Yes, I am here to present the VCE History Units 1 and 2 Modern History Implementation Workshop from the teacher perspective.

Our outline. So we're going to have a little at a glance look at the new Study Design. We'll also look at the features of Units 1 and 2 Modern History, an overview of the areas of study, some teaching ideas, and then at the end of today's session, there is an opportunity for some Q&A.

So just a brief reminder, and I'm sure you're all very familiar with now, that Unit 1 is change and conflict, with Area of Study 1 being ideology and conflict, and Area of Study 2 being social and cultural change, and Unit 2: The changing world order, causes, course, and consequence. So the three Cs of the Cold War. And for Area of Study 2, you have the challenge and change.

So, briefly looking at some of the changes that you may have noticed with this new Study Design, so the Study Design from 2022. There is a change of the title to Modern History, there is a flexibility in the timeframe for the areas of study, so allowing for whatever context you select to study, made the historical concepts more explicit in the outcomes and in the key knowledge, and there was also a refinement of the outcomes.

Okay, an overview of the changes. So there has been a refinement to the key knowledge. The key knowledge stems provide direction for how historical thinking concepts should be addressed within your teaching and learning plans, which also reinforces throughout the key skills. A reminder that the examples provided following "such as" are not compulsory and are suggestions that may be included depending on the context selected.

Big planning ideas. So it is very exciting when you're looking forward to what you're going to do next year and for years to come. So there are things that you may wish to reflect on with what you are currently doing. So what is currently offered at your school, and how is it helping you maximise your enrollments in history? What could be offered? And how can you be strategic in the selections of Unit 1, 2s from this new study to attract more students? And is there an opportunity here for you to garner some student choice, or student voice over what you may like to offer in terms of your contexts? What will be the Unit 3 and 4 that will be offered? And what are the pathways for Unit 1 and 2? And how will these pathways attract and retain students? How do we use the flexibility of choice in the variety of contexts in Unit 1 and 2 to maximise student interest in selecting history?

Think about the opportunities that are presented here for breadth, depth, and variety. Is there, feeding on from that, opportunities for dynamic and diverse contexts that can be studied in the units offered? You can also be creative about the combinations of Unit 1 and 2 that you put together and be creative about the selections of the contexts you might do within those. There can be fundamental contexts for your Unit 3 and 4 studies, but also reflect your wider range of students and their interests. And the diversity of Unit 1 and 2 and the combinations that you can have there can allow this course to be fresh, dynamic, and different.

Please remember that there are no prerequisites for the Unit 3 and 4 studies. And so there is nothing stopping you from maybe considering a Unit 1 Modern History followed by a Unit 2 Empires. So there is some creativity there for you.

Please note, when we start to look at our Unit 1 change and conflict breakdown now, that there are some changes and the changes in these outcomes is a change in emphasis, which is far broader now to allow for the greater contextual understanding of the early 20th century. And the intent of the key knowledge is to allow this exploration of factors and their short and long-term contribution to the causes of World War Two. This should shape your teaching and student thinking and understanding and how students demonstrate the outcome.

The Inquiry Questions can be used to help you shape your curriculum planning, as you can begin by cutting and pasting the relevant key knowledge and skills under the relevant question in your planning document. The inquiry questions should also be made explicit to the students as anchors that the students are repeatedly drawn back to, to reinforce as well as gauge their understanding.

So just breaking it down. So the changes for ideology and conflict Area of Study 1 Unit 1: reorganisation and clarification of the outcome, the key knowledge and some of the key skills. Moving into the key knowledge, focus on the intent of the key knowledge stem. What follows the "such as" are just suggestions of the knowledge that you may teach, and you will need to draw on the key knowledge following each stem to make a comprehensive unit that relates to your chosen contexts. The stems can be mutually reinforcing so that there is not a need to work through them in the order provided. Rather, consider how they can be weaved together in a comprehensive unit of work.

For example, teachers may wish to commence with an exploration of significant ideologies present, and then use this base to draw threads of connection with changes in political structure and key individuals who led, encouraged, or prompted those changes.

Looking at our key skills, there is a progression from the F-10 history skills in the VCE Units 1 and 2, and then a progression into Units 3 and 4. The key skills are aligned with the Characteristics of the Study found on pages six and seven of the Study Design. All history teachers should start by reading these pages, which seek to define history as a discipline which involves a unique way of thinking and working. Teachers may choose to teach key skills individually, such as one lesson focused on evaluating sources and another on analysing perspectives. However, it is probably more practical to incorporate the use of each skill organically, depending on the key knowledge outcomes taught in an individual lesson.

For example, when students are discussing the successes and failures of the League of Nations, this is an ideal opportunity to use sources to identify the perspectives of people, such as Americans, and in particular, the irreconcilables in the Senate regarding the League, and how perspectives of people changed over time, possibly due to Woodrow Wilson's declining influence and illness.

A new Key Skill in this Study Design is the evaluation of the historical significance of events, ideas, individuals, and movements. Teachers will need to guide students through how to conduct an evaluation, including the providing or developing of the set criteria the judgement will be made against, and considering how they would like students to demonstrate and present this evaluation. Students should also refine the focus of this evaluation by drawing from the key knowledge appropriate to the context chosen. For example, the significant events and ideologies that contributed to the emergence of secularism in Turkey. Students will need to be explicitly taught each of these skills prior to them being able to deploy them holistically.

So, jumping into some teaching and learning ideas. You could create a political ideologies compass, left and right wing, liberal and authoritarian continuum. Position listed ideologies on the compass, and so that's a really good opportunity for a student discussion there. Provide historical annotations about the evolution of each ideology and the nations in which it has both emerged and being practised.

For example, if studying the Ottoman Empire or the Turkish context, students would need to place the ideological factions of Turkish nationalism, centralism, constitutionalism, Ottomanism, pan-Turkism, pan-Islamism, and secularism. Students may also be encouraged to identify the related groups, organisations, movements, such as the Community of Union and Progress and the Liberal Union when talking about the Turkish context.

The next example of allocating pairs different political cartoons or visuals to identify and analyse to better understand perspectives, allocate the pairs of students with a specific event, idea, individual or movement, okay? Ideally, or, they are different or slightly different items that the pairs of students are working through, or they can be the same that the pairs are working through to allow greater discussion. Students conduct research to identify and analyse political cartoons of varying origin and point of view.

So for example, how the immigration restriction policies of Australia was viewed, drawing on visuals such as the 1907 white Australia postcard, or the front cover of the sheet music for white Australia 1910, and both of those resources can be found through Trove. Create an annotated timeline, color-coding events, interchange and continuity of political structures and systems.

When covering change and continuity in the learning activity, it's really important to emphasise to students the needs to focus on both, rather than just change, which might appear more obvious to the students. Alternatively, you can help students target their focus by getting them just to identify change or continuity in the activity.

Another activity that we have is using the think-pair-share routine to create historical significance criteria that can be used to assess an element of key knowledge. There is broad scope that can be covered in this task due to the reoccurrence of significance in the key knowledge stems. As per the Study Design, teachers may focus on one or more of the given contexts, and this provides the opportunity for teachers and students to explore the impact of events such as World War One, beyond the typical focus of Britain and its colonies such as Australia and Germany. Teachers may consider exploring those impacts through the lens of conditional factors such as social, political, economic, environmental, and/or technological. The extension of a task such as this would be to draw connection to how these impacts did or did not contribute to the country participating in World War Two.

And finally, asking historical questions before, during, and after. So asking historical questions about the political and economic changes leading to World War Two is a key skill of this outcome. Teachers can assist students develop confidence in asking historical questions by setting up a task that requires students to develop questions before commencing a topic of work, then refining those questions during the topic of work. And then when the topic of work is completed, assessing their knowledge against the questions they developed initially, and composing additional ones as needed.

Moving into Area of Study 2: Social and cultural Change. Teachers should plan to cover the everyday life of appropriate groups for their context, and also acknowledge some groups may have less documented evidence, but this in itself can provide evidence of social and cultural change. In this area of study, students may focus on one or more of the following contexts. Teachers should consider contexts that will interest their students, and then a complimentary or an extension of those covered in Area of Study Outcome One.

So just a brief reminder of the changes. So reorganisation and clarification of the outcome with minor edits, the key knowledge with minor edits to emphasise concepts and some additional knowledge examples, and the key skills. Having a look at the key knowledge, just a reminder that you need to focus on the intent of the key knowledge stem. What follows the "such as" are just suggestions of knowledge that may be taught. They are not compulsory, and they are suggestions for direction. Teachers may like to build this outcome from the starting point of the significance of individuals and/or movements that contributed to the social and/or political change through cultural expression opening the outcome by looking at a range of art, music, performance, relevant to the chosen context that encapsulate this time period.

For example, examining how Art Deco encapsulated the vibrance and blooming of hope after World War One on an international scale, but becomes more subdued as the Great Depression starts to impact during the early 1930s. As the outcome progresses, teachers can periodically return students to a range of Art Deco work to emphasise its significance as an agent and a mirror of change. As stated earlier, the key skills can be atomized out or they can be taught holistically depending on the context. Students need to be taught these skills explicitly prior to them being able to deploy them holistically.

Teachers should consider multiple points of entry when providing extracts of historical interpretations about continuities in and changes in daily life. Depending on the context selected, textbooks may not contain a wide range of evidence. Therefore, teachers will need to assist students with developing the skills through modelling and explicit teaching to locate historical interpretations through online resources such as State Library of Victoria, Trove, Google Scholar, and other open-access academic sources, such as universities, and/or museums. Teachers should also endeavour to support students develop their historical comprehension through the use of templates that help tease out the layers of information that is explicit and inferred in the source.

Having a look at some teaching and learning ideas. So the evaluation of the historical value and reliability of a film in the depicted context selected. There are a range of films. And as you saw in Gerry's sharing of the Advice for Teachers, the website, there's a list of films there that you can access that can explore one or more of the study's contexts. So "Swing Kids", "The Great Gatsby", "Grapes of Wrath", "Katie", "The Last Emperor", "Chariots of Fire", "Tea with Mussolini", "Red". Teachers should guide students to consider how the film depicts the perspective of those living at the time, and if the perspectives are reflected in other sources of evidence. You could also research how technological developments, such as film and the wireless, changed daily life and enabled the spread of ideas and culture.

So, one key example, so the popularity of the wireless spread so fast during the 1920s that countries such as the United States of America reacted belatedly to the technological advancement, bringing the Radio and Communications Act years after radio had become a common element of life. This was after the federal government had acted swiftly in 1917 to commandeer the radio industry during the war, but it was a temporary measure that was lifted on October the 1st 1919. Radio stations were often seen as local community entities, or services that reflected the diversity and interests of the surrounding area.

For example, 6XC became a pioneering station in delivering daily broadcasts of orchestra performances, while others, such as 8MK, focused on Detroit news, so local news. By 1922, wireless colleges were being broadcast, opening up access to universities and college classes. The Golden Age of American radio has been labelled as between 1930 and 45, which cemented wireless as a part of daily life experience, and students could explore the reach and impact of the evening shows compared to the midday variety, which were predominantly aimed at housewives.

Students should also be guided to examine the types of commercials and sponsors radio stations had and how these reflected and shaped culture. Film, on the other hand, was international, with Hollywood leading the way, especially after sound on film became common in 1927. A comparison of film industries and their impact could also be conducted. Looking at the unique experiences of a minority group, identify the relevant marginalised or minority groups in the set context and ask students to identify how that group was or was not impacted in the following categories by the ruling power: race, gender, sexuality, ethnicity, class, political affiliation, and/or religious affiliation. Students should be supported to utilise available sources of evidence to support their findings. Then ask students to make a judgement of the extent of change or continuity experienced by these people under the regime.

Changing to Unit 2: The changing world order. The outcome has been simplified and clarified to focus on the concepts of cause and consequence. Unit 2 continues to offer a range of contexts that may be studied. Teachers can focus on the same context or shift focus if desired. Just a very brief summary of the changes. So, the outcome refined for clarity, the key knowledge, there were some minor edits, and some of the key skills.

Again, just a reminder, that we are focusing on the key knowledge stem, and what follows the "such as" are just suggestions that you may like to teach. For example, the significant tensions of the Cold War could allow teachers to examine the impact of suspicion, rumour, and espionage during the period. For example, students may consider how Churchill's Iron Curtain speech was received at the time by various leaders and the public, Americans, the British, and the USSR.

In addition, as the Cold War is part of living memory, students could talk to adults in the community to investigate their perspectives of growing up living during the Cold War. For this type of tasks, students should continue to practise their development of inquiry questions to help frame their discussions with members of community.

Teachers should also consider which of the proxy wars and conflicts they will incorporate and how much time they will devote to this section, as there is an opportunity in all of the examples given for examination in depth as standalone conflicts, as well as the opportunity to examine more generally to identify patterns of continuity in the consequences of the Cold War across many contexts.

As stated before, when we're looking at our key skills, they can be atomized out or they can be taught holistically, depending on your context. Teachers are encouraged to consider which of the key skills students may need to consolidate on from Unit 1 to place emphasis on throughout the Teaching and Learning plan of Unit 2. There is an opportunity at the start of the learning program to have students draw connections with their learning during Unit 1 Modern History to hypothesise causes of the Cold War. These could then be framed as historical questions that the students can answer and refer back to throughout their learning.

As students develop their understanding of the Cold War, they will be able to then analyse these causes both through the lenses of their historical questions and teacher-led tasks. An example of a teacher-led task could be to ask students to complete a tug of war task, with communism on one end of the theoretical vote, and liberal democracy and capitalism on the other end. Students should place economic manifestations, social or political, of ideological differences on either side of the rope and consider which of those differences carried the most weight in contributing to the cause and course of the Cold War.

Looking at some teaching and learning ideas. Create a radar chart also known as a spider chart on the causes of the Cold War. Use a radar chart, known as a spider chart, to identify and organise the causes of the Cold War, such as, but not limited to, ideological differences, Yalta and Potsdam Conferences, disagreements over post-war Germany, crisis over Korea, the nuclear arms race, and superpower foreign policy. Students make judgments on the significance of each cause through the positioning of the cause on the graph, with the closer to the centre having higher significance. You could ask the students to create an annotated timeline, then identify the long-term and short-term causes of the end of the Cold War. Students should utilise color-coding to differentiate long-term and short-term causes. Students can then identify patterns of change or continuity by grouping events into social, political, economic and cultural problems or advancements, and/or rectifications made throughout the timeframe.

Another one to be considered could be a jigsaw routine. Being such a knowledge-rich course, jigsaw routines and other similar ones provide an opportunity for students to intensely engage with the knowledge of one specific event or aspect and then share this with the class. The learning and sharing element of a jigsaw routine helps to consolidate student knowledge not only on this specific topic, but on the other topics covered. A jigsaw works by a student or a pair of students being allocated one aspect to research with a guided template or focus questions provided by the teacher, then teaching their findings to each other, either in a small group or class setting. The benefit of this approach is exposure to the breadth of content, while controlling the cognitive loads and feelings of being overwhelmed by the content.

You could also look at using TEEAL as a scaffold that students can be taught to utilise in their writing to ensure that they are using sources of evidence in their constructions of arguments regarding the Cold War. So if you haven't come across TEEAL, basically, it is a topic sentence, explanation, evidence, analysis of evidence, and linking sentence structure in a paragraph. In the topic sentence, if we're looking at the example of the importance of ping-pong diplomacy in the opening up of China, the topic sentence would state the significance of ping-pong diplomacy.

So for example, the exchange of table tennis players between the United States and the People's Republic of China in 1971 was a crucial catalyst for the detente between the countries. The next sentence, explanation, unpacking of the key elements of significance. Following an invitation to visit Beijing, April 6, the U.S. table tennis team, which had been competing in Japan, were the first American delegation to visit since the Communist Revolution of 1949. For the evidence, the teacher may like to provide a source such as the New York Times article "Ping‐Pong Diplomacy", April 10 1971, for students to quote or paraphrase as evidence. So for example, this article states that the two powers had been separated from each other for much too long, and renewed contacts will advance the cause of understanding.

Analysis of evidence. Students should highlight how their selected sources demonstrate the significance of ping-pong diplomacy, they may also be encouraged to corroborate the evidence with supporting primary sources and/or historical interpretations, but should not rely on the quoting alone. A linking sentence can wrap the point back up to your contention or sometimes it can link to the next paragraph if you are doing a more essay structure, but that is one writing scaffold that could be used.

Unit 2 Area of Study 2: Challenge and change. The outcome has been simplified to focuses on challenge and continuity and change. So simply, the outcome has been refined for clarity, key knowledge again refined for clarity and for emphasis on the concepts, and the key skills. Okay. This area of study focuses on challenge and change in relation to at least one of the following themes: decolonization and self-determination movements, terrorism campaigns, regional conflicts, and social and political movements.

Page 26 of the Study Design provides suggested examples for each. Again, having a look at our key knowledge and focusing on our stems. The extent to which change occurred and the goals and ideas were successfully achieved and implemented, provides an opportunity to explore how the selected group or movement was required to compromise on its original ideals. This may provide an opportunity to investigate factions or splinter groups that occurred, for example, the splinter between the IRA and the Provisional IRA in 1970, and how these factions sought to, and the extent to which they achieved change.

Using the Northern Ireland conflict again as an example, the Derry Wall Murals are an easily accessible way for students to see how individuals and/or groups visually express their views. Some of these murals also make connection to other relevant contexts such as South Africa and the apartheid. We've talked already about how there is a progression of skills from F-10 into the Units 1 and 2 and then continuing into Units 3 and 4, and that students will need to be taught these skills to be able to deploy them holistically.

An example, so for example, ask students to explain the interpretations of the selected challenge and change to power structures by two modern historians writing in the last 10 years. Research the historians and identify and explain reasons for the differences in interpretation. This task is most successful when the teacher provides the interpretations, so picking something or an extract that you know is going to be value to them throughout the study that you're taking them through, and they can refer back to as evidence in their work. And students may need to be guided to identify the subtle differences, such as the focus on one key group or individual as a catalyst over another. There are still extracts you might find that are highly contrast in different views of opinion and interpretation. But generally speaking, it could just be where they're laying the focus.

Having a look at some of the teaching and learning ideas. So, create a flow chart that details the short-term and long-term consequences of the actions of the Palestinian Liberation Organisation. That can be done by hand or even Word now does a very easy flow chart that the students can access to quickly create something for you. Two: create a global map of the hotspots of protests during the year 1968. Use arrows to indicate how each protest sparked or influenced another protest.

Speaking like an expert tasks. Students record themselves presenting as a historian would on the perspectives and experiences of those, for example, who lived through the U.S. war on drugs. The presentation could focus on how much society was really changed by the death of Pablo Escobar. And story, source, scholarship worksheet. So a story, source, scholarship worksheet is a document created by a teacher that can provide an initial base from which students can start a topic theme event. The story is a summary of the contents. The source is the relevant primary source, and it could be a visual or an extract, and scholarship is a relevant historian's interpretation.

Again, another extract. The teacher should also provide questions and tasks, such as annotating the sources for students to complete while they're doing their reading. So ideally, a task like this would be presented on one side of an A4 or A3 piece of paper. Again, you could do it electronically, but just to give you an idea of how the visual would look. The story is usually the longest component, and then the source and scholarship, about half the size of the story and then a question or task box on the worksheet.

So if we're going to look at a context example, so using the Great Purge as an example, a summary could be looking at the story from a textbook, Britannica or other valid resources. The sources could be, for example, an image of Nikolay Yezhov pictured right of Stalin, who was then later removed. So there was an image that shows the original, and then a doctored photo of them walking along the Moscow Canal. And then finally, an excerpt from Conquest's "The Great Terror" or Fitzpatrick's "Stalinism: Ordinary Life in Extraordinary Times", or from any other relevant historian you would like to choose could be selected as the scholarship component.

Looking at assessment ideas. So this has been covered in the introduction presentation by Gerry, but there has been an amalgamation of the analysis of primary sources and evaluation of historical interpretation into evaluation of historical sources. There is also the addition of the extended responses in Unit 1 and 2. And then there is the additional task of short answer questions, and a multimedia presentation. Some of the examples covered on earlier slides could easily be adjusted into one or more assessment tasks. And again, as Gerry showed you at the start, have a look at the Advice for Teachers website in the Modern History section, but also across the other areas for other ideas that you might like to take and style into one of these assessment ideas. Always good to steal ideas where you can find them.

So two examples that I'm going to just briefly talk through. Creating a website, analysing the reliability of relevant primary sources, and also a historical inquiry with a final extended response. Okay, so creating a website analysing the reliability of relevant primary sources. Consider the space in which the website will be created. So it could be on your school's learning management system if it has the capabilities. It could be on one of the many online platforms for making free simple web pages. I encourage you to consider approaching your digital technology staff or teacher librarians for ideas or support in this area.

As this potentially has an outward-facing element, it is a website and if it goes live, it's important just to make sure that you're following all school guidelines in regards to this type of work, and that students are following basic copyright procedures, such as clearly labelling the provenance of sources and footnoting as required. In tasks such as this, the reverse search or search this image in Google function by right clicking a source is going to be extremely useful.

Encourage students to consider each for the source, so the type, origin, content, context, purpose, and reliability. In the reliability component, students will need to make reference to other sources that they have on their website, as well as any other relevant factual information and/or historian's interpretations that they have found. When setting this task, consider the minimum number of sources that will be required, and if all students are addressing one specific topic or if there is some student autonomy to look at it through some different lenses, depending on what you're trying to achieve.

Historical inquiry. So there are in the Advice for Teachers some really clear templates on the historical inquiry. Another way to approach it is to consider a framework to follow such as The Big Six, which can be used to scaffold the task. The six steps in The Big Six are task definition, so what are the questions and what is the information that will be needed. Then, information-seeking strategies, what sources of information can be used in evaluation of those sources. Third, location and access of sources, so finding relevant sources and information. Fourth, use of information, so your note-taking skills there. Fifth, synthesis. So, collating your notes and the information in the form of an extended response, so that's where the extended response would come in. And the final step of The Big Six is the evaluation.

So this is a self-reflection and/or peer reflection on the extended response and the overall research process. Students may struggle to develop historical inquiry questions if the task is set at the start of a topic or theme. So teachers may like to provide a guiding big question, or even draw their attention back to the inquiry questions in the Study Design, and also model a range of inquiry questions and smaller questions for the student.

In addition, the evaluation step does allow for students to reflect on their inquiry question and on any changes of focus that may have resulted in their research, which is part of having a solid inquiry question that you will find new information that may start to challenge or extend what you know now and what you would ask. It is important that students are aware of the need for the teacher to be able to authenticate the historical inquiry work as their students. This can be done in a number of ways, such as collecting the work at the end of each class, or using a live document, Word, Google Docs, which can timestamp changes, and you can also use Track Changes to easily track what has been completed in a certain amount of time.

Students must also compose an academically acceptable bibliography and all references, whatever is your preference or your school's preference formatting. In regards to the extended response, extended responses are typically two to four paragraphs long, following a writing scaffold such as TEEAL for each paragraph. Teachers may wish to have this component of the task sat under timed conditions or test conditions.

The extended response may be responding to the historical inquiry question developed by the students, or it could be an unseen question provided by the teacher that taps in, or is relevant broadly to the classes' collective historical investigation topics. So that really depends on how much autonomy you give students in regards to their historical inquiry. Are they all focusing on one element? Are you allowing them to really branch out and have a look at different conditional factors or even starting to branch out into different contexts? So that's depending on what you are hoping to achieve in that task.

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