So this slide provides an outline of the session and what we're going to explore.

So today we'll be looking at what the 2022 to 2026 VCE History Study Design provides at a glance, we're going to be looking at the key features of the Units One and Two Empire Study Design. We'll provide an overview of the key knowledge and the key skills in each area of study, as well as some practical teaching ideas for how to teach these skills. And also to prepare assessment tasks. There will then be an opportunity for questions at the end, so just use the chat function for that.

Okay, so at a glance, the Empires Study Design follows a clear structure. Each Unit is structured in the same way. So you select One Empire to Study in each unit. And within each Unit there are Two areas of study: area of Study One the rise of Empires and area of Study Two encounters challenge and change. For revolution teachers or senior history teachers the structure will be kind of comforting to you. It will be familiar to you. But for everyone, it's a very easy structure to navigate and we'll explore more about the advantages in this session.

On this slide is a list of modifications to the Study Design and some things to look out for as you are navigating it. So Empires underwent a major review this time around, and there has been a subsequent reorganisation and clarification of the outcome. There's been major refinement of these with a focus on the features the rise and expansion of Empires, and a focus on the challenges changes and consequences of Imperial expansion. The key knowledge has been refined and clarified and is much more applicable to a range of different contexts. And the key skills have been refined and aligned with other Units One and Two histories. Changes mean that Unit Two outcomes are a repeat of Unit One, and schools may offer Unit One and Two. So offering One Empire for Unit One and One Empire for Unit Two, or as Gerry mentioned earlier, Unit One only as One Empire or Unit Two only as One Empire. So you will remember that schools may select a Unit One or Unit Two from Unit One and Two Modern history or Units One and Two Ancient History in order to meet that Unit One Two sequence.

So, the features of a Study Design enable you to have some flexibility of choice in how you develop your teaching and learning plan. So, what you should be considering in putting together your learning structure is the Empires for consideration. So, you can see there is quite an extensive list on the slide there. Some things you might wish to reflect on as you're developing your program is what is currently being offered at your school? And is it helping to maximise your enrolment in history? What could you be offering? And how could you be strategic in the selection of Unit One and Unit Two, from this new Study Design to potentially attract more students to study? What Units Three and Four Will you be offering? And what is the pathway through Units One and Two? And how may these pathways attract and retain students? And how do we use flexibility of choice and the variety of contexts in Units One and Two to maximise student interests in selecting VCE history. Think about some opportunities for breadth, depth, and variety across the units. Are there some untapped opportunities for more dynamic diverse context to be studied in these units.

Remember, you can be creative about the combinations of Units One and Two that you put together. And you can also be creative about the selection of context that you might use within these units. Consider the foundational context for your Unit Three and Four history studies that may attract a wider range of students. And it may be time to think about how you could perhaps refresh your curriculum to keep it dynamic, different and engaging. For example, a school could choose to offer a Unit One Empires and a Unit to Modern at year eleven. One of the strengths of the Study Design is that it enables teachers to create a really robust and interesting historical narrative. So for example, when you're developing your curriculum, you could consider pairing together Empires that intersect with One another historically. So for example, you could combine a Study of the Venetians in Unit One, with a Study of the Ottomans in Unit Two, or equally the Spanish in Unit One, all of that tension that arises with the Spanish Armada, and then the British Empire in Unit Two. You could also consider Empires that rise and fall. So you could do a breath study, you could look at the rise of the Ming, and then the Ching and its decline, the Mughal and the British.

Another really interesting way to interpret the Study is you could look at how Empires establish settler colonies versus Empires that establish mercantile economies. So for example, you could do kind of quite a compare and contrast Study between the British and their settler colonialism versus the Dutch and the way that they're using their merchants to colonise in the same way. Equally, Empires, you can select Empires that built a deep content knowledge of the Units Three and Four studies that you'll be offering. So for example, if you are planning on offering Units Three and Four Australian History, it makes real sense to offer the British Empire as a depth study. Equally, if you're planning on running revolutions, you have many options there, you've got the Russian Empire, the Ching, and the French Empire as well. So there's lots of opportunities for planning those sequences.

What you see on your screen now is a description of area of Study One. And outcome One is essentially asking students to be able to explain the different social, political, economic, and religious features of a particular Empire in order to understand why it was able to expand and to become a dominant power. An often ignored, but really useful part of the Study Design are the inquiry questions, and you can see them on your screen. The inquiry questions are a really useful feature of the Study Design, and they can be used really effectively to structure the course you develop. Equally, that can be really helpful framing questions for students. So I do encourage you to check those out.

On the screen you can see the key knowledge points from area Study One the rise of Empires. It's the stem of each key knowledge point that are common to each Empire and that should guide your course planning. Each stem is followed by such as and a list of suggestions. Wherever you say the term such as in this Study Design, you need to remember that anything that follows is to be treated as a suggestion only. It is not mandatory content.

Depending on the Empire you select will determine what is relevant, or what is not relevant and how it may become specific to the course that you develop. This is different to what you will see in Units Three and Four, for example, revolutions which will use the verb including after each key knowledge stem. In the context of Units Three and Four, that content is mandatory.

The key skills are aligned to the characteristics of Study on pages six and seven of the new Study Design. All history teachers should start by reading these pages which seeks 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 lesson on evaluating perspectives. However, it's probably more practical to incorporate the use of each skill organically, dependent on the key knowledge outcomes taught in an individual lesson.

Different knowledge may lend itself to exploration via particular skills. So for example, if you were looking at the significant individuals of Ferdinand and Isabella within the Spanish Empire, it makes real sense to analyse primary and secondary sources that describe their actions and impacts. Students need to be taught these skills explicitly prior to being able to deploy them holistically. So it is something you need to incorporate into your practice. There is progression from the F to 10 history skills into the VCE Units One and Two. And that progresses then into Units three, and four.

So what follows is a series of teaching and learning ideas. What I've tried to do is pair together key skills and the key knowledge in order to demonstrate the way that they can work together. I've also incorporated a very varied kind of selection of the Empires, to illustrate the many opportunities for the Study Design. So some of these obviously will be more relevant to you than others.

The first example I have here is pairing the skill of analysing sources for use as evidence with the key knowledge of the physical environment and how it contributed to the development of the Empire. The context in this case, I've chosen the Venetian Empire. A task you might like to do is the source based task looking at how did the geography of the Venetian Empire assist in its development. In order to do this, you could present students with a series of sources, such as contemporary works of art, or primary sources such as city laws, which help students to explore this theme in more detail.

Due to VCAA's copyright restrictions, I unfortunately can't show you these sources. But I've listed some sources here that you may like to use, they are easily accessible via a Google search. You may like to look at more complex images. For example, the view of Venice by de'Barbari that's listed there, as a class and model the kinds of observations a historian may make. For example, de'Barbari's map depicts the centrality of sea trade to the Venetian Empire and the Grand Canal, which would have been a major artery through the city itself. Equally, you might point out to students issues with scales and references to mythological figures, you could talk about why the artist may have made these choices, as well as the instrumentality of the image.

Here is an additional learning idea. So this is in the context of the Ming Empire and I have paired the key skill of constructing arguments about the rise and expansion of an Empire using sources as evidence and how political power was organised and expressed by the Empire. So the Ming Empire had a really well organised and effective bureaucratic system, which enabled them to consolidate power in the newly conquered territories. Interestingly, it was a merit based civil service. You could present students with a description of how the political system worked and ask them to consider how this may have aided in the expansion and maintenance of the Empire. Ask students to complete an extended response outlining the attributes and the impacts of the Ming political system.

This is an example of a kind of diagram you might use to scaffold students in undertaking this activity. It's called a lotus diagram. Lotus diagrams are versatile and they can be particularly useful in aiding students to synthesise their knowledge of a particular aspect of the study. These kinds of activities also model for students the way in which they might like to proceed through their Study of senior history and organise their thinking.

This is a particularly useful graphic organiser for students to use, even in Units Three and Four. So if you can take the opportunity to familiarise students with tools such as these in Units One and Two, you will assist them as they continue their VCE pathway. An additional context could be in the Mughal Empire.

Here I've paired the key skill of analysing cause and consequences of the rise and expansion of Empire with significant individuals who may have influenced, contributed to, and or undermined the Empire. This inquiry would be based around the Mughal Emperor Akbar. Ask the students to map the achievements of Akbar, including his political, social and economic reforms. And then you could move on to ask students to rank them in terms of significance.

Here's a list of topics that you might allocate to students investigating the role of Akbar. There are many ways you could frame this kind of inquiry. For example, you might ask students to create a podcast, a fact sheet, a blog, or a web page on their chosen topic. Once students have produced that fact sheet, or that initial part, a nice way to prompt students into deeper engagement with all of the topics is to use a criteria such as Partington's to establish the significance of each factor and debate their findings. You could ask students to rank his achievements from most to least significant. On the screen is Partington's criteria. And these ask students to consider these criteria when establishing historical significance. You may choose to use another criteria such as Councils five R's, or you could even establish a class criteria for significance. Either way, these kinds of frameworks can be a useful touchstone for students, each time you revisit the concept of significance, and they can be used in many different ways.

Okay, outcome Two of this Study is entitled encounters, challenge, and change. And it's in this outcome, students will explore the kinds of problems faced by the Empire, and the way in which it adapted in order to meet these challenges. An important feature of this outcome is that students are required to examine the consequences of Imperial expansion for multiple stakeholders, not just the Empire itself, namely indigenous people and subject populations.

Again, you can see that this area of Study is framed by a series of inquiry questions. These are again a very useful feature of the Study Design, and again, they can be used to effectively structure the course. Equally, you can provide them to students to provide them with scaffolding around how you are going to make your way through the study. Similarly, as in area of Study One, the key knowledge points are outlined here. And again, it's the stem of each key knowledge point that is common to each Empire, and should guide your course planning. Each stem is followed by a such as and a list of suggestions, which are not mandatory, they are suggestions only. So only choose those suggestions there are applicable to the context that you're choosing to unpack.

The key skills for outcome Two reflect those in outcome One, and the same advice applies for teaching these skills. Again, consider how these skills might be applied in conjunction with the key knowledge, to build students' historical competency. What follows are a series of key teaching and learning ideas for you for area of Study two.

So in this case I've used the context of the Ottoman Empire, and I have paired the skill of identifying different historical interpretations about challenges and changes to an Empire to the key knowledge point, which is the extent to which power and authority changed or remained the same. This particular activity is called an annotated ledger, and I'll show you an image of that shortly. The topic that I've chosen to explore in this annotated ledger is the decline of the Ottoman Empire. With this particular activity, you can use either a selection of primary or secondary sources that outline the internal and external problems that plagued the Empire from 1566. And you can use these sources as a basis for an extended response.

Here's an example for how you might ask students to engage with different sources. It works well with primary sources, but I find it particularly useful for exploring historical interpretations. The structure is simple. Choose Two sources that you would like students to work with. This activity works really well if you can present different or contradictory points of view. Ask students to work in a pair with each student carefully reading and annotating the source, then ask the pair to discuss their findings, and complete the questions together. They can then share their thinking with the class. They can then also use this work in developing an extended response.

This example is from the British Empire, I have paired the key skill of explaining the consequences of the challenging changes to the Empire, with the key knowledge point of the rise of colonial identities and cultures, and their contribution to Imperial identity. One of the key features of the British Empire and its expansion into the United States of America, sorry, America, the American colonies, was the Great Awakening. So, in this activity, you could ask students to create a cause and consequences web, based on a guided inquiry into the development, key beliefs, and the impacts of the Great Awakening. Ask students to identify the causes of the movement and the consequences, and record them in a visual representation.

Here is a model for a cause and consequences web. You could scaffold weaker students by populating some of these boxes for them. It provides a good opportunity for you to revisit key historical concepts, such as cause and consequence, but it also aids students in digging a little bit deeper into what might constitute a long term or short term cause or the consequences of a particular historical phenomenon. It also is an activity that you can use over a unit. So you can ask students to populate causes, then you can do some learning, and then they can come back and populate the consequences part of the organiser.

Finally, some assessment ideas. These have been covered in the introduction presentation by Gerry, but the main changes to note are the amalgamation of an analysis of primary sources, and an evaluation of historical interpretations into an evaluation of historical sources. In practise, this means that you can construct a task where students can respond to both primary and secondary sources within the One task. It's very simple it's, what historians do.

There has also been the addition of extended responses here, which you may find is a useful preparatory tasks in Units Three and Four. Two additional tasks have been added, short answer questions, as well as a multimedia presentation. Please note that these are only features of the Units One and Two Study Design, they are not applicable across Three and Four. While schools must undertake Four assessment tasks, they do have a choice in the Designing of those tasks, and you should be Designing tasks that meet the needs of your students.

For example, a school may choose to combine Two formats into a single outcome, such as combining an evaluation of historical sources with an extended response. Schools may also choose to divide One large outcome into Two smaller tasks. So for example, you may ask students to complete a multimedia presentation, as well as complete a series of short answer questions. So you can be flexible in how you Design these tasks.

Here's an example of how you could step out a combination task, a historical inquiry, and a multimedia task. Depending on the needs of your students, you may decide that it's appropriate to give them a set of inquiry questions, provide a research table, fact sheets or templates. So you can use whatever scaffolding is appropriate to your students. You can also set your own parameters around the requirements of the multimedia component.

For example, you might ask students to produce a video a podcast, or even a live presentation. It's helpful to ask students to complete a written component in addition to the presentation, as this helps them to synthesise and share their findings with the class.

You can see the example I've Designed here is a Four step process. So in the first step, students are engaging in a preliminary exploration of the Atlantic slave trade, they undertake some pre-research. From there, they can develop their own inquiry question. Step two, students undertake research on their said question, and they can record their research findings in a table and a bibliography, you may choose to sign off on those as a checkpoint task. Step three, students create a One page fact sheet for their peers, and a multimedia presentation, which they'll deliver to the class. And then step four. Students complete a self assessment and peer review of one or more presentations. Teachers also would give feedback at this point. But you can see there's a lot of flexibility in the Design of these assessment tasks.

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