VCE History Units 3 and 4: Revolutions: Performance descriptors

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| **Revolutions**  **School-assessed Coursework** | | | | | | | | | | |
| **Performance descriptors** | | | | | | | | | | |
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| **Units 3 and 4**  **Outcome 1**  ***Analyse the causes of revolution, and evaluate the contribution of significant events, ideas, ~~events,~~ individuals and popular movements.*** | **Characteristics of study** | **Key skill** | **DESCRIPTOR: typical performance in each range** | | | | | | | |
| **Ask historical questions.** | **Ask and use a range of historical questions to explore the causes of the revolution.** | Ask relevant questions. | Ask specific, open-ended questions. | Ask questions that explore the causes of the revolution. | Use questions to direct inquiry. | Ask sub-questions that help answer central question. | | Evaluate how effectively questions guide the historical inquiry. | |
| **Use sources as evidence.** | **Evaluate sources for use as evidence.** | Identify content of source(s). | Describe content of source(s). | Explain context of source(s). | Explain meaning/ inferences of source(s). | Explains purpose  of source(s). | | Discuss relationship between content, context, and purpose of source(s). | |
| Identify reliable content of a source. | Identify useful content of a source. | Describe the reliability and/or usefulness of source(s). | Corroborate sources to determine reliability and/or usefulness. | Explain how/why source(s) are reliable and useful as evidence. | | Evaluate the reliability and usefulness of source(s) as evidence. | |
| **Explore historical perspectives.** | **Analyse the perspectives of people during the development of the revolution and how perspectives changed and/or remained the same over time.** | Identify a perspective from the past. | Summarise perspective(s) from the past. | Explain perspective(s) of people in their historical context. | Compare perspectives from  the past. | Determine how events, ideas, individuals and popular movements influenced perspectives from  the past. | | Analyse how perspectives have changed and/or remained the same over time. | |
| **Use historical interpretations.** | **Evaluate historical interpretations about the causes of the revolution.** | Identify a historian’s interpretation. | Summarise a historian’s interpretation. | Explain a historian’s interpretation. | Question historian(s) interpretations. | Compare historians’ interpretations. | | Evaluate historian’s interpretations. | |
| **Analyse cause and consequence.** | **Analyse the causes of the revolution.** | Identify a cause. | Describe cause(s). | Explain how events, ideas, individuals, or popular movements caused the revolution. | Distinguish between long-term causes and short-term triggers. | Explain why events, ideas, individuals, or popular movements have varying levels of influence in causing the revolution. | | Analyse how causes affect each other and have intended/ unintended consequences. | |
| **Identify continuity and change.** | **Evaluate the extent of continuity and change in ideas, individuals and popular movements in the development of the revolution.** | Identify a continuity. | Describe how a continuity occurred. | Describe how a pattern of continuity can vary in pace and direction. | Explain why continuity occurred. | Analyse how events, ideas, individuals or popular movements contributed to continuity. | | Evaluate the overall extent of continuity and change by referring to events, ideas, individuals, *and* popular movements. | |
| Identify a change. | Describe how a change occurred. | Describe how a pattern of change can vary in pace and direction. | Explain why change occurred. | Analyse how events, ideas, individuals or popular movements contributed to change. | |
| **Establish historical significance.** | **Evaluate the historical significance of events, ideas, individuals and popular movements that contributed to the outbreak of the revolution.** | Identify historical significance. | Describe historical significance. | Explain why events, ideas, individuals, and popular movements were historically significant. | Determine historical significance from sources. | Use explicit criteria to determine historical significance. | | Evaluate historical significance using multiple types of evidence and sources. | |
| **Construct historical arguments.** | **Construct arguments about the causes of the revolution using sources as evidence.** | Identifies accurate knowledge in response to a question. | Writes narrative in response to a question. | Identifies key ideas for a historical argument in response to a question. | Use relevant knowledge and evidence in response to a question. | Explains the relationship between historical knowledge, evidence, and concepts in response to a question. | | Synthesis of knowledge, evidence, and concepts into a historical argument. | |

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| **Revolutions**  **School-assessed Coursework** | | | | | | | | | | |
| **Performance descriptors** | | | | | | | | | | |
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| **Units 3 and 4**  **Outcome 2**  ***Analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.*** | **Characteristics of study** | **Key skill** | **DESCRIPTOR: typical performance in each range** | | | | | | | |
| **Ask historical questions.** | **Ask and use a range of historical questions to explore the consequences of the revolution.** | Ask relevant questions. | Ask specific, open-ended questions. | Ask questions that explore the consequences of the revolution | Use questions to direct inquiry. | Ask sub-questions that help answer central question. | | Evaluate how effectively questions guide the historical inquiry. | |
| **Use sources as evidence.** | **Evaluate sources for use as evidence.** | Identify content  of source(s). | Explain content of source(s). | Explain context  of source(s). | Explain meaning/ inferences of source(s). | Explains purpose  of source(s). | | Discuss relationship between content, context, and purpose of source(s). | |
| Identify reliable content of a source. | Identify useful content of a source. | Describe the reliability and/or usefulness of source(s). | Corroborate sources to determine reliability and/or usefulness. | Explain how/why source(s) are reliable and useful as evidence. | | Evaluate the reliability and usefulness of source(s) as evidence. | |
| **Explore historical perspectives.** | **Analyse the perspectives of people on the post-revolutionary society and how perspectives changed and/or remained the same over time.** | Identify a perspective from the past. | Summarise perspective(s) from the past. | Explain perspective(s) of people in their historical context. | Compare perspectives from the past. | Determine how the consequences of the revolution influenced perspectives from the past. | | Analyse how perspectives have changed and/or remained the same over time. | |
| **Use historical interpretations.** | **Evaluate historical interpretations about the consequences of the revolution.** | Identify a historian’s interpretation. | Summarise a historian’s interpretation. | Explain a historian’s interpretation. | Question historian’s interpretations. | Compare historians’ interpretations. | | Evaluate historian’s interpretations. | |
| **Analyse cause and consequence.** | **Analyse the consequences of the revolution.** | Identify a consequence. | Describe consequence(s). | Explain how change was a consequence of the revolution. | Distinguish between long-term and short-term consequences. | Explains intended and unintended consequences of the revolution. | | Analyse how consequences affect each other. | |
| **Identify continuity and change.** | **Evaluate the extent of continuity and change in the post-revolutionary society.** | Identify a continuity. | Describe how a continuity occurred. | Describe how a pattern of continuity can vary in pace and direction. | Explain why continuity occurred. | Analyse the conditions that contributed to continuity. | | Evaluate the overall extent of continuity and change in the post-revolutionary society. | |
| Identify a change. | Describe how a change occurred. | Describe how a pattern of change can vary in pace and direction. | Explain why change occurred. | Analyse the conditions that contributed to change. | |
| **Identify continuity and change.** | **Evaluate the extent to which a crisis maintained continuity and/or brought change in the post-revolutionary society.** | Identify a continuity. | Describe how a continuity occurred. | Describe a pattern of continuity can vary in pace and direction. | Explain why continuity occurred. | Analyse the conditions in which the crisis brought continuity. | | Evaluate the overall extent of continuity and change by referring to roles, motives, *and* the influence of key individuals. | |
| Identify a change. | Describe how change occurred. | Describe a pattern of change can vary in pace and direction. | Explain why change occurred. | Analyse the conditions in which the crisis brought change. | |
| **Establish historical significance.** | **Evaluate the historical significance of the consequences of the revolution.** | Identify historical significance. | Describe historical significance. | Explain why ideas, events and individuals were historically significant. | Determine historical significance from sources. | Use explicit criteria to determine historical significance. | | Evaluate historical significance using multiple types of evidence and sources. | |
| **Construct historical arguments.** | **Construct arguments about the consequences of the revolution using sources as evidence.** | Identifies accurate knowledge in response to a question. | Writes narrative in response to a question. | Identifies key ideas for a historical argument in response to a question. | Use relevant knowledge and evidence in response to a question. | Explains the relationship between historical knowledge, evidence, and concepts in response to a question. | | Synthesis of knowledge, evidence, and concepts into a historical argument. | |