VCE History: Revolutions 2016–2021

School-assessed Coursework report

This report is provided for the first year of implementation of this study and is based on the coursework audit and VCAA statistical data.

Students were required to complete assessment tasks for School-assessed Coursework (SAC) tasks for both Unit 3 and Unit 4 from the following list and can decide which SAC they use for each outcome:

* a historical inquiry
* an analysis of primary sources
* an evaluation of historical interpretations
* an essay.

General comments

Online questionnaire

Teachers are encouraged to provide greater detail explaining how their SAC meets the outcomes, key knowledge and key skills. If commercial SAC tasks are used, teachers should indicate how they have been modified. Ensure the language of explanation is consistent with the study design. Teachers should provide detail as to how authentication of SAC tasks is achieved, particularly with regards to the historical inquiry.

Further evidence

The majority of schools changed their design of SAC tasks as a result of the new VCE History study design, particularly regarding multiple sources and historical interpretations. However, teachers should avoid using SAC tasks or commercial SACs that were designed for the previous study design. Schools have moved away from historiography as a SAC, focusing more on historical interpretations.

Most schools modeled their SACs on the style of questions indicated in the sample examination. While this is acceptable, teachers should be aware that the key knowledge, key skills and characteristics of the study on page 10 of the VCE History study design should underpin the development of assessment tasks. Teachers are encouraged to examine the explanation of historical thinking on pages 1–6 of the Advice for Teachers. In designing a SAC, teachers are encouraged to use the key concepts, such as causes and consequence, change, significance and challenge, to focus student thinking about the Revolution.

Some teachers continue to use extended responses as a SAC; although these may be an examination style question, they are not a SAC task as indicated in the study design. Teachers could incorporate this style of question into analysis of primary sources and evaluation of historical sources.

Teachers are encouraged to refine their thinking and design of a historical inquiry. Teachers should refer to the [Frequently Asked Questions](http://www.vcaa.vic.edu.au/Pages/vce/studies/history/revolutions/revolutionindex.aspx) on the study page.

‘A historical inquiry focuses on the process of historical investigation. Students ask questions about the past; identify, select, gather and organise historical sources; analyse primary sources and historical interpretations to use as evidence when constructing an argument.’

In the design of a historical inquiry, authentication of student work must be forefront in the design and implementation of the SAC. The stages of planning, investigation and writing must be monitored to ensure that student research and thinking is authenticated. This may require collecting student work at the end of each lesson and at each stage of inquiry. This SAC must indicate the process of inquiry to students and how each stage is assessed. Analysis of primary sources, evaluation of historical sources, short written pieces and essays may be part of the process of inquiry that determines student achievement in this SAC. The design of the Historical Inquiry must stay within the parameters of the key knowledge and key skills of the History study design.

Essay questions were generally well developed and appropriately utilised the Key knowledge, Key skills and historical concepts.

Teachers are encouraged to utilise and modify where appropriate the assessment rubrics in the *Advice for teachers* to support their assessment of a SAC.

The better SAC tasks:

* Contained a cover sheet which clearly outlined for students:
* the outcome being assessed
* the type/s of assessment task/s used
* indicated the key knowledge and key skills utilized in the SAC.
* Instructions for students covering the conditions under which the task would be undertaken (e.g. dates, time, test, number of lessons)
* any materials allowed (such as notes)
* the assessment rubric or marking schemes
* the mark allocation
* Use correct historical terms in questions; causes, consequence, change, continuity, significance, challenges, conditions, triggers, events, ideas, significant individuals and popular movements.
* Use a range of primary sources and historical interpretations that allow students to analyse causation and evaluate change and significance.
* Reflected historical thinking that engaged students in thinking in the study rather than exam style question
* When commercial tasks are used they are modified to ensure authentication of student work.
* Use instructional terms such as describe, outline, analyse, evaluate, to what extent, discuss
* Provide a question and answer book for students.

Specific information

Unit 3 and 4

Area of Study 1: Causes of Revolution

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.

SAC tasks should focus on eliciting student thinking on how significant ideas, events, individuals and popular movements as indicated in the key knowledge contributed to causing the revolution. In designing a SAC, teachers should pay particular attention to the introductory sentences for each of the key knowledge to support their design of task questions.

* the events and other conditions that contributed to the outbreak of revolution….
* the ideas that played a significant role in challenging the existing order….
* the role of individuals….
* the contribution of popular movements in mobilising society and challenging the existing order.

Schools used a range of SAC tasks to address this outcome. Teachers utilised the VCAA Rubrics from the *Advice for teachers*, however, it was not always apparent how the SAC aligned with the rubric. Teachers are encouraged to modify the rubric to meet the requirements of the SAC.

Area of Study 2: Consequences of Revolution

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.

SAC tasks should focus on the analytical and evaluative thinking of the outcome statement. At times SAC questions did not always provide an opportunity for students to demonstrate this. In designing a SAC, teachers should pay particular attention to the introductory sentences for each of the key knowledge to support their design of task questions:

* The challenges the new regime faced in attempting to consolidate its power …
* The changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals …
* The contribution of significant individuals that changed society …
* The diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life …

SAC tasks at times did not focus on the consolidation of power, changes to conditions that led to a leader’s compromising their revolutionary ideals, change to society and revolutionary experiences. Greater consideration should be placed on these key knowledge statements when designing SAC task questions.

Schools utilised a range of assessment tasks for this outcome.