII
	debate the methods used by the nobility to maintain control such as social customs, attitudes to language, religion and economic systems
	analyse a video which depicts life in the Middle Ages and identify ways in which acceptance of the status quo was encouraged
	create a website on life in the Middle Ages with hyperlinks to ways in which acceptance and conformity were encouraged
	write a short essay which analyses the methods used by the nobility to maintain control

AREA OF STUDY 2: Dissenting groups and challenges

Outcome 2	*Examples of learning activities*
Explain the reasons that led individuals and/or groups to challenge the established authority and the way in which their dissent was manifested.	prepare a brief oral report which summarises a group or individual dissenting from feudal authority
	prepare a case study of a trader or banker or family group and how they contributed to the challenge of established systems; for example, the Medici of Florence
	research and record the events which led to a challenge to authority; for example, the peasants revolt, the battle of Flodden, plague, Luther's 95 Thesis, Peasants War, creation of the Church of England
	write an analysis of the ideas and values of an individual or group that challenged established viewpoints; for example, Albigensians, Roger Bacon, the Lollards, Bohemians, Chrysoloras, Humanism, Copernicus, Luther, Henry VIII, Galileo, Descartes, Spinoza
	use primary and secondary sources to investigate the impact of the crusades on medieval society
	write a short essay which outlines the effects of the plague on the established authority
	present a multimedia presentation on how an individual or group challenged the established authority; for example, Roger Bacon, the Lollards, Bohemians, Chrysoloras, Humanism, Copernicus, Luther, Henry VIII, Galileo, Descartes, Spinoza

AREA OF STUDY 3: Change

Outcome 3	*Examples of learning activities*
Evaluate the degree to which change occurred as a result of a challenge to the established authority.	draw a chart which compares daily life in a European village in C1200 with C1600
	research the outcome of witchcraft trials
	complete a series of web pages with hyperlinks comparing life before and after the challenge
	complete a webquest on the impact of the ideas of individuals; for example, Alberti, Roger Bacon, Copernicus, Galileo, Descartes, Newton
	write a short essay assessing the extent to which daily life and attitudes changed between C1000 and C1600
	compile a table charting the changing role and influence of the church between C1000 and C1600

APPROACHES TO ASSESSMENT

In Units 1 and 2 demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. The following are examples of assessment tasks for Unit 2.

ANALYSIS OF A DOCUMENT

Analyse the agreement between a noble and his vassal.

In your answer:

1. Identify the services or goods the vassal promises the noble.

2. Identify the services, goods or privileges the noble grants the vassal.

3. Identify the terms of the agreement.

4. Explain how the agreement is used as a method of control to perpetuate and maintain the feudal system.

5. Use the historical conventions of quotation,

ESSAY

THE EFFECTS OF THE PLAGUE ON THE SOCIAL ORDER

1. View a film or documentary on the plague.

2. Examine and discuss the effects of the plague on the social order in the nominated area.

3. Consider both short- and long-term effects.

4. Prepare a list of findings in point form using historical conventions of quotation, footnotes and a bibliography.

5. Using the prepared summary, complete a short essay within a set time period on the following topic:

    To what extent did the plague change medieval society? Refer specifically to changes in the social order.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

The resources provided below relate to Medieval History. Teachers seeking advice on resources on other historical contexts should contact the History Teachers Association of Victoria (HTAV).

Unit 2: People and power (Middle Ages)

Books

Addy, S 1996, *Medieval Quest*, John Wiley & Sons, Queensland.

Bunson, M c1995, *Encyclopedia of the Middle Ages*, Facts on File, New York.

Burke, J 1985, *The Day the Universe Changed*, BBC, London.

Cantor, NF 1963, *The Medieval World: 300–1300*, Macmillan, London.

Cantwell, J 1998, *Jacaranda SOSE: Medieval History*, John Wiley & Sons, Queensland.

Cheyney, EP 1962, *The Dawn of a New Era 1250-1453*, Harper Torchbooks, New York.

Darlington, R 2000, *Heinemann Outcomes: History Ancient & Medieval*, Heinemann, Port Melbourne.

Drees, CJ 2001, (ed.) *Late Medieval Age of Crisis and Renewal, 1300–1500: a biographical dictionary*, Greenwood Press, Westport, Conn.

Elton, G 1986, *Reformation Europe 1517–1559*, Fontana, Great Britain.

Green, VHH 1975, *Renaissance & Reformation*, Edward Arnold, London.

Guest, V 1993, *Discovering the Medieval World*, John Wiley & Sons, Queensland.

Hay, D 1977, *Europe in the Fourteenth and Fifteenth Centuries*, Longman, London.

Haywood, J 1995, *Penguin Historical Atlas of the Vikings*, Penguin Books, London; New York.

Hill, D 1981, *Atlas of Anglo-Saxon England Toronto*, University of Toronto Press, Buffalo.

Holmes, G 1975, *Europe: Hierarchy and Revolt 1320–1450*, Fontana, Great Britain.

Hooper, N & Bennett, M 1995, *The Cambridge Illustrated Atlas of Warfare: the Middle Ages,* Cambridge University Press, New York.

Jones, JAP (ed.) 1997, *Europe 1500–1600*, Nelson, Walton-on-Thames.

Kirchner, W 1960, *Western Civilization to 1500*, Barnes & Noble, New York.

Keen, M 1979, *The Pelican History of Medieval Europe*, Pelican, England.

Mackay, A & Ditchburn, D (eds) 1997, *Atlas of Medieval Europe*, Routledge, London; New York.

McEvedy, C 1992, *New Penguin Atlas of Medieval History*, Penguin Books, London; New York.

Riley-Smith, J 1994, *Atlas of the Crusades*, Facts on File, New York.

Rachum, I 1979, *The Renaissance: An Illustrated Encyclopedia*, Octopus, London.

Southern, RW 1967, *The Making of the Middle Ages*, Hutchinson University Library, London.

Strayer, JR c1982–c1989, *Dictionary of the Middle Ages*, Scribner, New York.

Waley, D 1980, *Later Medieval Europe: From St Louis to Luther*, Longman, New York.

Webster, D & Green, L (eds) 1977, *Documents in Renaissance & Reformation Europe*, Cassell, Australia.

Video

England in the Middle Ages, 29:43 min, 1981
An overview of four hundred years of British history. Deals with the impact of the Norman Invasion; the Doomsday Book; the structure of medieval society; the importance of religion, castles, cathedrals and abbeys; the development of towns and trade; the Magna Carta; the Crusades; the beginnings of parliament; the Black Death; the decline of the feudal system; the Peasant Revolt; the rise of the university and the Hundred Years War.
Available from Australia Centre for the Moving Image
www.acmi.net.au/lending.htm

Medieval England: the peasants revolt, 30 min, 1971
The harsh social inequities of the Middle Ages form the background for this film. By focusing on the Peasants' Revolt of 1381, the film examines the grim reality of life in the late Middle Ages.
Available from Australia Centre for the Moving Image
www.acmi.net.au/lending.htm

Medieval Society, 30 min
Filmed on location in England; includes support material.

Part of 'Plundering the Vault' titles
Re-enactment video covers aspects of late medieval society.

Astarte Resources, GPO Box 920, Canberra, ACT 2601, tel: (02) 6238 3616

The Life & Works of Michelangelo
This program provides an in-depth view of Michelangelo's life and works from his childhood to his final architectural achievements in Rome. Produced in Italy (1993) Video Education Australasia, 111A Mitchell Street Bendigo, Vic 3550, tel: (03) 5442 2433.

England in the Middle Ages
This program describes the main historical features and developments of England during the period 1066 to 1453. It does so through the examination of medieval artefacts that have survived to the present day and uses these in conjunction with a series of maps and animated diagrams.
Video Education Australasia, 111A Mitchell Street Bendigo, Vic 3550, tel: (03) 5442 2433.

Medieval Society
Covers the King, barons in their castles and power and wealth of the abbeys, and establishes the closely integrated structure of medieval society.
Video Education Australasia, 111A Mitchell Street Bendigo, Vic 3550, tel: (03) 5442 2433.

Medieval Siege: Passions for the Past Series
Video Education Australasia, 111A Mitchell Street Bendigo, Vic 3550, tel: (03) 5442 2433.

Light in the Darkness: The History of Western Art Series
Video Education Australasia, 111A Mitchell Street Bendigo, Vic 3550, tel: (03) 5442 2433.

England in the Middle Ages
This program describes the main historical features and developments of England during the period 1066 to 1453.
Video Education Australasia, 111A Mitchell Street Bendigo, Vic 3550, tel: (03) 5442 2433.

Websites

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are both suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

Generally the title given is the title of the page; where this is not possible a description of the content is given.

HTAV
www.htav.asn.au/

Australia Centre for the Moving Image
www.acmi.net.au/lending.htm

Netserf - the Internet Connection for Medieval resources
http://netserf.org
Information about archeology, art, literature, music, mathematics, science and religion.

Regia Anglorum
www.regia.org/main.htm
Regia Anglorum attempts to recreate a cross section of English life around the turn of the first millennium 950–1066.

The Australian National University: Medieval Index
www.anu.edu.au/history/medieval_TMP/wwwres.htm

The Labyrinth
www.georgetown.edu/labyrinth/
Produced by Georgetown University, provides links to a range of medieval topics, which include many useful resources.

University of Sydney: Medieval History site
www.library.usyd.edu.au/subjects/history/med.html

Amsterdam Society for Medieval Studies Home Page
www.3wis.nl/mga/
Another good link page for medieval topics.

Harvard: Medieval Studies Home Page
www.fas.harvard.edu/~medieval

Argos - Limited Area Search of the Ancient and Medieval Internet
http://argos.evansville.edu/
This is a search engine, but confines its searches to sites which have some relevance to the subject area.
Yahoo and WWW Virtual Library both have medieval sections.

Louvre Webmuseum - Australian mirror
www.netspot.unisa.edu.au/wm/
Produced by the Louvre, Paris and includes both images and useful text discussion of certain items in their collection. The images download quickly if you log on to the Australian site.

The Bayeux Tapestry
http://blah.bsuvc.bsu.edu/bt
There is no text or discussion on this site, but it contains a superb set of photographic images of the complete Bayeux Tapestry, including some enlargements of interesting details. This is probably the best place for a comprehensive examination of the tapestry.

Medieval Sourcebook
www.fordham.edu/halsall/sbook.html
A site from Fordham University providing textual source material for medieval studies, based on published material and translations now out of copyright or out of print. The quantity and range of material on this site is steadily increasing.

The Robin Hood Project
http://rodent.lib.rochester.edu/camelot/rh/rhhome.htm
A compilation of historical source material on the legend of Robin Hood.

Canterbury Tour
www.hillside.co.uk/tour/tour.html
This page has a clickable map and you progress through the town, turning left or right or marching straight ahead. You are presented with photographs, commentary and periodic links to such things as archaeological reports from sites that you pass on the way.

Women and the Crusades
www.womeninworldhistory.com/heroine3.html

International Joan of Arc Society
www.smu.edu/ijas/

Society for Creative Anachronism
www.sca.org.au/cunnan/wiki
Society_for_Creative_Anachronism

The Society for Creative Anachronism (or SCA for short) is a hobby organisation devoted to studying and re-creating the Middle Ages and Renaissance.

Units 3 and 4:
Australian history

For the past 200 years of Australia's history, a recurring preoccupation has been the nature of the new world that was developing in this country. From the decision to establish a penal colony on the shores of NSW in 1788, in *'terra nullius'* a so-called 'empty land', to present-day dilemmas about national dependence and independence, Australian people and historians have continued to ask 'what sort of society is this?' and 'what sort of society should this become?'

These units examine Australian history during times in which Australians engaged in debates about future directions of their society. These debates often focused on questions of inclusion and exclusion and dependence and independence as well as the place Australia should assume in the world. How and when was Australia imagined as a national community? Which Australians have been most influential in shaping ideas about the nation? How and why have the ideas changed?

Four periods of time have been chosen. Through an examination of events, people, movements and ideas during these four periods, students gain an understanding of the way in which the nation has developed and the manner in which the concept of nationhood has been debated and shaped.

Unit 3: Australian history – imagining Australia

This unit focuses on the European experience in Australia from the early years of the Port Phillip District (later Victoria) through the nineteenth century and up to the eve of World War I.

The study introduces students to the visions and ideas which underpinned colonial society and examines the ways in which they changed over the colonial period, especially under the impetus of significant events such as the discovery of gold and the Eureka rebellion. The underlying visions will also be explored in relation to their impact on those who lived in the Port Phillip District, including the Indigenous people.

The latter part of the unit focuses on the nature of Australian society around the turn of the twentieth century. Students continue their exploration of the ideas and visions which shaped the society – this time in the lead up to Federation and in the early years of the new commonwealth. They will examine popular ideas about the new society and consider some of the practical manifestations of these ideas. An important focus in this area is the question of who was to be included or excluded in this new society and why.

AREA OF STUDY 1

A new land: Port Phillip District 1830–1860

In the last decades of the eighteenth century, the British perceived Australia as a new land to be utilised for their needs. Although Australia was initially cast as an 'uninhabited' and distant continent fit for holding the criminals crowding British gaols, the British hunger for land soon saw new ideas emerge about other possible types of Australian colonies.

New colonies such as Port Phillip developed, based not on 'the stain of convictism', but on principles of free enterprise and initiative, offering immigrants opportunities for new beginnings. Initially, colonial society reflected the cultural, political and social institutions of Britain, but, over time, the expectations and experiences of colonists led to modifications in the nature of the society that developed in Port Phillip. Prosperity brought largely by the pastoral industry, the separation from NSW in 1850, and the discovery of gold in 1851 all contributed to the position of Victoria by 1860 as Australia's wealthiest and most populous colony.

Basing the establishment of colonies in Australia on the concept of *terra nullius*, the British denied the right of ownership of the Indigenous people to the land that had been their home for over 40,000 years. The cultural traditions and understandings of the Aborigines were totally different from those

of the Europeans, and, as the European presence extended, tension increased between the two groups. At all times there was keen debate about how best to deal with the 'problem' of Indigenous people in Port Phillip and the other colonies. For the Aborigines, the impact of colonisation was devastating. Disease, competition over land and natural resources, cultural misunderstanding and frontier violence all placed increasing strains on traditional lifestyles, livelihoods and cultures.

Outcome 1

On completion of this unit the student should be able to explain the motives and hopes underlying the settlement of the Port Phillip District (later the colony of Victoria) up to 1860 and the impact on the Indigenous population.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- ideas underpinning the settlement of and migration to the Port Phillip District, including ideas about European expansion in the new world and land ownership, and the motivations of some individuals and groups;
- the impact of European settlement on the Aboriginal communities of Port Phillip and their responses to it;
- the impact of the gold rushes and the way gold changed people's visions of the future of the colony.

Key skills

These skills include the ability to

- explain the historical issues covered in the key knowledge;
- apply historical concepts related to the period (1830–1860);
- analyse and evaluate written and visual historical evidence;
- synthesise material and evidence to draw conclusions;
- analyse the way that the experience of the period (1830–1860) has been interpreted and understood over time by historians and other commentators;
- express knowledge and ideas in writing, presenting material using historical conventions such as quotations, acknowledgement of sources, and a bibliography.

AREA OF STUDY 2

Nation, race and citizen 1888–1914

In 1888 NSW celebrated the centenary of European settlement. People in the colonies looked back to decades of growth and struggle and forward to the possibilities of a new and great nation. The latter decades of the nineteenth century represented a period of prosperity and growth, pastoral expansion, urbanisation, immigration (largely from Britain), the rise of unionism and the emergence of nationalist themes in art, literature, architecture and science. There was a widely accepted notion of egalitariansim and a focus of national identity on the culture of the bush. The last decade of the century also brought major industrial conflicts, a severe depression and a crippling drought. The achievement of nationhood in 1901 fuelled new visions for life in Australia.

Many people believed that a new society was being created, free from the ills of the old world. They identified some crucial tools for making Australia a safer and kinder place of opportunity, including old age pensions and maternity benefits, industrial arbitration and the 'living wage', town planning, sanitation reform and the 'New Education'.

Throughout the 1890s and during the first decade of the new century Australians debated who could and who couldn't belong to this new society. On the one hand, this meant creating a white Australia, excluding Indigenous Australians from citizenship and expelling non-Europeans such as the Kanakas from the nation. On the other hand, Australians also debated the roles of male and female citizens and their differing responsibilities to the new nation. Twentieth-century ideas formed about who could be Australian, and, increasingly, 'nationhood' came to mean those with a white British background. In the early years of the new nation, Indigenous Australians, unskilled or poorly skilled workers, and non-European immigrants were denied access to the full benefits of this new nation.

Outcome 2

On completion of this unit the student should be able to analyse the vision of nationhood that underpinned the concepts of citizenship, and evaluate its implementation in the early years of the new nation.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- the hopes and fears which helped create the new nation and shaped ideas about citizenship, belonging and responsibilities;
- the processes of inclusion and exclusion which formed a nation of Australian citizens up to 1914;
- the benefits and responsibilities extended to those who belonged to the new nation, including work, education and welfare legislation, women and motherhood, national defence and conscription.

Key skills

These skills include the ability to

- explain the historical issues covered in the key knowledge;
- apply historical concepts related to the period (1888–1914);
- analyse and evaluate written and historical evidence;
- synthesise material and evidence to draw conclusions;
- analyse the way that the experience of the period (1888–1914) has been interpreted and understood over time by historians and other commentators;
- express knowledge and ideas in writing, presenting material using historical conventions such as quotations, acknowledgement of sources, and a bibliography.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

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. Where optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Explain the motives and hopes underlying the settlement of the Port Phillip District (later the colony of Victoria) up to 1860 and the impact on the Indigenous population.	50	Each of the following four assessment tasks must be taken over Units 3 and 4: • research report • analysis of visual and/or written documents • historiographical exercise • essay. Teachers may choose the order of the assessment tasks.
Outcome 2 Analyse the vision of nationhood that underpinned the concepts of citizenship, and evaluate its implementation in the early years of the new nation.	50	
Total marks	**100**	

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

Unit 4: Australian history

This unit continues the exploration of the ideas and visions underpinning Australian society by offering students the opportunity to examine a time when these visions were under threat. They may choose to focus on World War I, The Depression or World War II. The emphasis is on the ways in which Australians responded to the particular threats and whether this led to a rethinking of old certainties. Students will also examine the impact of these experiences on change and social cohesion. The study concludes with an examination of changing Australian attitudes in relation to a number of issues that have been debated in the latter decades of the twentieth century, among them Indigenous rights, the environment, immigration and involvement in war.

AREA OF STUDY 1

Testing the new nation 1914–1950

The experience of World War I consolidated Australians' pride in themselves, as many saw the new nation blooded on the battlefield. The emergence of the ANZAC legend brought ideas of Australian identity into sharper focus, but in many ways the war experience strengthened loyalty to the British Empire. The war opened up deep divisions in Australia, culminating in the bitter debates over conscription in 1916 and 1917.

Australians were under threat again in the 1930s as a result of the severe worldwide economic depression. The unemployed, business owners, farmers, charity workers and governments all responded differently to the crisis. For some the experience of The Depression led to ideas about serious structural and social reform. The scars of The Depression were to affect Australians for generations.

The experience of World War II once again challenged the peace and stability of the nation. Notions of British loyalty and allegiance were certainly shaken, especially by the British defeats of 1942. The severity and suddenness of the threat caused unprecedented mobilisation in defence of the nation. Previously excluded groups, including women and Aborigines, joined the defence forces. Goods were rationed and labour, including thousands of women workers, was conscripted. Japanese advances in World War II represented the most serious possible threat to a nation that had always feared invasion from Asia.

Outcome 1

On completion of this unit the student should be able to analyse the ways in which Australians acted in response to a significant crisis faced by the country during the period 1914 to 1950.

The focus of this unit should be on ONE of the following challenges to the nation:

• World War I
• The Depression
• World War II

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

• the chosen crisis and the ways in which Australians responded to that crisis;
• the extent to which this crisis shook old certainties and provided opportunities for people to argue for change;
• the extent to which the cohesion of Australian society was maintained or redefined by the experience of the crisis.

Key skills

These skills include the ability to

• explain the historical issues covered in the key knowledge;
• apply historical concepts related to the period (1914–1950);
• analyse and evaluate written and historical evidence;
• synthesise material and evidence to draw conclusions;
• analyse the way that the experience of the crisis within the period (1914–1950) has been interpreted and understood over time by historians and other commentators;
• express knowledge and ideas in writing, presenting material using historical conventions such as quotations, acknowledgement of sources, and a bibliography.

AREA OF STUDY 2

Debating Australia's future 1960–2000

During the 1960s the increasing politicisation of the Aboriginal peoples, international movements in areas such as environmentalism, human rights, youth, feminism and social justice, and post-colonial struggles in Asia and elsewhere, were beginning to raise questions about Australia's future directions. At this time there was increased prosperity and enormous technological advances. Most immediately Australia's commitment to the war in Vietnam, while generally accepted in 1965, was facing increasing challenge by the end of the decade.

The Whitlam and Fraser Governments in the 1970s and 1980s responded to these political and social pressures, developing the policies of multiculturalism. A widening of the immigration base to include non-Europeans, multiculturalism, environmental awareness and movements to improve the rights of Aborigines, all pointed to a more open and tolerant Australia.

During the 1980s there was a conscious effort to open the Australian economy to the world, remove protection, reduce arbitration and sell government enterprises. Some saw this as the dismantling of the vision implemented at the beginning of the century, others believed it was an appropriate response to the post-Cold War world. By the end of the twentieth century, the impact of globalisation and an apparently increasing gap between rich and poor were emerging as major issues. In other areas, such as Aboriginal reconciliation, republicanism and Australia's involvement in global conflicts, the confidence of the early 1990s had been replaced by uncertainty and renewed debate about Australia's future.

Outcome 2

On completion of this unit the student should be able to evaluate the extent to which changing attitudes are evident in Australian's reactions to significant social and political issues.

This will be achieved through an examination of changing attitudes at TWO significant points in time, in the context of ONE of the following:

- **Attitudes to Indigenous rights** (The 1967 Referendum and The 1972 Tent Embassy in Canberra)
- **Attitudes to the Vietnam War** (Attitudes to Australia's involvement in the Vietnam conflict, 1965 and 1970)
- **Attitudes to the environment** (the 1972 Flooding of Lake Pedder and the 1983 Franklin Dam decision).
- **Attitudes to immigration** (phasing out of the White Australia Policy, 1964 to 1966, and the Vietnamese 'Boat people', 1970s)

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- a range of attitudes at each point in time;
- the connections between the two significant points in time;
- the degree of change in attitudes between the two significant points and the reasons for any change.

Key skills

These skills include the ability to

- explain the historical issues covered in the key knowledge;
- apply historical concepts related to the period (1960–2000);
- analyse and evaluate written and historical evidence;
- synthesise material and evidence to draw conclusions;
- analyse the way that the experience of the period (1960–2000) has been interpreted and understood over time by historians and other commentators;
- express knowledge and ideas in writing, presenting material using historical conventions such as quotations, acknowledgement of sources, and a bibliography.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

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. Where optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Analyse the ways in which Australians acted in response to a significant crisis faced by the country during the period 1914 to 1950.	50	The following four assessment tasks must be taken over Units 3 and 4: • research report • analysis of visual and/or written documents • historiographical exercise • essay. Teachers may choose the order of the assessment tasks.
Outcome 2 Evaluate the extent to which changing attitudes are evident in Australian's reactions to significant social and political issues.	50	
Total marks	**100**	

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

End-of-year examination
Description

All outcomes in Units 3 and 4 will be examined. All of the key knowledge and skills that underpin the outcomes in Units 3 and 4 are examinable. The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority.

Conditions

The examination will be completed under the following conditions:

• Duration: two hours.
• Date: end-of-year, on a date to be published annually by the Victorian Curriculum and Assessment Authority.
• Victorian Curriculum and Assessment Authority examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.
• The examination will be marked by a panel appointed by the Victorian Curriculum and Assessment Authority.

Contribution to final assessment

The examination will contribute 50 per cent to the study score.

Advice for teachers

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 broadly describe the learning context and the knowledge required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

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

For Units 1 and 2, teachers must select assessment tasks from the list provided. A variety of tasks should be provided reflecting the fact that different types of tasks suit different knowledge, skills and learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For some outcomes, or aspects of an outcome, the assessment tasks are prescribed. The contribution that each outcome makes to the total score for school-assessed coursework is also stipulated.

Various combinations of VCE History are possible and can reinforce depth and breadth in developing an understanding of history. Examples of four-unit history programs, which include Australian History, are provided in the introduction.

Example of a course structure for Units 3 and 4

Unit 3: Australian history – imagining Australia

Area of study 1: A new land: Port Phillip District 1830–1860

Weeks 1 to 2	Introduction to the course. Overview of areas of study, outcomes and assessment. Discussion of the nature of history, use of evidence and the key concepts of the area of study. A brief overview of the background to the European discovery of Australia and an examination of the ideas of imperialism and colonialism which underpinned the decision to 'settle' Australia. Reference to pre-conceived ideas and perceptions relating to the Indigenous people.
Weeks 2 to 3	Early discovery and exploration of the Port Phillip District. Aboriginal Society in Port Phillip prior to white settlement, including relationship to the land, social structures and daily life. Motivation and expectations of settlers coming to the Port Phillip District. The experiences of different types of settlers over time (social class, nature of society being developed, assisted or not, occupations and achievements in the colony, difficulties faced etc.).
Weeks 4 to 5	Initial reactions to early interactions between European and Indigenous people. Impact of the spread of white settlement to 1860 and the establishment of European control over Aboriginal society. Ways in which Indigenous people were affected by and responded to colonisation and the historical debates surrounding these experiences. Specific examples of different sorts of interactions between Aborigines and Europeans.
Weeks 5 to 6	The nature of the society that was developing in Port Phillip up to 1860. The social, cultural, political and economic institutions that were emerging and the degree to which their British nature was being modified by the colonial experience.
Weeks 6 to 8	Brief overview of the discovery of gold and subsequent rushes to Victorian goldfields. The extent to which the gold discoveries and the Eureka conflict changed the nature of the society and people's ideas about the future of the colony.

Area of study 2: Nation, race and citizen 1888–1914

Weeks 9 to 10	Basic overview of the key events in the movement towards Federation and the early years of the new nation up to 1914. The range of hopes and expectations related to the formation of the Australian nation. Some of the fears that influenced the movement to federate and the nature of the Federation.
Weeks 11 to 12	What it meant to be a citizen of the new nation and the processes (legislative, economic and social) that allowed the full rights of citizenship to some and yet denied them to others. Specific examples of legislation (e.g. Immigration Restriction Act) and other processes of inclusion or exclusion (e.g. acts of discrimination and exclusion affecting Indigenous Australians).
Weeks 13 to 15	Some of the benefits and responsibilities extended to citizens of the new nation and the ideas and values underpinning them, including the gendered nature of citizenship. Legislation relating to such issues as the living wage, conciliation and arbitration, the old age pension, maternity benefits, defence and military training.

Unit 4: Australian history

Area of study 1: Testing the new nation 1914–1950

Context: The Depression

Weeks 1 to 2	Overview of the period leading up to The Depression and the factors which contributed to its occurring. A brief examination of the key features of The Depression in such terms as time frame, statistics, groups affected, policies and solutions. Examination of key terms and concepts.
Weeks 2 to 4	Consideration of a range of people and/or groups (across occupations and classes) who were tested by the experience of The Depression, the different ways in which they responded and the reasons for those different responses. Examination of The Depression through reminiscences gathered at the time and in the years since The Depression.
Weeks 4 to 6	Role of The Depression experiences in changing or reinforcing elements in the Australian identity envisioned at the time of Federation. Consideration of such elements as white superiority and ethnocentrism, egalitarianism, gender roles, belief in democracy, sense of mateship and mutual support, the bush legend and loyalty to Britain.
Weeks 6 to 8	The extent to which people or groups (the government, the unemployed, the employed, charities, extremist political groups etc.) used The Depression as an opportunity to argue for change. Examination of examples of social cohesion and co-operation in response to The Depression experiences. Examination of examples of self interest and pragmatism. Consideration of the extent to which Australia was a more or less cohesive and united society as a result of The Depression experiences.

Area of study 2: Debating Australia's future 1960–2000

Context: Attitudes to the Vietnam War 1965 and 1970

Weeks 9 to 10	Introductory overview of Australia's involvement in the Vietnam War, including reasons for involvement and passage of the War.
Weeks 10 to 11	Range of attitudes to involvement and conscription in 1965 and the reasons for those attitudes. Specific examples of different positions taken and the ideas and values underpinning those positions.
Weeks 11 to 12	Range of attitudes to involvement and conscription in 1970 and the reasons for those attitudes. Specific examples of different positions taken and the ideas and values underpinning those positions.
Weeks 12 to 13	Extent to which change in attitudes had taken place between 1965 and 1970, the reasons for change and the ways in which changes in attitude were reflected. Attitudes that had remained unchanged and why.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for History, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Examples highlighted by a shaded box are explained in detail in accompanying boxes. The examples that make use of information and communications technology are identified by this icon ICT.

Unit 3: Australian history – imaging Australia

AREA OF STUDY 1: A new land: Port Phillip District 1830–1860

Outcome 1	*Examples of learning activities*
Explain the motives and hopes underlying the settlement of the Port Phillip District (later the colony of Victoria) up to 1860 and the impact on the Indigenous population.	construct a chronology/timeline of the period under study
	ICT research online a range of people and/or groups who migrated to the Port Phillip District and consider the various factors which motivated them
	discuss the impact of European arrival on Indigenous peoples and consider the different ways in which Indigenous peoples responded
	using documentary evidence, examine the views of the future held by members of the Port Phillip community up to 1850 and consider whether these views were altered by the gold rushes of the 1850s
	analyse and compare two or more visions for the colony of Victoria

Detailed example

VISIONS FOR THE COLONY OF VICTORIA

Students could consider two sources as examples of the visions for the colony of Victoria, shaped in part by the experience of the gold rushes. They could examine the sources for references to pride and confidence in the future, prosperity, notions of who was to be part of the society and ideas about education and personal improvement. They would then assess the extent to which these examples of progress were directly related to the gold experience.

They could also comment on the different ways in which the ideas and values are reflected through the sources and make some comparisons to other sources which reflect similar or contrasting ideas and values.

AREA OF STUDY 2: Nation, race and citizen 1888–1914

Outcome 2	*Examples of learning activities*
Analyse the vision of nationhood that underpinned the concepts of citizenship, and evaluate its implementation in the early years of the new nation.	construct a chronology/timeline of the period under study
	discuss the roles of national identity and race in the movement before and after Federation
	using secondary sources, examine the laws which defined who was or was not part of the new nation
	consider the position of Indigenous peoples in the new nation
	using the Internet, research sources and explain the way in which the defence of the nation was envisaged and planned for in the years up to 1914

Detailed example

AUSTRALIAN IDENTITY BEFORE AND AFTER FEDERATION

Students examine the concept of Australian identity at the turn of the century, exploring the various elements that formed the nation in the years before and after Federation. Students analyse whether exclusion rather than inclusion was the most powerful determining citizenship and belonging. By considering the various legislative and social influences, students should be able to decide whether exclusion was the most significant factor shaping identity.

They could discuss notions of superiority (in relation to Indigenous peoples) and ideas of exclusion extended to Chinese, Japanese and South Sea Islanders.

They may also comment on such issues as work and welfare legislation, the idea of the 'working man's paradise' and votes for women as evidence of a reasonably inclusive society.

Unit 4: Australian history

AREA OF STUDY 1: Testing the new nation 1914–1950

Outcome 1	***Examples of learning activities***
Analyse the ways in which Australians acted in response to a significant crisis faced by the country during the period 1914 to 1950.	construct a chronology/timeline of the event under study
	examine the different ways in which three groups or institutions responded to World War I
	consider some of the accepted community values and attitudes which were altered by The Depression and examine the reasons for these alterations
	online, examine primary and secondary sources to determine which people or groups were motivated to argue for change as a result of The Depression; how successful were they in achieving change?
	research and examine examples of social cohesion, co-operation and mutual support stimulated by World War II; how typical are these examples?

Detailed example

RESEARCHING RESPONSES TO WORLD WAR I

Students could choose institutions such as a church, school or charitable organisation, or groups such as men, women, or children and examine the ways these institutions/groups responded to World War I.

Research should be conducted using secondary sources on World War I, reminiscences collected and edited decades after World War I and primary sources such as newspapers and records from the period.

Students should:

- define social cohesion

- develop a hypothesis about the extent to which they believe attitudes to social cohesion were changed or challenged

- examine the hypothesis in relation to a range of aspects of life (e.g. family, community, material possessions, political awareness, religion, education, charity, sport and entertainment)

- comment on the value and reliability of some of the sources used

- present their findings in a report.

VCE STUDY DESIGN

AREA OF STUDY 2: Debating Australia's future 1960–2000

Outcome 2	***Examples of learning activities***
Evaluate the extent to which changing attitudes are evident in Australian's reactions to significant social and political issues.	construct a chronology/timeline of the two significant points in time under study
	research and examine the different issues related to Indigenous rights which underpinned campaigns for the 1967 Referendum and the movement behind the 1972 Tent Embassy
	ICT using online and library resources, examine the attitudes as reflected in the nature and degree of Australian involvement in the Vietnam war in 1965 and in 1970
	using primary resources, estimate the extent to which high profile popular campaigns were responsible for the saving of the Franklin River, and compare to the role of public opinion in the campaign on flooding of Lake Pedar
	discuss some of the social and political pressures that helped in the phasing out of the White Australia Policy in the 1960s
	analyse the change in attitudes to wilderness areas in Tasmania between 1972 and 1983

Detailed example

ANALYSIS OF CHANGING ATTITUDES TO WILDERNESS

Select a range of up to six representations (visual and written, primary and secondary) which would assist in the exploration of changing attitudes to wilderness areas in Tasmania between 1972 and 1983.

Analyse each representation commenting on what each would contribute to an understanding of the changing attitudes.

Comment on the reliability of each representation (when and by whom it was written, where it appeared, to whom it was directed).

Use this material (and other sources if required) to write a report analysing the changes in attitudes over the period 1972 to 1983.

SCHOOL-ASSESSED COURSEWORK

In Units 3 and 4 teachers must select appropriate tasks from the assessment table provided for each unit. Advice on the assessment tasks and performance descriptors to assist teachers in designing and marking assessment tasks will be published by the Victorian Curriculum and Assessment Authority in an assessment handbook. The following is an example of a teacher's assessment program using a selection of the tasks from the Units 3 and 4 assessment tables.

Outcomes	Marks allocated	Assessment tasks
Unit 3		
Outcome 1 Explain the motives and hopes underlying the settlement of the Port Phillip District (later the colony of Victoria) up to 1860 and the impact on the Indigenous population.	50	**Analysis of visual and/or written documents** A comparative analysis of the visions for Victoria's future represented by newspaper reports on the occasion of the opening of the State Library of Victoria in 1856 and the Parliament House building (completed in 1859).
Outcome 2 Analyse the vision of nationhood that underpinned the concepts of citizenship, and evaluate its implementation in the early years of the new nation.	50	**Essay** 'Australian identity at the time of Federation was defined more by who was to be left out of the new nation than by who was to be included.' To what extent do you agree with this proposition?
Total marks for Unit 3	**100**	
Unit 4		
Outcome 1 Analyse the ways in which Australians acted in response to a significant crisis faced by the country during the period 1914 to 1950.	50	**Research report** Investigate the extent to which the experiences of urban (or rural) working class families in The Depression led to changed attitudes in relation to social cohesion.
Outcome 2 Evaluate the extent to which changing attitudes are evident in Australian's reactions to significant social and political issues.	50	**Historiographical exercise** Why did some sections of the Australian population change from a supportive position on the Vietnam war in 1965 to outright opposition by 1970?
Total marks for Unit 4	**100**	

VCE STUDY DESIGN

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

Unit 3
Area of study 1: A new land: Port Phillip District 1830–1860

Aboriginal communities: the colonial experience resource kit, 1986, State Library of Victoria, Melbourne.

Annear, R 1995, *Bearbrass: Imagining Early Melbourne*, Mandarin, Port Melbourne.

Annear, R 1999, *Nothing but Gold*, Text Publishing, Melbourne.

Bate, W 1978, *Lucky City*, Melbourne University Press, Melbourne.

Broome, Richard, *1984 Arriving*, vol. 2 in The Victorians series, Fairfax, Syme & Weldon, McMahons Point, Sydney.

Broome, Richard & Frost, Alan (eds) 1997, *The Colonial Experience: The Port Phillip District 1834–1850*, LaTrobe University History Department, Bundoora.

City of Melbourne 1994–95, *Another View Walking Trail,* City of Melbourne, Melbourne.

Christie, MF 1979, *Aborigines in Colonial Victoria 1835–86,* Sydney University Press, Sydney.

Dingle, Tony 1984, *Settling,* Fairfax, Syme & Weldon Associates, McMahons Point, Sydney.

Eastwood, J 1983, *Melbourne: The Growth of a Metropolis*, Thomas Nelson, Melbourne.

Frauenfelder, Peter (ed.) 1997, *Patterns of Migration: The Colonial Experience, Port Phillip District,* Education Centre, State Library of Victoria, Melbourne.

Garden, Don 1984, *Victoria: A History*, Thomas Nelson, Melbourne.

Grimshaw, P, Lake, M, McGrath, A & Quartly, M 1996, *Creating A Nation 1788–1990,* Penguin, Melbourne.

Hale, F 1981, *The Wealth Beneath the Soil,* Thomas Nelson, Melbourne.

Jones, Pauline (ed.) 1981, *Beginnings of Permanent Government,* vol. 1, Historical Records of Victoria Foundation Series, editor in chief, Michael Cannon, Government Printing Office, Melbourne.

Lakic, Mira & Wrench, Rosemary (eds) 1994, *Through their Eyes: An Historical Record of Aboriginal People of Victoria as Documented by the Officials of the Port Phillip Protectorate 1839–1849,* Museum of Victoria, Melbourne.

McGrath, Ann (ed.) 1995, *Contested Ground: Australian Aborigines under the British Crown,* Allen & Unwin, Sydney.

Nance, Beverley 1981, 'The Level of Violence' in *Historical Studies*, vol. 19, no. 77, Oct.

Oxley, Deborah 1996, *Convict Maids: The Forced Migration of Women to Australia*, Cambridge University Press, Melbourne.

Presland, Gary 1994, *Aboriginal Melbourne: The Lost Land and Landscape of the Kulin People,* McPhee Gribble, Melbourne.

Presland, Gary 1987, *The First Residents of Melbourne's Western Region*, Footscray City Council and the Living Museum of the West.

Seizer, A 2002, *Governors' Wives in Colonial Australia*, National Library of Australia, Canberra.

Serle, G 1963, *The Golden Age. A History of the Colony of Victoria 1851–1861*, Melbourne University Press, Melbourne.

Shaw, AGL 1996, *A History of the Port Phillip District: Victoria Before Separation*, Melbourne University Press, Melbourne.

Film

Belsham, Bruce (director) 1996, *Frontier* (video recording), ABC Television.

Based on material from Henry Reynolds' Frontier and made in consultation with Reynolds and Marcia Langton, this three-part series concentrates on the violence on the various frontiers. Part Two, 1830–1860, examines the effects of English humanitarian ideas, squatting, the foundation of South Australia, the Myall Creek massacre and trials, and the frontier in Gippsland.

Websites

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

Generally the title given is the title of the page; where this is not possible, a description of the content is given.

www.teachers.ash.org.au/thwaites/treaty.htm
Material and discussion of issues related to Batman's 'Treaty' and relationships with indigenous people in early Melbourne.

www.yarrahealing.melb.catholic.edu.au/
Site created by the Catholic Education Office – information about the people of the Kulin Nation pre-1830s and in the early years of European 'settlement'.

www.naa.gov.au/
National Archives of Australia

Unit 3
Area of study 2: Nation, race and citizen 1888–1914

Alexander, F 1967, *Australia Since Federation*, Thomas Nelson, Melbourne.

Atkinson, A & Aveling, M (eds), *Australians 1888*, Fairfax, Syme & Weldon, McMahons Point, Sydney.

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Generally the title given is the title of the page; where this is not possible, a description of the content is given.

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Units 3 and 4:
Renaissance Italy

The 'Renaissance' in Italy from the fourteenth to the sixteenth centuries has been viewed by historians as the beginning of the 'modern world'. The changes in political and economic institutions, social attitudes and culture helped to shape urban communities which had a sense of their own uniqueness. The rebirth of classical ideas and the application of these ideas by the elitist groups to many facets of urban life led to what is considered to be the Renaissance. The study will investigate the impact of change on the city-states of the Italian peninsula.

Unit 3: Renaissance Italy

This unit focuses on the different types of city-states that existed on the Italian peninsula, their diverse physical, political and economic structures and the different ways in which city-states interacted.

The political stability and economic success achieved by some city-states contributed to the emergence of distinct Renaissance styles in art, the sharing of and competition for cultural, artistic and architectural ideas and the patronage of individual artists, architects and humanists.

The term 'Renaissance' is linked with the revival of classical learning. Students will investigate the concept of the Renaissance and its impact on the visual arts, learning and education.

This unit will also focus on Florence, the 'cradle of the Renaissance', providing students with the opportunity to study one urban society in depth, and to understand changes and continuities in its political system.

AREA OF STUDY 1

The Italian peninsula and the Renaissance

During the Renaissance, Italy was a 'geographical expression' rather than a united country. In the north, city-states developed around trading centers, while the area around Rome became part of the Papal States. Naples remained a kingdom, allied more with continental Europe than with other Italian powers. The new urban middle classes in the north formed communal governments. Florence and Venice developed republican governments while Milan became a duchy.

The wealth of the newly formed city-states resulted from trade and industry. The need to travel to other European markets, and the sharing of goods over the Italian peninsula, not only led to the development of economic networks, but also to new ideas in art, culture and learning.

The cultural and artistic changes which developed across the Italian peninsula in predominantly urban centers were closely linked to the financial success and the political character of these communities. The disparate character of city-states meant that the Renaissance was not a uniform movement and did not affect all city-states in the same way at the same time. Some historians now debate the validity of the concept.

The Renaissance rebirth of many of the ideas and values of classical Greece and Rome contributed to changes in the visual arts, for example the development of the use of perspective and naturalism in the depiction of the human figure. Classical ideas were also integral to the humanist movement as

scholars collected, edited, studied and wrote commentaries on ancient manuscripts. It was the interest and financial investment of patrons such as leading families, the Church, the State and corporations like guilds and private patrons such as the Medici which contributed to the flowering of Renaissance culture.

Outcome 1

On completion of this unit the student should be able to explain the physical, economic and political structures of Renaissance Italian states and the changes to culture embodied in the term 'Renaissance'.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- different types of city-states in the fourteenth and fifteenth centuries: republic, principality, kingdom and papal state, and how they interacted economically, politically and culturally;
- the economic background of Renaissance Italy: trade, industry, products, banking and commercial centres;
- the concept of the 'Renaissance' and the growth and importance of humanist studies;
- changes and developments in Renaissance art and the role of patronage in the development of Renaissance culture.

Key skills

These skills include the ability to

- organise information chronologically;
- analyse the differences and similarities between the city-states;
- examine different interpretations of the Renaissance;
- analyse written and visual material relating to Renaissance culture from a variety of sources;
- synthesise evidence to form conclusions.

AREA OF STUDY 2

Renaissance Florence

Florence grew from a small Roman settlement on the river Arno to a walled urban environment featuring a diversity of occupations and functions. Renaissance Florence in the fourteenth to the sixteenth centuries developed as a city with specialised areas which led to the urban planning of city space. The location of the economic centre was around the Mercato Vecchio, the wool industries close to the river, the religious centre near Santa Maria della Fiore, and the political heart around the Piazza della Signoria. Architectural styles and changes made to some key spaces in the city reflect the underlying values and ideals of the ruling group.

The desire for political involvement was strong for many eligible families and the need to retain republican institutions was a constant theme throughout the centuries. This led to a system of government based on councils with short-term offices. There was, however, room for manipulation and the fourteenth and fifteenth centuries saw struggles by family groups and power blocs to control the organisation, distribution and use of power and to narrow the power base.

By the middle of the fifteenth century, Florence saw the establishment of Medicean dominance within a republican framework. The demise of their power led to a short lived, but radical republican phase, until their restoration in 1513.

Outcome 2

On completion of this unit the student should be able to evaluate changes and continuities of the political institutions and values of Renaissance Florence.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- political institutions of Florence;
- changes and continuities in the organisation, distribution and use of power in Renaissance Florence from 1293 to 1513;
- Medicean Florence from 1434 to 1494;
- views of the Florentine political system expressed by contemporary writers and historians, such as Bruni and Machiavelli.

Key skills

These skills include the ability to

- analyse visual and written evidence;
- organise and synthesise evidence;
- use the concepts of causation and change to evaluate changes and continuities over time;
- examine a range of evidence and evaluate relevant historiography.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

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. Where optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Explain the physical, economic and political structures of Renaissance Italian states and the changes to culture embodied in the term 'Renaissance'.	50	The following four assessment tasks must be taken over Units 3 and 4: • research report • analysis of visual and/or written documents • historiographical exercise • essay. Teachers may choose the order of the assessment tasks.
Outcome 2 Evaluate changes and continuities of the political institutions and values of Renaissance Florence.	50	
Total marks	**100**	

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

Unit 4: Renaissance Italy

This unit examines social life during the Renaissance with a focus on Florence and Venice. It also examines the development, function and validity of the 'Myth of Venice'.

Networks of social relationships, both formal and informal and centering on neighbourhoods, were integral to the economic and political life of an Italian city-state.

In contrast to Florence's volatile political history, Venice was praised as *La Serenissima* due to its apparent stability. This unit also examines the development of the Myth of Venice, its use to perpetuate the identity of the city and evidence which challenges the validity of the Myth.

AREA OF STUDY 1

Social life in Renaissance Italy

Italian city-states such as Florence and Venice possessed distinct social structures shaped by their economic and political bases. These social hierarchies were reflected in many aspects of everyday life such as dress, housing, food, entertainment and the social map of the city based on neighbourhoods. There is historical debate over just how important neighbourhoods, *gonfalone* in Florence and *sestieri* in Venice, were to political, economic, social and religious aspects of life at this time.

While it is agreed that a range of social relationships were crucial to a Florentine or Venetian citizen's existence, historians have variously described them as competitive, pragmatic or co-operative typified by economic and political networks, but rarely as personal ties like love or friendship. The functional view has been shaped by evidence of conventions such as the strategic location of families within neighbourhoods, marriage contracts and dowries, and the institutionalisation of charity.

Within each city, many people, such as the urban poor, foreigners and 'deviants', fell outside the networks created by the dominant elite. Historians have suggested that various means, such as legislation (e.g. controlling foreigners, prostitutes and homosexuality), institutionalised charity and festivals were used to incorporate these groups into, or exclude them from, city life in the interests of civic harmony.

Students will investigate the nature and role of social conventions and relationships based on location, wealth, gender, class, or inclusion within or exclusion from the cities mores.

Outcome 1

On completion of this unit the student should be able to analyse the nature and importance of social life in one urban centre during the Renaissance.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- the social structures of either Florence or Venice during the Renaissance;
- the social map of either Florence or Venice and how it reflected social identity, wealth, gender and class relationships;
- the importance of aspects of social life such as family, marriage, dowries, charity, social legislation and festivals to the life of the city.

Key skills

These skills include the ability to

- investigate and report on the importance of social life;
- analyse a range of written and visual evidence;
- synthesise evidence to draw conclusions;
- examine and evaluate relevant historiography.

AREA OF STUDY 2

Renaissance Venice

The location and physical environment of Venice and the ways in which the Venetians adapted their limited space to suit their needs contributed to the myth of the city as unique and free from outside intervention. The lagoons and mainland areas became part of Venice, not only as a source of food and salt, but also for the protection of strategic trade routes. For similar reasons Venice continued to expand her influence until her empire, in the Eastern Mediterranean, gave her the title of the 'New Rome'. As an *entrepot* and manufacturing city, Venice developed functional zones: the religious and political center at the Piazza San Marco, a commercial area around the Rialto, ship building at the Arsenal and the location of industries such as glass making away from the main islands. The wealth and splendor of the city with its imperial booty on show added prosperity to the myth of the city's identity.

Legends surrounding the origins of the city and the 'translation' of the body of St Mark and the numerous churches and relics contributed to the Christian identity of the city. Unlike most Italian cities, the political institutions of Venice remained stable and she appeared to enjoy social harmony leading to the perception of the city as *La Serenissima*, the most serene one.

The Myth of Venice was promoted through panegyric, art, architecture and the use of public space to maintain Venice's 'serene' identity. Sacred rituals, such as processions, took on a civic role and the use of festivals was an important political technique to unify the population and foster social harmony. The function and validity of the Myth of Venice has led to considerable historical debate. From Renaissance writers to exponents of the counter Myth in the sixteenth century, evidence has been presented to question the components of the Myth and to criticise its use as a political tool.

Outcome 2

On completion of this unit the student should be able to evaluate the function and validity of the Myth of Venice.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- the components of the Myth of Venice such as: uniqueness, liberty, prosperity, piety, political stability and social harmony;
- the development of the Myth of Venice from its unique location, imperial expansion, sacred legends, constitutional arrangement and social customs;
- the role of and means by which the Myth was used in developing and maintaining a perception of the city as *La Serenissima*;
- evidence which challenges the Myth of Venice, including political challenges such as the Tiepolo conspiracy, and the dogeships of Falier and Foscari.

Key skills

These skills include the ability to

- use maps, diagrams, paintings and written sources to understand the Myth of Venice;
- analyse and evaluate written and visual evidence;
- sythesise evidence to draw conclusions;
- evaluate relevant historiography;
- use concepts relevant to Renaissance Venice including change and continuity.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

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. Where optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Analyse the nature and importance of social life in one urban centre during the Renaissance.	50	The following four assessment tasks must be taken over Units 3 and 4: • research report • analysis of visual and/or written documents • historiographical exercise • essay. Teachers may choose the order of the assessment tasks.
Outcome 2 Evaluate the function and validity of the Myth of Venice.	50	
Total marks	**100**	

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

End-of-year examination
Description

All outcomes in Units 3 and 4 will be examined. All of the key knowledge and skills that underpin the outcomes in Units 3 and 4 are examinable. The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority.

Conditions

The examination will be completed under the following conditions:

• Duration: two hours.
• Date: end-of-year, on a date to be published annually by the Victorian Curriculum and Assessment Authority.
• Victorian Curriculum and Assessment Authority examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.
• The examination will be marked by a panel appointed by the Victorian Curriculum and Assessment Authority.

Contribution to final assessment

The examination will contribute 50 per cent to the study score.

Advice for teachers

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 broadly describe the learning context and the knowledge required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

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

For Units 1 and 2, teachers must select assessment tasks from the list provided. A variety of tasks should be provided reflecting the fact that different types of tasks suit different knowledge, skills and learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For some outcomes, or aspects of an outcome, the assessment tasks are prescribed. The contribution that each outcome makes to the total score for school-assessed coursework is also stipulated.

Various combinations of VCE History are possible and can reinforce depth and breadth in developing an understanding of history. Examples of four-unit history programs, which include Renaissance Italy, are provided in the introduction.

Example 1 of a course structure for Units 3 and 4

Unit 3: Renaissance Italy

Area of study 1: The Italian peninsula and the Renaissance

Weeks 1 to 2

Overview of areas of study for Unit 3 and introduction to key terms. The physical nature of the Italian peninsula and examination of the geographical features, the political boundaries and structures. A study of a range of types of city-states and how they interrelated.

Weeks 3 to 4

Examination of the main tenets and proponents of humanism. Highlight the ways in which this movement utilised classical ideas and models. The ways in which humanism led to changes in art, culture and learning.

Weeks 5 to 6

Renaissance art, key influences and artists. Examination of key examples of art from the period. The impact of patronage on art.

Area of study 2: Renaissance Florence

Weeks 6 to 7

Geographical and political features of Renaissance Florence. The impact of geography on spatial arrangements and the key institutions within the city-state.

Weeks 8 to 10

Examination of the development of Florence from a commune into a more complex republican structure. The emergence and consolidation of key political institutions and examination of some of the changes resulting in such a political framework (1293 to 1434). This includes the early efforts of prominent families in establishing and maintaining control.

Weeks 11 to 13

Political institutions and the role of prominent families in establishing and maintaining control. How power was distributed and among whom. Role and impact of groups not included among the elite. This would include a close examination in the power and control exerted by the Medici family (1434 to 1494).

Weeks 14 to 16

Following the events of 1494, Florence underwent some dramatic political changes. Florence experiences the 'leadership' of Savonarola and a short lived, but radical republican phase until the revival of the Medici in 1513.

Unit 4: Renaissance Italy

Area of study 1: Social life in Renaissance Italy

Weeks 1 to 6
An investigation into the diverse social life that existed in the urban centres of Venice or Florence. An examination of the social structures of Venice or Florence as well as the social map. A select investigation of one area of social life: family, marriage, dowries, charity, social legislation and festivals. Particular groups might include: family, guilds, Scuola and confraternities, the poor as well as marginalised groups including foreigners, prostitutes and homosexuals.

Area of study 2: Renaissance Venice

Weeks 7 to 8
Examination of the geographical and political features of Venice. Impact of the geography on structures within the city-state – social, political and economic. Introduction of the Myth of Venice.

Weeks 9 to 10
The Myth of Venice and the central ideas and values of *La Serenissima*. Examination of how Venice was viewed by others as well as her own population. Extent to which the image matched the reality (use of a range of visual and written primary sources).

Weeks 11 to 12
The political institutions and the use of power in Venice. An examination of the ways in which potential political events challenged the Myth of Venice.

Weeks 13 to 14
Revision of course and exam preparation.

Example 2 of a course structure for Units 3 and 4

Term 1

Week 1   Introduction to: Medieval Europe and Renaissance Italy: time and place (timeline)
Identification of:
- political states, social hierarchy
- catalysts of change, e.g. the Crusades
- economy, trade and the commercial revolution
- concept of Renaissance (views, when, if).

Week 2   Introduction to Renaissance Italy (slides/video).
Alliances and hostilities fourteenth to sixteenth century.
Allocate groups to research different states.

Week 3   Workshop in groups the main states of Renaissance Italy from materials provided:
location, physical terrain, economic base, form of government, society, culture,
e.g. rituals and festivals.

Week 4   Reports from groups.
Discuss links between economic bases and political forms.

Week 5   Medieval worldview: the role of the Church and ritual. Medieval art.
The Renaissance in art. Renaissance style and classical models.
Research the role in the Renaissance of an artist *or* humanist *or* patron.

Week 6   Rebirth of the Classical world – Humanism (classical, civic and platonic).

Week 7   Humanism: the role of classical models. Education.

Week 8   Presentation of biographies.
The role of patronage (church, civic, corporate and private).

Week 9   The Renaissance in Florence.

Term 2

Weeks 1–5   Slide tour of Florence: urban space, quarters, *gonfalone* (neighbourhoods) buildings.
Organisation and distribution of power in Florence.
Fourteenth century dissent, e.g. Ciompi revolt**.**

Medicean Florence.
Fifteenth century dissent.

Savonarola and the Great Council.
Florentine politics in the early sixteenth century.

Continuity and change in Florentine politics.
Political theorists Bruni to Machiavelli.

Review Florentine politics.

Week 6   Review Renaissance Venice **or** Florence: economic bases, e.g. trade, commerce, banking, industry. The social hierarchy: occupation, wealth and other indicators of 'class' in Florence **or** Venice. Introduce the importance of social life in Renaissance cities.

The social map of Florence **or** Venice: slide tour highlighting physical features and their links to the economic, social, political and cultural spaces of the cities, e.g. location of markets, neighbourhoods, government buildings and churches.

Allocation of research topics: the roles of gender/marriage, dowries, family, friendship, parent/child relationships and neighbourhood to the life of Florence **or** Venice.

Week 7   Exam week

Week 8   Place: the importance of neighbourhood: Workshop comparisons between the Green Dragon and The Red Lion districts of Florence or the social composition of the *sestieri* of Venice.

Week 9   Social mobility: how to succeed in Renaissance Florence or Venice. Case studies of individuals such as Gregorio Dati in Florence **or** Andrea Barbarigo in Venice.

Week 10   In groups and out groups: The role of guilds, charity and the confraternities/*scuola*. Marginalised groups, e.g. prostitutes, homosexuals, criminals, foreigners. The aims of social legislation.

Term 3

Week 1   Presentations of research. Review the nature of social relationships and importance of social life in Florence **or** Venice.

Week 2   Venice: a unique Renaissance city. Views of Venice: Venetians and foreigners. The Myth of Venice – *La Serenissima* (unique location, wealth, political and social stability and piety). Representations of the Myth of Venice: art, architecture and urban form**.**

Week 3   Validity of the Myth: 'most Christian city'. The legends surrounding St Mark. Ritual, festivals and the role of the *scuola*. Representations of the Myth of Venice: art, architecture and urban form.

Week 4   Validity of the myth: 'rags to riches'. Overview of Venetian History: mud flats to empire. The impact of the empires *del mar* and *terra ferma* on the Venetian economy. Challenges to the empire. Representations of the Myth of Venice: art, architecture and urban form.

Week 5   Validity of the myth: 'social harmony'. Cosmopolitan nature of the city. Tolerance/treatment of foreigners? The role of the guilds and *scuola*. Representations of the Myth of Venice: art, architecture and urban form.

Weeks 6–7	Validity of the Myth: 'political stability' Organisation and distribution of power in Venice. Research political events, e.g. *Serrata*, Tiepolo Conspiracy, Falier, Foscari, League of Cambrai. Representations of the Myth of Venice: art, architecture and urban form.
Week 8	Impact of political events on Venetian politics and the Myth of Venice.
Week 9	Workshop individual representations of the Myth of Venice.
Week 10	Workshop, then compare individual representations in groups.
Term 4	Revision.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for History, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Examples highlighted by a shaded box are explained in detail in accompanying boxes. The examples that make use of information and communications technology are identified by this icon ICT .

Unit 3: Renaissance Italy

AREA OF STUDY 1: The Italian peninsula and the Renaissance

Outcome 1	*Examples of learning activities*
Explain the physical, economic and political structures of Renaissance Italian states and the changes to culture embodied in the term 'Renaissance'.	study contemporary and comparative maps in relation to earlier Italian boundaries
	map political boundaries and structures
	develop a glossary of key Renaissance words such as 'feudalism', 'principality', 'city-state', 'republicanism', 'despotism', 'liberty', 'justice' and 'nationalism'
	prepare comparative studies of the economic, physical and political structures of Italian states; present a summary of key points in a chart
	undertake case studies of key industries such as banking, wool or cloth; share information with the class
	research and discuss the concept of the 'Renaissance', comparing different historians' interpretations
	create a travel brochure using a desktop publishing program
	create a hot-spotted map of Renaissance Italy
	visit the National Gallery of Victoria to view Renaissance art and explore the representation of culture
	discuss the key symbols of Renaissance art by using dictionaries of symbolism
	decode the key ideas and meanings in a small sample of works
	explore the Internet for sites such as the Vatican Library and museums
	compile comparative charts between works of various artists over time during the Renaissance
	compare public and private commissions and discuss any differences
	debate the role of the arts in shaping our communities
	introduce the ideas of the classical world and its thinkers; for example, Plato, Aristotle
	create biographies of the lives of the chief humanists; study their writings and how they reflect on the ideals of the era
	compare the education of males and females in Renaissance Italy
	discuss the role of religion in the lives of the people in Renaissance Italy
	explore religious symbolism in church art
	debate the possible areas of conflict between the church and humanists
	investigate the commissions of Cosimo and Lorenzo de Medici to explore the nature and role of patronage

find out about any modern day patrons and compare their roles and motivations with the Medici

use documentary sources and role-play a discussion between key humanists and their patrons

make a calendar of the main festivals that illustrates the civic and religious role of the key humanists

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Detailed example

INTERPRETATIONS OF THE RENAISSANCE

The concept of the 'Renaissance' is the subject of historical debate. Students could be introduced to a range of viewpoints through Alison Brown's book *The Renaissance* (1988) and Andrew Graham-Dixon's documentary *The Renaissance* Part 1. Students could:

- read Part 1 (pages 1–10)
- identify the points of view of the historians whose interpretations are summarised in chapter 1

- find evidence for and against these points of view from chapters 2, 3 and the documents referred to within the text

  use the bibliography (pages 120–26) to locate the primary and secondary sources

- prepare a short report on one source to share with the class

- watch the video and identify what point of view on the 'Renaissance' is presented

- debate whether the Renaissance was a 'rebirth' or a continuation of the past.

AREA OF STUDY 2: Renaissance Florence

Outcome 2

Evaluate changes and continuities of the political institutions and values of Renaissance Florence.

Examples of learning activities

create a diagram to illustrate the structure of the Florentine government

examine representations of Florentine political institutions and values from a range of primary and secondary sources

introduce and develop concepts like republicanism, liberty, justice, honour

construct a timeline of key events which defined or altered the ruling group

research on the Internet and investigate the causes and outcomes of the Ciompi revolt and the experiment with Walter of Brienne

make notes on the methods the Medici used to gain power and investigate contemporary views of their regime

design a Medici family tree

analyse documents like Bruni's *Panegyric* to contrast the visual evidence with the descriptions given by the city's supporters and detractors

Detailed example

ANALYSIS OF REPRESENTATIONS OF FLORENTINE INSTITUTIONS AND VALUES

Whether Florentine political institutions and values changed over time or essentially maintained continuity with the past depends on whether a macro or micro view of the past is adopted.

Students could:

- read extracts from the works of contemporary sources such as Salutati, Bruni and Machiavelli

- note the context in which each source was written (e.g. when, where, and for what purpose and audience)

- write a brief summary of the information which each writer contributes about Florentine political institutions and the values on which they are based

- analyse each writer's opinion of the institutions and values

- evaluate each source by looking at the possible effects of the context in which it was written on the point of view observed in it.

Having worked on the short extracts from primary sources, students would then produce evaluations of the works of historians such as Brucker, Hale and Schevill. Finally, the evaluations would be compiled into a bibliography with conventional citation of sources.

Unit 4: Renaissance Italy

AREA OF STUDY 1: Social life in Renaissance Italy

Outcome 1	***Examples of learning activities***
Analyse the nature and importance of social life in one urban centre during the Renaissance.	develop diagrams of the social structures of Venice or Florence during the Renaissance
	investigate the main landmarks of the city and explain their significance in the social life of the time
	compile hotspot annotations for a social map of Venice or Florence in order to highlight how it reflected the social identity, wealth, gender and class relationships
	take responsibility for investigating one aspect of social life in Venice or Florence and compile a series of factual, primary (written and visual) and secondary sources to create a web page that can be linked to create a 'Renaissance social web'

undertake library and Internet research focusing on one or some of the following aspects of social life in Venice or Florence:

- family
- friendship
- guilds, *Scuola* and confraternity
- marriage
- dowries
- charity
- social legislation
- festivals
- the poor
- groups including, foreigners, prostitutes and homosexuals

using the map and booklet on the *Gonfalone of the Red Lion in 1427* by Marian Murphy, 1990, establish the main characteristics of the neighbourhood and compare this view with *The Green Dragon* by Eckstein

investigate various historians' views on the significance of the neighbourhood over time

discuss and explain the role of Guilds

Detailed example

REPORT ON ASPECTS OF SOCIAL LIFE IN VENICE OR FLORENCE

Students assess the contribution made by both primary and secondary sources to their understanding of an aspect of social life in Venice or Florence.

To avoid the task becoming too open ended and to encourage students to concentrate on assessing the quality of their information rather than the quantity collected, teachers could provide:

- folders of materials for each aspect to be investigated

- instructions on how to assess the evidence in the materials provided

- parameters for any further research, such as 'Find two journal articles and/or two Internet sites to add to the information provided'

- a template for writing the report, e.g. for assessing the contributions of contradictory sources

- instructions on how to source evidence in footnotes.

AREA OF STUDY 2: Renaissance Venice

Outcome 2	*Examples of learning activities*
Evaluate the function and validity of the Myth of Venice.	analyse maps of Venice; prepare notes outlining the unique aspects of Venice's geography and their relationship to spatial organisation
	view video material such as Vidal's *Venice and Venice – A Sinking City*
	investigate in groups the spatial arrangement of Venice through research on specific areas of the city; for example, San Marco, the Arsenal, the Ghetto, the Rialto and the Grand Canal
	discuss key concepts like republicanism and *La Serenissima*
	view and take notes from the Paul Carter visual resource material *The Myth of Venice* and/or *The Venetian Constitution*
	define the main social classes in Venice
	outline in chart form the political rights and responsibilities of each class, and the structure of the main Venetian government bodies
	explore and explain the role of the *Scuola* (include some specific examples)
	using Internet and library resources, investigate visual material (paintings, architecture, maps and sculpture)
	discuss the symbols and meanings which visual material can convey
	investigate art as civic propaganda; recent examples may be a good starting point and have relevance to students
	analyse the origin and development of the Myth of Venice in documentary sources
	use timelines to illustrate the use and purpose of the Myth in various eras
	analyse various non-literary expressions of the Myth; for example, sculpture, painting
	prepare a brief explanatory written exercise to explain the Myth of Venice
	discuss the political uses of the Myth of Venice
	examine visual and written examples of the Myth, and discuss the uses made of historical meanings
	in groups, research on the Internet and in print sources some of the key political events in Venetian history of the period and present findings to the class
	explore the meaning of the term 'empire' and the motivations behind empire building
	undertake a study of visual material to trace the spread of Venetian symbols to colonial outposts and account for this phenomena
	role-play events that challenged the Myth of Venice and present them to the rest of the class, e.g. Tiepolo conspiracy, and the dogeships of Falier and Foscari

Detailed example

ANALYSIS OF REPRESENTATIONS OF THE MYTH OF VENICE

Students need to understand the components of the Myth and the ways in which they may be expressed in written and visual form. They can draw on their evaluation skills to contextualise representations in order to understand the development and use of the Myth. Students can then use the point of view expressed in the representation as a springboard for evaluating the validity of the Myth.

Groups of students could work on different representations. Having identified the point of view expressed in the representation, they could investigate the validity of the components of the Myth featured in the representation. For example, the details of *Bellini's Procession of the True Cross* imply social harmony. Students could look at the social hierarchy, the treatment of foreigners and the role of ritual and the *scuola* to assess the validity of this picture.

Loredan's speech to the senate in 1509 talks of enviable political stability and explains it by referring to the perfection of Venice's mixed constitution. Students could investigate a range of political events such as the *serrata*, Tiepolo conspiracy, the dogeships of Falier and Foscari or the political impact of the threat posed by the League of Cambrai to assess Loredan's claims.

SCHOOL-ASSESSED COURSEWORK

In Units 3 and 4 teachers must select appropriate tasks from the assessment table provided for each unit. Advice on the assessment tasks and performance descriptors to assist teachers in designing and marking assessment tasks will be published by the Victorian Curriculum and Assessment Authority in an assessment handbook. The following is an example of a teacher's assessment program using a selection of the tasks from the Units 3 and 4 assessment tables.

Outcomes	Marks allocated	Assessment tasks
Unit 3		
Outcome 1 Explain the physical, economic and political structures of Renaissance Italian states and the changes to culture embodied in the term 'Renaissance'.	50	**Essay** By drawing on evidence of changes to and continuities in culture during the 'Renaissance' assess whether the term is justified?
Outcome 2 Evaluate changes and continuities of the political institutions and values of Renaissance Florence.	50	**Historiographical exercise** Prepare an annotated bibliography of primary and secondary sources that outlines different points of view about Florentine political institutions and the values on which they were based.
Total marks for Unit 3	**100**	
Unit 4		
Outcome 1 Analyse the nature and importance of social life in one urban centre during the Renaissance.	50	**Research report** Write a report of your research into an aspect of social life in either Renaissance Florence or Venice.
Outcome 2 Evaluate the function and validity of the Myth of Venice.	50	**Analysis of visual and/or written documents** Analyse one visual and one written representation, and assess the validity of the Myth of Venice as *La Serenissima*.
Total marks for Unit 4	**100**	

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

Books

The Italian peninsula and the Renaissance

Baxendall, M 1972, *Painting and Experience in 15ᵗʰ Century Italy,* Oxford University Press, Oxford.

Brown, A 1988, *The Renaissance*, Longman.

Burke, P 1986, *The Italian Renaissance*, Polity Press.

Burke, P 1987, *The Renaissance*, Macmillan Education.

Guthridge, I 1991, *All About Italy,* Medici School Publications, Victoria.

Hole, R 1998, *Renaissance Italy*, Hodder & Stoughton, London.

Holmes, G 1993, *Art & Politics in Renaissance Italy*, Oxford University Press.

Paoletti, John T 1997, *Art in Renaissance Italy*, Laurence King, London.

Plamentz, J 1972, *Machiavelli*, Fontana/Collins.

Ridolfi, R 1967, *The Life of Francesco Guicciardini,* Routledge & Kegan Paul, Great Britain.

Waley, D 1965, *The Italian City Republics*, World University Library, London.

Renaissance Florence

Ady, Cecilia M 1955, *Lorenzo dei Medici and Renaissance Italy*, English University Press.

Andres, Glenn, Hunisak, John M & Turner, Richard A 1988, *The Art of Florence Volume 1*, Abbeville Press, New York.

Baldassari, Stefano Ugo & Saiber (eds) 2000, *Images of Quattrocento Florence*, New Haven, Yale University Press.

Brucker, Gene A 1983, *Renaissance Florence*, University of California Press, Berkeley, California.

Gilbert, Felix 1965, *Machiavelli and Guicciardini*, The University Press, Princeton.

Goldthwaite, Richard A 1982, *The Building of Renaissance Florence*, John Hopkins University Press, Baltimore.

Hale, John R 1977, *Florence and the Medici*, Thames & Hudson.

Holmes, George 1988, *Florence, Rome and the Origins of the Renaissance*, Clarendon Press, Oxford.

Kent, Dale 2000, *Cosimo de Medici and the Florentine Renaissance*, New Haven, Yale University Press.

Lemaitre, Alain J & Lessing 1993, *Florence and the Renaissance Quattrocento*, Terrail, Paris.

McCarthy, Mary 1972, *The Stones of Florence*, Penguin, Harmondsworth, Middlesex.

Murphy, Marian 1990, *The Gonfalone of the Red Lion in 1427*, History Teachers Association of Victoria, Melbourne.

Turner, Richard A 1997, *The Renaissance in Florence*, Everyman Art Library, Great Britain.

Wirtz, Rolf C 1999, *Florence – Art & Architecture*, Konemann.

Social Life in Renaissance Italy

Brucker, Gene (ed.) 1971, *The Society of Renaissance Florence: A Documentary Study*, Harper & Row, New York.

Chambers, D, Pullen, B & Fletcher, J 1992, *Venice – A documentary Study,* Blackwell, Oxford.

Cohen, Elizabeth & Thomas 2001, *Daily Life in Renaissance Italy*, Greenwood Press, Connecticut.

Curiel, R, Cooperman, B D & Arici, G 1990, *The Venetian Ghetto*, Rizzoli International, New York.

Eckstein, Nicholas A 1995, *The District of the Green Dragon – Neighbourhood Life and Social Change in Renaissance Florence*, Leo S. Olschki Editore.

Kent, Francis William 1977, *Household and Lineage in Renaissance Florence*, Princeton University Press.

Kovesi Killerby, Catherine 2002, *Sumptuary Law in Italy 1200–1500*, Clarendon Press, Oxford.

Laven, Mary 2002, *Virgins of Venice: Enclosed Lives and Broken Vows in the Renaissance Convent*, Viking, London.

Martines, Lauro 1963, *The Social World of the Florentine Humanists 1390-1460*, Routledge & Kegan Paul, London.

Phillips Mark 1989, *The Memoir of Marco Parenti*, Heinemann, London.

Pitti, Buonaccorso et al. 1991, *Two Memoirs of Renaissance Florence*, Waveland Press, Prospect Heights.

Romano, Dennis 1987, *Patricians and Popolani: The Social Foundations of the Venetian Renaissance State*, John Hopkins University Press Baltimore.

Renaissance Venice

Anderson, Janice 1979, *Venice*, Mayflower, New York.

Brown, Patricia Fortini 1996, *Venice & Antiquity*, Yale University Press, New Haven.

Chambers, DS 1970, *The Imperial Age of Venice 1380–1580*, Thames & Hudson, London.

Chambers, D, Pullen, B & Fletcher, J 1992, *Venice – A documentary Study*, Blackwell, Oxford.

Goffen, Rona 1986, *Piety and Patronage in Renaissance Venice*, Yale University Press, New Haven.

Hale, JR (ed.) 1974, *Renaissance Venice*, Faber & Faber, London.

Hibbert, Christopher 1989, *Venice*, Norton, New York.

Honour, Hugh 1970, *The Companion Guide to Venice*, Fontana/ Collins, London.

Kaminski, Marion 1999, *Venice – Art & Architecture*, Konemann.

Lane, Frederic C 1973, *Venice: A Maritime Republic*, John Hopkins University Press, Baltimore.

Links, JG (ed.) 1960, *The Stones of Venice*, Da Cap, New York.

Logan, Oliver 1972, *Culture and Society in Venice 1647–1790*, Batsford, London.

McCarthy, Mary 1972, *The Renaissance of Florence*, Penguin, Harmondsworth, Middlesex.

Martin, John & Romano, Dennis (eds) 2000, *Venice Reconsidered – The History and Civilization of an Italian City-State, 1297–1797*, John Hopkins University Press, Baltimore.

Morris, James 1963, *Venice*, Faber & Faber, London.

Muir, Edward 1981, *Civic Ritual in Renaissance Venice*, Princeton University Press.

Norwich, John Julius 1983, *A History of Venice*, Penguin, London.

Norwich, John Julius 1990, *Venice: Travellers' Companion*, Constable, London.

Zorzi, Alvise 2001, *Venice – A City*, *a Republic, an Empire,* New York.

Units 3 and 4:
Revolutions

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions.

Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state. In defence of the revolution, under attack from within and without, revolutionary governments often deploy armed force and institute policies of terror and repression. The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement made.

Unit 3 and 4: Revolutions

Revolutions in history have been reconsidered and debated by historians. The study of a revolution should consider differing perspectives and the reasons why different groups have made different judgments of the history of the revolution.

In developing a course, teachers should select *two* of the following revolutions; *one* for Unit 3 and *one* for Unit 4:

- The American Revolution
- The French Revolution
- The Russian Revolution
- The Chinese Revolution

For the *two* selected revolutions, *both* areas of study must be explored.

The periods for each revolution are indicated in the description of the areas of study.

AREA OF STUDY 1

Revolutionary ideas, leaders, movements and events

The periods for this area of study are:

- American Revolution 1763 to 1776 (end of French and Indian War in 1763 to the Declaration of Independence in 1776)
- French Revolution 1781 to 4 August 1789 (Necker's *Compte Rendu* to the 4 August 1789)
- Russian Revolution 1905 to October 1917 (Bloody Sunday to the Bolshevik Revolution)
- Chinese Revolution 1898 to 1949 (100 Days Reform to the Triumph of Mao)

Historians have put forward different theories about the causes of revolution; for example, inadequate response to structural change, political divisions, the failure of rising expectations, the loss of authority, the erosion of public confidence in the old order. Questions have been raised such as: Why did social tensions and ideological conflicts increase in the pre-revolutionary period? Why could social tensions and ideological conflicts not be contained or constrained within the traditional order? What events or circumstances eroded confidence in the government or weakened the capacity of the ruling class to meet challenges to its authority?

Historians place differing emphasis on the role of ideas, leaders and movements in the development of the revolution. Debate occurs about the role of the work of the Philosophes in the French Revolution and the role of Marxism in the Russian Revolution. Similar debate occurs around the role of various individuals such as Samuel Adams, Vladimir Lenin and Mao Zedong in bringing about the success or failure of the revolution. Other historians focus more on circumstances and longer-term developments as the main contributors to revolution and determinants of the course it would take.

Outcome 1

On completion of this unit the student should be able to evaluate the role of ideas, leaders, movements and events in the development of the revolution.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- the chronology of key events and factors which contributed to the revolution;
- the causes of tensions and conflicts generated in the old regime that many historians see as contributing to the revolution; for example, rising and unfulfilled class expectations; fluctuations in economic activity; failed attempts at economic, social or political reform; perceived social or economic inequality or lack of political voice; the impact of war or economic crisis that contributed to revolution such as the harvest crisis and state bankruptcy in the French economy, the social and economic impact of World War I on Tsarist Russia, the Boxer Rebellion in China, colonial self assertion after the French and Indian War in the American colonies;
- the ideas and ideologies utilised in revolutionary struggle; for example, ideas of liberty, equality, fraternity, Marxist ideas, nationalism and the rights of freeborn men, Mao Zedong's 'Yenan Way';
- the role of revolutionary individuals and groups in bringing about change; for example, in France, Sièyes, Lafayette, Mirabeau; in Russia, Kerensky, Trotsky, Lenin, the Socialist Revolutionaries, Mensheviks and Bolsheviks; in the American colonies, Benjamin Franklin, Patrick Henry, Thomas Jefferson, Samuel Adams, Thomas Paine and the Sons of Liberty; in China, Sun Yat Sen, Chiang Kai Shek and Mao Zedong, the Guomindang and Communists.

Key skills

These skills include the ability to

- document the chronological events that contributed to the revolution;
- analyse information about the causes of tension and conflict in the old regime that contributed to revolution;
- analyse the ideas that were utilised in the revolutionary struggle;
- analyse a range of historical evidence to evaluate the role of revolutionary individuals and groups in bringing about change;
- synthesise evidence to develop a coherent argument about the role of revolutionary ideas, leaders, movements and events in the development of the revolution;
- consider a range of historians' interpretations.

AREA OF STUDY 2

Creating a new society

The periods for this area of study are:

- American Revolution 1776 to 1789 (Declaration of Independence to the inauguration of George Washington);
- French Revolution 5 August 1789 to Year 111 (1795) (Declaration of the Rights of Man and Citizen to the dissolution of the Convention Year 111);
- Russian Revolution November 1917 to 1924 (Initial decrees to the death of Lenin);
- Chinese Revolution 1949 to 1976 (Communist Revolution to the death of Mao).

A new political order and a new society was not created easily. Revolutions took many years to achieve their initial promise of social and political change. Endangered and radicalised by political dissent, civil war, economic breakdown and wars of foreign intervention, resistance to revolution assumed different forms impeding the transformation which the revolutionaries had envisioned. In times of crisis, revolutionary governments often became more authoritarian, instituting more severe policies of social control.

Historians debate the success of the revolutionary ideas, leaders, groups and governments in achieving their ideals by evaluating the nature of the new society as the revolution consolidated. Questions are raised, such as: Has a completely new order been established with a significantly changed ruling group and ideology, with new methods of governing and new social institutions? Have the subjects of the new state acquired greater freedom and an improved standard of living? Has the revolution been successful in establishing a different set of values that fulfilled the ideals of the revolutionaries?

Outcome 2

On completion of this unit the student should be able to analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- the contribution of individuals and groups to the creation of the new society; for example, in America, Benjamin Franklin, Patrick Henry, Thomas Jefferson and George Washington; in France, Danton, Marat and Robespierre; in China, Mao Zedong; and in Russia, Trotsky and Lenin;
- the cause of difficulties or crises faced by the revolutionary groups or governments as a new state was consolidated; for example, the War of Independence in America, the revolutionary war in France, the Civil War and Foreign Intervention in Russia, the economic problems caused by the Great Leap Forward and the disunity caused by the Cultural Revolution in China;
- the response of the key revolutionary individuals, groups, governments or parties to the difficulties that they encountered as the new state was consolidated; for example, Jacobin Terror in France and the Red Guard in Russia; Civil War, and War Communism in Russia; the 'Speak Bitterness' Agrarian Reform Law campaign, the Hundred Flowers Campaign and the death of Liu Shaoqi during the Cultural Revolution in China; the Constitutional Convention in May 1789 in America;

- the compromise of revolutionary ideals; for example, the NEP in Russia and the Red Guard and 'literature of the wounded' in China; the radicalisation of policies; for example, during the authoritarian rule of the Committee of Public Safety in France, the Civil War in Russia, the Great Leap Forward and the Cultural Revolution in China;
- the changes and continuities that the revolution brought about in the structure of government, the organisation of society, and its values, and the distribution of wealth and conditions of everyday life.

Key skills

These skills include the ability to

- gather evidence of the difficulties faced by revolutionary individuals, groups, governments or parties in the creation of a new society;
- analyse evidence of the response of the key revolutionary individuals, groups, governments or parties to the difficulties that they encountered as the new state was consolidated;
- evaluate the degree to which the revolution brought about change from the old regime;
- consider a range of historians' interpretations.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement in Units 3 and 4 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

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. Where optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Unit 3		
Outcome 1 Evaluate the role of ideas, leaders, movements and events in the development of the revolution.	50	The following four assessment tasks must be taken over Units 3 and 4: • research report • analysis of visual and/or written documents • historiographical exercise • essay. Teachers may choose the order of the assessment task.
Outcome 2 Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.	50	
Total marks	**100**	

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

Outcomes	Marks allocated*	Assessment tasks
Unit 4		
Outcome 1 Evaluate the role of ideas, leaders, movements and events in the development of the revolution.	50	The following four assessment tasks must be taken over Units 3 and 4: • research report • analysis of visual and/or written documents • historiographical exercise • essay. Teachers may choose the order of the assessment task.
Outcome 2 Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.	50	
Total marks	**100**	

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

End-of-year examination

Description

All outcomes in Units 3 and 4 will be examined. All of the key knowledge and skills that underpin the outcomes in Units 3 and 4 are examinable. The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority.

Conditions

The examination will be completed under the following conditions:

- Duration: two hours.
- Date: end-of-year, on a date to be published annually by the Victorian Curriculum and Assessment Authority.
- Victorian Curriculum and Assessment Authority examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.
- The examination will be marked by a panel appointed by the Victorian Curriculum and Assessment Authority.

Contribution to final assessment

The examination will contribute 50 per cent to the study score.

Advice for teachers

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 broadly describe the learning context and the knowledge required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

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

In Units 3 and 4, assessment is more structured. For some outcomes, or aspects of an outcome, the assessment tasks are prescribed. The contribution that each outcome makes to the total score for school-assessed coursework is also stipulated.

Various combinations of VCE History are possible and can reinforce depth and breadth in developing an understanding of history. Examples of four-unit history programs, which include Revolutions, are provided in the introduction.

Example of a course structure for Units 3 and 4: Revolutions

In the following course outline, the French and Russian Revolutions have been selected as the contexts for the study of revolutions.

Unit 3: France 1781 – dissolution of the Convention Year 111 (1795)

Week 1	Outline of study, indicating assessment tasks, and examination of the nature and meaning of revolution. An introduction to the country under study.
Weeks 2 to 3	Social structure – three Estates, rights and privileges, taxation. Theory and practice of Divine Right. Relationship between Church and Monarchy. France's economic situation in 1781. Involvement in American War. Necker's *Compte Rendu*. Growing tension, calls for economic reform. Assembly of Notables, dismissal of the Paris *Parlement*, call for the Estates General.
Weeks 4 to 5	Examination of the key ideas of the Enlightenment and their impact on calls for reform. The *Philosophes*. Key personalities /writers. Writing of the *Cahiers*, elections to the Estates General, raised expectations, the issue of the 'doubling of the third'. 'What is the Third Estate?'. Collapse of the Estates General. The Tennis Court Oath. What was revolutionary about the formation of the National Assembly, and why did it prevail over threats from the Crown and aristocracy? Storming of the Bastille. 'Who stormed it and why?'. The Great Fear. 4 August the surrender of privileges in the National Assembly.
Weeks 6 to 7	August Decrees 1789, The Declaration of the Rights of Man and Citizen 1789. Declining influence of the Monarchy. The October Days, return of King to Paris. Influence of various leaders such as Lafayette, Mirabeau, Bailly. Development of policies and ideas on which to found the new society.
Weeks 8 to 9	Role of monarchy, work of the National Assembly, reforms to finance, the economy, justice and the Church. The Civil Constitution of the Clergy Peasant and *Sans Culottes* disillusionment with the revolution 1790 to 1791. The formation of political clubs, the Cordeliers, the Jacobins Leaders such as Danton, Desmoulins, Marat. The King's flight to Varennes.
Weeks 10 to 11	Emergence of republican sentiments, The Champs de Mars. The Constitution of 1791. The Legislative Assembly. Declaration of war on Austria, increasing tension in Paris. Invasion of Tuileries and massacre of the Swiss guard August 1792. Imprisonment of Louis XVI.
Weeks 12 to 14	The Convention September 1792, September massacres, progress of the war. The trial and execution of the King, death of Marat, counter revolution. Extension of war. The Committee of Public Safety, legislation of the Terror, influence of individuals such as Robespierre, Danton, Hebert and the sans culottes. Dechristianisation. The Great Terror June–July 1794.
Week 15	Withdrawal of policies of the Terror, return of Girondins to the Convention. Convention of the Year 111.

Unit 4: Russia 1905 to 1924

Weeks 1 to 2   Introduction outline assessment tasks, introduction to Russia, basic geography key
                           cities, characteristics of population.

Area of study 1: Revolutionary ideas, leaders, movements and events: 1905 to October 1917

                           Brief outline of social structure, government structure, role of the Church and army.
                           Industrialisation and peasants economy, causes of tension, Bloody Sunday and
                           outcomes of 1905. Effects of the Russo-Japanese war. Success or failure of attempted
                           reforms. October Manifesto and the Fundamental Laws 1906. The Dumas. Stolypin and
                           his attempts at reform. Tsar Nicholas, Alexandra, Rasputin.

Weeks 3 to 5   World War I and how it reflected tension and crisis. Key personalities and parties. Key
                           aspects of ideologies such as Marxism. Role of leadership of Lenin and the Bolsheviks
                           and ideas in February 1917, abdication of Nicholas II, establishment of the Provisional
                           government. Establishment of the Petrograd Soviet, Order No. 1, dual government and
                           its weakness. April Theses, role of Lenin and others, July days, Kornilov.

Weeks 6 to 7   Bolshevik takeover. The Second Congress of Soviets. The Storming of the Winter
                           Palace. Factors which allowed the Bolsheviks to take control. Role of Lenin, Trotsky.

Area of study 2: Creating a new society: November 1917 to 1924

Weeks 8 to 10   Problems facing the new government such as how to end involvement in World War I.
                           The treaty of Brest-Litovsk, the land question, the Constituent Assembly. Initial reforms.
                           Key individuals such as Trotsky and Lenin and parties such as the SRs.

Weeks 11 to 14   The Civil War, War Communism, the Cheka. The role of Trotsky and the Red Army.
                           Increasing centralisation and control. 'On Party Unity', the 10th Party Congress. The
                           Kronstadt Rebellion.

Week 15   The NEP, impact and results. The death of Lenin and ensuing leadership style.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for History, teachers should make use of
applications of information and communications technology and new learning technologies, such as
computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to
teaching and learning activities.

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Examples
highlighted by a shaded box are explained in detail in accompanying boxes. The examples that make
use of information and communications technology are identified by this icon ICT.

Units 3 and 4 : Revolutions

AREA OF STUDY 1: Revolutionary ideas, leaders, movements and events

Outcome 1	Examples of learning activities
Evaluate the role of ideas, leaders, movements and events in the development of the revolution.	create a social pyramid and consider the weaknesses it reveals
	identify the social groups that have power and those that do not
	prioritise the factors that were most significant in creating a revolutionary situation
	develop a timeline which illustrates key events in the development of the revolution
	analyse the extent to which the revolution was caused by ideas or events or individuals
	construct a table of leaders, ideas and time frames in the development of the revolution
	evaluate the roles of various leaders and groups in the development of the revolution
	ICT use the Internet and library to research, and compare and contrast, various accounts, including those of historians, of the role of individuals and groups in bringing about change
	analyse documents and visual sources that define the ideas of a key individual, group or event in the revolution

Detailed example

ANALYSIS OF THE CONTRIBUTION OF AN INDIVIDUAL, GROUP OR EVENT IN THE DEVELOPMENT OF THE REVOLUTION

Students are to be given a range of three to four documents that may include print, graphic and/or film, and analyse the role of a key individual, group or event in the revolution.

1. Identify the individual, group or event precipitating change.

2. Examine the literal and symbolic meaning in the documents. Analyse the ways in which the document/visual source presents its view of leaders, movements or events.

3. Discuss the influence of ideas or the role of the key leader or group or event in the context of the revolution.

4. Evaluate the contribution of the leader, group or event in the development of revolutionary change.

　　　　　　　　　　　　　　　　　　　　　　VCE STUDY DESIGN

AREA OF STUDY 2: Creating a new society

Outcome 2	***Examples of learning activities***
Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.	identify the difficulties faced by revolutionary individuals, groups, governments or parties in the creation of the new society
	construct a chart of the problems faced by the new order under the headings 'social', 'political', 'economic' at various time periods in the revolution
	discuss the concept of leadership and the way it was defined in the new society
	define the key ideologies that underpinned the new society
	analyse key documents that define or outline the responses to challenges faced by key individuals, groups, governments or parties in the creation of the new society
	consider examples of legislation and/or policies passed by the new order and explain how they helped or hindered the revolution in the achievement of its goals
	using Internet and print sources, research the contribution of an idea, individual, group or event in the development of the new society
	evaluate the extent to which the conditions of everyday life were changed by the revolution
	construct a table that compares the structure of government, the organisation of society, values, distribution of wealth and conditions of everyday life in the old and new society
	analyse how the revolution and its outcomes have been evaluated by historians and explain how different interpretations of the same event can exist

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Detailed example

RESEARCH REPORT: A NEW SOCIETY?

Students are to research the experience of a group in the new society and evaluate the extent to which life had changed since the old regime.

1. Identify an experience or event that involved a group or an individual in the creation of the new society. Formulate a question for the research, and prepare a bibliography.

2. Gather evidence of the nature of the conditions experienced by the group in the new society.

3. Analyse the response of key individuals or a group to the conditions of the new society.

4. Compare the experience of the conditions of everyday life in the new society with conditions in the old regime.

SCHOOL-ASSESSED COURSEWORK

In Units 3 and 4 teachers must select appropriate tasks from the assessment table provided for each unit. Advice on the assessment tasks and performance descriptors to assist teachers in designing and marking assessment tasks will be published by the Victorian Curriculum and Assessment Authority in an assessment handbook. The following is an example of a teacher's assessment program using a selection of the tasks from the Units 3 and 4 assessment tables.

Outcomes	Marks allocated	Assessment tasks
Unit 3		
Outcome 1 Evaluate the role of ideas, leaders, movements and events in the development of the revolution.	50	**Analysis of visual and/or written documents** Written analysis of a film on the revolution in response to a set of structured questions, including what role did ideas, leaders, movements and events play in the development of the revolution.
Outcome 2 Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.	50	**Research report** A written report generated from research on the challenges to the creation of a new society. What challenges were there in the creation of a new society? To what extent were the revolutionaries' ideals realised?
Total marks for Unit 3	**100**	
Unit 4		
Outcome 1 Evaluate the role of ideas, leaders, movements and events in the development of the revolution.	50	**Historiographical exercise** A written evaluation of extracts from historians that analyses differing historical perspectives. This may be in response to a single argumentative question or a set of structured questions that focus on the roles played by ideas, leaders, movements and events in the revolution.
Outcome 2 Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.	50	**Essay** An analytical essay that deals with change or continuity in the new society.
Total marks for Unit 4	**100**	

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

General (comparative perspectives)

Some 'classics' published many years ago have been included. These histories offer detailed analyses, soundly based on evidence from varying perspectives.

The course does not require explicit comparisons of revolutions, but it can be helpful for teachers to see matters from a comparative perspective. Readings will differ, depending on the combinations of revolutions studied.

Bailyn, B 1992, *The Ideological Origins of the American Revolution*, Harvard University Press, Cambridge, Mass.
English revolutionary ideas of 'free-born men' translated into American context.

Brinton, C 1965, *Anatomy of Revolution, Vintage*, New York.
Classic 'American liberal' approach; equilibrium model of society and a disease metaphor; English, American, French and Russian revolutions.

Cowie, HR 1997, *Modern Revolutions: Their Character and Influence,* Nelson ITP, Australia.
Overview of the American, French, Russian, Chinese and Cuban revolutions; primary sources and questions.

Higonnet, P 1988, *Sister Republics: The Origins of French and American Republicanism*, Harvard University Press, Cambridge, Mass.

Jones, A 1992, 'Towards a new structural theory of revolution: Universalism and community in the French and Russian Revolutions', *English Historical Review*, October, pp. 862–900.
Revisionist approach.

Palmer, RR 1969, *The Age of Democratic Revolution* (2 vols), Princeton University Press.
Influence of the Enlightenment on the French Revolution and its parallels with American experience.

Skocpol, T 1981, *States and Social Revolutions: A Comparative Analysis of France, Russia and China*, Cambridge University Press, Cambridge.
Classic Marxist approach, emphasising the state as a historical player in its own right.

Wolf, E 1971, *Peasant Wars of the Twentieth Century*, Faber & Faber, London.
Marxist approach emphasising the importance of peasants in all 20th-century revolutions.

The American Revolution

Teachers should consider some sort of overview, at least one collection of documents (perhaps one general collection and another specialising in a particular sub-group) from the period, and biographies of key individuals.

Booth, SS 1973, *The Women of '76*, Hastings House Publishers, New York.

Bracken, JM 1997, *Women in the American Revolution*, 'Perspectives in History' series, Discovery Enterprises Ltd.

Cantwell, J 1995, *The American Revolution: A Student Handbook*, HTAV, Collingwood.
Provides a structure and basic explanation of ideas.

Cantwell, J 1994, *Brave New World?,* Nelson, Melbourne.
Some useful documents; places the revolution in the broader context of US history.

Commanger, HS & Morris, RB 1995, *The Spirit of Seventy-Six: The Story of the American Revolution As Told by Its Participants*, Da Capo Press, New York.
Accounts by participants (mostly from letters and diaries); pictures of various uniforms.

Countryman, E 1985, *The American Revolution*, Penguin, Great Britain.
Narrative overview of the revolution; useful background reading.

Evans, E 1975, *Weathering the Storm*, Scribner, New York.
Collection of women's experiences from the American Revolution.

Frances, D 1992, *American Revolution and the Making of the American Republic 1771–1791*, Heinemann Education, Auckland.
Student workbook; wide range of documents (visual and written).

Grafton, J 1975, *The American Revolution: A Picture Sourcebook*, Dover Publications Inc.

Hackett-Fischer, D 1994, *Paul Revere's Ride,* Oxford University Press, New York.
Detailed reconstruction of the events and personalities surrounding Paul Revere's ride and the events of Lexington and Concord.

Hoffman, R & Albert, PJ (eds) 1989, *Women in the Age of the American Revolution*, University Press of Virginia, Virginia.
Collection of articles which attempt to assess women's contributions from a range of perspectives and make judgments on the factors influencing the historiography.

Jensen, M (ed.) 1977, *Tracts of the American Revolution*, Bobbs-Merril Co., Indiana.
Collection of pamphlets and useful introduction.

Keane, J 1995, *Tom Paine: A Political Life,* Bloomsbury Publishing, London.
Detailed biography.

Lloyd, TO 1989, *The British Empire 1558–1983*, Oxford University Press, New York.
Useful background to the machinations of the British Empire during the period of the American Revolution.

Norton, MB 1972, *The British Americans: The Loyalist Exiles in England 1774–1789*, Little, Brown, London.

The Uncommon Soldier of the Revolution: Women and Young People Who Fought for American Independence, 1986 Eastern Acorn Press. Four parts: two commentaries on the role of women (many examples and quotes) followed by long extracts from the diaries of two teenage boys.

Young, AF, Fife, TJ & Janzen, ME 1992, *We The People: Voices and Images of the American Revolution*, Temple University Press, Philadelphia.
Accessible narrative with high-quality pictures; covers main players and issues as well as providing an insight into life in 18th-century America.

Zell, F 1996, *A Multicultural Portrait of the American Revolution,* Benchmark Books/Marshall Cavendish, New York.
Well-illustrated discussion on the role of women and various racial and ethnic groups.

The Chinese Revolution

Student texts

Buggy, T 1988, *The Long Revolution: A History of Modern China*, Shakespeare Head Press New South Wales.
General text, well organised and clearly presented; short extracts as primary sources and illustrations.

Green, J 1989, *China*, Oxford University Press, Oxford.
Useful short extracts.

Laffey, M 1992, *Mao and the Struggle for China. Revolutionary Leadership,1922–1949*, Heinemann Education, Auckland.
Clear historical information with some useful documents and activities.

Mackerras, C et al. 1993, *China in Revolution 1850–1976: History through Documents*, Longman Cheshire, Melbourne.

Macdonald, CK 1985, *Modern China*, Basil Blackwell, Great Britain.
Well organised with some documents and a range of activities.

McDonald, D 1997, *The Chinese Revolution A Student Handbook*, 2nd edn, HTAV, Collingwood.
Written specifically for the course; accessible to students.

Ward, H 1989, *China in the Twentieth Century*, Heinemann History, Australia.

General references

These general references, written for tertiary students, usually encompass the entire span of Chinese history, in short well-organised chapters.

Ebrey, P 1993, *Chinese Civilisation: A Sourcebook*, The Free Press, New York.
Collection of documents with introductions.

Ebrey, P 1996, *The Cambridge Illustrated History of China*, Cambridge University Press, Cambridge.
Well-illustrated and organised text.

Fairbank, JK 1988, *The Great Chinese Revolution 1800–1985*, Picador, London.
Valuable information and a distinctive view of China.

Fairbank, JK (ed.) 1983, *The Cambridge History of China*, Cambridge University Press, Cambridge.
Comprehensive and well organised.

Gray, J 1990, *Rebellions and Revolutions China from the 1880s to the 1980s*, Oxford University Press, Melbourne.
Well-organised and accessible general reference; occasional discussion of alternative interpretations of events.

Ho Kan Chih 1957, *A History of the Modern Chinese Revolution,* Foreign Language Press, Peking.
One of many official versions; students need to take account of the Marxist language used to explain historical events.

Hsu, Immanuel 1995, *The Rise of Modern China*, 5th edn, Oxford University Press, New York.
Useful general reference with analytical summaries at the end of each chapter; includes some extracts from documents.

Li, D (ed.) 1969, *The Road to Communism: China since 1912*, Van Nostrand Reinhold, New York.
Well-organised collection of documents with introductions placing them in a historical context.

Meisner, M 1986, *Mao's China and After: A History of the People's Republic*, The Free Press New York.
Revised and extended edition of 1977; valuable analysis of the Yenan period on the development of Maoism.

Roberts, JAG 1991, *China through Western Eyes: The Nineteenth Century*, Alan Sutton, Great Britain.
Useful collection of documents organised under themes; introduction provides a very good general discussion about sources.

Roberts, JAG 1991, *China through Western Eyes: The Twentieth Century*, Alan Sutton, Great Britain.
Useful collection of documents organised under themes.

Spence, J 1981, *The Gate of Heavenly Peace: The Chinese and Their Revolution 1895 to 1980*, Penguin, New York.
History through the eyes and experiences of writers and intellectuals.

Spence, J 1990, *In Search of Modern China*, W.W. Norton & Co., New York.
Well-organised, comprehensive study.

Commentaries on China

Barm , G 1996, *Shades of Mao: The Posthumous Cult of the Great Leader*, East Gate Books, London.
Discussion of the contemporary cult of Mao, with documents.

Jenner, WJF 1992, *The Tyranny of History: The Roots of China's Crisis*, Penguin, Melbourne.
Examines some of the traditional forms of Chinese government, arguing that these past forms determine present structures in China.

Link, P 1992, *Evening Chats in Beijing: Probing China's Predicament*, W.W. Norton & Co., New York.
Conversations with Chinese intellectuals; explores many facets of modern China.

Mosher, S 1990, *China Misperceived: American Illusions and Chinese Reality*, HarperCollins, USA.
Broad analysis of how writers and historians have regarded China.

Strahan, L 1996, *Australia's China: Changing Perceptions from the 1930s to the 1990s*, Cambridge University Press, Cambridge.
Interesting analysis of Australia's relationship with China.

Crisis in the Old Regime: Imperial China

Aisin-Gioro Pu Yi 1988, *From Emperor To Citizen*, Oxford University Press, Oxford.
Official autobiography of the last Emperor of China.

Buck, P 1931, *The Good Earth*.
Pearl Buck spent much of her early life in China and this novel is a vivid picture of peasant life.

Croll, E 1989, *Wise Daughters from Foreign Lands: European Women Writers in China*, Pandora Press, London.
Collection of documents put clearly in historical context; includes comments from women who were in China pre-1911, e.g. Sarah Conger, wife of the American Ambassador.

Deng Mao Mao 1995, *Deng Xiaoping, My Father*, Basic Books, New York.
An official, Chinese Marxist perspective.

Gillingham, P 1993, '*The Macartney Embassy to China, 1792–94*', *History Today*, vol. 43, November, pp. 28–34.
Article contains Punch cartoons of this (rejected) English attempt to woo the Chinese.

Mackerras, C 1989, *Western Images of China*, Oxford University Press, New York.
Analyses the works of major writers on China.

Seagrave, S 1992, *Dragon Lady: The Life and Legend of the Last Empress of China*, Alfred A. Knopf, New York.
Argues against the accepted version of the 'evil' Dowager Empress.

Spence, J 1969, *The China Helpers: Western Advisers in China 1620–1960*, Bodley Head, London.

Spence, J 1992, *Chinese Roundabout: Essays in History and Culture*, W.W. Norton & Co., New York.
Collection of essays including several on western/imperial contact.

Wakeman, F 1975, *The Fall of Imperial China*, The Free Press, New York.
Includes the structure of Imperial China and the reasons for its downfall.

Warner, M 1974, *The Dragon Empress: Life and Times of Tz'u-hsi 1935–1908, Empress Dowager of China*, Cardinal, Great Britain.
Detailed biography with excellent illustrations.

Film

The Last Emperor (film) 1987, Fox Columbia, Italy, director Bernardo Bertolucci.
Story of Pu Yi, the last Qing emperor; filmed in China.

Revolutionary ideas, movements and leaders

Auden, WH & Isherwood, C 1939, *Journey to a War*, Faber & Faber, London.
Personal account of two young journalists travelling to China, looking for the war, but not finding it.

Beldon, J 1989, *China Shakes the World*, New World Press, Beijing (first published 1949).
Personal account of a pro-CCP view of 'that heroic time' by a journalist.

Chang, J 1991, *Wild Swans: Three Daughters of China*, HarperCollins, London.
Personal account from a Chinese point of view.

Chiang Kai Shek 1957, *Soviet Russia in China: A Summing Up at Seventy*, Farrar, Straus & Cudahy, New York.
Chiang's own version of history.

Coogan, A 1993, 'The volunteer armies of Northeast China', *History Today*, vol. 43, July, pp. 41–46.
Peasant armies and their role in the War Against Japan — a role neglected by Communist historians.

Eastmen, L et al. 1991, *The Nationalist Era in China 1927–1949*, Cambridge University Press, Cambridge.
Articles provide useful comparisons between the Nationalists and the CCP.

Salisbury, H 1985, *The Long March: The Untold Story*, Macmillan, London.
In 1984, Salisbury, a sympathetic 'China watcher' was permitted to interview survivors of the Long March, and retraced parts of the route.

Seagrave, S 1985, *The Soong Dynasty*, Sidgwick & Jackson, London.
The role of the Soong family in modern Chinese history (Chiang Kai Shek was married to one of the Soong sisters).

Smedley, A 1984, *China Correspondent*, Pandora Press, London (first published as *Battle Hymn of China*, 1943).
CCP viewpoint with lots of detail; good on the New Fourth Army Incident.

Snow, E 1972, *Red Star Over China*, first revised and enlarged edition, Pelican, Great Britain (first published 1937) .
First and almost-definitive account of early Maoist years by the first western journalist to reach Yenan.

Snow, HF 1979, *Inside Red China*, Da Capo, New York (first published 1939).
Account of the early period of Chinese history by Edgar Snow's wife.

Suyin, H 1972, *Birdless Summer*, Panther, London.
Autobiography of Suyin, who was married to a brutal Nationalist officer. Provides day-to-day description of life in China during the War.

Suyin, H 1972, *Mao Tse Tung and The Chinese Revolution: The Morning Deluge*, Volume 1, 1893–1935, Panther, London.
Sympathetic portrayal of Mao.

Terrill, R 1980, *Mao*, Harper & Row, New York.
Clear, well-organised biography.

Terrill, R 1984, *Madame Mao: The White-Boned Demon*, Bantam, New York.
Excellent biography of Mao's fourth wife, including the early period in Yenan.

Wahn, N 1992, *The House of Exile*, Soho Press, Broadway (first published 1933).
Young American woman's account of her life in China, 1920–32.

White, T & Jacobs, A 1974, *Thunder out of China*, Da Capo, New York (first published 1946).
View of the War by two journalists.

Video/Film

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Australian film crew retraces the Long March.

Empire of the Sun (film) 1987, Warner Brothers, director Steven Spielberg.
The film of J.G. Ballard's autobiographical story of the fall of Shanghai in 1941.

The Good Earth (film) 1937, MGM, director Sidney Franklin.
Classic film of the life of a peasant family.

Creating a new society

Becker, James 1996, *Hungry Ghosts, China's Secret Famine*, John Murray, London.
A vivid analysis of the effects of the Great Leap Forward.

Burchett, W & Alley, R 1976, *China: The Quality of Life*, Penguin, Great Britain.
Example of western reporting of 1976 that sees only the positive side of the Cultural Revolution.

Cheng, N 1995, *Life and Death in Shanghai,* Flamingo, London.
Personal account of a woman's seven-year imprisonment during the Cultural Revolution, and her life afterwards.

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Collection of oral histories.

Hinton, W 1983, *Shenfan*, Secker & Warburg, London.
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Hunter, N 1988, *Shanghai Journal*, Oxford University Press, Hong Kong.
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Min, A 1993, *Red Azalea: Life and Love in China*, Victor Gollancz, London.
Story of a Red Guard during the Cultural Revolution.

Snow, E 1970, *Red China Today: The Other Side of the River*, Penguin, Great Britain.
Carefully guided tour of China during the Cultural Revolution.

Suyin, H 1978, *The Wind In the Tower: Mao Tse Tung and the Chinese Revolution 1949–1976*, Triad Panther, Great Britain.
Sympathetic view of the Cultural Revolution and Mao Tse Tung; good contrast to much of the 'scar literature'.

Wong, J 1996, *Red China Blues: My Long March from Mao to Now*, Doubleday, Canada.
Account of a Canadian student who attended Beijing University in 1972 and who later returned as a somewhat disillusioned journalist in the 1980s.

Wu, H 1994, *Bitter Winds: A Memoir of My Years in China's Gulag*, John Wiley & Sons, New York.
Vivid personal account of the effects of the Hundred Flowers Campaign. Invaluable as a reference work from a Chinese point of view, particularly of Maoist China.

Wu, N 1993, *A Single Tear*, Sceptre, Great Britain.
Personal story of a family who returned to China in 1951 and suffered through various campaigns.

Xiangshu, F & Hay, T 1992, *East Wind, West Wind*, Penguin, Australia.
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Ye, Ting-Xing 1997, *A Leaf in the Bitter Wind, Penguin*, Australia.
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Ying, EC 1980, *Black Country: To Red China*, Cresset Women's Press, London.
Autobiography of a returned Chinese; vivid picture of an authoritarian society.

Yuan, G 1987, *Born Red: A Chronicle of the Cultural Revolution*, Stanford University Press, Stanford.
Personal story of a male Red Guard.

Zhisui Li 1994, *The Private Life of Chairman Mao: The Inside Story of the Man Who Made Modern China*, Chatto & Windus, London.
Chinese government considered banning this book, written by Mao's personal doctor. Useful as an insight into Mao's private life.

Videos/Films

China's Child (documentary) 1983, BBC, director Edward Goldwyn.
Discusses China's one-child policy.

China Rising (documentary series) 1992, Yorkshire Television, Great Britain.
Three videos (50 minutes each) on Chinese history. Available from Video Education, Bendigo Australia.

China: The Wild East (documentary) 1995, Turner Productions, 2 parts (47 min each).
Overview of China from colonialism to the present with section on the Cultural Revolution. Available from Marcom Projects, Shailer Park, Queensland.

To Live (film) 1994, France, director Yimou Zhang, 125 min.
Chinese film about a family's life from 1949 to the present; includes the effects of the Great Leap Forward and the Cultural Revolution.

The Mao Years (documentary) 1993, UK, 2 parts (57 min each).
Autobiography of Mao. Available from Video Education, Bendigo, Australia.

The People's Century 1900–1999: 1965 The Great Leap Forward (documentary) 1997, BBC Education, 50 min.
Vivid footage, particularly propaganda, and interviews with survivors. Available from VC Media.

The Story of Qiu Ju (film) 1993, director Yimou Zhang.
A peasant woman attempts to get justice from the Chinese bureaucracy.

Wild Swans (documentary) 1993, Australia.
Interviews with Jung Chang and her mother; includes archival footage. Available from Video Education.

Magazines

Asiaweek, Time, The Far Eastern Economic Review, The Economist, Bulletin with Newsweek, Business Review Weekly, The New Statesman, The Journal of Asian Studies.

Academic journals

Beijing Review

The China Quarterly

Modern China, An International Quarterly

WEBSITES

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

Generally the title given is the title of the page; where this is not possible a description of the content is given.

www.cnd.org/fairbank/fair-prc.htm
The John Fairbank Memorial Chinese History Virtual Library. Collection of well-organised, comprehensive and useful links to other sites. China News Digest online.

www.cnd.org/CR/main.html
Virtual museum of the Cultural Revolution which can be accessed through the above site.

www.chinapage.com/china.html
China the Beautiful. Mainly a cultural website – literature, art, calligraphy, etc.

http://orpheus.ucsd.edu/chinesehistory/othersites.html
Useful, clearly annotated list of other websites.

www.china.org.cn/
Information Office of the State Council of the People's Republic of China. Variety of articles and information.

www.global.epnet.com
ESCO publishing. If schools subscribe, they will have access to a database which includes magazine articles, full text periodicals, title lists and reference manuals

The French Revolution

Student texts

Hardman, J 1981, *The French Revolution: The Fall of the Ancien Regime to the Thermidorean Reaction, 1785–1795*, Edward Arnold, London.

Mason, J & Marriner, FJ 1982, *Revolution*, McGraw-Hill, Sydney.

Townson, D 1990, *France in Revolution*, Hodder & Stoughton, London.

Reference books

Jones, C 1987, *The Longman Companion to the French Revolution*, Penguin, London.
A chronology and guide to enactments, legislatures, calendars.

Furet, F & Ozouf, M (eds) 1989, *Critical Dictionary of the French Revolution*, Belknap Press of Harvard University Press, Cambridge, Mas.
Provocatively revisionist; short articles focusing on key concepts and topics; historiographical surveys by those topics; presumes a good knowledge of the revolution.

Document collections

Beik, P (ed.) 1971, *The French Revolution,* 'Documentary History of World Civilization' series, Walker, New York.

Bienvenu, R (ed.) 1968, *The Ninth Thermidor: The Fall of Robespierre*, Oxford University Press, New York.

Cowie, LW 1987, *The French Revolution: Documents and Debates*, Macmillan, London.

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Gilchrist, JT & Murray, WJ (eds) 1971, *The Press in the French Revolution: A Selection of Documents, 1789–1794*, Cheshire, Melbourne.

Hunt, L (trans. and ed.) 1996, *The French Revolution and Human Rights: A Brief Documentary History*, 'Bedford Series in History and Culture' series, St Martin's Press, Boston.

Kelly, L 1987, *Women of the French Revolution*, Penguin, London.

Stewart, JH (ed.) 1951, *Documentary Survey of the French Revolution*, Macmillan, New York.

Wright, C. (ed.) 1974,*The French Revolution: Introductory Documents*, University of Queensland Press, St Lucia.

Classic studies

Behrens, CBA (Betty) 1967, *The Ancien Regime*, Thames & Hudson, London.

Bergeron, L 1991, *France under Napoleon*, Princeton University Press, Princeton.
Traces a Revisionist history of the entire revolution.

Bosher, JF 1988, *The French Revolution,* Norton, New York.
A revisionist work.

Bouloiseau, M 1987, *The Jacobin Republic, 1792–94*, Cambridge University Press, Cambridge.

Cobban, A 1965, *Aspects of the French Revolution*, Paladin, London.
Some fine essays, including the famous one which gave birth to Revisionism.

Doyle, W 1980, *Origins of the French Revolution*, Oxford University Press, Oxford.

Doyle, W 1989. *The Oxford History of the French Revolution*, Oxford University Press, Oxford.
Doyle successfully updates and re-formulates Lefebvre's two great works; like Vovelle, he preserves some balance between the best of the old Marxist and the new Revisionist approaches.

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Hampson, N 1969, *The First European Revolution*, Thames & Hudson, London.

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Hibbert, C 1980, *The French Revolution*, Penguin, London.
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Kennedy, E 1989, *A Cultural History of the French Revolution*, Yale University Press, New Haven.

Lefebvre, G 1962–64, *The French Revolution* (2 vols), Routledge & Kegan Paul, London.
Detailed history of the French revolution.

Lefebvre, G 1967, *The Coming of the French Revolution*, Princeton University Press, Princeton.
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McPhee, P 1993, *A Social History of the France*, Routledge, London.
McPhee resists the worst excesses of Revisionism and reiterates the importance of social developments, defending and updating Marxist interpretations.

Palmer, RR 1969, *Twelve Who Ruled: The Year of Terror in the French Revolution*, Princeton University Press, Princeton.
About the Committee of Public Safety.

Roberts, JM 1978, *The French Revolution*, Oxford University Press, London.
Analysis of the legislative agendas of revolutionary assemblies.

Rud , G 1959, *The Crowd in the French Revolution*, Oxford University Press, Oxford.
Marxist history showing the motives of the insurgent people on all the great revolutionary journées.

Rud , G 1964, *Revolutionary Europe, 1783–1815*, Fontana, London.
(Marxist) general survey, emphasising social tensions and the general European impact of the revolution.

Schama, S 1989, *Citizens*, Penguin, London.
Readable and beguiling uneven narrative history— very pro-Old Regime and anti-Revolution; good analyses of the influence of the Enlightenment and the undermining of Old Regime society.

Soboul, A 1974, *The French Revolution, 1787–1799: From the Storming of the Bastille to Napoleon*, Vintage Books, New York.
Classic statement of the Marxist interpretation of the French Revolution; general introduction is hard-line Marxist, strait-jacketing the rich and subtle narrative in the history itself. Soboul was Lefebvre's successor and Vovelle's predecessor in the Chair in the History of the Revolution at the Sorbonne.

Sutherland, DMG 1985, *France, 1789–1815: Revolution and Counter-Revolution*, Collins-Fontana, London.
Revisionist updating of Rud 's 'social' interpretation.

Thompson, JM 1966, *The French Revolution*, Basil Blackwell, Oxford.
Classic English survey; predates Revisionist and Marxist debates.

Vovelle, M 1984, *The Fall of the French Monarchy, 1787–1792*, Cambridge University Press, Cambridge.
By leading contemporary French historian of the French Revolution, holder of the Chair in the History of the Revolution at the Sorbonne. Like Sutherland, Vovelle combines Revisionist interests in political ideologies with the older Marxist attention to social structures.

Woronoff, D 1984, *The Thermidorean Reaction and the Directory, 1794–1799*, Cambridge University Press, Cambridge.

Wright, D 1974 *Revolution and Terror in France, 1789–1795*, Longman, London.

American liberal perspective; little prior knowledge required.

Plays

Brook, P. *Marat-Sade* 1966, *Royal Shakespeare Company* (available on video).

Büchner, G. *Danton's Death 1835* (influenced Wajda's film, *Danton*).

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Balzac, H. de 1829, *The Chouans*, Crawford translation, Penguin Classics.

Dickens, C 1859, *A Tale of Two Cities*.
Alongside Baroness Orczy's derivative Scarlet Pimpernell books, this novel has influenced the way people think about the French Revolution.

Vigny, A. de 1835 *An Unreported Conversation' in Servitude and the Grandeur of Arms*.
Soldier-poet's assessment of Napoleon.

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Daborn, J (ed.) 1991, *Russia: Revolution and Counter Revolution, 1917–1924*, 'Topics in History' series, Cambridge University Press, Cambridge.

Jones, A. 1990, *Stalin's Russia: Soviet Society in the 1930s*, La Trobe University School of History, Melbourne.

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Laver, J 1994, *Lenin: Liberator or Oppressor*, Hodder & Stoughton, London.

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Lynch, M 1990, *Stalin and Khrushchev: USSR, 1924–1964*, Hodder & Stoughton, New York.

Lynch, M 1995, *Trotsky: The Permanent Revolutionary*, Hodder & Stoughton, London.

Robottom, J 1982, *Russia in Change, 1870–1945*, Longman, London.

Rothnie, N 1991, *Stalin and Russia*, Macmillan, London.

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Williams, B 1987, *The Russian Revolution, 1917–1921*, 'Historical Association Studies' series, Blackwell, Oxford.

Reference works

Auty, R & Obolensky, D 1976, *Companion to Russian Studies, vol. 1: An Introduction to Russian History*, Cambridge University Press, Cambridge.

Brown, A.H et al. (eds) 1982, *The Cambridge Encyclopædia of Russia and the Soviet Union*, Cambridge University Press, Cambridge.

G & Devlin, R (eds) 1989, *Dictionary of the Russian Revolution*, Jackson, Greenwood Press, New York.

Shukman, H (ed.) 1988, *The Blackwell Encyclopædia of the Russian Revolution*, Blackwell, Oxford.

Wieczynski, JL (ed.) 1976, *The Modern Encyclopædia of Russian and Soviet History*, 46 vols and supplements, Florida.

Late Imperial Russia

Charques, R 1981, *The Twilight of Imperial Russia*, Oxford University Press, New York (first published 1958).
On the difficulties of the constitutional era and the policies of Witte and Stolypin, the last great statesmen of Imperial Russia.

Ferro, M 1990, *Nicholas II: Last of the Tsars*, Penguin, Harmondsworth.

Fitzlyon, K & Browning, T 1977, *Before the Revolution: A View of Russia under the Last Tsar*, Penguin, Harmondsworth.

Massie, RK 1985, *Nicholas and Alexandra*, Gollantz, London.

Maylunas, A. & Mironenko, S 1996, *A Lifelong Passion: Nicholas and Alexandra*, Weidenfeld & Nicholson, London.

Pipes, R 1976, *Russia under the Old Regime*, Penguin.
Best general treatment of the old order.

Radzinsky, E 1993, *The Last Tsar*, Arrow Books, London.

Rogger, H 1983, *Russia in the Age of Modernization and Revolution, 1881–1917*, 'Longman History of Russia' series, London/New York, Longman.

Seton-Watson, H 1967, *The Russian Empire, 1801–1917*, 'The Oxford History of Modern Europe' series, Clarendon Press, Oxford.

Waldron, P 1997, *The End of Imperial Russia, 1855–1917*, Macmillan, Basingstoke.

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Chamberlin, WH 1963, *The Russian Revolution (1935), vol. 1, 1917–1918: From the Overthrow of the Tsar to the Assumption of Power by the Bolsheviks*, and *vol. 2, 1918–1921: From the Civil War to the Consolidation of Power*, 'The Universal Library', Grosset & Dunlap, New York.
Along with Sukhanov's work, the greatest of the detailed narrative histories of the Russian revolution written by an eyewitness.

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Ilyin-Zherevsky, A 1986, *From the February Revolution to the October Revolution, 1917*, Modern Books, London.

1931 and *The Bolsheviks in Power: Reminiscences of the year 1918*, New Park Publications, London.
Written from the point of view of a lesser Bolshevik party activist (see also Shlyapnikov).

Reed, J 1977, *Ten Days that Shook the World*, Penguin, Harmondsworth.
Hymn of praise to the October revolution by an American socialist journalist (Reed is the focus of the US film, *Reds*).

Shlyapnikov, A 1982, *On the Eve of 1917*, Allison & Busby, London.
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Sukhanov, N 1955, *The Russian Revolution, 1917: A Personal Record*, edited, abridged & translated by. Joel Carmichael, Oxford University Press, London.
Written by a Menshevik, the most balanced and perceptive of the Russian eyewitnesses.

Trotsky, L 1967, *History of the Russian Revolution*, 3 vols, trans. Max Eastman, Sphere Books, London.
Vivid and detailed account of the origins and development of the Revolution to the inauguration of the Second Congress of Soviets from the perspective of a Bolshevik leader. *Stalin* (especially vol. 2) and *Revolution Betrayed* (1937) and the autobiography *My Life* (1930) present his views on the fate of the Revolution.

Zinoviev, G 1973, *History of the Bolshevik Party: A Popular Outline*, Labor Publications, New York.
Official interpretation of revolutionary history as commensurate with the history of the progress of the party of the proletariat. How these interpretations were affected by the onset of Stalinism may be assessed in any pre-1956 edition of the *History of the Communist Party of the Soviet Union (Bolsheviks): Short Course*.

Victor Serge's autobiographical novels (*Birth of Our Power*, 1931; *Conquered City*, 1932), histories (*Year One of the Russian Revolution*, 1930; *Destiny of a Revolution*, 1937; *From Lenin to Stalin*, 1938) and memoirs (*Memoirs of a Revolutionary*, 1944) present a unique record of the Revolution as seen by a Belgian-born Russian émigré socialist who hastened to Russia to assist the Bolsheviks, but then drifted into Trotskyite opposition.

Classic secondary works

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A social history; invaluable in viewing events of 1917 from all perspectives.

Carr, EH 1979, *The Russian Revolution from Lenin to Stalin, 1917–1929*, Macmillan, London.
Interesting short summary of his multi-volume history, *The Bolshevik Revolution, 1917–23*, and successor volumes, *The Interregnum*, *Socialism in One Country* and *Foundations of a Planned Economy*.

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Figes, O 1996, *A People's Tragedy*, Pimlico, London.
Readable view of the Revolution; biographical interludes tracing the differing perspectives of six different types of people.

Fitzpatrick, S 1994, *The Russian Revolution*, Oxford University Press, Oxford.
Best of the short histories.

Pipes, R 1994, *Russia under the Bolshevik Regime*, Harvill, London.

Pipes, R 1992, *The Russian Revolution, 1899–1919*, Fontana, London.
Deeply conservative interpretation of the Russian Revolution, bitterly hostile to Lenin and, indeed, to any form of Marxist revolution.

Pipes, R 1996, *The Unknown Lenin*, Yale University Press, New Haven.

Pipes, R 1995, *Three Whys of the Russian Revolution*, Pimlico, London.

Schapiro, L 1984, *1917: The Russian Revolution and the Origins of Modern Communism*, Basic Books, New York.
Balanced work focusing only on 1917.

Service, R 1986, *The Russian Revolution, 1900-1927*, Macmillan, London.
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Suny, RG 1998, *The Soviet Experiment: Russia, the USSR, and the Successor States*, Oxford University Press, New York.
General history after the revolutions of 1989–91.

Ward, C 1993, *Stalin's Russia, Reading History'* series, Edward Arnold, London.
Modern scholarship with the general reader in mind.

White, JD 1994, *The Russian Revolution, 1917–1921: A Short History*, Edward Arnold, London.
Modern scholarship with the general reader in mind.

Fiction

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Pasternak, B. 1959, *Dr Zhivago*.
Novel in many editions.

Olesha, Y 1927, *Envy*, 1975 edn, Ardis, Ann Arbor, Mich.

Bulgakov, M 1923, *The White Guard, 1969 edn,* Letchworth, Bradda.
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Bulgakov, M 1925, *Heart of a Dog* ,1968 edn, Grove Press, New York.
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Videos/Films

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Fall of the Romanov Dynasty (silent documentary) 1927, USSR, director Esther Shub, 106 minutes.

Nicholas and Alexandra (film) 1971, UK, director Franklin J. Schaffner, 183 minutes.

Ten Days that Shook the World (film) 1927, USSR, directors Grigori Aleksandrov, Sergei M Eisenstein, 104 minutes.

October (silent film) 1927, USSR, director Sergei Eisenstein, made for the 10th anniversary of the Revolution, 102 minutes.

Websites

Good overview of Russian Revolution
www.russia.net/history.html

Good overview of Russian history
www.departments.bucknell.edu/russian/history.html

Good overview of Russian culture
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