Hello and welcome to the first of a series of webinars to introduce and support the implementation of the re accredited VCE history study design 2022 to 2026. My name is Gerry Martin and I am the curriculum manager for history and civics at the Victorian Curriculum and Assessment Authority.

The purpose of this webinar is to familiarise participants with the reaccredited VCE history study design 2022 to 2026. Introduce new features, explain the school assessed coursework, provide information about the advice for teachers, internal assessment and external assessment. This introduction to the reaccredited VCE history study design is best viewed first prior to attending or watching any of the other units specific webinars.

This webinar is foundational in understanding and sets a context for the other webinars. The foundation the VCE history is built on the scope of the study, the Rationale and Aims therefore having a good understanding of these is pivotal. History is a discipline study is about investigating human actions, forces and conditions that have shaped the past and influenced the present.

The VCE history study design is grounded in the discipline of history and the methods of historic inquiry. The study of history assists students to understand themselves and others and the contemporary world and broadens their perspective by examining eras, periods, events, ideas, individual groups and movements. VCE history provides a range of units that provide choice so students can explore these.

The study of history fosters the ability to ask certain questions, to engage in deep research and to construct arguments about the past based on evidence from the historical resources. VCE history is about student as historian. Students use historical sources, analyse and interpret them, use them as evidence to construct a meaning about the past. The study of history acknowledges that history is a contested space. Students must learn to appreciate and work within this contested space to form their own opinions and to defend them using evidence.

It’s important for all teachers to have an understanding of the whole study design, not just the units you teach. So take time to read and unpack the scope of study, aims, rationale, characteristics of the study, units, their outcomes key knowledge and skills. These are the foundations on which you build your teaching, learning and assessing programs. And these are the foundations on which you will attract students to the study and retain them into units three and four.

The characteristics of study embody unique methods and procedural knowledge of the discipline of history. It underpins the outcomes key knowledge and key skills in the study design by ensuring the development of historical thinking is promoted. Take the time to unpack the characteristics of the study and what they mean for your teaching learning and assessing. They're essential to and equal to the historical content knowledge of the units of history. They underpin what students need to know to demonstrate the outcomes and, achieve their best in the internal and external assessment. VCE history 2022 to 2026 study continues to refine and approve these characteristics of the study.

We have removed exam ethical dimensions of history we've added the use of historical interpretations, and we unpack all of them in greater detail. This gives a greater foundation for each of the characteristics. Therefore it is imperative in your future planning that you think about where these are explicitly taught to students.

The students have the opportunity to practise these concepts and skills, and they have the opportunity to deploy them in new context and new knowledge. And most importantly, the key skills for all the units directly fall from the characteristics of the study. So the characteristics of the study requires students to ask and use historical questions. Use sources as evidence, explore historical perspectives. Use historical interpretations, analyse cause and consequence, identify continuity and change, establish historical significance, construct historical items. These are all actions ask, use, explore, analyse, identify, establish, construct. So it is student as historian.

The distinction between use historical resources and explore historical perspectives and historical interpretations is used sources as evidence is the skill. and the latter two is the application of the concepts of perspectives and historical interpretations. However they are inextricably linked. All the skills and concepts are linked. The characteristics of the study are aligned to the intent of the study, the units, the outcomes, the key skills and assessment task. So it is important to read the characteristics of the study in conjunction with developing teaching and learning program.

 The advice for teachers will also significantly unpack these characteristics in detail. The key skills in all of units are aligned to the characteristics of study. Therefore there is a progression from the skills in a Victorian curriculum history foundation to year 10 and in the VCE history. Every student VCE history, irrespective of the units they have studied will engage with a common set of key knowledge, sorry, key skills and demonstrate a level of achievement in these, in these skills.

There are 13 units of history. Units three and four Australian history is completely new. Units one to four ancient history investigates individuals and societies. Mesopotamia, Egypt, Greece, Rome and China across three millennium.

Units one and two empires explores the ideas and ideas and power relations with accompanying the growth of empires in the early modern history.

Units one and two modern history examines the cause and consequences of conflict and change in the modern year.

Units three and four Australian history investigates continuity and change from pre-colonial times to the modern day across four different historical investigations.

Unit three and four revolutions, explores the causes and consequences of significant social upheaval in the American, France, Russia, and Chinese revolution in the modern period.

It is important to remember there are no prerequisites for any of the histories. For example, you do not have to do units one and two of ancient history before you do units three and four ancient history. Indeed you do not have to do any history in one two before you do three and four.

However, it's also important to remember that the units one and two are designed as sequence courses and both 20th century and global empires have content and contexts, which will prepare students for either or both of revolutions and Australian history. Similarly, units one and two ancient history provides content and context that provides foundation for units three and four ancient history.

The re accredited VCE history 2022 to 2026 provides an important opportunity for teachers to influence the school communities on what history units and combination of units may be offered from 2022 onwards. Think about what history units are of interest to your students. Have a conversation with your students, think about which units optimised teacher experience, expertise and knowledge. Have a conversation with your colleagues, your curriculum coordinators, about the future of history in your respective schools. T

he VCE offers a broad range of VCE studies. Every school is different and the capacity of a school to offer history and multiple history units varies dramatically. Therefore start to think and reflect with your colleagues and plan strategically on how you can maximise student's selection of history at VCE and how you can retain students into units three and four at your school. So things that you may wish to reflect on.

What is currently offered at your school, and is it helping maximise enrollment in history?

What could be offered and how could you be strategic in the selection of units one and two from this new, from this new study design to attract more students? What units three and four will be offered?

And what is the pathways from units one and two, and how many, how many of these pathways attract and retain students?

How do we use the flexibility of choice in a variety of contexts in units one and two to maximise students interest and curiosity to select VCE history.

Think about the opportunities for breadth, depth, and variety across units. Is there opportunities for dynamic and diverse context to be studied in the units offered?

Traditionally, most schools will offer unit one and two modern history leading into history revolutions or Australian history. Or schools may offer units one and two ancient into units three and four ancient history. However, think about other pathways, be creative about the combination of units one and two that you put together and be creative about selection of context you might use within those units.

For example, a school could offer you know, one empires on unit two modern at year 11, or unit two ancient and unit one modern history or unit two ancient China and unit two empires. There are many possible combinations to mix and match the unit one and two histories which may provide pathways, foundational context for your unit three four studies attract a wider range of students in purged curiosity in history, and may keep it fresh and dynamic and different.

When you've chosen your units to be offered, think about what context you are going to examine at unit one and two. Things to consider with context selection within a unit. Do I want students to have foundational knowledge for unit three and four? Do I want students to have broad knowledge and diversity of context? Do i want to provide students with a variety of different contexts to keep it dynamic and different?

The answers to these questions will vary depending on the school, the student cohort, resources, your needs, the team of teachers around you, as well as support of your school leaders. So spend the time thinking about the structure and units you offer at one and two and the type of pathways into units three and four. So be brave, be strategic about dynamic selection of units, context and pathways, which can maximise student enrolments, student curiosity, and student interest in VCE history.

So when reading the VCE history study design it is important to read the whole study design, not just the unit you teach. Take the time to read and unpack the scope of the study aims, rationale, characteristics of study. These are the foundations as I said earlier on of your teaching, learning and assessing. Consider the impact had they having a development of a teaching and learning program for your selected units.

The information is presented is organised in a cascading structure. Therefore it assumes that when you read the key skills and revolutions or the outcomes, that you understand the characteristics study and rationale. It assumes when you design an assessment task that you are applying all that went before in development of the assessment tasks including key knowledge and key skills and outcomes and so on. So be familiar with the whole VCE history design, not just the units that you teach.

When reading individual units there are some really important things to remember and some common things irrespective of the unit you're looking at. Outcome statements. They are deceivingly complex in the simplicity. So it is important to interrogate the intent of what they ask of your teaching and what students need to do to demonstrate satisfactory completion. Therefore it is worth breaking down the outcome statement into its components and be able to articulate this to students.

Two outcomes statements on the slide here as an example. The words highlighted in blue are the command terms. Explain, evaluate, analyse. How do we want do you ever think how we want the students to think about the knowledge. We want them to be able to explain how and why, analyse, breaking it down into its parts and evaluate, make a judgement about it. Green. Continuity and change causes a significance, reflect the procedural knowledge, the historical thinking concepts.

The students need to be able to apply what type of thinking is involved in this case, continuity and change. This directly falls out the characteristics of study and purple challenges to social political and economic structures of power, revolution, events, ideas, individuals, popular movements. This is the substantive knowledge and the knowledge focus. What historical knowledge do we need to teach students. To put simply the command terms, the type of thinking students are required to do, to start to thinking some concepts, how they are to think about that key knowledge and substantive knowledge what students are to think about.

The outcome statement is what you must assess. Student need to be able demonstrate a set satisfactory achievement of the outcome. Explicit teaching of the key knowledge and key skills and development of quality assessment design should allow students to demonstrate the outcome. Timeframes. Do not let timeframes daunt you. Consider them as bookends to the study, while each area of study in units one to four contains a timeframe, it is the historical knowledge dot points. Listed within the key knowledge is what must be taught. The timeframe just put the parameter around the area study. Most importantly, in unit three and four, it is the outcome key knowledge and key skills is what must be taught and can be assessed.

The key knowledge dot points. Reflect on the introduction to each key knowledge dot point. What is it asking of the key knowledge? How does asking students to think about the knowledge? What implications does that have for your teaching and student learning? So on the slide you've got two examples. The first one, the local and global ideas that influence continuity and change such as, for example in this case de-colonization influence change in Africa or Asia or for revolutions.

The changes in continuities in political, social, cultural, economic conditions that influence leaders to compromise and or achieve revolutionary ideals. So any example of how did the Great Leap Forward change the social economic conditions in China. Was the Great Leap Forward an example of Mao and the CCP compromising implementing , achieving Mao's ideology. So think about the intent of the key knowledge really, really important. The key knowledge in units one and two provide many examples of historical events, ideas, movements, events, individuals that may be taught in your program. You do not need to teach all the listed knowledge in units one and two. When you see such as the key knowledge, these are just suggestions examples. They are not mandated knowledge. So any example on here from unit one modern history, the focus of the key knowledge and what you must teach is how significant individuals who contributed to political change. You may do one or two or more of these suggestions, or you might select other individuals not listed here.

What significant individual you do is totally dependent on the context that you have chosen for your unit one history. So if you were doing Weimar and Nazi Germany, you may select Kaiser Wilhelm the second, Rosa Luxemburg, Hitler who are mentioned here, but you also might include Stresemann or President Hindenburg. Whatever context you choose and the individuals in relation to this dot point, you must explore within the intent of study, how significant individuals contributed to political change.

So in units one and two, you will notice we have significantly added, suggested key knowledge. We've beefed it up with examples and suggestions but remember they're just that suggestions, examples, and ideas to help support teachers develop a unit one and two program.

For units three and four history, where you see the word including this is mandated content that must be taught and it can be assessed. How you teach the specific knowledge is framed by the intent of the key knowledge, as I said earlier. So in the example provided when students are looking at the enlightenment idea of republicanism, they must not only learn about what republicanism is understand the content concept, understand the concept and context, but then examine how republicanism challenged the British management of the American colonies. As I said earlier, the key skills for every unit is aligned to the characteristic of study and adapted depending on the unit knowledge. So when you are planning, teaching and assessing read each of the key skills with the characters of the study. Also there was additional supporting advice, in the history advice for teachers.

For each skill and concept, think about what the intent of the skill is, how to relate to the outcome of that area of study, how will you design assessment task that will assess the skill of concept, how does it apply to the key knowledge in that area? What student learning looks like when a student is demonstrating this skill, what pedagogy and learning activities you will use that will best support teaching and student learning of that skill or concept. Again, the advice for teachers will include more detail in relation to this. School Assessed Coursework.

Firstly, we need to understand the important purpose of school assessed coursework is to determine a student's level of achievement. Decision about satisfactory place of unit is distinct from the assessment of levels of achievement in the units three and four. Firstly, on assigning that purpose of school based assessment to determine a student's level of achievement in units three and four can provide evidence that contributes to determination of achievement of the outcome and completion of the unit. Satisfactory completion. The award of a satisfaction completion of a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified in for the Unit S or N. School based assessment tasks may provide evidence that may contribute to determination of completion of the outcomes and completion of the unit. So what does that mean?

 Decisions at unit one and two are made solely by the scope. The study design provides a range of task types and the school decide the S and N based on assessment tasks, teacher learning and observation of student learning progression. At units three and four, two decisions need to be reported to the VCAA, the S and N, satisfactory, non satisfactory based on evidence of student achievement collected by a teacher through a range of tasks. Produced work that demonstrates achievement of the outcomes And the second one, level of achievement based on the formal school based assessment designated in the assessment table in each study design, i.e. the study score. We have made some changes to the assessment tasks in VCE history.

We have merged the two sources tasks into this into one task called evaluation of historical sources. In years one and two we've added in short answer questions, extended responses and a multimedia presentation. We've added evaluation of historical source and extended response to units three and four.

At units one and two teachers can select a range of tasks from the list. For units three and four teachers must ensure all tasks must be completed over unit three and four. Teachers may choose to select one or more assessment tasks for each outcome. This assessment task may be undertaken in any order. These assessment tasks could be combined. For example, you could have a historical inquiry that has an essay or an evaluation of historical sources, with an extended response.

School design and deliver the teaching learning program for the school based assessment. Assessment is designed using the outcome key knowledge and key skills. So when designing assessment tasks fundamentally is the study design, the unit, outcomes to evidence key knowledge and key skills. Also consider your school context and student cohort. How do you want to get a spread of student achievement? How will you differentiate between student? What is the most appropriate task type assessment task from the study design? Keep in mind this difference between units one and two and units three and four. Need to determine what would you assess? You need to look closely at the outcome, key knowledge, key skills unpack the outcome. Do command terms, local knowledge look at what's expected to demonstrate. Question, do you need to include all key knowledge dot points in assessment task? The answer is, the assessment task only need to sample the key knowledge and key skills. So consider the requirements for each assessment task, how you design the evaluation of the assessment tasks.

Tasks, don't need to assess every dot point of knowledge and skill. It should be just a representative sample. Ensure there is differentiation in cognitive terms. So allowing students to be spread using a rubric or mark allocation. So for example, the 25, 50, 25 rule. So 25% of marks should be allocated to lower order. 50% to be at the middle band . And 25% should extend the top end. Consider the practises that need to be put in place to ensure student work can be authenticated to ensure that student work submitted for assessment is their own.

Also in designing assessment tasks, review the VCE assessment principles. Define demonstration of outcomes and levels of achievement on assessment tasks. Validity, equitable, balanced and efficient. For more details on the VCE assessment principles, visit the link on this webpage I hope on VCE assessment principles. I will do more and more detailed webinars later on designing assessment task VCE history 2022 to 2026. T

he advice for teachers will include a revised performance description to draw on a characteristics of study. Outcomes and key knowledge of each unit three and four outcomes. On the screen you have a draft example. These newly revised performance descriptors describe the performance qualities for each skill and concept. They'll illustrate progression, support consistent teacher assessing, informs the development of subsequent assessment, support students in identifying progression on what improvement looks like. The revised performance descriptors is allocated one row per skill with each row containing a range of quality criteria for that skill. Each row describes six progressively higher levels of performance quality for each scope. The horizontal line describes the qualities of each skill illustrating diff difficulty of progression. The vertical line across multiple skills should not be read as demonstrating qualities of equal difficulty.

In designing assessment tasks, teachers will be encouraged to adapt these rubrics by selecting the rows that are most appropriate to assess the outcome key knowledge and key skills and assessment tasks that is selected. The draft performance descriptors are currently being tested this year and will be published before the end of this year. I will do a more detailed level webinar later in the year on designing assessment task and using these performance descriptors for VCE history.

The advice for teachers will now be an online webpage. A reminder the advice for teachers is exactly that advice only. The most important document is the study design. It will provide more detail on developing a program, more suggested learning activities and learning activities will cover all historical context. For example, there'll be learning activities for each of the revolutions or each of the ancient societies and detailed advice on the approaches to developing an assessment task will be provided. I think you will find this really helpful. I'll do a brief tour of the site to give you an illustration of it.

So currently you'll see on the screen, it'll be a webpage site with on the left hand panel and navigation panel that will include an introduction to the study, the characteristics of the study, which will outline detail on unpacking each of the characteristics. We will also have a detailed information how to go about developing a program which will be a useful starting point for most teachers. For the teaching learning activities for teaching learning activities, you will see there will be active learning activities for each of the learning areas.

So for example, going to unit three, four revolutions you will see for units three for America, you will have learning activities for each area study for America. That you can go in and it will be quite detailed and specific learning activities for that context, as well as the detailed example. The detailed example of learning activity is something that you can literally take away and walk in and use it straight away. Also, there will be approaches to developing an assessment task. Again really detailed and useful information about approaches to developing an assessment tasks for history, and then a page that will explore each of the four assessment task types for units three and four. And I know the page on historic inquiry many people would find really useful and helpful in their process.

So that's just a brief tour of the webpage. This will be published in the coming weeks. The draft examination specifications. Exam specifications and sample exams will be published before the end of this year. We had consultation forums in mid 2019, and one in February of 20 20 20 which included the VCAA staff, including the psychometricians, HTAV, academics, experienced teachers and assessors. We discussed the future of history examinations. We unpacked the current examinations, discuss current challenges, brainstorm ideas, explore possible models and structures. One thing that was common was we have one VCE history study design. Each of the three VCE unit three and four histories have a common structure. Key skills, assessment task. Therefore the exam should reflect this commonality.

We agreed there was a need for a common structure across all three VCE history papers, ancient Australian and revolution. We discussed the student workload in the examinations such as the length of sources, the number of sources, the number of questions and questions and sub-parts, and when it was appropriate to provide options. So students could use their time reading time productively. We also agreed, that we need to provide opportunities for students to draw on what they know from across both outcomes in responding to questions. We acknowledged important for choice, when choice was appropriate. Emphasise the importance of examination items such as sources and extended pieces of the writing which are fundamental in history. And also ensure the question items cater for a range of cognitive demands that let students have a sense of success on the paper so that lower order questions, mid range questions and questions extends the top end.

 So there will be a possibility of some lower order questions on this paper. I'm currently going to explore the sections of the paper. We're currently looking at the draft specs and developing a and developing sample papers. So, can I express this as just draft? They need the exam for 2022 onwards will be out of 70 marks. Section A. It will be a historical sources task. Sources and questions will cover both outcome one and outcome two. There'll be a question for each context study. Each question will have sub parts example, A, B, C, et cetera. Students will do two questions one for each context they have studied. There'll be lower order questions to focus on sourced comprehension such as identify and describe. Section A will be worth 50 marks. 25 marks for each context or question. So for example, students studying revolutions, they are studying the French and Russian revolution in section A, sources tasks, there'll be four questions, one for each of the revolution. The students select source questions on France, one on France, and then one on Russia. They'll only read those sources, complete the questions and their sub parts, which will cover the causes and consequences of the selected revolution. In section B, there will be four essays, one for each context or three essays in ancient history. Students will attempt one essay only.

So students will have a choice between two essays related to the two contexts they have studied. So for example back to our revolution student. Student has studied both the French and Russian revolutions, and in section B, there will be four essays America, France, Russia, and China. This student will choose between the essay on France or the essay on Russia and the essay may cover both might cover outcome one and or outcome two.

So that's the, just a quick survey of the new proposed draft exam specifications. The exam specs and sample papers will be published by the end of 2021 ready for the beginning of 20. Ready for the beginning of next year, for 2022. Again, I'll do a webinar towards the end of the year, which will unpack this a little bit more with the samples as well.

After the webinar series is complete, these webinars will be published on the VCAA website and towards the end of the year, we will also have some further webinars on assessment and the examination. Some VCE resources that are critical the VCE and VCAL administration handbook. And obviously the VCE history study design. Both of these resources are mandated and should be the first place you go to find answers. From other resources, VCAA has three pages Advice for teachers, which would be published soon. The FAQ's and support materials. These are, these resources provide advice for teachers and it's advice only.

So take the time to read the whole study, take the time to look at other the other webinars that will focus on particular units under specific historical knowledge. If you have any questions, queries, or require clarification or something in the season, please do contact me.

Firstly I will always answer your questions. Secondly, it draws my attention to something I may have not considered or may require clarifications. On something that is being interpreted that was never the intention. Thirdly, if you have a question there's a very strong likelihood there are a hundred more teachers who have the same question. I actually record all these questions over time, which helped me formulate the frequently asked questions document, that is generally published at the beginning of the year of implementation of the history design. So definitely please contact me with the questions.

I am really excited for the future VCE history. We have a great study with a fantastic fantastic flexibility and options. We'll have a great set of wraparound resources and the advice for teachers and professional learning and sometime for us to consider the internal and external assessment and how we plan that in its rollout in 2022.

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