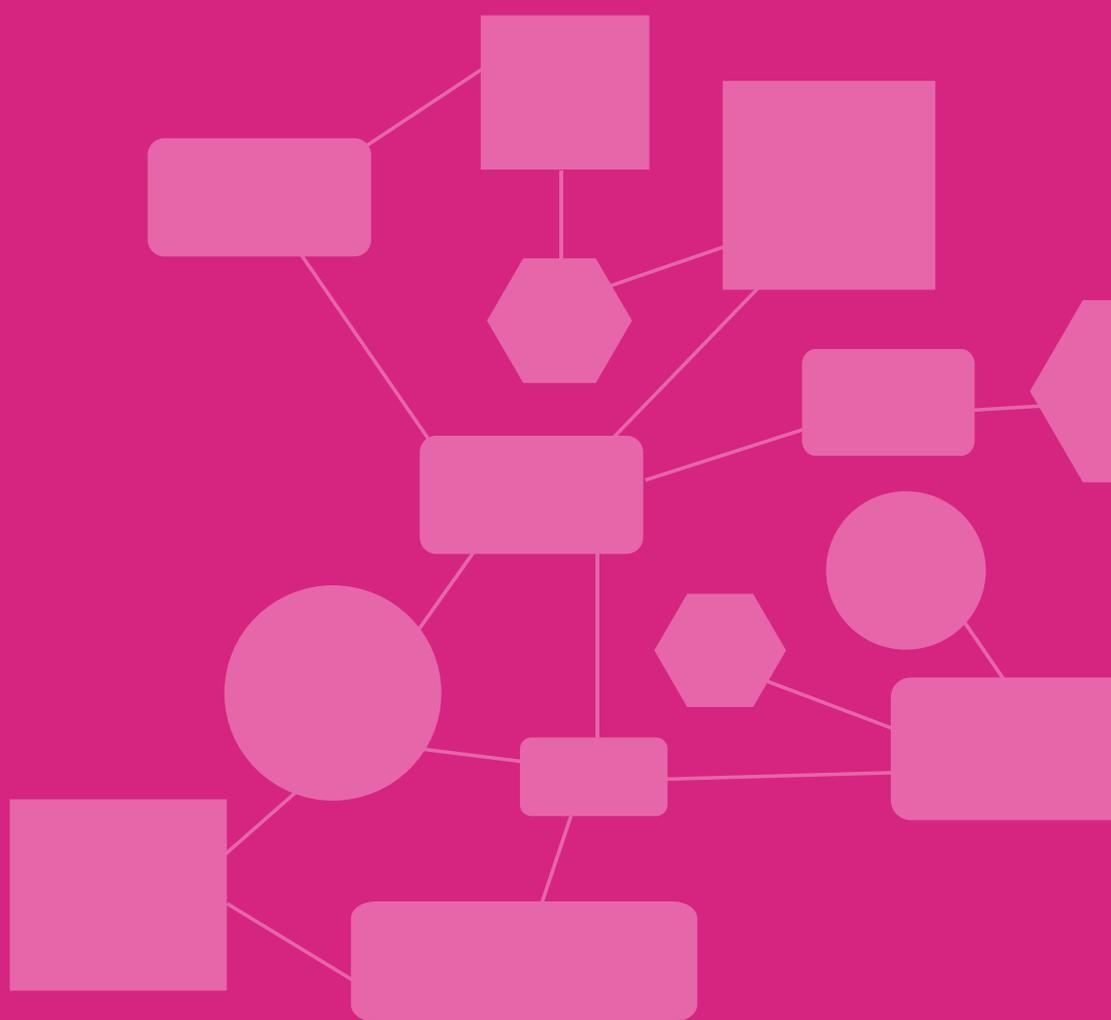


Victorian Certificate of Education

HISTORY



STUDY DESIGN



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Important information

Accreditation period

Units 1–4: 1 January 2016 – 31 December 2020

Implementation of this study commences in January 2016.

Sources of information

The [VCAA Bulletin](#) is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin* 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 available as an e-newsletter via free subscription on the VCAA's website at: www.vcaa.vic.edu.au.

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

The current [VCE and VCAL Administrative Handbook](#) contains essential information on assessment processes and other procedures.

VCE providers

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

Copyright

VCE schools may reproduce parts of this study design for use by teachers. The full VCAA Copyright Policy is available at: www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx.

Introduction

Scope of study

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations or discover new sources, fresh understandings come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of sources and the capacity of historians to interpret those sources. VCE History reflects this range of inquiry by enabling students to engage with a range of times, people, places and ideas.

Ancient History investigates individuals and societies (Mesopotamia, Egypt, Greece, Rome and China) across three millennia. Global Empires explores the ideas and power relations accompanying the growth of empires in the Early Modern period. Twentieth century History examines the aftermath of the Great War as well as the causes and consequences of World War Two. Australian History investigates national history from colonial times to the end of the twentieth century and includes the histories of Indigenous Peoples. Revolutions explores the causes and consequences of revolution in America, France, Russia and China.

Rationale

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence. Furthermore, judgments of historical significance made by historians are central to the discipline. Historians do not always agree about the meaning that is taken from the past: historical interpretations are often subject to academic and public debate. The study of history equips students to take an informed position on such matters, helping them develop as individuals and citizens.

Aims

This study enables students to:

- develop an understanding of the nature of history as a discipline and to engage in historical inquiry
- ask questions about the past, analyse primary and secondary sources, and construct historical arguments based on evidence
- use historical thinking concepts such as significance, evidence, continuity and change, and causation
- explore a range of people, places, ideas and periods to develop a broad understanding of the past
- engage with debates between historians in an informed, critical and effective manner
- recognise that the way in which we understand the past informs decision-making in the present
- appreciate that the world in which we live has not always been as it is now, and that it will continue to change in the future.

Structure

The study is made up of thirteen units.

| Units 1 and 2 | Units 3 and 4 |
|---|---|
| <p><i>Global empires</i></p> <p>Unit 1: The making of empires 1400–1775</p> <p>Unit 2: Empires at work 1400–1775</p> | <p><i>Revolutions</i></p> <p>Units 3 and 4 Revolutions</p> |
| <p><i>Twentieth century history</i></p> <p>Unit 1: Twentieth century history 1918–1939</p> <p>Unit 2: Twentieth century history 1945–2000</p> | <p><i>Australian history</i></p> <p>Unit 3: Transformations: Colonial society to nation</p> <p>Unit 4: Transformations: Old certainties and new visions</p> |
| <p><i>Ancient history</i></p> <p>Unit 1: Ancient Mesopotamia</p> <p>Unit 2: Ancient Egypt</p> <p>Unit 2: Early China</p> | <p><i>Ancient History</i></p> <p>Units 3 and 4 Ancient history</p> |

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. 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 announced in the [VCAA Bulletin](#). The VCAA *Bulletin* is the only source of changes to regulations and accredited studies. 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 VCAA will periodically undertake an audit of VCE 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 if they are required to submit material to be audited.

Safety and wellbeing

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.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for teachers* companion document provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation such as the *Victorian Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

Assessment and reporting

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

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 VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in the VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) as specified in the VCE study designs, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student 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 [VCE and VCAL Administrative Handbook](#) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE 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.

Authentication

Work related to the outcomes of each unit 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 [VCE and VCAL Administrative Handbook](#) for authentication procedures.

Characteristics of the study

Historical thinking

VCE History incorporates a consistent approach to disciplinary thinking which is based on research about how students learn history. Within each unit there is explicit reference to historical thinking concepts. These concepts underpin the treatment of key knowledge and are an explicit part of the key skills in each area of study.

The discipline of history consists of substantive and procedural knowledge. Substantive knowledge refers to an understanding of individuals, groups, events, ideas, practices and movements in specific places and times. Procedural knowledge deals with how meaning is constructed in history as a form of inquiry. These forms of knowledge are interdependent and promote depth of understanding.

Historical thinking means that students will:

Ask historical questions: Questions set historical inquiry in motion. Students develop lines of argument in response to questions about the past.

Establish historical significance: Historical inquiry necessitates the selection of subject matter. Significance is always ascribed – it is a judgment about the importance of an aspect of the past. The reasons supporting this judgment may include an understanding of the way in which that aspect of the past was perceived at the time, the profundity of its impact, the number of people it affected, its duration, what it reveals more generally about the period, and its relevance to the present.

Use sources as evidence: Primary and secondary sources must be evaluated before being used as evidence. This involves the identification, attribution, contextualisation, close analysis and corroboration of sources.

Identify continuity and change: Continuity and change are multifaceted. Changes can take place in one aspect of the past while other conditions remain unaltered. Turning points are a useful way for historians to mark continuity and change.

Analyse cause and consequence: The exploration of causes is central to history. Historical inquiry involves identification of chains of cause and consequence. There are many different kinds of causes, such as social, political, and economic, short term and long term, and immediate and underlying.

Explore historical perspectives: Comprehending the past involves consideration of how historical actors understood their world; the mindsets of people in the past may differ from those of the present.

Examine ethical dimensions of history: Historical inquiry involves engaging with the beliefs, values and attitudes of people in the past.

Construct historical arguments: The capacity to develop a well-supported argument about the past is central to historical thinking. Such arguments represent the outcome of historical inquiry.

Historical interpretations in VCE History

There are many ways to explain the past. Historical interpretations are the result of disciplined inquiry. In VCE History, students are required to evaluate such interpretations. Furthermore, they use historical interpretations as evidence in support of their own arguments about the past.

Students are not required to study historiography. Historiography traditionally is the academic study of the historian and his or her views, including their political philosophy, methods of research, upbringing, time in which the history was written and their access to new evidence and research. Instead VCE History focuses on the historical interpretations of the key knowledge. Students describe, explain and evaluate historical interpretations. Students should be able to ask questions of historical interpretations by using the key knowledge and historical thinking

concepts, for example: 'What does X historian identify as the significant causes or consequences of...?' 'How does the interpretation of historian X differ from that of historian Y when assessing historical changes?' Students are able to evaluate historical interpretations based on their own knowledge and analysis to build a historical argument: 'The interpretation of X historian is accurate/ inaccurate as she does not identify the importance of ABC group/ idea/event in causing the event.' In this way students demonstrate understanding of the skill which asks students to 'construct an argument about...using primary sources and historical interpretations as evidence'.

Units 1 and 2: Global empires

Unit 1: The making of empires 1400–1775

The Early Modern era, 1400–1775, was a time of transition between medieval feudalism and the modern, secular nation-state. At the dawn of the era, international trade was dominated by three powerful empires – the Venetian Empire, China under the Ming dynasty and the Ottoman Empire – who between them controlled key industries, commodities and trade hubs including the Silk Road. Emerging powers Portugal, Spain, France, Britain and the Netherlands sought to circumvent the power of these established empires by gaining access to goods through alternative means and routes. By harnessing new knowledge and technology, they launched voyages of exploration to the Asia-Pacific, the Americas and Africa.

Around the same time, new ideas were emerging to disrupt traditional beliefs and institutions. The Ptolemaic model, which placed Earth at the centre of the universe, was challenged by Copernicus and taken up by Galileo and other scholars of the Scientific Revolution (c. 1550–c. 1700). The Catholic Church was threatened by both new scientific knowledge and the Protestant Reformation (1517–c. 1648) which questioned Rome's divine authority. The new paradigm of empiricism questioned assumptions and beliefs about godly intervention in the natural world. Gutenberg's printing press (c. 1450) allowed ordinary people, for the first time in history, to circulate ideas without mediation by officials, leading the way for new debates about individualism, rights and liberties during the Enlightenment (c. 1650–1790s).

The key idea, however, to give impetus to new global empires was mercantilism. As the feudal era gave way to the early stages of capitalism, European powers began to gain imperial control through monopolies, subsidies and East India companies, which extracted profit from new colonial possessions.

This unit examines how the Portuguese, Spanish, French, British and Dutch empires harnessed new ideas and technologies to usurp the power of the established empires of Venice, China and the Ottoman Empire, thus entrenching their ideas and influence across the globe.

Area of Study 1

Exploration and expansion

- *Why did the Age of Exploration occur?*
- *How did exploration assist in the spread of empires?*
- *What values and motivations underpinned the new global empires?*

In this area of study students examine the reasons for voyages of exploration mounted by European empires in the Early Modern period and the impact of these voyages on the expansion of empires.

In the fifteenth century, the key players in international trade were the Venetian Empire, China under the Ming dynasty and the Ottoman Empire, which between them controlled key trades such as silk, spices, tea, banking, textiles, jewellery and glassware, and trade hubs such as the Silk Road, Constantinople, Venice, Florence, Nanjing and Beijing.

The Venetian empire, for example, enjoyed stability and security in Europe through its naval dominance and vibrant industries. Venetians were able to protect their imperial interests by mass-producing ships and armaments and by trading closely with the Byzantine Empire. After 1453, the Ottoman Empire replaced the Byzantines and controlled the prized Silk Road, challenging the Venetians for the role of intermediary between East and West. China led the way in exploration until the early fifteenth century and boasted the busiest port in the world, Nanjing; the Ming required foreigners to show deference both culturally and financially through a tribute system.

The hegemony of these established empires was one of the factors prompting European powers to mount voyages of exploration between the fifteenth and seventeenth centuries. European monarchs also sought to spread their religious and cultural values to what they viewed as less 'civilised' parts of the world. The British, Spanish, Portuguese, French and Dutch gained footholds and then established empires in Africa, the Americas and Asia. China lost its early edge in exploration in the 1430s and failed to regain its global influence for centuries.

Outcome 1

On completion of this unit the student should be able to explain the reasons for European voyages of exploration and analyse the motivations of new globally oriented empires.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- the combined power of the Venetian Empire, Chinese Ming dynasty and Ottoman Empire over fifteenth-century trade, such as control of the Silk Road and key ports, access to spices, tea, silk, jewellery and glassware, and economic power as exercised through tributes and financial systems
- the extent to which the power of established empires was disrupted by voyages of exploration, including those of Columbus, da Gama and Dias
- the motivations of key individuals in voyages of exploration, such as Elizabeth I, Sir Walter Raleigh, Isabella I of Castile, Ferdinand II of Aragon, Christopher Columbus, Henry the Navigator, William of Orange ('The Silent') and Louis XIII
- historical interpretations of voyages of exploration such as the view that they were motivated by 'God, gold and glory' and their characterisation as 'voyages of plunder'
- the relationship between exploration, religious imperialism and conquest as demonstrated by the Spanish conquistadors
- the extent of continuity and change as reflected in world maps between the fifteenth and seventeenth centuries
- the cultural impacts of voyages of exploration such as the availability of new goods and ideas
- key terms and concepts: empire, imperialism, Early Modern era, hegemony, tribute, exploration, conquest, Catholic Church, conquistador and cultural exchange.

Key skills

- ask historical questions to inform an inquiry about European exploration and expansion
- consider the historical significance of voyages of exploration
- explain the causes and consequences of voyages of exploration
- analyse changing power relationships between established empires and new empires
- analyse the perspectives of people from the period about the motivations for voyages of exploration
- explain the beliefs, values and attitudes of key individuals in promoting voyages of exploration
- compare historical interpretations of the voyages of exploration
- construct arguments about the development of new global empires using primary sources and historical interpretations as evidence.

Area of Study 2

Disruptive ideas

- *How did new ideas challenge traditional beliefs?*
- *How did science and technology change daily life?*
- *How did empires harness new theories and discoveries?*

In this area of study students examine how new ideas of the Early Modern period challenged old certainties and assisted in the expansion of empires.

The period 1400–1775 saw dramatic changes in the way people understood the world and interacted with each other. While Islamic and Chinese scholarship had enjoyed a golden age up to the thirteenth century, it was Western scholars that were particularly innovative during the Early Modern era.

The Age of Exploration of the fifteenth to seventeenth centuries was made possible by discoveries that made for easier travel and navigation, in particular the caravel ship, mariner's astrolabe, loxodrome, astronomical charts and the Mercator map projection.

Even more significant were the new conceptions of the natural and spiritual worlds. The traditional Ptolemaic view that Earth was at the centre of the universe was undermined by Nicolaus Copernicus' discovery of heliocentrism just before his death in 1543. This discovery was championed by Galileo Galilei and others as part of the Scientific Revolution (c. 1550–c. 1700), which also uncovered new understandings about planetary motion, tides, gravity and other phenomena. The new paradigm of empiricism questioned beliefs about godly intervention in the natural world. The Catholic Church was threatened by both the Scientific Revolution and the Protestant Reformation (1517–c. 1648), which questioned Rome's divine authority.

A watershed moment in this time of new ideas was the invention of a printing press with metal moveable type by Johannes Gutenberg in c. 1450. This disruptive technology allowed for the mass circulation of popular pamphlets, newspapers and books, leading the way for public discussion of emerging ideas of individualism, liberalism, rights and representation during the Enlightenment (c. 1650–1790s).

A new economic theory, mercantilism, was adopted by expanding empires. Through monopolies, subsidies and East India companies, Britain, France and the Netherlands, in particular, began to extract vast profits from their colonial possessions in Asia, the Americas and Africa.

It was the bringing together of science, technology and new economic and political ideas that enabled Western European empires to entrench themselves as global superpowers in this period.

Outcome 2

On completion of this unit the student should be able to explain how new ideas and discoveries challenged old certainties and strengthened European empires.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- how emerging empires used new technologies in their voyages of exploration in the fifteenth to seventeenth centuries, such as the caravel ship (c. 1450), mariner's astrolabe (1480s), loxodrome (1537) and Mercator map projection (1569)
- the significance of discoveries made during the Scientific Revolution, such as heliocentrism as elaborated by Copernicus (1543) and Galileo (1600s), Kepler's laws of planetary motion (1609–19) and Newton's laws of motion and gravity (1687)
- challenges to the Catholic Church posed by the Scientific Revolution and Protestant Reformation and how the Church responded to these challenges

- how ordinary people's beliefs about the natural world changed during the Scientific Revolution
- changes to society and politics following Johannes Gutenberg's invention of a printing press with metal moveable type (c.1450)
- the features of mercantilism and the effectiveness of emerging empires, particularly Britain, France and the Netherlands, in pursuing mercantilist policies
- the historical significance of Enlightenment ideas such as liberalism, empiricism, free will and the social contract, as espoused by John Locke, Jean-Jacques Rousseau, Voltaire and others
- key terms and concepts: Scientific Revolution, heliocentrism, Catholicism, Inquisition, Protestant Reformation, Counter-Reformation, superstition, mercantilism, monopoly, subsidy, early capitalism, liberalism, empiricism and social contract.

Key skills

- ask historical questions to inform an inquiry about the contribution of new discoveries and ideas to the Age of Exploration
- consider the historical significance of the Scientific Revolution and Enlightenment
- analyse causes and consequences of challenges to the Catholic Church
- analyse continuity and change in social and political life following the invention of the printing press
- analyse the perspectives of people from the period about new ideas and inventions
- explain the beliefs, values and attitudes of people from the period about religion and the Catholic Church
- compare historical interpretations of the relationship between mercantilism and the expansion of European empires
- construct arguments about the impact of new ideas and technologies using primary sources and historical interpretations as evidence.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Assessment tasks over Units 1 and 2 should include the following:

- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 2: Empires at work 1400–1775

In this unit students explore the operation of European colonies and the challenges they faced from within and without.

In the Early Modern period, 1400–1775, new empires began to establish colonies and to trade on a global scale. Britain, France, the Netherlands, Spain, Portugal, Russia and the Ottoman Empire gained colonial possessions in a number of continents. The Mughals in India and the Ming and Qing dynasties in China gained control over vast territories but these were regional rather than global in reach.

Through the ‘Columbian exchange’ that followed Christopher Columbus’ arrival in the New World, technologies, plants, animals, culture and diseases began to travel between continents. Gradually, humans began to be traded as commodities too, as the triangular slave trade across the Atlantic drew in nearly all of the major empires. This trafficking in human misery was not ended until the abolition movements of the Modern era.

Despite their profitability, colonies brought a number of difficulties. Indigenous peoples resisted colonisation, settler societies were complex and unpredictable and colonies were a drain on resources. Rival powers jostled for advantage, alliances and resources. The many wars waged between Early Modern empires culminated in all-out global warfare in the Seven Years’ War (1754–63). Britain’s success in this war led to a period of dominance which lasted well into the twentieth century.

In each area of study, students should study in depth at least one European colony in the Americas, Africa or the Caribbean.

Area of Study 1

New colonies, new profits

- *How and why were colonies established? How did they operate?*
- *What new systems of exchange emerged and whom did they benefit?*
- *How did life change through exchanges between Europe and its colonies?*

In this area of study students investigate how and why new colonies were established by European empires and the significance of new global systems of exchange. They explore how Early Modern imperialism expressed itself in a variety of strategic, commercial, religious and cultural ways, studying in depth at least one European colony in the Americas, Africa or the Caribbean.

Following the voyages of exploration and conquest that began in the fifteenth century, imperial powers gained control of new lands, often with a combination of superior armaments and technology and the inadvertent introduction of disease. Reasons for colonisation varied, but political power, commercial opportunities and religious evangelism were driving factors for many empires.

Once ensconced, colonists quickly set about maximising profit from the human and natural resources available, while indigenous peoples struggled to survive and maintain their culture.

The Columbian exchange that followed European contact in the Americas saw foods from the New World, such as potatoes, maize, manioc, corn and tomatoes, becoming staples in African, Asian and European diets, arguably increasing life expectancy and population growth. These foods were exchanged for European, Asian and African foods such as oranges, bananas, wheat and sugar, animals and a variety of other commodities.

These new systems of exchange became more organised and exploitative in the sixteenth century as most European empires took part in the slave trade across the Atlantic. This ‘triangular trade’ saw slaves, raw materials and manufactured goods exchanged between Africa, the Americas, the Caribbean and Europe. This lucrative trade for European powers had profound human costs and prompted a few localised rebellions; however, the trade was not substantially challenged until the Age of Revolutions began in c. 1776.

Outcome 1

On completion of this unit the student should be able to analyse the methods used by European powers to establish colonies and the historical significance of new global systems of exchange.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- the motivations of key individuals and groups in creating colonies, such as Hernando Cortes, Isabella I of Castile, Phillip II of Portugal, Jesuit missionaries, James I of England, Louis XIV, Jan van Riebeeck
- how new territory was brought under colonial control and any frontier conflict that broke out between colonisers and indigenous peoples
- the physical, social and cultural impacts of invasion and colonisation on indigenous people
- the experiences of slaves, slave-owners, women, military personnel and merchants
- the features of the Columbian exchange and its impact on ordinary people's lives in Europe, the Americas and Africa
- the significance of mercantilism in the period
- the machinery and methods of the transatlantic slave trade, such as plantations, the Middle Passage, slave markets, kidnappings and port factories, and the key beneficiaries of the trade
- sources of evidence on early slave revolts, such as Gaspar Yanga's Rebellion (Mexico, 1570) and Tacky's Rebellion (Jamaica, 1760), and of early opposition to the slave trade, such as the Germantown Quaker Petition (Pennsylvania, 1688)
- key terms and concepts: conquest, dispossession, frontier conflict, evangelism, cultural imperialism, Columbian exchange, triangular slave trade, mercantilism and slave revolt.

Key skills

- ask historical questions to inform an inquiry about the motivations of key individuals in establishing colonies
- analyse the significance of mercantilism to European colonies in the Americas and Africa
- consider the causes and consequences of the Columbian exchange
- analyse the consequences of the establishment of colonies on indigenous inhabitants
- analyse the perspectives of people from the period about aspects of colonialism
- explain the beliefs, values and attitudes underlying the transatlantic slave trade
- compare historical interpretations of the transatlantic slave trade
- construct arguments about Early Modern colonialism using primary sources and historical interpretations as evidence.

Area of Study 2

Challenges of empires

- *How did indigenous peoples resist colonisation?*
- *To what extent did settler societies obey the mother country?*
- *How did colonial interests clash?*
- *How had global power relations changed by the end of the Early Modern era?*

In this area of study students investigate the difficulties faced by colonial powers and their effectiveness at dealing with these challenges.

Once European empires had gained control over new colonies from the fifteenth to seventeenth centuries, they faced the ongoing challenge of maintaining and protecting them. Not only were there ongoing costs of keeping up supplies and military protection, but some settlers strove to create an independent identity or broke away from the mother country entirely, as occurred when the American War of Independence began in 1775.

Relations with indigenous people also proved difficult, with outright warfare in some cases and more indirect tensions in others. In the instance of Native American nations, trade relationships and alliances with competing European powers added to tensions between empires and played a part in the first global war, the Seven Years' War (c. 1756–63).

By the end of the Early Modern era, the key sites of power and influence had shifted from the Silk Road and Venetian and Chinese ports to East India companies, North American and Caribbean plantations and the West African 'slave coast'. Conceptions of individualism and liberalism were beginning to challenge the power of absolutist rulers and capitalism was emerging as the pre-eminent economic paradigm. The exploitation represented by the slave trade was to come under increasing threat and the devastating effects of colonisation on indigenous peoples would continue to be felt for a long time to come. Britain had emerged as the dominant global empire and its colonisation of the Great Southern Land was about to begin.

Outcome 2

On completion of this unit the student should be able to analyse the effectiveness of a global empire in dealing with colonial challenges and assess the empire's global standing by 1775.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- methods of colonial control of indigenous people and direct and indirect resistance by indigenous people and the consequences of such resistance
- differing conceptions of identity within settler societies, such as tensions between loyalists and those seeking autonomy or independence, and tensions between indigenous people about ways to respond to colonisation
- the financial challenges faced by empires in maintaining colonies such as costs of maintaining military defence, resistance to taxation and 'illegal' trade
- the causes and consequences of conflicts over colonial interests, such as the Anglo–Spanish War (1585–1604), the Dutch–Portuguese War (1602–63), territorial disputes over New France and New Spain, and tensions between East India companies
- the effectiveness of global empires in managing colonial societies, resources and conflicts
- the relative standing of the major European empires before and after the Seven Years' War (1756–63) and the international significance of the 1763 Treaty of Paris
- the emergence by c. 1775 of ideas that came to characterise the Modern era, such as reason, liberalism, the social contract, challenges to absolutism and capitalism
- key terms and concepts: indigenous resistance, alliances, settler society, identity, loyalism, independence, imperial rivalry, Seven Years' War and revolutions.

Key skills

- ask historical questions to inform an inquiry about colonial challenges faced by a global empire
- explain the historical significance of ideas that emerged by the end of the period
- analyse the causes and consequences of hostilities between global empires
- analyse the challenges faced by empires and the effectiveness of methods of colonial control
- compare the perspectives of a range of people from the period on colonial identity
- explain the beliefs, values and attitudes of people in colonial societies and of the European colonisers
- compare historical interpretations of the conflicts over colonial interests
- construct arguments about Early Modern imperialism using primary sources and historical interpretations as evidence.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Assessment tasks over Units 1 and 2 should include the following:

- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Units 1 and 2: Twentieth century history

Unit 1: Twentieth century history

1918–1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Area of Study 1

Ideology and conflict

- *What impact did the treaties which concluded World War One have on nations and people?*
- *What were the dominant ideologies of the period?*
- *What impact did the post-war treaties, the development of ideologies and the economic crisis have on the events leading to World War Two?*

In this area of study students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations.

While democratic governments initially replaced the monarchies and authoritarian forms of government in European countries at the end of the war, new ideologies of socialism, communism and fascism gained popular support. Communism emerged in Russia after the 1917 Bolshevik Revolution. Fascism first emerged in Italy where the Italian Fascist Party gained power in 1922 and before the end of the decade fascist parties existed in several European countries. In 1933, Adolf Hitler's National Socialist (Nazi) Party gained power in Germany. In Japan, the government was increasingly influenced by the military and by anti-Western attitudes, shaping much of its political and social action. In the wake of World War One, the USA pursued an isolationist policy and while the 'Roaring Twenties' was a decade of economic growth, the thirties saw considerable suffering as a result of the Depression.

Economic instability, territorial aggression and totalitarianism combined to draw the world into a second major conflict in 1939.

Outcome 1

On completion of this unit the student should be able to explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- the principal features of the post-World War One peace treaties, such as the re-drawing of borders, reparations, loss of territory and population by the defeated countries, and economic and political sanctions
- ideologies, movements and events of the interwar period such as socialism and communism in the USSR, fascism in Italy, fascism and militarism in Japan, Nazism in Germany, isolationism in the USA and liberal democracy in Britain and the USA
- the establishment, goals, achievements and limitations of the League of Nations, Woodrow Wilson's 14 Points and the responses of Britain, France, the USA, Japan and Italy to these measures
- the significant influences and events which led the world into a second war in 1939, such as the peace treaties, actions of the League of Nations, the rise of fascist and militarist regimes, the Great Depression, and territorial aggression
- key concepts: imperialism, fascism, nazism, socialism, communism, democracy, capitalism, nationalism and national self-determination, and militarism.

Key skills

- use questions to shape historical inquiry into the events of the interwar years
- explain the historical significance of the treaties which ended World War One
- explain continuity and change in the period between the world wars
- explain the causes of World War Two
- compare attitudes, beliefs and values of ideologies of the period
- analyse perspectives of people from the period on political and economic change as reflected in primary sources
- compare historical interpretations of the causes of World War Two
- construct arguments about the causes of World War Two using primary sources and historical interpretations as evidence.

Area of Study 2

Social and cultural change

- *What continuity and what change is evident between the 1920s and 1930s in social and cultural life?*
- *How did ideologies affect the daily lives of people?*
- *How did cultural life both reflect and challenge the prevailing political, economic and social circumstances?*

In this area of study students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, Japan, USSR and/or USA.

The period between the wars was characterised by significant social and cultural change. While the 1920s was largely marked by optimism and material prosperity in the West, by contrast the 1930s was a period of severe economic hardship for many dominated by the impact of the Great Depression. The emergence of new governments in Italy, Germany and Japan at the end of World War One led to the emergence of societies driven

by new ideologies and in some countries the consequent oppression and persecution of certain groups, the most extreme case being the Holocaust of Nazi Germany. In the USSR, the establishment of a communist regime in 1917 was initially greeted with support by a large proportion of the people, but under Stalin millions of people were forced to work in state-owned factories and farms and dissenters were sent to labour camps.

In the USA controls such as prohibition and race segregation affected the lives of many people during the decades between the wars. While the 1920s was characterised by material progress, increased personal freedoms and unprecedented economic growth, the Great Depression brought hardship.

The creative arts both reflected and challenged social life and change in this period where mass entertainment and information by means of radio and film became widespread.

Outcome 2

On completion of this unit the student should be able to explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2, focusing on one or more of the following contexts: Italy, Germany, Japan, USSR and/or USA.

Key knowledge

- the influence of political, economic and technological change on the ways in which society was organised and people lived their lives including: working conditions and workers' rights and the positions and roles of men, women and children; and law and order, social control and personal freedoms
- the role of race, class, ethnicity, political affiliation and gender in social experience
- the extent to which certain groups were included or excluded from participation in the society and the manifestations of that inclusion or exclusion
- the ways in which particular forms of cultural expression such as art, literature, architecture, film and music both influenced and reflected social, economic and political change
- attempts by governments, groups and individuals to control cultural expression and use it to challenge or shape political and social agendas
- the influence of and responses to an individual artist, film maker, photographer, writer or group (such as the Bauhaus movement, Art Deco, Futurism, Modernism, African American music).

Key skills

- use questions to inform historical inquiry into the impact of political, economic and technological change on the ways that people lived their lives
- explain the historical significance of particular social and cultural movements
- explain continuity and change in social and cultural life during the 1920s and 1930s
- explain the social and political consequences of key social and cultural movements
- explain beliefs and values reflected in individual cultural movements
- analyse perspectives of people from the period on social and cultural change
- compare historical interpretations about cultural movements and cultural expression
- construct arguments about the nature of particular social and cultural movements using primary sources and historical interpretations as evidence.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Assessment tasks over Units 1 and 2 should include the following:

- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 2: Twentieth century history

1945–2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

Area of Study 1

Competing ideologies

- *What were the causes of the Cold War?*
- *What were the key characteristics of the ideologies of communism in the USSR and democracy and capitalism in the USA?*
- *What was the impact of the Cold War on nations and people?*
- *What led to the end of the Cold War?*

In this area of study students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict.

Students explore the causes of the Cold War in the aftermath of World War Two. They investigate significant events and developments and the consequences for nations and people in the period 1945–1991. While the USA and the USSR never engaged in direct armed conflict, they opposed each other in a range of international conflicts such as those in Berlin, Korea, Cuba and Vietnam. They both tried to exert their influence through aid and propaganda in Africa, Asia and the Americas and engaged in an arms race and a space race with competition also extending to sport and the arts. Students consider the reasons for the end of this long-running period of ideological conflict and the collapse of the Soviet Union in 1991.

Outcome 1

On completion of this unit the student should be able to explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- the economic, political and social characteristics of the competing ideologies of Communism in the USSR and democracy and capitalism in the USA
- the significant features of the peace conferences at Yalta and Potsdam such as the re-drawing of borders, loss of territory and population by the defeated countries and the tensions between Truman and Stalin over the treatment of Germany
- the significance to the Cold War and Soviet–American relationship of Churchill’s Iron Curtain speech, the Truman Doctrine, the Marshall Plan and the Berlin Blockade
- the establishment and goals of the United Nations including initiatives to address areas of international concern about human rights, and economic and social issues
- the significant features of the Cold War such as the development of alliances, the arms race, the space race, propaganda, sport, popular culture and espionage
- wars and conflicts that reflected the tensions and divisions of the Cold War focusing on one or more of:
 - the Korean War including the background to the conflict and the outcome for people, countries and the Cold War superpowers
 - the division of Germany and Berlin, the building of the Berlin Wall, the Stasi and the consequences for those who lived with the division for 28 years
 - dissent among Soviet Satellites, including the uprisings in Poland and Hungary in 1956 and the Prague Spring in 1968, and Soviet responses to dissent
 - the Vietnam War, including the background to the conflict, the domino theory, reasons for international involvement, the anti-war movement, outcomes and consequences
 - events in Cuba such as the Cuban Revolution, the Bay of Pigs invasion, the Cuban missile crisis, and outcomes and consequences for Cuba and for superpower relationships
- influences that contributed to the end of the Cold War such as detente between the USSR and the USA, the war in Afghanistan, Reagan and Star Wars, Gorbachev’s policies, developments in the satellite states such as Solidarity in Poland, dismantling of the Berlin Wall and reunification of Germany, and the breakup of the Soviet Union
- the key concepts which underpinned events and crises during the period: nationalism and national self-determination, decolonisation, glasnost, perestroika, solidarity and internationalism.

Key skills

- use questions to shape historical inquiry into the causes of the Cold War
- explain the historical significance of particular Cold War conflicts
- explain continuity and change in the nature of the Cold War over the period
- explain the causes of end of the Cold War
- explain the beliefs and values reflected in ideologies of the period
- analyse the perspectives of people from this period
- compare historical interpretations of Cold War events
- construct arguments about the nature of particular social and cultural movements using primary sources and historical interpretations as evidence.

Area of Study 2

Challenge and change

- *What were the significant causes of challenge to and change in existing political and social orders in the second half of the twentieth century?*
- *How did the actions and ideas of popular movements and individuals contribute to change?*
- *What impacts did challenge and change have on nations and people?*

In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

While the Cold War dominated the second half of the twentieth century, political and social challenge and change occurred within and between nations based on religion, nationalism, race, gender and human rights. Developments in mass communication including the internet and satellite television meant that many of the political and social movements transcended national boundaries and were exposed to a global audience.

Independence movements led to the emergence of new nations. Some, like Algeria, achieved sovereignty through armed struggle; others, including Papua New Guinea, through diplomatic means. While terrorism was not a new historical phenomenon, it took on new dimensions and became increasingly globalised. Other conflicts continued in the second half of the century. These included the Arab–Israeli conflict, the struggle against Apartheid in South Africa and conflict in Northern Ireland. In the Western world groups emerged to challenge the ways that power structures were organised, distributed and used. Traditional attitudes to race, war, gender, sexuality, religion, the environment and human rights were questioned.

Students study challenge and change in relation to two of the following:

- decolonisation movements in Africa or the Asia Pacific such as Algeria, Congo, Indonesia, Cambodia, Malaya, East Timor, Papua New Guinea
- campaigns by terrorist groups such as EOKA (Cyprus), ETTA (Spain), FLN (Algeria), Baader Meinhoff (West Germany), Japanese Red Army, Black September, Symbionese Liberation Army (USA), Irish Republican Army, Al Jihad, Hezbollah, and Al Qaeda
- other conflicts such as the Arab–Israeli dispute, the anti-Apartheid movement in South Africa, the Irish ‘troubles’
- social and political movements such as civil rights campaigns in the USA, feminism, environmentalism and the peace movement.

Outcome 2

On completion of this unit the student should be able to explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- conditions and events that gave rise to the challenge and change to power
- the ideas that influenced the challenge and brought about change
- key individuals and/or groups involved in the movement for change
- the methods employed by groups and individuals to implement change and express views, such as diplomacy, meetings and marches, civil disobedience, armed conflict, hijackings, bombings
- the responses of established political and social orders, both positive and negative

- the extent to which goals were achieved and change occurred
- the short- and long-term consequences of particular events and movements
- the key concepts that underpinned challenge and change in the period: decolonisation, nationalism, theocracy, self-determination, racism, sexism, feminism and egalitarianism.

Key skills

- use questions to shape historical inquiry into arguments for change
- explain the historical significance of particular movements, people and events
- analyse continuity and change in particular contexts involving power relationships
- explain the causes and consequences of movements and events
- explain the beliefs, values and attitudes of people as reflected in primary sources
- compare the perspectives of people from the period on political, economic and social change
- compare historical interpretations about events of the period
- construct arguments about the nature of particular social and cultural movements using primary sources and historical interpretations as evidence.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Assessment tasks over Units 1 and 2 should include the following:

- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Units 1–4: Ancient history

Unit 1: Ancient Mesopotamia

In this unit, students explore Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the ‘cradle of civilisation’. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. This unit highlights the importance of primary sources (the material record and written sources) to historical inquiry about the origins of civilisation.

Area of Study 1

Discovering civilisation

- *What is civilisation?*
- *How did the first cities develop?*
- *How do we know about them?*

This area of study begins with the invention of agriculture and the subsequent emergence of early cities (approximately 3500 BC). It includes the Early Dynastic Period (2900 BC) and concludes at the end of the Ur III Period (2004 BC).

In this area of study students explore how the first cities in Mesopotamia came into existence around 3500 BC. Historians and archaeologists use the term ‘civilisation’ to describe the practices and institutions of urban life. The changes that took place in the region between the rivers Tigris and Euphrates exemplify this concept. Urban life in Mesopotamia depended on agriculture, as without surplus grain it would have been impossible to feed the population. The domestication of animals was an important change that resulted in the interdependence of people, plants and livestock. The introduction of agriculture and the domestication of livestock enabled large numbers of people to live together in a sedentary manner. The social features of the initial cities were complex. Social stratification was a consequence of task specialisation. This led to increasingly sophisticated systems of ownership and exchange. These changes are aspects of what historians and archaeologists term ‘civilisation’. Students use this concept to investigate life for the Sumerians and Akkadians. This includes an exploration of the development of writing.

The key institution through which political power was exercised was the city-state (a political entity based on an urban centre and surrounding territory). These city-states were governed by lords, assemblies and priest-kings. As the name suggests, the functions of priest-kings were spiritual and secular. These rulers engaged in monumental building projects such as the construction of temples and city walls. Relations between city-states were not always good; one city sometimes sought to dominate another, often resulting in war. This was a key feature of the reign of Sargon of Akkad (2334–2279 BC) who may have established the first empire. Like other rulers, his actions became entwined with myth. Such stories shaped the beliefs, values and attitudes of people in the first civilisations. Historians and archaeologists investigate these aspects of life through traces that the people of the first cities have left behind.

Outcome 1

On completion of this unit the student should be able to explain the development of civilisation in Mesopotamia.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- the features of civilisation as understood by historians and archaeologists, and the significance of the concept
- the physical environment of Mesopotamia – with particular reference to topography (including the rivers Tigris and Euphrates) and climate – and its relationship to the growth of urban settlements (including the need to construct canals)
- scientific methods used by archaeologists to determine the age of objects, as well as relative and absolute dating
- theories about the development of agriculture
- the consequences of the invention of agriculture, including its impact on the (re)distribution of resources and the ensuing rise of societies with complex hierarchies
- the development of writing, its use in trade and managing revenue, and the importance of written sources to historical inquiry
- the social, political and cultural features of Ancient Mesopotamia as reflected in the material record and *The Epic of Gilgamesh*
- political institutions and developments during the period, including the reign of Sargon of Akkad (his rise to power, the establishment and growth of the Akkadian Empire, and his later reign) and the Third Dynasty of Ur
- the representation of Sargon in ancient sources, including *The Epic of the King of Battle* and *The Chronicle of Kings*
- key terms: civilisation, agriculture, domestication, social stratification, specialisation, city-state, assembly, and priest-kings.

Key skills

- ask questions about civilisation in Mesopotamia to inform historical inquiry
- consider the historical significance of the establishment of cities
- explain the causes and consequences of the development of cities
- explain continuity and change in the development of the Mesopotamian civilisation
- explain the beliefs, values and attitudes of people in Ancient Mesopotamia as reflected in primary sources
- compare the perspectives of people in Ancient Mesopotamia on kingship
- compare historical interpretations of the development of civilisation in Mesopotamia
- construct arguments about the development of civilisation in Mesopotamia using primary sources and historical interpretations as evidence.

Area of Study 2

Ancient empires

- *What continuity and change is evident between the First Babylonian Dynasty and the Akkadian Empire?*
- *What do the Laws of Hammurabi reveal about the way in which Babylonian society was organised?*
- *How do the Laws of Hammurabi compare to the tablets from the library of Assurbanipal in Nineveh?*

This area of study begins at the start of the First Babylonian Dynasty (1900 BC) and concludes with the fall of Nineveh at the end of Neo-Assyrian Period (612 BC).

In this area of study students explore the First Babylonian Dynasty and the Assyrian Empire. Towards the close of the third millennium, the semi-nomadic Amorites started to enter the region. The Amorites gradually extended their power through Mesopotamia, but did not form an empire. Later, the Amorite Hammurabi brought much of Mesopotamia under Babylonian control. This included the city of Mari. Furthermore, when the Amorite Shamshi-Adad I became king of Assyria (in northern Mesopotamia), he installed his son as the ruler of Mari. The excavation of its royal palace and the discovery of 20,000 cuneiform tablets have enabled historians and archaeologists to learn a great deal about how civilisation was understood by the Babylonians. Historical inquiry can also draw on correspondence between Shamshi-Adad and his sons, as well as the Laws of Hammurabi.

The fall of the First Babylonian Dynasty was caused by Hittite aggression. Its demise created a power vacuum that was first filled by the Kassites and then the Assyrians. During the Late or Neo-Assyrian Period (1000 to 612 BC), Mesopotamia became united under the control of an empire that originated from the city-state of Ashur. Perhaps the most important sources for the Assyrian Empire available to historians are the thousands of tablets that have survived from the library of Ashurbanipal in Nineveh. Teamed with the material record, these sources indicate the prominence of warfare and religious belief in the Assyrian understanding of civilisation. This view is evident in the reign of Assurnasirpal II, the reforms of Tiglath-pileser III, and the reigns of the Sargonid kings (721–621 BC).

Outcome 2

On completion of this unit the student should be able to explain continuity and change in Mesopotamia as new peoples and ruling elites emerged.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- the rise of the First Babylonian Dynasty, including the expansion of the empire under Hammurabi and the development of Babylon as a centre of power, and the decline of its rule (culminating in the sack of Babylon)
- the social, political and cultural features of Assyria as reflected in correspondence between Shamshi-Adad and his sons
- the relationship between the archaeological site of Mari (including the cuneiform tablets discovered there) and its social, political, economic and cultural context
- the rise of the Assyrian Empire, including political changes during the reigns of Assurnasirpal II and Tiglath-pileser III
- the reigns of the Sargonid kings, including the conquest of Judah and building at Nineveh, and the demise of Assyria
- developments in astronomy, the measurement of time and medicine.

Key skills

- ask questions about how people from the ancient past viewed society to inform historical inquiry
- consider the historical significance of the First Babylonian Dynasty and the Assyrian Empire
- explain the causes and consequences of the rise and fall of the First Babylonian Dynasty and the Assyrian Empire
- explain continuity and change in the perception of society in the First Babylonian Dynasty and the Assyrian Empire
- explain the beliefs, values and attitudes of people from the period
- compare the perspectives of people from the ancient past on their society
- compare historical interpretations of continuity and change in Mesopotamia
- construct arguments about the rise and fall of empires in Mesopotamia using primary sources and historical interpretations as evidence.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Assessment tasks over Units 1 and 2 should include the following:

- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 2: Ancient Egypt

Ancient Egypt gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. This unit highlights the importance of primary sources (the material record and written sources) to historical inquiry about Old and Middle Kingdom Egypt.

Area of Study 1

Egypt: The double crown

- *What was the significance of the king in Old Kingdom Egypt?*
- *What primary sources are available to historians for exploring power and authority during these periods?*
- *What do primary sources reveal about beliefs, values and attitudes in Ancient Egypt?*

This area of study begins at the start of the Early Dynastic Period (2920 BC) and concludes at the end of the First Intermediate Period (2040 BC).

In this area of study students explore kingship in Old Kingdom Egypt. The ancient Egyptians believed that in order for something to be complete it needed to be made up of two parts. The double crown of Egypt consisted of two parts: the red crown represented the Nile delta of Lower Egypt; the white crown signified dominion over Upper Egypt (the area south of the Nile Delta to First Cataract). The Nile Delta receives far greater rainfall than the south; agriculture is completely dependent on the River Nile in Upper Egypt. Connecting Upper and Lower Egypt, the Nile was also central to the economy and transport. During the Predynastic Period, Upper Egypt increased its territory until it conquered the north. The first ruler to unite the two crowns in a single dominion seems to have been Narmer. The key source is the Narmer Palette which appears to depict the unification of Egypt. It was during the Early Dynastic Period (2920–2575 BC) that Egyptian hieroglyphs came into use. This script remained a mystery to later ages until the Rosetta Stone was deciphered.

The Old Kingdom (2575–2134 BC) was a period of prosperity and consolidation, but power was concentrated in the hands of the few. With its capital located at Memphis, Egypt was ruled by the king and state bureaucracy. It was during this period that the pyramids were constructed. These demonstrate the immense power of the kings, but also raise important questions about funerary practices and belief systems. The step pyramid of Djoser, the Meidum Pyramid, the Bent Pyramid at Dashur and the pyramids at Giza represent continuity and change in the design of these monuments. Although the pyramids reflect the authority of the king over the population, the closing years of the Old Kingdom are marked by an important change: kings found it increasingly difficult to control the state. This was due to the growing power of local governors (nomarchs). Resources earmarked for Memphis were redirected to these officials. The result was the demise of the unified state. This was one of the causes of upheaval and decline during the First Intermediate Period (2134–2040 BC).

Outcome 1

On completion of this unit the student should be able to explain the distribution of power in Old Kingdom Egypt and the First Intermediate Period, the social, political and economic reasons for the construction of pyramids, and Egyptian beliefs concerning the afterlife.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- the physical environment of Egypt, with special reference to the Nile, and its relationship to the growth of urban settlements (agriculture, transport and patterns of settlement)
- regions of Predynastic Egypt, the expansion of Upper Egypt and the unification of Egypt
- the Narmer Palette as a source of evidence for understanding the unification of Egypt
- the organisation of power in the Old Kingdom Egypt, with particular emphasis on the absolute and theocratic nature of Egyptian kingship, and the concentration of wealth in the hands of a few
- the construction of pyramids at Djoser, Meidum, Dashur and Giza, and their relationship to the authority of the king, funerary practices and Egyptian beliefs concerning the afterlife
- the causes and consequences of the demise of centralised power in the Old Kingdom
- key terms: Lower Egypt, Upper Egypt, delta, dynasty, theocratic, bureaucracy, and nomarchs.

Key skills

- ask questions about kingship in Old Kingdom Egypt to inform historical inquiry
- consider the historical significance of kingship in the Old Kingdom Egypt
- explain the causes and consequences of changes in the distribution of power
- explain continuity and change in the design and construction of pyramids
- explain the beliefs, values and attitudes of people in Old Kingdom Egypt
- compare the perspectives of people in Old Kingdom Egypt on kingship
- compare historical interpretations of kingship in Old Kingdom Egypt
- construct arguments about the authority of the king in Old Kingdom Egypt using primary sources and historical interpretations as evidence.

Area of Study 2

Middle Kingdom Egypt: Power and propaganda

- *How did the rulers of the Middle Kingdom use their power?*
- *How did they present their power as authority?*
- *What challenges did they face?*

This area of study begins with the end of the First Intermediate Period and reunification of Egypt (2040 BC) and concludes at the end of the Seventeenth Dynasty (1550 BC).

In this area of study students explore the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period (to 1550 BC). The civil wars of the First Intermediate Period were brought to an end by Mentuhotep II, governor of Thebes. He reunified Egypt and centralised government, subordinating local governors to more senior officials, thus addressing a structural flaw that had brought the Old Kingdom undone. Trade once again flourished. Mentuhotep II represented himself in a divine or semi-divine manner. This is evident from the material record and in the titles used by the king. Many aspects of the reign of Mentuhotep II reflect a desire to establish continuities with the Old Kingdom, but his approach to funerary architecture represented an important change. Rather than constructing a pyramid, he demonstrated his power in a very different style of mortuary temple. This was constructed at Deir-el-Bahri, near what would become the Valley of the Kings. Students undertake a detailed investigation of this site. Later kings rejected the approach adopted by Mentuhotep II, turning to pyramids for burial, but the method of construction was different from those of the Old Kingdom.

Kings of the Twelfth Dynasty used literary texts as propaganda. Examples include *The Prophecy of Neferti* and *The Story of Sinuhe*. Students analyse these sources in terms of their presentation of royal power and what they reveal about other facets of life in the Middle Kingdom. Students explore the *Instructions of King Amenemhet*. This source reflects the challenges that the kings faced in maintaining power against governing families. The introduction

of the co-regency was a response to this problem and enabled kings to maintain power. In the closing years of the Middle Kingdom, however, the balance of power shifted in favour of the governors, weakening central authority. The Second Intermediate Period marked the end of Middle Kingdom Egypt. The Hyksos took power in the Nile Delta. This was the first time that Egyptian lands had fallen to outsiders. Taking up Egyptian beliefs and practices, Hyksos kings formed the Fifteenth Dynasty and ruled Lower Egypt from the capital of Avaris. During the same period the Seventeenth Dynasty held power in Upper Egypt from Thebes. The tension created by this division was only resolved through warfare. The result was the defeat of the Hyksos.

Outcome 2

On completion of this unit the student should be able to explain the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- political developments in the reign of Mentuhotep II, including the reunification of Egypt and the centralisation of government
- the importance of cross-cultural trade to Middle Kingdom Egypt
- the subjugation of Nubia by Middle Kingdom Egypt
- the representation of the power of the king through funerary architecture of the Middle Kingdom at Deir-el-Bahri
- the representation of the power of the king in the artistic and literary works of Middle Kingdom Egypt
- the shift in power from the king to governors
- the emergence of the Hyksos, their transformation into the Fifteenth Dynasty and the representation of their authority
- the defeat of the Hyksos by the Seventeenth Dynasty (Upper Egypt).

Key skills

- ask questions about the use and representation of power in Middle Kingdom Egypt to inform historical inquiry
- consider the historical significance of cross-cultural trade links
- explain the causes and consequences of the reunification of the two kingdoms
- explain continuity and change in the distribution and use of power in Middle Kingdom Egypt
- explain the beliefs, values and attitudes of people in Middle Kingdom Egypt
- compare the perspectives of people from the ancient past on authority as expressed through sculpture and *The Prophecy of Neferti*, *The Story of Sinuhe* and *Instructions of King Amenemhet*
- compare historical interpretations of rulers of Middle Kingdom Egypt
- construct arguments about power and propaganda in the Middle Kingdom using primary sources and historical interpretations as evidence.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Assessment tasks over Units 1 and 2 should include the following:

- an historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 2: Early China

The foundations of civilisation in China have traditionally been located in the Yellow River Valley, but archaeological evidence now suggests that early settlement was not confined to this area. Life in small agricultural communities, with distinct regional identities, marks the beginnings of civilisation in China. Interactions between these small and diverse settlements led to the formation of rival states, and then to the growth of an enduring civilisation. The development of a series of empires was central to Chinese civilisation.

Early China refers to what is known as the pre-imperial and early imperial periods. Historians and archaeologists refer to the pre-imperial period (up to 221 BC) as Ancient China. This unit begins with Ancient China and concludes with the end of the Han Empire in AD 220. It highlights the importance of primary sources (the material record and written sources) to historical inquiry about Early China.

Area of Study 1

Ancient China

- *How did civilisation begin in China?*
- *What was the relationship between the state and religious belief?*
- *How did different schools of thought understand people and society?*

This area of study begins with the appearance of early settlements in China. It explores Erlitou culture (1900 BC) and concludes with establishment of empire by the Qin in 221 BC.

In this area of study students explore the development of civilisation in Ancient China through examination of key sources. Although it is traditionally believed that villages first came into existence near the Yellow River, some archaeologists reject this view and believe that settlements developed in several regions. These early settlements gave rise to complex urban societies and over time led to the formation of states. The early Xia state was regarded as legend until recent archaeological discoveries furnished possible evidence of its existence. Its relationship to Erlitou culture (1900–1600 BC) is the subject of ongoing debate. Our understanding of the Shang state (1600–1046 BC) rests on much stronger archaeological and historical foundations. Key changes under the Shang include interrelated developments in writing and religious belief. It appears that writing first served religious functions, but there is some evidence for administrative and commercial uses. The king was believed to rule with the blessing of the gods: the Mandate of Heaven; he was perceived as a mediator between the gods and the mortal realm. Shang oracle bones with their written inscriptions provide evidence for the concerns of the king and his court. Furthermore, Shang tombs enable students to explore the ancient Chinese belief in the afterlife.

The Zhou conquered the Shang, claiming that heaven had transferred its Mandate. Under the Zhou, the state came to be understood as a distinct bureaucratic entity (as opposed to the power of the king). The Western Zhou (1046–771 BC) concluded with the establishment of the capital at Luoyang. The subsequent Spring and Autumn Period (772–476 BC) was an era of intense creative endeavour. Influential philosophers in the Hundred Schools of Thought included Confucius, Mencius, Laozi, Zhuangzi, Mozi and Sunzi. Later ages would remember the Zhou state as the model of harmony. Nevertheless, decentralisation of power in the Zhou state led to its gradual collapse. The Warring States Period (476–221 BC) was a time of protracted conflict in which no ruler was able to make an outright claim to the Mandate of Heaven and so usurp Zhou authority. It was only after the victory at the Battle of Changping in 260 BC that King Zheng of Qin was able to manoeuvre into a position of supremacy and to establish himself as the first emperor of a unified realm.

Outcome 1

On completion of this unit the student should be able to explain the development of civilisation in Ancient China.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- the physical environment of Ancient China, with particular reference to topography and climate
- the growth of urban settlements, with particular reference to the Yellow River Valley
- the development of writing and the importance of written sources to historical inquiry
- the formation of centralised government and the impetus towards empire
- key tenets of ethical thought and their implications for rulers and subjects
- social and cultural features of Ancient China as reflected in primary sources
- the causes and consequences of decentralisation of power during the Spring and Autumn Period (722–476 BC)
- the consequences of conflict during the Warring States Period (476–221 BC)
- different representations of Ancient China in textual and archaeological sources
- key terms: civilisation, agriculture, social stratification, regional identity, state formation, and ethical thought.

Key skills

- ask questions about the development of civilisation in Ancient China to inform historical inquiry
- consider the historical significance of topography and climate in the formation of settlements and the development of regional identities
- explain the causes and consequences of the development of states in pre-imperial China
- explain continuity and change in pre-imperial political and ethical thought
- explain the beliefs, values and attitudes of people in pre-imperial China
- compare the perspectives of people in pre-imperial China on the relationship between rulers and subjects
- compare historical interpretations of the development of urban settlements
- construct arguments about the development of civilisation in China using primary sources and historical interpretations as evidence.

Area of Study 2

The early empires

- *Why was there an impetus towards empire in China?*
- *Why was the Qin Empire so short-lived?*
- *How did the Han Empire differ from the Qin?*

This area of study begins with the establishment of the Qin Empire (221 BC) and concludes at the end of the Eastern Han Empire (AD 220).

In this area of study, students explore the rise and fall of two empires in China: the Qin and the Han. During the pre-imperial period, several states developed in the area that is now known as China. Under the leadership of King Zheng, the Qin state overcame its rivals. The result was the Qin Empire (221 BC); King Zheng adopted the title of Qin Shi Huangdi, the First Emperor. He engaged in a series of measures designed to strengthen the empire. These included the creation of a Great Wall, the expansion of frontiers through warfare, road-building projects and the unification of currency, units of measurement and script. The legal supremacy of the emperor was pivotal to his authority. Officials such as Lu Buwei drove the process of centralisation, including the use of violence against adherents of ideologies deemed threatening to the newly-established empire. Students explore the mausoleum of Qin Shi Huangdi at Xi'an in terms of beliefs about the afterlife and the authority of the emperor.

The Qin Empire did not last long (221–207 BC). A few short years after the death of Qin Shi Huang, the empire collapsed amid revolt. Its successor would prove far more enduring. Emerging victorious from the wars that had consumed the unified state, Liu Bang founded the Western Han Empire (206 BC–AD 9). A brief but important interregnum, the Xin Empire (AD 9–23) of Wang Mang, was followed by the Eastern or Later Han (AD 25–220), which claimed continuity with the Western Han.

Throughout these periods of sustained rule, the emperor derived authority from his position as a ritual, moral, and legislative figurehead. The Western Han imperial capital was established in Chang'an. This city had an enduring series of trade networks linking China and the Mediterranean that would later be known as the Silk Road. This enabled the exchange of goods and knowledge. Yet interaction with the outside world was also fraught with tension: wars with the Xiongnu confederation in the north, begun during the Qin, continued during much of the Western Han and were subject to debate at the central court. At the court, advocates of ideas associated with the pre-imperial thinker Confucius gradually gained ascendancy over their ideological opponents through a series of bitter struggles, and Confucianism came to supply many of the ideological and ritual foundations of imperial rule. The Han engaged in numerous building programs, and enacted reforms in government and education. Later ages would look back on Han rule as a model of empire.

Outcome 2

On completion of this unit the student should be able to explain the rise and fall of the Qin and Han empires.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- the unification of rival states under King Zheng of Qin as Emperor Qin Shi Huangdi
- political developments in the Qin Empire (221–206 BC)
- the intellectual underpinnings of power: the legal, moral, ritual and religious authority of the emperor
- the role of key officials, including Lu Buwei, Li Si and Meng Tan
- the construction of the mausoleum of the first Emperor at Xi'an, including the burial vaults, terracotta warriors and horses, and its relationship to the authority of the Emperor, funerary practices and the Chinese belief in the afterlife
- political developments in the Han Empire (202 BC–AD 220)
- *Records of the Grand Historian* as a source for understanding political, social and economic features of Early China.

Key skills

- ask questions about the development of empire in China to inform historical inquiry
- consider the historical significance of the Qin and Han empires
- explain the causes and consequences of the rise and fall of the Qin and Han empires
- explain continuity and change in the nature of the authority of the ruler during the Qin and Han empires
- explain the beliefs, values and attitudes of people in early imperial China
- compare the perspectives of people from the period on empire
- compare historical interpretations of the Qin and Han empires
- construct arguments about the rise and fall of the Qin and Han empires using primary sources and historical interpretations as evidence.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Assessment tasks over Units 1 and 2 should include the following:

- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Units 3 and 4: Ancient history

Egypt, Greece and Rome were major civilisations of the ancient Mediterranean. They have bestowed a powerful legacy on the contemporary world. In each of Units 3 and 4, students explore the structures of one of these societies and a period of crisis in its history. Life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, all three societies experienced dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society.

These units highlight the importance of primary sources to historical inquiry about ancient civilisations.

In developing a course, teachers select two societies to be studied from Egypt, Greece and Rome, one for Unit 3 and one for Unit 4. For the two selected societies, both areas of study must be undertaken. Students are expected to demonstrate a progression from Unit 3 to Unit 4 in historical understanding and skills.

Area of Study 1: Unit 3 and Unit 4

Living in an ancient society

- *What was it like to live in ancient Egypt, Greece or Rome?*
- *What were the social, political and economic features of life?*
- *Why were these features significant?*

In this area of study students explore the historical significance of social, political and economic features of Egypt, Greece or Rome. In terms of social features, the existence of hierarchies meant that individual experiences varied enormously. There were profound differences in the experiences of men and women, locals and foreigners, slaves and free people. Students also explore the significance of political institutions and the distribution of power between groups, and tensions resulting from such differences. They investigate the significance of economic features of life, including agriculture, industry and trade.

The social, political and economic features of society are interrelated and change over time. Students consider the causes and consequences of these changes both from within the society and from external catalysts such as trade, warfare and the exchange of ideas. Such inquiry involves the use of written sources and the material record.

For Egypt, students examine the social, political and economic features of life during the New Kingdom Period. They also investigate the social, political and economic features of Thebes to 1069 BC. They examine causes and consequences of warfare and its effect on the social, political and economic life of New Kingdom Egypt.

For Greece, students examine the social, political and economic features of life during the Archaic Period. They also investigate social, political and economic features of Athens and Sparta to 454 BC. Furthermore, they examine the causes and consequences of the conflict between Greece and Persia.

For Rome, students examine social, political and economic features of the early development of Rome and life under the Kings. They also investigate the social, political and economic features of the Roman Republic. Furthermore, they examine the causes and consequences of the conflict between Rome and Carthage.

**VCE Ancient History Units 3 and 4: 201*–2020
Contains clarifications to Unit 3, Area of Study 1
which will operate from 2017.**

Outcome 1

On completion of this unit the student should be able to explain and analyse the social, political and economic features of an ancient society.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

Egypt (1550–1069 BC):

- the social, political and economic features of New Kingdom Egypt, including the impact of the physical environment, expansion of the New Kingdom, the ruler as god-king, reigns of kings including Hatshepsut and Thutmosis III, civil administration, and roles of men and women, the nobility, the scribes, the artisans, and the agricultural workers
- the social, political and economic features of New Kingdom Egypt in relation to interaction with the ancient Near East, including the impact of the Hittite wars with reference to the Battle of Kadesh (1274 BC) and the treaty between Ramesses II and Khattushili III, war with the Libyans and Sea Peoples, the decline of tribute, trade and royal power
- The social, political and economic features of life in Thebes, including the workers of Deir el-Medineh, the construction of the tomb of Seti I, tomb robberies, strikes, the status of women, housing, commerce and trade, religious beliefs and practices
- warfare and its impact on the social, political and economic features of New Kingdom Egypt (to 1069 BC), including the presentation of the king as warrior, the role and structure of the army, the military campaigns of Thutmosis III, Ramesses II, Meremphah and Ramesses III.

Greece (800–454 BC):

- the social, political and economic features of ancient Greece, including the impact of the physical environment, the roles of men and women, the polis, oligarchy, tyranny, agriculture, slavery and colonisation
- the social, political and economic features of Sparta, including social classes (Spartiates, Perioikoi, and Helots) and government (kings, the Council of Elders, the Council of Ephors, and the Assembly), trade and commerce.
- the social, political and economic features of Athens, including classes of citizenship (pentakosiomedimnoi, hippeis, zeugitai and thêtes) and government (the reforms of Solon, the overthrow of tyranny and the reforms of Cleisthenes), trade and commerce
- warfare and its impact on the social, political and economic features of Greece, including the Ionian Revolt, the first and second Persian invasions and the foundation and development of the Delian League.

Rome (c.700–146 BC):

- the social, political and economic features of the early development of Rome, including peoples of pre-Roman Italy, people and geography of Latium, Etruscan influences, site of Rome, foundation narratives, and the growth of Rome from village to city
- the social, political and economic features of ancient Rome, including hierarchy, family (the paterfamilias, men, women, children and slaves), freedmen, patrons and clients, patricians and non-patricians, the senate, monarchy, agriculture and commerce
- the social, political and economic features of the Roman Republic, including the consulship, priestly colleges and priesthoods, plebs, plebeian institutions, Assemblies, the Struggle of the Orders, the Twelve Tables, changes in public offices, the cursus honorum, militarism, land tenure, and colonisation
- warfare and its impact on the social, political and economic features of Rome (to 146 BC), including the Roman conquest of Italy and the wider struggle for supremacy in the Mediterranean, including the First Punic War (264–241 BC), the Second Punic War (218–201 BC), and the Third Punic War (149–146 BC).

Key skills

- ask questions about the social, political and economic features of an ancient society to inform historical inquiry
- evaluate the historical significance of the social, political and economic features of an ancient society
- analyse the causes and consequences of the social, political and economic features of an ancient society
- analyse continuity and change relating to the social, political and economic features of an ancient society
- analyse the beliefs and values of people from the period
- evaluate the perspectives of people from the ancient past on the social, political and economic features of their society
- evaluate historical interpretations of the significance of the social, political and economic features of an ancient society
- construct arguments about the significance of the social, political and economic features of an ancient society using primary sources and historical interpretations as evidence.

Area of Study 2: Unit 3 and Unit 4**People in power, societies in crisis**

- *How did crises change ancient societies?*
- *How did key individuals contribute to such events?*
- *How might we judge the historical significance of these crises and the individuals who took part in them?*

In this area of study students explore a crisis in ancient Egypt, Greece or Rome with particular reference to the role of individuals in shaping events. Crises take the form of internal political struggles, civil war and conflict between states. To understand these turning points students evaluate the causes and consequences of the crisis. Students also explore how key individuals influenced events. In some cases, individuals made decisions that shaped their societies. On the other hand, the power of individuals was limited in a range of ways. To comprehend these people, students explore how their beliefs, values and attitudes informed their actions. Investigation of these individuals deepens students' understanding of human agency.

For Egypt, students explore the tensions of the Amarna Period in New Kingdom Egypt. Abandoning the name Amenhotep IV, Akhenaten ('Spirit of Aten') favoured the worship of Aten, the sun disk. He was supported in this change by his wife, Nefertiti. The worship of Aten was at odds with the traditional order. The resulting tensions were only resolved by the restoration of the status quo under Tutankhamun.

For Greece, study of the Peloponnesian War (431–404 BC) reveals a different form of crisis. The conflict was fought between the Athenian Empire and the Peloponnesian League. At the start of the war, Athens was wealthy and powerful. By the end of the struggle, her power was broken. Analysis of the involvement of the key individuals Pericles, Alcibiades and Lysander reveal the different aims, motives and perspectives at work at various stages of the conflict.

For Rome, some historians argue that the demise of the Republic began with the election of Tiberius Gracchus as tribune, his attempts at reform and his death. The crisis gathered momentum under Gaius Gracchus, Gaius Marius, Sulla and Pompey. In the climactic final years of the crisis, Julius Caesar, Cleopatra VII and Augustus were important figures in the struggle for mastery of the Roman world.

The focus of this area of study is on a crisis in the selected society and three individuals drawn from the same society. The selected society is the same as that chosen for Area of Study 1 for Unit 3 or Unit 4.

Outcome 2

On completion of this unit the student should be able to evaluate the historical significance of a crisis in an ancient society and assess the role of key individuals involved in that turning point.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

Egypt – The Amarna Period (1391–1292 BC)

- key developments that contributed to tensions during the Amarna Period, including the relationship between the priests of the Amen-Ra cult and the king, changes to traditional religious beliefs and practices, the transfer of the capital to Akhetaten, changes in art (representations of Aten, the king and the royal family), the supposed withdrawal of the king from the governance of Egypt, and subsequent restoration of traditional beliefs

The role of the following individuals in the crisis:

- Amenhotep III, including comparison to earlier kings of the Eighteenth Dynasty, religious beliefs and practices, building projects like the temple at Karnak, and the mansion and mortuary temple
- Amenhotep IV/Akhenaten, including background, early reign, building program in Karnak and Akhetaten (talatat building principles, rather than monumental forms of construction), changes of religious practice, foundation of Akhetaten, military and foreign policy
- Nefertiti, including theories about her parentage, representation at Karnak, representation as wife and counterpart of Akhenaten and the debate about co-regency.

Greece – The Peloponnesian War (460–403 BC)

- key developments that contributed to the conflict between the Athenian Empire and the Peloponnesian League, including the First Peloponnesian War (460–c.445 BC), the Thirty Years Peace, the crises at Corcyra and Potidea, and the Megarian Decree, as well as the key stages of the Peloponnesian War (431–404 BC): the Archidamian War (including the plague and the Mytilene Debate), the Peace of Nicias, the Sicilian Expedition, and the Decelean (Ionian) War.

The role of the following individuals in the crisis:

- Pericles, including family background, early career, military roles, democratic reforms, building programs, leadership of Athens early in the Peloponnesian War and death
- Alcibiades, including family background, early career, the Sicilian Expedition, refuge in Sparta, coup of 411 BC, the Four Hundred, recall to Athens, and military contributions
- Lysander, including family background, friendship with Cyrus the Younger, naval commands, the fall of Athens, installation of the Thirty Tyrants, and the Battle of Piraeus (403 BC).

Rome – The fall of the republic (133–23 BC)

- key developments that contributed to the fall of the Roman republic, including the tribunate of Tiberius Gracchus, the tribunate of Gaius Gracchus, the military and political career of Gaius Marius, the dictatorship of Sulla, the military and political career of Pompey, the political alliance between Caesar, Pompey and Crassus (the so-called ‘First Triumvirate’) and its collapse, the Civil War (49–45 BC), the dictatorship of Caesar and his assassination, the legally enshrined Triumvirate of Octavian/Augustus, Mark Antony and Lepidus and its collapse, and the Battle of Actium (31 BC)

The role of the following individuals in the crisis:

- Julius Caesar, including family background, early career, the alliance with Pompey and Crassus, the Gallic Wars, dictatorships and assassination
- Cleopatra VII, including Ptolemaic rule in Egypt, family background, the relationship between Egypt and Rome, the reign of Cleopatra, and her relationships with Julius Caesar and Mark Antony
- Augustus, including family background, adoption by Julius Caesar, rivalry with Mark Antony, the Triumvirate of Octavian/Augustus, Mark Antony and Lepidus, Actium, the settlement of 27 BC, and the settlement of 23 BC.

Key skills

- ask questions about a crisis and key individuals to inform historical inquiry
- evaluate the historical significance of a crisis and key individuals
- analyse the causes of a crisis and consequences for an ancient society
- analyse continuity and change relating to a crisis in an ancient society
- analyse the beliefs and values of people from the period
- evaluate the perspectives of people from the ancient past on a crisis and on the key individuals
- evaluate historical interpretations of the significance of a crisis and key individuals
- construct arguments about the historical significance of a crisis and key individuals using primary sources and historical interpretations as evidence.

School-based assessment**Satisfactory completion**

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework. School-assessed Coursework 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 teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

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.

| Outcomes | Marks allocated | Assessment tasks |
|---|-----------------|---|
| Unit 3 Outcome 1 Explain and analyse the social, political and economic features of an ancient society. | 50 | Each of the following four assessment tasks must be completed over Units 3 and 4: <ul style="list-style-type: none"> • a historical inquiry • an analysis of primary sources • an analysis of historical interpretations • an essay. Teachers may choose the order of the assessment tasks. |
| Outcome 2 Evaluate the historical significance of a crisis in an ancient society and assess the role of key individuals involved in that turning point. | 50 | |
| Total marks | 100 | |

| Outcomes | Marks allocated | Assessment tasks |
|---|-----------------|---|
| Unit 4 Outcome 1 Explain and analyse the social, political and economic features of an ancient society. | 50 | Each of the following four assessment tasks must be completed over Units 3 and 4: <ul style="list-style-type: none"> • a historical inquiry • an analysis of primary sources • an analysis of historical interpretations • an essay. Teachers may choose the order of the assessment tasks. |
| Outcome 2 Evaluate the historical significance of a crisis in an ancient society and assess the role of key individuals involved in that turning point. | 50 | |
| Total marks | 100 | |

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 50 per cent.

End-of-year examination

Description

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

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 VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the [VCE and VCAL Administrative Handbook](#).
- The examination will be marked by assessors appointed by the VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Units 3 and 4 sequence together with any sample material.

Units 3 and 4: Australian history

Over the last two hundred years the history of European settlement in Australia has brought radical changes for the descendants of both the original Aboriginal inhabitants and the incoming colonists. From 1788 onwards people, ideas and events created colonial societies and eventually a new nation that confronted significant challenges and changes in its first century of existence.

Transformations in Australia's history have occurred sometimes chaotically in response to a sudden rush for land or gold and at other times in a debated and planned fashion, as in the creation of what was, in the early twentieth century, an advanced democracy. Over this time, crises and movements have also led governments and people to modify the status quo to confront critical challenges to the stability and defence of the nation.

In VCE Australian History students explore four periods of time which span some of the transformative events and processes that developed and changed the nature of Australian society and created modern Australia. The first slice of time begins in the 1830s with the expansion of European control over much of southern Australia as squatters appropriated country inhabited by Aboriginal peoples. The remaining three time periods consider transformations undergone by the new Australian nation in the twentieth century.

Unit 3: Transformations: Colonial society to nation

In this unit students explore the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the tumultuous gold rush decade in 1860. They consider the dramatic changes introduced as the British colonisers swiftly established themselves, taking possession of the land and then its newly discovered mineral riches.

Students examine transformations in the way of life of the Aboriginal peoples and to the environment as the European society consolidated itself. They also consider how new visions for the future created by the gold rush and the Eureka rebellion further transformed the new colony.

Students explore the type of society Australians attempted to create in the early years of the newly federated nation. Much of the legislation debated and passed by the Commonwealth Parliament was relatively advanced and Australia was seen as a social laboratory exploring new forms of rights and benefits for its citizens. Students evaluate the effect that Australian involvement in World War One had on the country's egalitarian and socially progressive aspirations.

Area of Study 1

The reshaping of Port Phillip District/Victoria, 1834–1860

- *How did Aboriginal and British arrivals' understanding of land management and land ownership differ in the Port Phillip District/Victoria?*
- *What were the demographic and political consequences of the gold rushes?*
- *What were the responses of and outcomes for Aboriginal people following the arrival of the pastoral and gold rush colonists?*

In the early decades of the nineteenth century much of the land of the Port Phillip District was actively managed by the Aboriginal peoples of the Kulin Nations to ensure that animal and plant life flourished and could be efficiently harvested. Early non-Indigenous people commented on the 'park-like' quality of parts of the district with its abundant grasslands. This was not, as the newcomers assumed, a natural phenomenon but a modification of the landscape by Aboriginal burning and cultivation practices utilised to ensure a predictable food supply.

The intrusion of British settler colonisation into the Port Phillip District from 1834 onwards was underpinned by the confident belief that by acquiring and investing capital in large pastoral holdings they were introducing 'improvement' to a land that they considered 'waste' (unimproved). This belief extended to an understanding that they could therefore rightfully occupy the lands of the Indigenous people. As elsewhere in the British Empire the doctrine of improvement was a key justification for the confiscation of the land of Indigenous peoples. Free enterprise and initiative were founding principles during the time of the new pastoral economy and the subsequent gold rush decade.

Grazing practices and later widespread gold mining brought about extensive environmental change in the colony. For the Aboriginal people of the area, this, together with the loss of their land and the introduction of new diseases and settler violence, was devastating. Yet they challenged the European presence, using strategies of negotiation, accommodation, manipulation and resistance and maintaining where possible their cultural practices.

The discovery of gold introduced further radical change in what had become the separate colony of Victoria. The wealth and ideas generated by gold, mass migration, the outcomes of the Eureka rebellion, and the introduction of responsible government transformed the colony from a pastoral economy into arguably the most dynamic of the Australian colonies with a strong vision about its future.

Outcome 1

On completion of this unit the student should be able to analyse the nature of change in the Port Phillip District/ Victoria in the period 1834–1860.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- Aboriginal understandings about land, including communal ownership, belief in the sacredness of the land shaped by spirit beings, and the importance of participation in rituals to nurture the land, and their land use and management practices
- British settlers' understanding about land, including property rights and private ownership and the doctrine of land 'improvement' through agricultural cultivation and their appropriation of the 'uncultivated' lands of the Indigenous peoples
- the motivations of non-pastoralist immigrants and their experiences, including bounty and assisted immigrants
- Aboriginal responses to the transformation of their physical and cultural environment, including resistance, adaptation, interaction and accommodation with the newcomers and retention of cultural values
- the outcomes for Aboriginal communities of pastoralist expansion and the gold rushes, including environmental damage and loss of food resources, dispossession from their lands, servitude, frontier violence and disease
- demographic and political consequences of the gold rushes, including democratic and new world aspirations, European and Chinese digger protests against unfair taxation, the demand for manhood suffrage, the secret ballot, the push for the eight-hour day and reform to unlock the land from the squatters.

Key skills

- use questions to inform historical inquiry into the reshaping of the Port Phillip District/ Victoria
- compare the understandings of Aborigines and of British colonisers about land management and land ownership
- evaluate the outcomes for Aboriginal communities of pastoral expansion and the gold rushes and their responses to the transformation of their physical and cultural environment
- analyse the motivations of non-pastoralist immigrants and the extent to which their aspirations were achieved
- analyse social and political consequences of the gold rushes
- evaluate the perspectives of people from the period on the transformation of the Port Phillip District/Victoria
- use primary sources as evidence to analyse changes to the Port Phillip District/Victoria
- evaluate historical interpretations of the re-shaping of the Port Phillip District/Victoria
- construct arguments about the re-shaping of the Port Phillip District/Victoria using primary sources and historical interpretations as evidence.

Area of Study 2

Making a people and a nation 1890–1920

- *What visions drove the formation of the Australian nation?*
- *What measures were introduced between Federation and 1914 to implement this vision?*
- *How did participation in World War One affect Australians' visions for the new nation?*

Behind the emergence of a sense of an Australian national identity in the late nineteenth century and a corresponding desire for nationhood were visions of what the new world nation could achieve. These visions were shaped by representations of what was unique to the Australian way of life in art, literature and popular journalism and by the economic difficulties and labour struggles of the 1890s. There was a belief that Australians possessed a distinct identity forged by the culture of the bush, one that valued egalitarianism and democracy. But this sense of being Australian did not negate an equally strong sense of also being a British people and of belonging to the global British Empire. Pride in Britishness, in a common ancestry, traditions, language and form of government were key components of the Australian world-view of the time. A conviction in the superiority of the 'white race' also fed into aspirations for the new nation.

The process of nation building after Federation in 1901 saw Australia become what was for the times an advanced democracy. Significant legislation introduced pioneering changes to electoral laws, industrial arbitration and social welfare. The new Conciliation and Arbitration Court introduced the principle of a basic wage for male breadwinners in 1907. This was known as the Harvester Judgement. These measures continued to be important features of Australian society for much of the twentieth century. Their advanced nature meant that the new nation was regarded internationally as a 'social laboratory'. However, the changes had uneven outcomes. Some people were excluded from membership in the new nation. The new rudimentary welfare provisions privileged men as providers and envisioned women as unpaid mothers of the nation. Yet women, even if widowed and working to raise a family, were not paid the full basic wage. Aboriginal people were not covered by the welfare provisions or the 1907 wage decision and were governed and paid according to special state government regulations.

Participation in World War One led to Australians becoming immersed in Old World struggles; however, the war consolidated Australians' pride in themselves. Many came to believe that the new nation had proved itself on the battlefield and shown that Australians were superior stock to their British kin. Although Australia had demonstrated its loyalty to the British Empire, its involvement in the war also led to a growing sense of being independent from the mother country. But pride in the new nation's achievements was tempered by the lasting suffering endured by many families as a result of the war.

Outcome 2

On completion of this unit the student should be able to analyse the visions and actions that shaped the new nation from 1890 to 1920, and the changes and continuities to these visions that resulted from participation in World War One.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- the visions underlying the Imperial Federation League, the Australian Natives Association, the Bulletin magazine, the Heidelberg School and Australian literature that drove the formation of the Australian nation up to 1901, including:
 - the desire for economic progress and a uniform tariff policy
 - ideas about the existence of a distinct national identity as well as a conviction of also being both Australian and British with cultural, economic, political, military, ethnic and kinship ties to Britain
- the constitutional, legislative and judicial decisions that reflected the visions of a 'White Australia', a 'workingman's paradise' and a 'social laboratory', including the Immigration Restriction Act, the Franchise Act, the Customs Tariff Act, work and welfare legislation, and the Harvester Judgement
- the extent to which the visions of 'White Australia', a 'workingman's paradise' and a 'social laboratory' had become reality by 1914, including the position of Aborigines, non-British immigrants, women and workingmen's families
- the ways in which World War One confirmed, added to or disrupted the visions underpinning the new nation, including ideas of identity, the political and sectarian outcomes of the conscription debates, and consequences for women, families and returned soldiers.

Key skills

- use questions to inform historical inquiry into the making of a people and a nation
- analyse the significance of visions and actions that shaped the formation of the new nation
- analyse the measures Australians introduced to implement their visions for the new nation
- evaluate the extent to which the visions had become reality by 1914
- evaluate the perspectives of people from the period on the changes introduced by Federation and World War One
- use primary sources as evidence to analyse the visions Australians held for the new nation and the impact of World War One
- evaluate historical interpretations of the changes resulting from Federation and World War One
- construct arguments about the transformation of Australia during the period 1890–1920 using primary sources and historical interpretations as evidence.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework 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 teachers provide a range of options for the same School-assessed Coursework tasks, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

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

| Outcomes | Marks allocated | Assessment tasks |
|---|-----------------|---|
| <p>Outcome 1</p> <p>Analyse the nature of change in the Port Phillip District/Victoria in the period 1834–1860.</p> | 50 | <p>Each of the following four assessment tasks must be completed over Units 3 and 4:</p> <ul style="list-style-type: none"> • a historical inquiry • an analysis of primary sources • an analysis of historical interpretations • an essay. |
| <p>Outcome 2</p> <p>Analyse the visions and actions that shaped the new nation from 1890 to 1920, and the changes and continuities to these visions that resulted from participation in World War One.</p> | 50 | <p>Teachers may choose the order of the assessment tasks.</p> |
| Total marks | 100 | |

External assessment

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

Unit 4: Transformations: Old certainties and new visions

In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. After World War One the process of nation building was renewed. However, world events soon intruded again into the lives of all Australians. The economic crisis of the 1930s followed by another world war redirected the nation's priorities for a time as it struggled to regain economic stability and defeat its military enemies. The experience of both the Depression and World War Two gave rise to renewed thinking by Australians about how to achieve the type of society envisaged at the time of Federation. In Area of Study 1 students focus on one of the crises faced by the nation: The Great Depression 1929–1939 or World War Two 1939–1945.

In Area of Study 2 students explore social, economic and political changes in the latter part of the twentieth century that collectively challenged and/or overturned much of Australia's earlier carefully constructed social and economic fabric. Students examine two changes drawn from: Australia's involvement in the Vietnam War, Aboriginal land rights, equality for women, new patterns of immigration and/or a global economy.

Area of Study 1

Crises that tested the nation 1929–1945

- *How did Australia become involved in external crises between 1929 and 1945?*
- *What social, economic and political consequences did these crises have on the nation?*
- *How did crisis affect the cohesion of the nation?*

For the nation, development largely depended on borrowed overseas capital. The collapse of the world financial system after 1929 ended Australia's easy access to this capital and caused a dramatic rise in unemployment, bankruptcies and home evictions and a decline in the well-being of many people. Governments struggled to find measures to alleviate the crisis that were acceptable to the population as well as the creditors.

The severity with which the crisis affected different groups and how they responded varied significantly. Involvement in the European and then the Pacific War from 1939 finally ended unemployment. However, this war directly threatened Australia and was on a scale not previously experienced by the people. Government actions in aid of the war effort ultimately affected all Australians. Significant numbers of men and women were mobilised into one or other of the defence forces or wartime industries. The presence of American troops, while welcomed, challenged Australian notions of gender relations and manliness. Traditional allegiances to Britain were reconsidered in the face of Britain's inability to assist Australia when many Australians feared invasion. From 1942 definite steps were taken to plan a better post-war Australia.

In this area of study, students focus on one of the crises faced by the nation: The Great Depression 1929–1939 or World War Two 1939–1945.

Outcome 1

On completion of this unit the student should be able to analyse the social, economic and political consequences of a crisis on the nation.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

The Great Depression

Key knowledge

- the causes of Australia's involvement in the world economic crisis, including the drying up of foreign capital, the collapse in prices obtained for commodity exports and the consequent fall in national income
- the responses of Australian governments to the crisis through the use of expenditure cuts and deflation or economic stimulus, including the Scullin government's initial measures, the Niemeyer recommendations and the Theodore program, and the Lang Plan and the Premiers' Plan
- the responses of the Australian people to unemployment, wage and pension cuts, evictions and homelessness, including reliance on family, charity and government relief
- the extent to which the Great Depression threatened the cohesion of Australian society, including the formation of paramilitary groups, the creation of the United Australia Party (UAP), divisions within the Labor Party and increased membership of the Communist Party.

World War Two

Key knowledge

- the causes of Australia's involvement in World War Two, including loyalty to Britain and the threat of Japanese invasion
- the responses of the Australian government to the war crisis over the period 1939–1945, including the management of the different phases of the war, the expansion of the role of central government, the regulations imposed on the home population to support the war effort, the growth in manufacturing, directions for post-war reconstruction and a shift towards closer ties to the United States
- the responses of the Australian people to the war crisis, including the involvement of both men and women of different ethnic and racial backgrounds in military service, war industries and voluntary work, and the reaction to the presence of large numbers of American troops
- the extent to which World War Two threatened the cohesion of Australian society, including attitudes to Australian residents of non-British origin, industrial unrest and changes in the role of women.

Key skills

- use questions to inform historical inquiry into a crisis that tested the new nation
- analyse the causes of the crisis and consequences of the crisis for Australia
- evaluate the significance of a crisis in affecting the cohesion of Australian society
- evaluate the extent to which the crisis affected continuity and change in the nation
- evaluate the perspectives of people from the period on Australia's involvement in the crisis
- use primary sources as evidence to analyse Australian responses to a crisis
- evaluate historical interpretations of the responses of the Australian government and people to Australia's involvement in a crisis
- construct arguments about the causes and consequences of a crisis for the nation using primary sources and historical interpretations as evidence.

Area of Study 2

Voices for change 1965–2000

- *What changes were sought in Australian society 1965–2000 and why?*
- *What debates were generated about change?*
- *To what extent was significant change achieved?*

The post-World War Two period in Australia saw increased economic growth and prosperity, technological advances, high employment, increased immigration, a rise in the birth rate, and greater participation in secondary and tertiary education. The Australian economy became more open to global fluctuations. At the same time

international movements in Western societies challenged traditional attitudes to areas such as human rights, race and gender. All of these factors induced a climate of change in Australia in the late twentieth century. Change was sometimes initiated by Commonwealth governments and sometimes by the actions of people.

From the 1960s and 1970s changes were sought to Australia's role in the Vietnam War, Aboriginal land rights, women's rights, immigration and the closed nature of the economy. During these years opposition to Australia's involvement to the war in Vietnam grew and encompassed large numbers of young people as well as a growing number of politicians and intellectuals. Eventually public opinion demanded change. Aboriginal and Torres Strait Islander peoples, assisted by sympathetic other Australians, used protests to urge changes in government legislation and used the courts to push for land rights; Aboriginal nationalism emerged in this period. Higher education opportunities for women and their wider employment in an expanding economy led to greater aspirations, especially the long denied demand for equal pay. International rejection in a post-colonial era of the acceptability of societies based on racial beliefs slowly brought about the end of the White Australia Policy. This, together with a decline in immigration from Britain and Europe and the emergence of new sources of immigrants, resulted in significant changes to the composition of Australia's population. The policy of multiculturalism overturned the ideas expressed at Federation that national unity and Australian identity relied on racial homogeneity. During the period there was also a conscious effort to open Australia's economy to the world, remove tariff protection, sell government enterprises and reduce central arbitration. This resulted in Australia's economy changing from the highly protected model established at the time of Federation to one of the most open in the developed world.

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

Outcome 2

On completion of this unit the student should be able to analyse and evaluate two key social, economic and political changes in late twentieth century Australia.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Australia's involvement in the Vietnam War

Key knowledge

- the demands for change regarding Australia's involvement in the Vietnam War, including the Anti-Conscription and the draft resistance movement, the formation of anti-war groups, the Moratorium Movement, Labor Party opposition, the 'television' war, the Tet Offensive, the My Lai massacre, saturation bombing of North Vietnam and the use of napalm
- debates about Australia's involvement in the Vietnam War, including Australia's security interests and the domino theory, self-determination of the Vietnamese people, loyalty to the United States, the morality of conscription, and the justification for the war
- the extent to which change was achieved, including increasing opposition reflected in public opinion, the influence of US policy, partial withdrawal of troops in 1970, the removal of all troops, and the abolition of conscription.

Aboriginal land rights

Key knowledge

- the demands for change regarding Aboriginal land rights, including the strategies adopted by Aboriginal and Torres Strait Islander communities and leaders such as street protests, writings expressing Aboriginal nationalism, the 'Five Point Policy' formulated by the Aboriginal Tent Embassy, and the use of the courts
- the debates about Aboriginal land rights, including ideas of indigenous rights and justice, recognition of prior land ownership, concerns about economic development and the loss of individual property rights
- the extent to which change was achieved, including the *Land Rights (NT) Act 1976* and the Mabo and Wik decisions which led to the *Native Title Act 1993* and the *Native Title Amendment Act 1998*, the Yorta Yorta case, and native title determinations.

Equality for women

Key knowledge

- the demands for change regarding equality for women, including the right to equal pay; equal status within society, the workforce and the family; a woman's control of her reproductive health; and strategies including feminist writings, lobbying by groups including the Women's Electoral Lobby (WEL), and street demonstrations
- debates about equality for women, including social justice, equal rights and inclusion for women in all social, political and economic institutions; perceived threats to traditional gender roles; the white middle class nature of the movement
- the extent to which change was achieved, including legislation enshrining equal pay (1969 and 1972), benefits for single mothers (1973), no-fault divorce (1975), anti-discrimination and equal opportunity laws in 1984, affirmative action law in 1986, childcare centres, women's refuges and rape crisis centres.

New patterns of immigration

Key knowledge

- the demands for change regarding immigration patterns, including the phasing out of the White Australia policy, concern for Australia's reputation, changing relationships with Asia, and the resettlement of Indo-Chinese refugees
- debates about immigration patterns, including composition and size of intake, humanitarian obligations, economic considerations, the rate of Asian migration, and threats to cohesion (Blainey controversy, 1984, and the rise of One Nation, 1996)
- the extent to which change was achieved, including successive government policies evident in the *Migration Act 1966*, the *Racial Discrimination Act 1975*, the introduction of Multiculturalism (1973), the end of immigration policy based on race and the priority given to particular categories of immigrants: humanitarian, family reunion, business and skilled migration.

A global economy

Key knowledge

- the demands for change regarding the economy, including the need to respond to the oil crisis (1973), the international recession (1982) and the emergence of 'stagflation' (high inflation and unemployment), and the rise of the theory of 'Economic Rationalism' (the promotion of small government, free market economics and the private sector)
- the debates about change, including globalisation of the economy, the impact of tariff reduction and the high dollar on manufacturing and employment, privatisation of government assets, and the role of trade unions
- the extent to which change was achieved, including tariff reduction, financial deregulation, the management of wage growth through the Prices and Incomes Accord and the social wage, cuts in farm subsidies, the privatisation of government-owned assets, increased trade with Asia, and the emergence of enterprise bargaining in 1991 and Australian Workplace Agreements in 1996.

Key skills

- use questions to inform historical inquiry into voices for change in the twentieth century
- analyse the arguments for social, political and economic change
- analyse debates about social, political and economic change
- evaluate the extent to which significant change was achieved
- evaluate the perspectives of people from the period on social, economic and political change
- use primary sources as evidence to analyse the views of proponents and opponents of social, economic and political change
- evaluate historical interpretations of particular social, economic and political change
- construct arguments about social, economic and political changes in Australia using primary sources and historical interpretations as evidence.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework 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 teachers provide a range of options for the same School-assessed Coursework tasks, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

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

| Outcomes | Marks allocated | Assessment tasks |
|---|-----------------|---|
| <p>Outcome 1</p> <p>Analyse the social, economic and political consequences of a crisis on the nation.</p> | 50 | <p>Each of the following four assessment tasks must be completed over Units 3 and 4:</p> <ul style="list-style-type: none"> • a historical inquiry • an analysis of primary sources • an analysis of historical interpretations • an essay. |
| <p>Outcome 2</p> <p>Analyse and evaluate two key social, economic and political changes in late twentieth century Australia.</p> | 50 | <p>Teachers may choose the order of the assessment tasks.</p> |
| Total marks | 100 | |

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 50 per cent.

End-of-year examination

Description

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

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 VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the [VCE and VCAL Administrative Handbook](#).
- The examination will be marked by assessors appointed by the VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Units 3 and 4 sequence together with any sample material.

Units 3 and 4: Revolutions

Units 3 and 4: Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

In developing a course, teachers select two revolutions to be studied from the following, one for Unit 3 and one for Unit 4:

- The American Revolution of 1776.
- The French Revolution of 1789.
- The Russian Revolution of October 1917.
- The Chinese Revolution of 1949.

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

Area of Study 1: Unit 3 and Unit 4

Causes of revolution

- *What were the significant causes of revolution?*
- *How did the actions of popular movements and particular individuals contribute to triggering a revolution?*
- *To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?*

In this area of study students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions.

Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. They consider triggers such as, in America, the Boston Tea Party or, in France, the calling of the Estates-General.

Revolutionary ideologies emerged in opposition to the existing and dominant order, such as Leninism in Russia and Sun Yixian's (Sun Yat-sen's) 'Three Principles of the People' in China. These ideologies were utilised by individuals and movements to justify revolutionary action and change. In the American and French Revolutions, students analyse the degree to which the influence of enlightenment thinking was instrumental in promoting change in the American colonies and French Society. In Russia, they consider to what extent Marxist ideas challenged autocracy.

Revolutions can be caused by the motivations and the intended and unintended actions of individuals who shape and influence the course of revolution. Individuals including Louis XVI and Emmanuel Joseph Sieyès in France, and Tsar Nicholas II and Lenin in Russia had a significant impact on the course of revolution. Popular movements such as the Sons and Daughters of Liberty in America, and the Red Army in China showed that collective action could be transformed into revolutionary forces that could contribute to or hinder revolution as they sought to destroy the old order.

Students evaluate historical interpretations about the causes of revolution and explain why differing emphases are placed on the role of events, ideas, individuals and popular movements.

The key knowledge for this area of study in Units 3 and 4 covers the following timeframes:

- The American Revolution from 1754 to 4 July 1776 (French and Indian War to the Declaration of Independence 1776)
- The French Revolution from 1774 to October 1789 (Accession of Louis XVI to the throne to The October Days 1789)
- The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas to the 25th October Revolution 1917)
- The Chinese Revolution from 1912 to 1949 (The Chinese Republic to the Communist victory in the Civil War on the 1 October 1949).

Outcome 1

On completion of this unit the student should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

America

- the events and other conditions that contributed to the outbreak of revolution, including the British mercantilist policy, the French and Indian War, British management of the colonies, the Proclamation Act, British tax revenue acts and the colonial responses, the Boston Massacre, the Boston Tea Party, the Coercive Acts, Powder Alarms, the First and Second Inter-continental Congress, Lexington and Concord
- the ideas that played a significant role in challenging the existing order, including the Enlightenment, Natural Rights, Taxation without representation, Representative Government, Republicanism, and Liberty
- the role of individuals, including King George III, James Otis, Samuel Adams, John Hancock, Patrick Henry, Richard Henry Lee, Benjamin Franklin and Thomas Paine
- the contribution of popular movements in mobilising society and challenging the existing order, including the Patriots, the Sons of Liberty, the Daughters of Liberty, the Committees of Correspondence, and the Provincial Congresses.

France

- the events and other conditions that contributed to the outbreak of revolution, including involvement in the American War of Independence, friction between monarchy and Parlements, noble privileges, peasant grievances, economic change, the calling of the Estates-General and their regulation, the 'Cahiers de Doléances', decisions made by Louis XVI, political pamphlets, the harvest crisis and food shortage and the dismissal of Necker
- the ideas that played a significant role in challenging the existing order, including the Enlightenment, the attack on 'ministerial despotism' in the revolt of the Notables 1787–88, the critique of privilege, the attack on feudalism and claims to popular sovereignty and equality
- the role of individuals, including Louis XVI and Marie Antoinette, Duc d'Orléans, Emmanuel Joseph Sieyès, Comte de Mirabeau, Marquis de Lafayette and Camille Desmoulin
- the contribution of popular movements in mobilising society and challenging the existing order, including the Réveillon Riots, the storming of the Bastille, the 'Great Fear' and the October Days.

Russia

- the events and other conditions that contributed to the outbreak of revolution, including tensions in Tsarist Russia, the formation of the Mensheviks and Bolsheviks, the Russo-Japanese War, Bloody Sunday, the role of the Dumas, World War One, the February Revolution, the effectiveness of the Provisional Government, The Dual Authority, Lenin's return and his April Theses, the July Days, the Kornilov Affair and the events of October 1917
- the ideas that played a significant role in challenging the existing order, including Nationalism, Liberal reformism, Revolutionary Populism, Marxism and Marxist-Leninism
- the role of individuals, including Tsar Nicholas II and Tsarina Alexandra, Count Witte, Pyotr Stolypin, Grigori Rasputin, Alexander Kerensky, Lenin and Trotsky
- the contribution of popular movements in mobilising society and challenging the existing order, including workers' protests and peasants' uprisings, soldier and sailor mutinies, and challenges by the Socialist Revolutionaries, Bolsheviks and Mensheviks (SDs), Octoberists and Kadets.

China

- the events and other conditions that contributed to the outbreak of revolution, including the economic and social inequalities, challenges to the early Republican era, Warlordism, the First United Front, the Northern Expedition, the Shanghai Massacre, the establishment of the Jiangxi Soviet (Kiangsi Soviet), successes and limitations of the Nationalist Decade, The Long March, the Japanese occupation of Manchuria and the Sino-Japanese War, the Yan'an Soviet (Yenan), the Second United Front, and the Civil War
- the ideas that played a significant role in challenging the existing order, including Marxist-Leninism, Sun Yixian's (Sun Yat-sen's) 'Three Principles of the People', Nationalism, Chinese Communism and Mao Zedong Thought (Maoism)
- the role of individuals, including Yuan Shikai (Yuan Shih-k'ai), Sun Yixian (Sun Yat-sen), Jiang Jieshi (Chiang Kai-shek), Mao Zedong (Mao Tse-tung), Zhu De (Chu Te), and Zhou Enlai (Chou En-lai)
- the contribution of popular movements in mobilising society and challenging the existing order, including the New Culture Movement and the May 4th Movement, the New Life Movement, actions of the Red Army, actions of the Goumindang (Kuomintang) and the Chinese Communist Party.

Key skills

- ask historical questions about the causes of revolution to inform an historical inquiry
- analyse the long-term causes and short-term triggers of revolution
- use primary sources as evidence to analyse the causes of a revolution
- evaluate the significance of ideas, events, individuals and popular movements that contributed to the outbreak of the revolution
- compare a range of historical perspectives to understand how the ideas and experiences of individuals and movements contributed to revolutionary causes
- evaluate historical interpretations about the significant causes of a revolution
- construct arguments about the causes of revolution using primary sources and historical interpretations as evidence.

Area of Study 2: Unit 3 and Unit 4

Consequences of revolution

- *How did the consequences of revolution shape the new order?*
- *How did the new regime consolidate its power?*
- *How did the revolution affect the experiences of those who lived through it?*
- *To what extent was society changed and revolutionary ideas achieved?*

In this area of study students analyse the consequences of the revolution and evaluate the extent to which it brought change to society. The success of the revolution was not inevitable; therefore, students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. Furthermore, they evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline.

As new orders attempted to consolidate power, post-revolutionary regimes were often challenged by those who opposed change. They may have unleashed civil war and counter-revolutions, making the survival and consolidation of the revolution the principal concern of the revolutionary state. Challenges such as the creation of a new political system in America and the civil war in Russia had a profound consequence on the success of the revolution. The consequences of these challenges sometimes resulted in a compromise of revolutionary ideologies, as the leaders of the new order became more authoritarian and responded with violence and policies of terror and repression, initiating severe policies of social control as pragmatic strategies to stay in power. This was seen in France with the policy of 'terror until peace' and in China with the Great Leap Forward.

Individuals such as George Washington and Thomas Jefferson in America and Lenin and Trotsky in Russia attempted to create significant changes to the system of government and the fabric of society. These revolutionary leaders could not predict some of the consequences of their political, social, economic and cultural actions. This often resulted in opposition and unforeseen reactions.

In analysing the past, students engage with the historical perspectives as well as the experiences of those whose conditions of everyday life were affected by the revolution, such as the peasants and workers in Russia and the Red Guards in China.

Students evaluate historical interpretations about the success of the revolution, the new regime's consolidation of power, their compromise of revolutionary ideology and the degree of change brought to the society.

The key knowledge for this area of study in Units 3 and 4 covers the following timeframes:

- The American Revolution from 4th July 1776 to 1789 (Declaration of Independence to the acceptance of the Bill of Rights)
- The French Revolution from October 1789 to 1795 (The October Days to the dissolution of the Convention Year III)
- The Russian Revolution from October 1917 to 1927 (Early Sovnarkom decrees to the end of the NEP)
- The Chinese Revolution from 1949 to 1971 (Communist victory to the death of Lin Biao).

Outcome 2

On completion of this unit the student should be able to analyse the consequences of revolution and evaluate the extent of change brought to society.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

America

- the challenges the new regime faced in attempting to consolidate its power, including the War of Independence, creating and maintaining a political system, Shays' Rebellion, economic challenges, the Treaty of Paris 1783, the Philadelphia Convention 1787, ratification of the Constitution, and the treatment of Native Americans and African Americans
- the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including post-war recession, economic development, the debates on federal and state rights, the separation of powers, Individual Rights, the Bill of Rights and slavery
- the contribution of significant individuals that changed society, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton and James Madison

- the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including Native Americans, Patriots, Loyalists, Continental Army soldiers, Women and African Americans.

France

- the challenges the new regime faced in attempting to consolidate its power, including power of the Church and nobility, hostility of foreign powers and the Papacy, the scale of the reforms envisaged by the Revolution, economic challenges, the outbreak and course of war, internal divisions over the aims of the Revolution, the abolition of absolute monarchy and privileged corporations, the introduction of popular sovereignty and representative government, changes to laws and taxes, the abolition of feudalism, the abolition of slavery and reforms to the Church
- the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including the use of capital punishment and the policy of 'terror until peace' in 1793–94
- the contribution of significant individuals that changed society, including Louis XVI, Georges Danton, Jean-Paul Marat, Maximilien Robespierre and Marquis de Lafayette
- the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including bourgeoisie, parish priests and other clergy, urban workers in Paris, urban and rural women, peasants, the nobility and émigrés.

Russia

- the challenges the new regime faced in attempting to consolidate its power, including the dissolution of the Constituent Assembly, political opposition, the creation of the Sovnarkom, land redistribution, the Treaty of Brest-Litovsk, State Capitalism, the Civil War, War Communism, the Red Terror, the Polish Soviet War, the 1921 Famine and the Kronstadt Revolt
- the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including creation of the Sovnarkom, creation of the CHEKA, issuing of new decrees, State Capitalism, War Communism, the Treaty of Riga, the Tenth Party Congress (introduction of the NEP and Lenin's 'On Party Unity') and the effects of the NEP
- the contribution of significant individuals that changed society including Lenin, Trotsky, Felix Dzerzhinsky and Alexandra Kollontai
- the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including Aristocracy, peasants, Kulaks, workers, bourgeoisie, women and nationalities of the former Russian Empire.

China

- the challenges the new regime faced in attempting to consolidate its power, including the new political system, PLA, the implementation of Fanshen, Thought Reform, Sanfan and Wufan, a culture of spying and fear, the First Five-Year Plan and collectivisation and social improvements
- the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including the nature of political systems, the impacts of mass campaigns, the Hundred Flowers Campaign, The Great Leap Forward, 'Three Bad Years' (Famine), The Great Proletarian Cultural Revolution, the Cult of Mao, and the fall of Lin Biao (Lin Piao)
- the contribution of significant individuals that changed society, including Mao Zedong (Mao Tse-tung), Zhou Enlai (Chou En-lai), Peng Dehuai (P'eng Te-huai), Lin Biao (Lin Piao), Liu Shaoqi (Liu Shao-ch'i), and Jiang Qing (Chiang Ch'ing)
- the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including peasants, women, intellectuals, business owners, workers, CCP Party Members, students and the Red Guards.

Key skills

- ask historical questions about the consequences of revolution to inform a historical inquiry
- analyse the consequences of revolution
- use primary sources as evidence to analyse the consequences of a revolution
- evaluate continuity and change in society as a consequence of the revolution
- evaluate the degree to which the revolutionary ideals were achieved or compromised
- compare a range of revolutionary experiences and perspectives to understand the change brought to society and how revolution affected people differently
- evaluate historical interpretations about the significant consequences of a revolution
- construct arguments about the consequences of revolution using primary sources and historical interpretations as evidence.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework. School-assessed Coursework 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 teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

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.

| Outcomes | Marks allocated | Assessment tasks |
|--|-----------------|---|
| Unit 3 | | |
| Outcome 1 Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements. | 50 | Each of the following four assessment tasks must be completed over Units 3 and 4: <ul style="list-style-type: none"> • a historical inquiry • an analysis of primary sources • an evaluation of historical interpretations • an essay. Teachers may choose the order of the assessment tasks. |
| Outcome 2 Analyse the consequences of revolution and evaluate the extent of change brought to society. | 50 | |
| Total marks | 100 | |

| Outcomes | Marks allocated | Assessment tasks |
|--|-----------------|---|
| Unit 4 | | |
| Outcome 1 Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements. | 50 | Each of the following four assessment tasks must be completed over Units 3 and 4: <ul style="list-style-type: none"> • a historical inquiry • an analysis of primary sources • an evaluation of historical interpretations • an essay. Teachers may choose the order of the assessment tasks. |
| Outcome 2 Analyse the consequences of revolution and evaluate the extent of change brought to society. | 50 | |
| Total marks | 100 | |

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 50 per cent.

End-of-year examination

Description

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

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 VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the [VCE and VCAL Administrative Handbook](#).
- The examination will be marked by assessors appointed by the VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Units 3 and 4 sequence together with any sample material.