I'm pretty excited to be here with you guys tonight to deliver this on really think that what's come out of the revised study design is an opportunity for teachers and students to really sink their teeth into different investigations of Australian History. And it allows for a little bit more depth in some of those areas and also for teachers to follow some of their areas of interest.

So today's session, of course, I hope it's definitely useful in terms of the content delivered, but I also hope one of the things that you walk away from is inspired a bit and fired up to take Australian History into your schools and feel confident about teaching it and getting the students excited about it.

So we're going to look at the new study design at a glance. We're going to examine some of the features of it, and we're going to unpack some teaching ideas that might, you know, again, inspire you, get you thinking about how you might approach some of the content and then there's opportunity for questions. I believe the best way for the questions is just filter them through as you go in the chat function. And then at the end, Jerry and Michael will curate the questions and relay them to me.

So at a glance, one of the things that I guess we should understand is that there are four different investigations. So in a similar way that if you were presenting revolutions, you'd have four different revolutions in ancient history. They have three different ancient societies that they look at four units, three and four, and they choose two revolutions. You choose two of the four revolutions. And here, if you're teaching Unit Three and four Australian History, you are going to be choosing two out of the four investigations and each investigation, the first area of study examines foundations, and the second area of study examines transformations.

So it's really important for us to understand the scope and the sequence of how it works, putting a course together. You do not teach all four of these areas. It is up to you as a teacher or a faculty, maybe thinking about your school context, and I'll touch upon this in a second to select two of the investigations and you will teach Area of Study One and Area of Study Two for each of those investigations.

So just to give us a little quick unpacking custodianship to the Anthropocene investigates the management of country by Aboriginal and Torres Strait Islander peoples the impacts of European colonisation on the environment and the first nations and the change in perspectives brought about by the environmental movement in the second half of the 20th century. Creating a nation examines the changes brought about by ways of colonisation and immigration, including on ideas of citizenship and belonging for both newcomers and Aboriginal and Torres Strait Islander peoples. Power and resistance looks at the way that power and power structures have been challenged politically and socially, whether by issues of political disenfranchisement, class, race, and gender.

War and Upheaval looks at the prominent impact of war upon Australian society and changing and contested notions of service. What all these investigations have in common is an evaluation of both the significant changes that have occurred as well as continuities that have run deep throughout.

So there is some new content. There are these new investigations, the outcome statements are new and there's new key knowledge and key skills. So there's quite a lot that is new about this. However experienced teachers of Australian History will also note that each investigation contains elements that they're familiar with and that they can draw upon to help them prepare for the new units. So while sometimes content has been re-imagined or refocused within the new investigations, we have not thrown out everything, of course, there's still plenty of material that you may have taught in the past or studied in the past that you can use to construct a course. But what we do is allow students to approach a particular aspect of Australian History in some degree of depth.

So as teachers what you need to do is to select two of those historical investigations from the list. One of them becomes your Unit Three study, and one of them becomes your Unit Four study. And whichever one you study for Unit Three area of study one must also be selected for Unit Three Area of Study Two. So hopefully then that's fairly clear that you're not mixing and matching. You're not doing Area of Study One from creating a nation and then picking Area of Study Two from War and Upheaval and creating something boutique, in that sense. It's very much important that teachers understand that you select two of the four investigations.

Each investigation provides a unit of study, so you might choose for example, to do from custodian ship to the Anthropocene as your Unit Three, and then War and Upheaval as your Unit Four study, or you might choose to do power and resistance as your unit three and custodianship to the Anthropocene as your Unit Four area of study. The order in which you do them is up to you as a teacher, based upon perhaps your sense of the content or sense of continuities, but it is important that aspect, and it's the key knowledge within the timeframes that must be taught. But it is important not to get freaked out for example, and look at, for example, the timeframe of the custodianship to the Anthropocene, and think that in Area of Study One, you are going to be covering everything from 60,000 BC up until Federation. That is a timeframe that is essentially very broad to allow us to understand the long history of the first nations of this continent of Aboriginal and Torres Strait Islanders. However, you don't necessarily teach every event. You really use the key knowledge dot points as your reference point.

So let's think about big planning ideas. Before we get into the nitty gritty of each of these investigations, one of the things you might be thinking are, how will I select what I'm going to do? What are some big ideas I can use to help them map out the course? And of course, one of the first things you have to think about if you're the teacher, or if you're thinking as a head of faculty about which teachers in your team might be teaching us is what our areas of expertise.

So for example, either from what you've taught in the past, from a resources that you know you have available to draw on expertise within your faculty, your department of other teachers that you might draw upon. Think about what grabs you or interests you. And also, of course, it's very important to keep in your mind, your students in your school context, what do they think that they will be interested in studying? Are there particular nuances of your school contexts that might lend themselves to one area of studying more than another. It's important I think initially to read through the key Nolan's of investigations and think of those big pictures of continuity and change, consider the chronology that runs from the key knowledge, what is your starting point? What is your end point? And that's another important aspect of what you're going to think about.

So let's look then at some of our outcomes statements and some of the inquiry questions that are provided in the study design that can also help frame how we build a course. So outcome one asks us to analyse the foundations of continuity and change in Australia and evaluate the contribution of significant events, ideas, et cetera. Now it's illusory to think that there's any years, zero in history. However, for each of our investigations, the first area of study in a sense allows us to think about a baseline within Australian History of foundation point from which we can then as the course develops and goes, examine how things change and how things remain the same, because there's always that element of continuity and change. We want to think about the significant individuals or movements that demanded or resisted change, how Australians were challenged over time by ideas and events. And to what extent were there continuities and changes in Australian society and how did Australians influence and experience that continuity and change. So when we think about the first area of study, these are our timeframes.

Now, like I said, the timeframes provide bookends, but they're not necessarily, you don't have to cover every event. It can often be very easy to be intimidated by the level of content that exists even within a few decades of history passing. So it's important that we think through the key knowledge that is presented in it.

Custodianship to the Anthropocene, acknowledges the long presence of Aboriginal and Torres Strait Islander peoples in shaping, managing, and caring for country and the impacts that colonisation had on what the land and people who live there, creating a nation is looking at the ways that colonisers and waves of migration formed a new society. One in which race played an important role in who belong and who was excluded. Power and resistance examines the way colonisation, both impose power over others, and the ways in which indigenous and non-indigenous groups sought to resist and transform the society and war upheaval looks at the involvement in war and ideas of service both at war and on the home front as well.

So when you're thinking about your structure and planning, just keep in mind, please the idea that the historical investigation studied for areas of study one in Unit Three and in Unit Four must be the same historical investigation that was studied for areas study two in Unit Three and Unit Four. So the idea that we're just doing the two for, the two investigations.

So when we think about foundations, you want to be thinking about the stems of the key knowledge as well as the events themselves. So this is really important. When you look at the key knowledge dot points in the study design, the significant events that contributed to and contributed to change, including, and then they have the events that you need to understand or the ideas that influence attitudes, the diverse and competing perspectives, the extent to which things changed or stayed the same. So it's really important to then go back, pick out the threads of the events and think about those different ideas, the different competing perspectives, the elements of change, and create a sense of narrative out of it for your students as well.

So let's get into some teaching and learning ideas that you might use to guide you. One of the things that's really important then is to take those key knowledge dot points and then relate them back to the skills that are in there. The historical thinking skills, the idea of asking a range of questions, evaluating sources, analysing perspectives of people and how they may have changed over time, evaluating historical interpretations about the foundations of continuity and change analysing the causes and consequences, et cetera. So you want to make sure that you are looking at the knowledge, you're looking at the skills and they're using those together to build your learning activities.

So for example, if you were doing Area of Study One in War and Upheaval, an idea that you might have is to look at Australia's relationship with Britain throughout the period 1909 to 1950, and think about how different primary sources might reflect changes in continuities in Australia's relationship with Britain. So for example, what you can do is ask students individually, or perhaps in small groups, analyse a document and evaluate what it reveals about Australia's loyalty to the British empire.

So you can start by finding sources around Kitchener's visit to Australia. You might choose things such as speeches that were made by politicians on the Eve of World War I. You might look for recruitment posters from World War I. You might pick apart sources in the interwar period that look at ideas about defence and service, the Singapore strategy, look at how their events from World War II. And perhaps obviously picking things like Curtin's, speech about looking to America instead of Britain, but also his return to the conference in London in 1944 and viewing us as a British race in the south sea.

So, you know, if you've got a collection depending on the size of your class, perhaps a dozen of these primary sources, students can investigate them, report them to the class and then collaboratively create a graphic organiser or some sort of class display that will chart Australian attitudes and perspective towards the British empire over time, and then get students to take that work and think about how they can apply it to an understanding of the continuities, in what ways did our loyalty to the British empire remain, but what kind of changes occurred over that timeframe as well.

Other teaching and learning activities that you might have is for example, in looking at creating a nation and the study design asked you to look at constitutional and legislative decisions and you can get students to unpack the language of the legislation, create summaries, note continuities in which decisions continued to affirm colonial policies in those areas. So for example, looking at the powers with regards to indigenous peoples in Section 51, in which ways they echoed or affirmed the state laws or the colonial laws that proceeded Federation, the ways in which the Immigration Restriction Act, for example, may have had continuities with colonial immigration legislation, but also changes in how it's implemented as well.

So creating a table like this, and then of course, one of the things, when we have these activities, we should always be thinking about how students can use them, and then they can take away the table and evaluate the extent of change. Perhaps they might do it in a short answer, a paragraph answer, perhaps you might get them to use it as the basis for an extended response, perhaps an activity like this might be used as the basis for a class discussion.

Another teaching and learning activity that you could bring in, and a lot of these, I should note are activities that are in the advice for teachers that Jerry and Michael were mentioning earlier, or are similar to activities that can be found there. So we can get students to be using things like fishbone diagrams, which can be useful tools for getting students to look at cause and consequence. So it's very easy to hop on the line if you Google fishbone diagrams and find different platforms in word or Canva or Adobe, for example, to create them. And the purpose is then to visually communicate the factors that contributed to an outcome.

So if we think about our outcome or our effect is the development of Australian democracy to 1913, what we might want our students to include are some of those key ideas mentioned in the study design like charges and liberalism, women's equality, new unionism, free trade and protectionism that are from that key knowledge point about ideas that influence attitudes. And so students can note down ways in which each of these ideas contributed to the development of Australian democracy. And of course, like I said, this should not necessarily be the end point that can then use these teaching and learning activities to apply to different kinds of questions or document analysis or an essay or something like that, that they might then further unpack the work that they've done in class.

So if Unit Three and Four, if the first area of study is looking at foundations, the second area of study is looking at transformations. And so what we would like to, you know, students and teachers to be doing with the second outcome is analysing changes in Australian society and evaluating the extent to which continuity and change occurred. And of course, for the most part, these secondary of study, when we look at the timeframes there within the second half of the 20th century. And so often they allow us to contrast and compare those foundations, which were often established in the 19th century or in the case of War and Upheaval within the early 20th century. And we want students to be thinking about things like the motivations and how significant individuals and movements demanded or resisted change. And we also want them to be thinking big pictures.

Well, in this second area of study, the second outcome across those continuities and changes across both areas of study as well, which is something I'll talk about in more detail a little bit later on. So as we can see our timeframes in Area of Study Two, like I said, post-World War II, probably speaking 1950, 1945, 1957, 1950. And most of them carrying up until towards the end of the 20th century or perhaps into the early 21st century, they're depending on some of the events that are the sort of the signposts.

So for example, Creating a nation that 2008 end point the apology by Kevin Rudd's really kind of the last of the big events within the key knowledge dot points or power and resistance 1998 with the native title amendment act, for example, being that end point there. And again, just to make that point, the Area of Study Two in Unit Three or Unit Four, you're having that continuity, you're not mixing and matching Unit Three represents one investigation, Unit Four represents a second investigation, two of the four investigations you won't be doing. Again, when you're looking at the key knowledge dot points, you need to be thinking about those key instructors or what we might call the stems, the ideas, the diverse and competing perspectives. And then the extent to which, there's changes in society, for example. And you'll notice with this one, that there is that fifth key knowledge dot point, which allows students to examine the extent of continuity and change across both areas of study. And the one thing I would highlight about this key knowledge dot point is this is very much a new thing to allow students to perhaps sweep away some of those arbitrary end points of the areas of study, and to really think about the extent of continuity and change across the whole scope of the study design. And I would point out that this is a common fifth dot point in the second area of study for revolutions and for ancient history as well.

So in all our histories, what we're asking our students to do is maybe think a bit more about the big picture as well, and not necessarily get so caught up in sometimes rather arbitrary lines as if things start with the Area of Study One, and then they just pick up in Area of Study Two, and there's no interconnection between both of them. So for all our histories area of study two has got that fifth dot point, which I think is a really exciting one to allow us to reflect upon everything within that investigation.

All right, so when we're thinking about this one, like I said, we're thinking about the extent in continuity and change of perspective towards environmental issues and awareness in Australia. And in that final dot point, we're thinking about the extent of continuity and change regarding reasons for and debates about race, immigration and citizenship across 1834 to 2008, the extent of continuity and change and the exercise of power and resistance from 1788 to 1998. And the extent of continuity and change in Australia's experience of war from 1909 to 1992. So that fifth dot point really allows students to unpack things and it also allows the opportunity within the examination for that broader perspective to be built as well.

So we want to be thinking holistically about the extent of change. We want to examine continuity and change across the whole investigation. We want students to use knowledge across the narrative and to be able to use knowledge from outcome one, to explain the extent of change in relation to knowledge in outcome two. So when we think about our structure and planning, again, we're looking at all those things, unpacking the key skills and then relating them back to the key knowledge dot points that are in there.

So let's get into some teaching and learning activities. So for example, with custodian shift to the Anthropocene, you could create a significant environmental campaigns jigsaw. So a jigsaw learning activity is there to allow students to work in groups collaboratively, to become an area of expertise in a small area, and then to split up and share that and teach their peers. We know that one of those high impact strategies that we can use for students to demonstrate knowledge is their ability to teach what they've learned to someone else. And that jigsaw activity allows for that rich sharing of knowledge. So in doing so, they can look at the campaigns that are mentioned in the key knowledge dot points, a little desert campaign, the flooding of like Pedder, the green bands movement, the Franklin dam, the testing of atomic weapons at Maralinga in the Pacific and each group can look at those campaigns and think about the key individuals, key moments in those campaigns and then come back together and teach and obviously, again, similar to what I was saying about the previous teaching and learning activities, that idea of them taking away what they've learned, perhaps in some sort of table format or some sense of concept map that they might create with all the campaigns. And then applying that to a extended response or a document analysis about some of those campaigns, et cetera, that they can then apply their knowledge that they've gained.

Another great learning activity is to look at political cartoons. So obviously political cartoons can provide us with a wealth of insight into key events, often with a slightly humorous or satirical one. And you can use a search engine and places like trove, or just in the internet to find political cartoons on campaigns such as Aboriginal land rights that were occurring in this period of time, and then get students to unpack those cartoons and think about the historical context, the perspective.

So what is the perspective of cartoonist? What is it in the source that makes us say that, and then to think about the impact and evaluate the impact and think about how likely this may have contributed to change. And I wish I could show you cartoons on the PowerPoint, but obviously there's some copyright things when we're unpacking activities like this in a seminar.

So there is a wealth of information out there. And I think we're all pretty good at finding things and things like trove as well, going into newspapers, looking at the political cartoons around events like the tent embassy or Mabo or other campaigns, the Yorta Yorta campaign, for example, and finding political cartoons on them that can shed some perspectives at the time.

All right. So hopefully those ideas give you you a few ideas and the advice for teachers as mentioned by Jerry and Michael, do provide us with a wealth of activities as well. Now I know that the video that Jerry made, he also unpacks a bit about suitable task for assessment, but I'm just going to select a couple of these and just give some sense of how these might be applied in the Australian History classroom. So one of the things to highlight, and I know Jerry touched on this is the evaluation of historical sources do bear in mind that there's no longer the distinction between analysis of primary sources analysis of the historical interpretations that your assessment activities based around evaluation of historical sources can and should really cover the breadth of primary and historian interpretations within it.

So if we look for example, at evaluation of historical sources for power and resistance area of study two, so let's think, you know, outcome statement, what is it that the students need to be able to demonstrate? They need to be able to analyse the changes in Australian society and evaluate the extent to which continuity and change occurred.

So what do we want to be doing? We want to be using three or four, maybe even five sources, probably at the most in an assessment task if it's a SAC situation, depending, perhaps for example, on length of written sources, might be a factor and having that mix of visual and written as well as your primary and secondary. So for example, we could in thinking about how we're going to construct it. I guess one of the things I would say, if we're using this as a SAC, we want to be able to assess a wide range of the key knowledge.

So one of the perhaps things to avoid when you're creating these tasks is to focus too narrowly on a small segment of the key knowledge. Now, of course, to some extent it might be at which point in the study design you're assessing. So how much of the content have you taught? And all of those things need to be taken into consideration by the teacher, but it's really important that you do attempt to assess a wide range of the key knowledge. And it could be easy within something like power and resistance to maybe focus narrowly on the campaign for women's rights or the struggle for Aboriginal land rights. But I would encourage you to think about ways in which you might use a variety of sources, have questions within the outcome that assesses the individual sources, but also one that looks for some of the continuities and the relationships between these movements of power and resistance.

So for example, source one, you could take something like Zelda D'Aprano's reflection on protesting for equal pay. You could look at a photograph of the Aboriginal tent embassy with different signs, for example, and highlighting different demands that were being made. You could get a historian reflection such as that of Michelle arrow on the impact of Jermaine greater in Dennis Altman when they appeared together in Sydney in 1971, that could be the short extract there from a historian interpretation. And then you want to be able to develop questions on the sources.

So it is really important again, as Jerry was highlighting at the start of our presentation about those different levels of cognitive development. So you want it to be accessible to a range of learners and don't get too bogged down. I think when you're creating these SACs about trying to imitate the exam too much in the exam it's 25 marks. So this has to be 25 marks. You know, perhaps your SAC might be 30 or 40 marks and have a slightly wider range of sources and being a SAC it might be taking place over a double period. And of course that's a longer timeframe than that 25 marks section in the exam. And that just goes back to those points I was making about wanting to be able to assess a wide range of the key knowledge dot points.

So our early questions could be ones that are very much identify, outline, those lower order ones. And then we're building up to ones that are demanding a higher level of cognitive ability, and also allowing students demonstrate and show off a bit more knowledge about the study design then what might just be in the sources themselves.

So for example, to what extent to the Black Power Movement influenced demands for land rights by Aboriginal and Torres Strait Islander peoples in the 1970s, where they can use the source, but also bring in their own knowledge and hopefully demonstrates some knowledge of that broader land rights struggle in the 1970s or evaluating the extent to which the election of the Whitlam government resulted in lasting change for women's rights, so they could use the sources, but then also need to be thinking a bit beyond that early 70s period, when they're evaluating lasting change as well. So you want to be thinking about how your SACs, how your assessment tasks can really be drawing students out from just the sources themselves to applying some wider knowledge in the study design.

All right, the next one I'm going to unpack is the historical inquiry, which I think is one that sometimes teachers have struggled with, well, how do we deal with this? And the one thing I would say is please go to the advice for teachers and look at what has been provided in the advice for assessment tasks, because it is a wealth of information. And I've drawn upon that here, both for the sake of consistency, but also it's a fantastic resource. And the new advice for teachers and the development and breakdown of these key assessment tasks is great.

So just to summarise quickly at key components, so the idea of planning, investigating, and writing up, and so we want to be thinking about alignment with key knowledge and skills. We also want to be thinking about our timeframe by which I don't mean the timeframe of the study design, although that's partly a consideration, but the timeframe you allow in class as well. And also that idea of authentication is an important aspect. So are they going to be expected to do all their research in class time, for example, or if they are doing some research at home, how do they then bring that into the classroom where they might make it so we can ensure that they're doing work that's an authenticated. And that's one of those things you have to think about as a teacher.

So for example, if we were to look at the Area of Study One for custodianship to the Anthropocene and think about our historical inquiry, our research question might be, how did the changes in land use caused by colonisation impact both settlers and Aboriginal and Torres Strait on their peoples. So again, trying to keep it fairly broad and open-ended, and having the opportunity for students to really unpack quite a bit of the key knowledge of the study design. You can, as in this instance, provide them with the research question, perhaps depending upon your context or whether you're doing this in Unit Three near the start of the year, or whether you're choosing to do it in Unit Four further down the year, you might have students develop their own research question, which you then vet, but that can really depend a bit upon the learners you have in your classroom and how confident you feel with their ability to do it. I think a lot of students perhaps benefit from having the research question provided for them. But I think that's one of those things you need to weigh up as a teacher based upon your individual students.

So through the process, I think when we touch back to that authentication measure, the idea of compiling a portfolio of sources and notes, and making sure that they're taking those notes in class under some controlled conditions, the State Library of Victoria and Trove provide great resources that students can use. As a teacher, you might want to be the one to provide, for example, selection of historian interpretations, and then the portfolio can be collected at the end of lessons and handed back.

So you do want to be able to scaffold the research process, provide links to your students, access to books, copies of sources, and you also don't want to allow work to expand, to fill the time available and give them some sense of urgency as they unpack it. And then, you know, they need to be able to take that research and respond to some structured questions in class, in under time conditions using the portfolio. And again, that's part about, you know, ensuring that authentication. So whether they're doing an essay in response to the research question, whether you want them to set it up as an analytic report, or whether it may be, you want to actually break it down into maybe two or three extended response questions that they apply, their research that they've done in their historical inquiry to.

So here are just some other examples of ones in which, other inquiry questions that you might choose to use. So things like from power and resistance Area of Study One, what were the diverse and competing perspectives on the issue of votes for women creating a nation? How did colonial legislation in the 19th century shape ideas of a white Australia at Federation, or looking at War and Upheaval area of study two, how has the commemoration of war influenced ideas about service and war between 1909 in 1992? One of the things that you might want to think about with the historical inquiry too, is whether you use that to attack the big final dot point and allow for a more open-ended comparison across both areas of study as well.

So let's unpack a little bit some of the big ideas in each of these areas of study, because I do think it's important. Sometimes we can get bogged down in the weeds of the key knowledge dot points and the key knowledge dot points are crucial because they tell us what we need to make sure we've taught and what is examinable, but we also then need to sometimes step back and think about the big ideas of that key knowledge is fitting within and how then you are going to as a teacher structure your narrative. And so if we were to think about, for example, outcome one from custodianship to the Anthropocene, we want to think about the impact of colonisation on the land and the people. And not just on Aboriginal people, but also on the colonists themselves, how their changes to the landscape changed the land that they originally colonised.

One of the key knowledge events in that is that original Black Thursday bushfire in the 1850s that had happened because of those interruptions to Aboriginal practises of land management. And within only 15 years, it had created the conditions for a bushfire of the kind that we know is periodically struck since then, we want to be unpacking Aboriginal land management. And we want to be thinking about the environmental outcomes of colonisation on the gold fields in places like Mildura, for example, where the irrigation of the Murray opens up different lands for change.

Outcome Two the big idea is we want to be thinking about changing views of the environment after World War II. We want to be thinking about the role of indigenous peoples in advocating for the environment. And in that area of study, it allows you to make some of those transnational connections that Gerry alluded to earlier and thinking about indigenous peoples in places like Brazil or in north America and their advocacy for the environment, and the extent to which environmental movements actually affected change in the time period.

Now, again, across the two outcomes, you also want to be thinking about those changes in continuities and views of land and the environment for both the settler colonial society and the Aboriginal and Torres Strait Islander peoples. And it's important to keep that final dot point in mind as well. For creating a nation, the big ideas and outcome one, the ways in which global movements of people impacted the Australian continent. And again, there's that element of the transnational history that the movements of people from Ireland or Scotland or marginal rural English communities, and then from other parts of the world to Australia was not something that happened in isolation. It's happened as part of a larger global movement of peoples that is occurring in this time. And this creates debates about who had a claim of belonging in the new society. And the fact that the first nations people were often excluded from belonging in the new society and how the creation of a nation at Federation used ideas of race to determine citizenship.

And then an outcome two, we want to be thinking about those changes brought about by migration after World War II. We want to think about the challenges to ideas about belonging and citizenship, that those changes brought about and the extent to which changes in attitudes about who was Australian. And again, that idea across the two outcomes then changes in continuities and belonging and citizenship in Australia throughout that period. When we look at power and resistance, some of the big ideas to be thinking about it is the ways in which British power was resisted in frontier wars, by Aboriginal and Torres Strait Islander peoples. This was contested land right from the beginning. And we can unpack the frontier wars within that.

There was debates about power and authority within colonial society, whether it's something like the Eureka stockade, whether it's the actions of the unionism came about in the later parts of the 19th century, whether it's debates about women's participation and their rights to stand for power and to have the vote and continued challenges to colonial power by Aboriginal peoples, once conflict stopped, it didn't mean that the resistance stopped, but different ways were found of expressing that. Outcome two allows us to think about how the concepts of rights engaged groups to challenge political and social power structures across society, and the way that those changes occurred in land rights and broader indigenous civil rights for women's liberation for LGBTIQA+ rights as well, which I think is a really exciting addition to think about in the study design. And then the extent to which lasting changes occurred and across the both areas of study, always be thinking about those changes in continuities and the exercise of power and resistance to it.

War and upheaval, When we think about some of those big ideas, thinking about how Australia's participation in war shaped the nation and ideas about who could serve and who was excluded from service that 1909 timeframe is there to get us thinking about the Defence Amendment Act and it's deliberate exclusions of Aboriginal and people of Asiatic origin from service. And how did those notions change or were challenged within the time and also how the changing responses to war and service affected Australian society in that time. And of course, after World War II, what were the forces that shaped Australia's view on defence? Then, again, that transnational understanding of the cold war and the ideas of forward defence influencing service in places like Malaya and Vietnam, debates about service and participation in conflict. When we think about the conscription debates around the Vietnam war. And then the extent to which this had changed, the inclusion of women in the armed forces, and by 1992, the ability of open gay and lesbian men and women to serve in the armed forces as well, which was an important aspect of the changes that occurred. And again, thinking about those changes in continuity, both towards military service, but also from the nation at war.

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