So I'm going to try and talk about five things in today's session. I'm going to give you a quick look at the Study Design at a glance, I'm going to go through specific features of the unit three, four revolution Study Design, I'm going to give you an overview of each of the areas of study and we'll unpack the key knowledge and key skill dot points, or at least those that have changed. We're not going to go into great depth about ones which there hasn't been a great deal of substantive change, I'm going to try and give you some practical ideas on how to teach the key skills and how to approach development of SACs. And there'll be a further opportunity for questions. So please continue putting questions in the chat, and Michael and Gerry will collate and will respond to those at the end of the session.

Now, I apologise with those of you who are familiar with previous iterations of the Study Design, some of this will sound like statements of the obvious. So let's start off with the basics. Unit three, four revolutions, you're given a choice of four possible depth studies, and you choose two of these.

So from America, France, Russia and China, you can pick any two. The structure of area of study one, and area of study two is identical for the two units. So you do causes of the French Revolution, followed by consequences of the French Revolution in unit three, and then you do causes of the Russian Revolution, followed by consequences of the Russian Revolution in unit four.

Now, there's been three substantive changes in this Study Design. The key knowledge stems have been refined, there's been some slight tweaking of wording and some slight changes to the prescribed key knowledge items that have to be taught.

So the VCAA has tried to consolidate and overall reduce the amount of stuff that we as teachers have to work through with our students. And there have been some changes to assessment formats for your school assessed coursework tasks. Again, apologies if this sounds obvious, but we must clarify. So when you're developing a course, for Unit Three Four history revolutions, you pick two revolutions, you cannot mix and match. So if you complete Area of Study One of Unit Three on the Russian Revolution, you must then choose the Russian Revolution for area of study two of the same unit and the same for unit four.

The choice can be based on student interests and in particular, if you've looked at the updates to Unit One Two Modern History and Unit One Two Empires, the VCAA is hoping that schools will be able to draw more effectively on students' interests and build a greater sense of continuity between Unit One Two and Unit Three Four classes. So you might, for example, look at the Ching Dynasty in Empires and then studied the Chinese revolution in Revolutions.

Now, there have been some very slight changes to timeframes on each of the areas of study. These are marked in blue on the PowerPoint slide. Now, I just want to start by clarifying. The key knowledge does not prescribe what you must teach to your students, you are not required to teach everything book-ended between the two dates. Rather, this is intended to provide a general periodization to help students chunk what they're learning.

So the changes are for the French Revolution, the end of Outcome One has been moved to the fourth of August 1789. And the October days have now been moved into Outcome Two. The Russian Revolution previously only described a month, we've now given a specific date. So Area of Study One now ends on the 26th of October, and Area of Study Two begins on the same date. Experienced teachers will recognise this as the date that Sovnarkom was established, and the date of the first reform decrees issued by the Soviet government.

For the Chinese revolution, Area of Study Two has been extended to 1976, which corresponds to the death of Mao Zedong. No new key knowledge has been added at the end of Outcome Two. That's simply to give students the freedom to draw on historians who tend to periodize Chinese history ending with Mao's death. So as a reminder, these dates don't circumscribe what you're teaching, it's the key knowledge dot points.

Now as general advice for how you can begin planning your course, I would recommend that you download the Word document containing the Study Design from the VCAA website, and copy and paste those key knowledge dot points into a new document. Now, don't forget the key stem statements. It's sometimes tempting to just look at the list of names or events. But the key knowledge stem statements describe what kids need to be able to do with those knowledge.

So they give you clues about the skills. Then, take this key knowledge and begin rearranging it in chronological order. Because this is the most intuitive way to help teach kids history is to start with a narrative. And then to begin developing lessons, look for opportunities to chunk or gather related key knowledge outcomes together. And these will essentially form the individual lessons in your teaching plan. And you want to look for opportunities to form links between and reinforce understanding of those key knowledge dot points.

So that you can touch on the role of King George III multiple times. I'll first touch on it in connection with the British management of the colonies, which relates to the key knowledge dot point on events and conditions. And if you can map this out effectively, you should find that you'll have at least two opportunities, preferably more, to touch on each key knowledge outcome that you have to teach.

Now, because history is a content driven subject, so we're driving by what items in the narrative we're taking off, the most practical thing to do is to then turn this list of key knowledge items into a note taking prompt or a checklist that you can provide your students. So you can literally say, on your learning management software, or you could print a handout to your students saying, "This week, we will tick off these 10 items."

It's also helpful to provide students with guidance on where they can look to find further evidence about each of these, this might be page references. In a book that's a textbook, it might be the URL of a website, or it might be uploading copies of learning resources to your school's LMS.

If you are new to teaching revolutions, so you haven't taught previous Study Designs, then I would suggest that you consult with neighbouring schools with Revolutions Teachers Network, or failing that contacts the HTAV and try and gather some examples of what a weekly planner might look like. These can give you a starting point for understanding where I want to be up to by week two, where I want to be up to by week six.

So Outcome One, Causes of Revolution. Essentially it's asking students why the Revolution happened. Everything we cover in this Outcome is linking back to that big question on why the Revolution happened. The Study Design provides three inquiry questions which you can use to help focus your teaching in the classroom. And it can be helpful to bring kids back to these questions each lesson.

So the overarching question for the whole Area of Study is what were the significant causes of the revolution? And we sort of have two sub parts to that question, how did the actions of popular movements and key individuals contribute to triggering a revolution? So what are the sort of catalysts? And to what extent did social tensions and ideological conflicts contribute to the outbreak of revolution. These might be looked at as the longer term causes and tensions that build up gradually in society. There are four key knowledge dot points in the Study Design. Three of them are identical to the previous Study Design, the third has slightly changed.

So the previous Study Design asked you to teach students about the role of individuals in challenging the power of the existing order, you'll notice the addition of the word or maintaining the power of the existing order. So you might for example, look at the role of Count Pyotr Stolypin in helping support the Tsarist autocracy against revolutionary threats. Each of these stems is followed by a prescribed list with the verb "including". So everything listed after the verb "including" must be taught, because it can be used by the exam setting panel when they're formulating questions on the end of year exam. This is a difference from Unit One Two VCE Histories, which contain the phrase "such as", and give you general guidance that you can choose to follow or ignore, as suits the needs of your students. So you treat everything listed after that verb "including" as a checklist. It must be ticked off in the course of your teaching.

The key skills are aligned with the characteristics of study which are located on pages six to seven of the Study Design. And if you haven't yet read that, I'd highly recommend that you do so because they define history as a discipline, as a unique way of thinking and working and doing. So not just teaching kids a bunch of random facts about the past, but teaching them to look at the world through a certain lens and practise history as a set of skills.

Now, teachers can choose to teach each of these key skills individually. You could hypothetically have one lesson that focuses on evaluating sources, and another that focuses on analysing perspectives. But it is probably more practical to look for organic opportunities in that historical narrative.

So for example, if I'm teaching the Russian Revolution and I am introducing my students to the October Manifesto, this is an excellent opportunity for me to teach my students the evaluation of sources as evidence. I can ask my students to question, how reliable this document is in trusting the Tsars motives, or, in the same context, if I were teaching my students about the Bloody Sunday massacre, it would be helpful to teach my students the skill of analysing historical perspectives. I can ask them to look at evidence of how this event might be viewed from the perspective of the industrial workers who signed the workers petition. And I could look at it from the perspective of the Tsarist authorities who see themselves as preventing an outbreak of rioting and disorder. So in both lessons, I am encouraging my students to analyse the causes of revolution, and in both lessons I'm looking for an organic opportunity to teach specific skills.

Now, there is one new skill that has been added in this Study Design, highlighted in blue. Students are required to evaluate the extent of continuity and change. Essentially, this links to a corresponding key knowledge and key skill dot point the Area of Study Two, which I'll discuss in further depth later on. Basically, though, we want students to be able to draw actively on making comparisons and contrasts between what they're studying in both Outcomes, rather than atomizing and separating students' learning.

So for example, we might look at how between 1905 and 1917, Russians are becoming more assertive in demanding democracy and the Bolsheviks are growing in popularity and influence. This will then help students evaluate when they get to Outcome Two, the degree to which democracy and freedom are actually achieved by the Russian Revolution.

So a practical teaching idea. I found teaching the subject that weaker students especially attempted to view history as the construction of a grand narrative of storytelling. They want to tell you a story with a beginning, a middle and an end. And it's hard to get a lot of kids to move past this into thinking like a historian.

So after you've begun telling a story in the classroom, it's important to stop and explicitly model the language used by a historian for your students. And so this is a three step thinking model that's very effective in helping students in Outcome One.

The each key knowledge item that they're studying, students should be able to discuss the causes, the effects, and the significance.

So causes, why did this happen? What are the long and short term causes? What are the ideas that fed into people's thinking here? Who are the leaders that inspire people to take action? What were the groups that demonstrated or put pressure on the regime? The effect is what happened. So this is where students can describe and document reactions, impacts and responses. This is usually the bit that kids find the easiest. And then the third step in this argument model is the significance. Why does this matter? And, remembering those inquiry questions that frame Area of Study One, you're essentially asking students, how does this link forward to a revolutionary situation? A moment when the legitimacy and the authority and the grip on power of the ruling government are severely tested, and that allows a new government to take form?

So let's look at a practical example of this. This is how I might unpack the causes, the effects, and the significance of the Bloody Sunday massacre in the Russian Revolution. So for causes, we might look at long term causes. So Russia is going through its industrial revolution and we have poor conditions for Russian workers. The average Petersburg worker has a 13 hour day, forming a union is illegal. Our short term catalyst, we might look at the leaders and their ideas. So Father Georgy Gapon, is a reformist priest, has been influenced by liberal ideas, and these include pushing for democratic reforms like a State Duma.

So Gapon circulates a petition calling for workers to sign this petition to the Tsar saying we want truth, justice and protection. The effect, as a result of this discontentment and his petition, 150,000 protesters marched to the Winter Palace on the ninth of January 1905. The Tsar had left the capital two days earlier, as he usually did on a Friday afternoon, he left no instructions to the Petersburg Governor General. And so the Petersburg Governor General brought 12,000 soldiers, police and Cossacks on the streets and used force to disperse the protesters, killing 200 and wounding 800. What's the significance? This destroys the myth of the benevolent Tsar. Nicholas was now seen as Bloody Nicholas and this inspired a wave of protests across the Russian Empire against the autocracy. And this pressure ultimately led to the Tsar promising and then failing to follow through on democratic reforms. And that failure to bring about democracy then further weakened his regime and lead to his eventual overthrow.

So in practical terms, what I would do with my students is at the end of a week, at the end of a topic, I would create a shared document, you could do this in Google Docs or Office 365, with three columns. There would be prompts in each column on what sorts of things I'd like to see in there, I might give guidance. I might say you're not allowed to have more than three dot points, or you must have at least one date in this column. And I would divvy up topics between groups in a class.

So here, after we looked at the 1905 revolution, I might divide my class into five groups, one looking at the causes, affects and significance of Bloody Sunday, another at peasant rebellions, another at the Russo Japanese war, and other mutinies, and another looking at the role of liberal groups pushing for the October Manifesto. This helps complicate the narrative. This helps students look at history as a methodical step by step process. And it will help your students develop more sophisticated historical writing, they'll be less likely to try and tell you a story.

A simpler example of learning tasks you can use in Outcome One is this one here, it's a diamond ranking chart. And this supports the key skill on evaluating the contribution of different ideas and leaders to the development of the revolution. So a diamond ranking chart is a relatively simple task to set up. Provide your students with a statement or a question and nine pieces of supporting evidence.

So the example here is how important were each of the following in contributing to the Chinese Communist Party's victory in 1949. And there's a list of nine suggested items there. Now, what's the value of this task is that if you can put students into small groups and encourage them to form consensus, they're required to actively rank. Like I think Mao Zedong is more important than the Comintern, because, by the 1940s, the ideas of the Comintern had largely been rejected and replaced by the ideas of Mao Zedong. Or I think that the Shanghai Massacre is more important than the Long March because the Shanghai Massacre led to this break with the original orthodox Marxist vision of the Party. This is a task that can be done in as little as two minutes. If you just want kids to very quickly throw the ideas together, or it can be spread out into as much as 20 minutes if you force kids to go around and justify in detail each of these choices. This is also excellent in preparing students to respond to open ended assessments, such as extended responses or essay questions, because you're explicitly forcing students to prioritise and select what they think the most relevant evidence is.

So, for example, if students were answering an essay question about the causes of the Communist victory, and they had done a task like this beforehand, then what they will be choosing to put in their body paragraphs would essentially be the things they put in the top three items on the pyramid. If I put Zhu De down the bottom, or I put the war with Japan down the bottom, I'm not going to talk about those on my essay.

So let's talk about Outcome Two. The wording of Outcome Two has slightly changed, the changes are highlighted there in blue. So previously, the Outcome statement simply focused on the extent of change. Now, it says the extent of continuity and change in the post revolutionary society.

So the biggest change that teachers are being asked to make here is we want you to explicitly prompt students to look at whether or not the revolution is fulfilling its ideals. Whether or not the revolution is bringing about change, from that point that students are first immersed in this study in Outcome One. Once again, this is a set of inquiry questions here to help guide students in their study.

So the overarching question is, what were the consequences of the revolution? That's a very generic question. So drilling down a bit further, I think there's sort of three important questions that you need to bring students back to. How did the new regime consolidate its power? So once the old order has been overthrown, how do we secure legitimacy, authority and support for the new order? How do we overcome the doubters and dissenters? Secondly, what was the experiences of those who lived through the revolution? And we can link this, I suppose to a simple evaluation of are people's lives getting better? Was the revolution worth it? Did the revolution deliver on its promises? And that links to our third question, which is, to what extent was society changed? And to what extent were the revolutionary ideas achieved or compromised?

So we have four key knowledge dot points that are the same or only slightly tweaked. So the second key knowledge dot point, the changes and continuities. Previously, teachers were just asked to look at whether or not we had compromised our revolutionary ideals. Now, the word achieve has been added. So we're asking teachers and students to make active judgments. Did the revolutionary government succeed or fail? And it doesn't have to be a binary yes, no judgement , but students should be prepared to make that judgement . A slight tweak in the third key knowledge dot point on significant individuals, previously just said changed, now there is the verb "influenced" added.

So we can look at an individual who influenced the new society, even if it's contestable as to whether they changed it. And then we have a new key knowledge dot point, and I suspect that this will be the largest source of anxiety for teachers. So the new key knowledge dot point says the extent of continuity and change in society from the date that marks the beginning of Outcome One to the date that marks the end of Outcome Two.

Now, a very important point to note here, there is no including stem after this key knowledge dot point. There is no list of prescribed items that you must teach. The VCAA essentially expects that students will be drawing upon what they have studied in the other key knowledge dot points for Outcomes One and Outcome Two. So this is not intended to provide extra work for teachers and students, this is intended to provide extra freedom.

So what might the extent of continuity and change look like? Encourage your students to think holistically about the extent of change brought about by the revolution. That is, don't let students fall prey to periodization that says, oh, the causes of revolution ended on the 26th of October. Now we're no longer going to talk about anything before the 26th of October 1917. We're just going to focus on Sovnarkom.

So we want to examine continuity across the whole revolution. What is the experience of a Russian peasant in Tsarist Russia, an experience of a Russian peasant under the Provisional Government, and experience of a Russian peasant under Lenin's government. We want to give students the freedom here to draw on everything they've studied from the entire Study. And in practical terms, if your kids feel a bit overwhelmed by this, the easiest way to explain it to them is you can use stuff that you already used on your last SAC, on this SAC, or when we're preparing for the end of year exam, when you're answering a question, if it is relevant, you can put it in. There won't be a subheading, saying, you can't draw on anything before the 26th of October. The key skills for Area of Study Two remain unchanged. The only new key skill is the one that I've just discussed in detail, which is the evaluation of the extent of continuity and change in post revolutionary society.

Now, I mentioned before that I find it very helpful to give my students this explicit historical terminology so that we go back and unpack the story of the revolution. And so I use a slight variation when I'm teaching my students about Outcome Two. Whereas for Outcome One, I'm focused on the analysis of causation. That is, why does stuff happen? For Outcome Two, we're more focused on evaluating whether we achieve or compromise ideals.

So here's three subheadings you could use in prompting your students to take and organise their notes. So first step, the challenge, what is the challenge facing the revolutionary government? This might be a literal challenge, like a counter Revolutionary Army, trying to overthrow the government or it might be an ideological challenge? Are we able to achieve this thing we aspire to? Or it might be an aspiration? We want to transform society in a certain way, what are our goals?

Then, the second step is to look at the revolutionary government's response. It's much easier to focus students studying Area of Study Two, by looking at everything through the lens of that revolutionary government. What laws did they pass? What policies do they adopt? And if students can cite the relevant laws and policies, then they're able to analyse how we're trying to build a new society.

The third step is assessing outcomes. And you can drill down on this, you can encourage students, what are the intended versus the unintended outcomes? What are the positive versus the negative outcomes? Does one group in society benefit, while another group in society does not? And this is where you've also got that opportunity to identify the changes and continuities brought about by the revolution.

So another practical idea for how you might teach Outcome Two, and this links specifically to that new dot point on continuity and change, I would suggest that, once you've finished the narrative of the revolution, that your final lesson should prompt your students to go back over everything they've learned, and construct a comparison of the before, the during, and the after.

So you can identify the events and conditions that contributed to the outbreak of the revolution, like grievances of peasants, or new revolutionary ideas, like we're challenging the divine right of the king to rule. And then we can contrast that with experiments that occur throughout the course of the revolution, like we tried constructing a constitutional monarchy in France. Didn't work very well. Oh, it did work, it worked great. but all of the Republicans, yeah. So after a failed experiment in constitutional monarchy, then we experiment with popular republican democracy. And then that didn't work because the masses are uncontrollable. And so then we wind up with a republican government. But a republican government that like our pre revolutionary government is kind of aiming to suppress popular democratic movements in order to keep the rabble under control.

So it'd be good to work through, in particular, the two key knowledge dot points, I focus on closely here. For Outcome One, the events and conditions that contributed to the outbreak of revolution, and then for Outcome Two, the diverse experiences of different social groups and their responses. And you may be able to find a nice lineup between the two because you'll be able to look at how the grievances of peasants led to experiments and changes during the revolution. And then you can ask where the peasant actually got what they were expecting out of the revolution.

All right, let's briefly discuss assessment. Two assessment tasks remain unchanged in this Study Design, the historical inquiry and the essay. Two are new: the evaluation of historical sources and the extended responses. I'm going to give some detailed advice about the two new assessment formats. I'm also going to briefly talk about the historical inquiry.

Before I do, though, I want to give two reminders. So traditionally, if there are four Outcomes, and four prescribed assessments, a lot of schools then assume I am going to do four SACs, one in each format. But you have more freedom than this. So first of all, as Gerry noted, at the start of the session, you may choose to combine two task formats into a single outcome.

So when I'm looking at causes of the American Revolution, I might ask my students to do a 20 mark essay in 40 minutes in one period. And then I might ask my students to do a 30 minutes analysis of historical sources in an hour in another period. So this can give you a bit more flexibility in designing tasks. It can allow you to target a wider range of skills in each outcome. And the second thing that you might want to consider is you can break an outcome into multiple assessments. You don't have to do one giant 90 minutes assessment in a double period.

So if you are using SACs as formative assessment, and you want to spread out your marking load as a teacher, you might say, okay, in week five, my students will be doing an extended response on the Assembly of the Notables, and then in week seven, they'll be doing an extended response on the Estates General. So this allows your students to take the feedback you've given them on the first half of an outcome and apply it in improvements in the second half of the outcome. And as a teacher essentially halves and spreads out the marking that you're doing.

Okay, let's look at the specific assessment formats. So firstly, the evaluation of historical sources. This is essentially a combination of the analysis of primary sources and the evaluation of historical perspectives that appeared in the previous Study Design. So when you are designing an assessment for this, it could comprise primary or secondary sources, it will comprise written or visual sources. I would personally recommend that you choose a range of these so that you are giving students a range of prompts to work with, and so that they can try and find interactions between different types of sources. They may be able to use a secondary source and interpretation from a historian that helps them contextualise and interpret a primary source.

The VCAA would suggest that you prepare a range of structured questions, according to Bloom's taxonomy, so about 25% will be the low order questions with verbs like identify, describe, outline. Here you can have a series of short answers that provide an entry point for weak students. But also for your stronger students, you can put in explicit prompts that forced them to engage with specific parts of your sources, so that they pay closer attention to their context or to their provenance, or to the themes that are appearing in them. About 50% of the marks in this style of assessment should be devoted to mid order questions with verbs like explain. And here, I would suggest that you develop questions that require students to synthesise evidence from the sources with evidence from their own knowledge.

So here, if a student wants to achieve strongly, they need to show not only comprehension of the source, but the ability to contextualise the time period it was produced in or pick up on the illusions of arguments that it's referring to, and then fill in those gaps with things that they've studied on their own. And then we'd suggest about 25% of marks should be allocated to a high order question, something with a verb like evaluate or a phrase like "to what extent". This is a good opportunity for an extended response question. Something worth a significant chunk of marks, something that requires a sustained argument that takes planning and thought and consideration. And if you've presented students with three or four different sources, this is also where you can provide them with a big open ended question that requires to use all of them.

So here's an example of what an evaluation of historical sources SAC might look like. I've chosen three sources for my students. Two of them are secondary sources, an extract from Orlando Figes on why the Bolsheviks had popular support and an extract from Richard Pipes on how the Bolsheviks were essentially just really conspiratorial. They didn't have popular support at all. They planned and launched a very efficient coup d'etat. Then my third source would be a primary source. I might pick like a letter from Lenin to the Central Committee saying, we, the Bolsheviks can and must seize state power.

So I'll start with a low order identify question, it's only worth three marks. And it simply requires students to closely read source one. And this is because before students engage with the second source, which essentially says the Bolsheviks have no popular support, I want them to engage in the first source and balance that with a different historian's interpretation.

Question two, slightly more complex, students could still answer this just using information in the source, but here I'm asking students for inference. I'm asking them outline what source two suggests about the methods used by the Bolshevik Party. So the student can begin forming reasonable conclusions.

Question three, a sort of traditional mid order question, explain why this source was created, refer to the source from your own knowledge in your response. So here students would need to demonstrate contextual knowledge of the challenges facing Lenin at this time.

Question four, a comparison, invites students to compare the merits of two viewpoints or compare the reliability of two sources. And then question five is that higher order extended response question that's intended to really discriminate. It requires students to draw on all three sources. It's also a very open ended question that allows students to draw on a lot of key knowledge from Outcome One, rather than something very specific. So that's an example of the evaluation of historical sources.

Next, let's look at the extended response. I suppose it's easier to define what an extended response isn't. It isn't an essay. There's no formal structural requirements like an introduction or conclusion, there's no fixed expectation of length. You could design an extended response assessment where students write a 100 word response, you could design an assessment where they have to write a 400 word response, although we are getting into short essay territory then.

So what is an extended response? It is a concise, but structured and sustained historical argument. So it's an argument that's going to work in steps, it's going to flesh out ideas with evidence. The response length might be 100 to 200 words as a very rough guideline. It might use command terms that include analyse, explain, evaluate, or it could even be evaluative: "to what extent". It should invite students to present a range of possible evidence, including historical perspectives and historical interpretations. There should be opportunities for questions that assess breadth of knowledge.

So a question that gives students a great choice, and they can draw on a large swath of key knowledge that they've gathered. But there could also be opportunities for questions that explore in great depth, encouraging students to drill down into a key knowledge dot point in great detail. An extended response is an opportunity for students to demonstrate a particular skill.

So for example, if we want students to evaluate continuity and change, we really need to give students the space to describe the before and the after. So let's have a look at four different examples of what extended responses might look like. So first up, this looks a bit like a traditional exam question. Explain how objections to taxation without representation contributed to the development of the revolution, up to the Fourth of July 1776.

So this essentially prompt students to construct a causational argument that is how does A lead to B. And because it gives both a starting and ending point, we're encouraging students to build a multi step linear argument. So how does A lead to B leads to C leads to the Declaration of Independence, and students can choose what steps they want to try and bridge the two. So this would allow students the freedom to explain how we get from A to C, in whatever manner they choose fit. It's still fairly broad, it's going to discriminate, because strong kids will pick judiciously, of very relevant events and weak kids will oversimplify, and will skip past things they don't understand.

Second question, explain the difference between the intended and actual outcomes of the Great Leap Forward. Now this is kind of the opposite of the last question, although it does resemble some of our past exam questions. This requires students to drill down into a single key knowledge dot point in great detail. You'd want to balance these two styles of questions on a SAC because if you just gave this second sort of question on a SAC, you'll have lots of panic attacks and your kids won't be able to show off the best of their learning. But putting in a challenging question like this on a SAC is something that will help discriminate. It is something that will help your strongest students show off the real depth of what they know.

The third example here, literally just takes one of the key knowledge stems. So we've deleted all of the list of prescribed items after it, and we're asking students to choose, of their own accord, which they think are relevant, which they want to demonstrate their knowledge on. So this is quite accessible. Using three or four main points, analyse how different revolutionary ideas challenge the government of Russia, between 1896 and 1917. And so my students could choose to talk about liberal reforms and ideas, or they could choose to talk about orthodox Marxism, they could choose to talk about Marxism Leninism.

The fourth question, here again, this is literally just taking one of the key knowledge stems from the Study Design. This one adds some general prompts though, and these prompts would match the learning activities that we've undertaken in class. So it says evaluate the extent of change and continuity in French society from 74 to 95. Comment on at least two of the following: how France was governed, how revolutionary ideas influenced societies, and or the rights of a particular social group.

Now it's not new, but I will very briefly touch on the historical inquiry. As Gerry mentioned earlier, the Advice for Teachers, well I shouldn't say documents, the Advice for Teachers website, on the VCAA website, now provides detailed step by step advice on designing and implementing this Outcome. Because this was the one that caused the most stress for teachers. I will just give you two general reminders and a very general guideline on how you might tackle this Outcome.

So first of all, to ensure that your assessment is efficient, you absolutely must make sure that you set a very limited timeframe for this. So the VCAA recommends in general, about 90 minutes is good for a SAC. Like that's long enough that you can engage in sustained assessments, but short enough that it won't unduly add to kids' workload. For Historical Inquiry, this is probably not enough. But we'd still recommend that you have a very limited timeframe, perhaps no more than two or three lessons for researching and gathering evidence, and no more than one lesson for actually writing up a report or answering structured questions.

Another piece of practical advice is that you need to ensure that this task is designed in a manner that allows you to authenticate student work. So while I might invite my Unit One, Two History students to conduct research and draft an essay at home, with my Unit Three, Four students, I need to be aware that they might be getting the assistance of a tutor, or they may purchase an essay from a student from a previous year. So to ensure the authentication of student work, make sure you're collecting student's work at the end of each lesson and returning at the start of the next lesson. And as a very general guideline on how you might design a Historical Inquiry, you might spend one lesson designing and unpacking a research question. You might then allocate one to three lessons of supervised research and note taking.

Remember, you're collecting students notes at the end of each lesson and returning them at the start of the next. And then in your final lesson, that becomes your exam conditions write-up, where students just use the notes that they've taken in previous lessons. You could have them answer a question that they designed themselves at the start of the task and that you vetted, or you could have them answer questions in a task that you've designed yourself. You could give them fixed extended response questions, you could give them a source based task, or you could give them an essay question to answer under exam conditions.

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