## Contents

**Introduction** ................................................................................................................................... 1  
**Administration** .............................................................................................................................. 1  
**Curriculum** ..................................................................................................................................... 1  
  - Developing a course ................................................................................................................... 1  
  - Historical thinking ...................................................................................................................... 1  
  - Employability skills .................................................................................................................... 6  
  - Resources ................................................................................................................................... 6  
**Assessment** ................................................................................................................................... 6  
  - Scope of tasks ............................................................................................................................ 8  
**Authentication** ............................................................................................................................... 9  
**Learning activities** ...................................................................................................................... 10  
  - Unit 1: Twentieth century history 1918–1939............................................................................. 10  
  - Unit 2: Twentieth century history 1945–2000.......................................................................... 12  
**Appendix 1: Employability skills** ............................................................................................... 15  
**Appendix 2: Example of a weekly course outline** ..................................................................... 16
Introduction

The VCE Twentieth Century History Advice for teachers 2016–2020 provides curriculum and assessment advice for Units 1 and 2. It contains advice for developing a course with examples of teaching and learning activities and resources for each unit.

The course developed and delivered to students must be in accordance with the VCE History Study Design 2016–2020.

Administration

Advice on matters related to the administration of Victorian Certificate of Education (VCE) assessment is published annually in the VCE and VCAL Administrative Handbook. Updates to matters related to the administration of VCE assessment are published in the VCAA Bulletin.

Curriculum

Developing a course

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. The areas of study describe the learning context and the knowledge and skills required for the demonstration of each outcome.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcomes in each unit.

All units in VCE History are constructed on the basis of 50 hours class contact time.

Example weekly course outlines are provided in Appendix 2. They are not intended as prescriptions.

Historical thinking

Specific historical thinking concepts that underpin the treatment of key knowledge and skills are outlined in the Characteristics of the study on page 10 of the VCE History Study Design. Teachers are advised to explicitly teach the skills that characterise historical thinking. These include: ask historical questions, establish historical significance, use sources as evidence, identify continuity and change, analyse cause and consequence, explore historical perspectives, examine ethical dimensions of history and construct historical arguments. These skills should shape the teaching program and assessment and should not be taught in isolation. They should inform students’ historical inquiry. A single assessment should provide the opportunity for students to demonstrate understanding and application of more than one skill.
Ask historical questions

At the core of historical inquiry is the ability to ask questions about the past. These should be drawn from the key concepts relating to the knowledge and skills that underpin the outcome statements. Teachers are advised to encourage students to examine the questions framing each area of study by asking: What type of question is it? What type of thinking is involved in this question? What is this question asking you to think about? What focus questions do you need to ask to help explain, analyse and evaluate key knowledge? What questions do you need to ask when exploring the outcome?

A good historical question could include the following components:

<table>
<thead>
<tr>
<th>Type of thinking</th>
<th>Type of question</th>
<th>Historical thinking concepts</th>
<th>Key knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>Who...?</td>
<td>Significance</td>
<td>Use key knowledge from the Study Design when contextualising a question.</td>
</tr>
<tr>
<td>Describe</td>
<td>What...?</td>
<td>Evidence</td>
<td></td>
</tr>
<tr>
<td>Explain</td>
<td>When...?</td>
<td>Continuity and change</td>
<td></td>
</tr>
<tr>
<td>Analyse</td>
<td>Where...?</td>
<td>Cause and consequence</td>
<td></td>
</tr>
<tr>
<td>Evaluate</td>
<td>How...?</td>
<td>Perspectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why...?</td>
<td>Ethical dimensions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Historical arguments</td>
<td></td>
</tr>
</tbody>
</table>

Historical questions could include: What caused the expansion of New Kingdom Egypt? What were the perspectives of the coloniser and the indigenous peoples in North America? Who significantly contributed to change during the Enlightenment? What were the consequences of post-World War One reparations for Germany? How did the Bauhaus movement influence cultural change? What were the consequences of the Boston Massacre? Why did Mao Zedong introduce the Great Leap Forward? How did the anti-war movement change attitudes to international involvement in the Vietnam War? Who significantly contributed to changing attitudes towards Australian immigration policy? How did differing conceptions of identity within American settler societies affect their actions and choices during the American War of Independence?

Establish historical significance

Ascribing historical significance involves applying evaluative judgments about the past. To establish the historical significance of an event, an idea, an individual or a group, students should use questions or criteria to construct an evidence-based historical argument. When making an evaluative judgment, students could ask questions such as:

- How important was it to people who lived at that time?
- How many people were affected?
- To what extent were people’s lives changed?
- What does it reveal about the period?
- How long lasting were the consequences?
- Can the consequences still be felt today?
- What is its legacy?
Establishing historical significance often requires the application of other historical thinking skills. For example, the question: What were the most significant causes of the American Revolution? requires students to identify and analyse multiple causes, organise them into the conditional factors (social, cultural, historical, economic, environmental, political causes), use questions or criteria to judge, and draw on multiple sources of evidence to construct their historical arguments, establishing the most significant. This is an example of using multiple historical skills to engage students’ historical thinking.

**Use sources as evidence**

Developing historical thinking requires students to apply the historian’s method of interrogating and corroborating sources so that they can be used as evidence when constructing historical inquiry.

Primary sources are the building blocks of historical thinking and are fundamental to students’ understanding and interpretation of the past. They are created at the time of the event or shortly afterwards and may be visual, written, audio, audiovisual and artefacts. Secondary sources, such as textbooks or historical interpretations made by historians or commentators, often draw on primary sources to present an argument or interpretation of the past. Students should be encouraged to find, collect, select and evaluate the significance of sources to illuminate the historical questions they ask.

Just as they ask historical questions, students should ask questions of sources, such as: What type of source is it? Who wrote or created it? When and where and who was the intended audience? This can be followed by questions that contextualise the source in a time and place: When and where was it written? What was happening at the time of creation? What events are described in the source? Who is represented? How might the events or conditions at the time in which the document was created affect its content? Teachers are advised to teach students to read sources not only as a means of finding information, or ‘proof’ or evidence for an argument, but also to investigate the language and meaning in the context in which they were created.

Students should also read sources closely, asking questions about literal and symbolic elements, and considering questions such as: What claims does the author make? and How does the author use language, words, symbols, gestures, colours to persuade the audience? Students can then pose questions about the purpose, accuracy and reliability of sources: What is the author’s perspective or intention? What claims is the author making? Why did they create it? Can the source be corroborated by other sources? What do other sources say? Do they agree or contradict this source? Is it an accurate representation? Is it a reliable source? Why or why not? Corroborating sources is an important skill for developing historical thinking. It is advised that students use multiple sources when drawing on key knowledge or constructing arguments; for example, an assessment task could include a primary visual, primary written, and two contrasting historical interpretations.
Identify continuity and change

Developing students’ ability to make judgments and construct arguments about the past requires developing the ability to identify when change occurred or when things continued unchanged, as well as causes of change. Students’ ability to make sense of the past requires discerning patterns, such as the ability to place events in chronological order and to understand the sequence and order of events as a process of change. Students can link causation and turning points to the moments of change in direction, change in pace and depth of change.

To identify and then construct arguments about continuity and change, students should understand the key knowledge, events, ideas, individuals, movements and turning points. The use of narratives and timelines as a starting point helps support students’ understanding of the sequence of events. When exploring, for example, how the storming of the Bastille changed the political conditions in France, students could discuss questions such as: How would you describe the changes? How did X event change Y? What changed most? Least? Why did some things change while others stayed the same? Did the changes improve things or did they make things worse? What do historians X and Y identify as the most significant change? Turning points are a useful way of identifying change; for example, students should think about an event such as the October Revolution 1917 as a turning point. Students should be able to identify the type of change and whether, for example, it was social, cultural, economic, environmental, political, and/or technological.

When evaluating the impacts of change, students should think about: What was the direction of change (progress, decline, erosion of conditions)? What was the quality of change, were things better or worse? What was the rate or speed of change? What was the impact of change? Exploring questions like these allows students to understand that continuity and change are multifaceted and involve ongoing processes that have a variety of patterns and speeds.

Analyse cause and consequence

Students are required to identify chains of cause and consequence, to identify turning points and explore how and why things happened in the past. In so doing, they should be able to identify many different kinds of causes, including social, political, economic, short-term catalysts and long-term trends, and immediate and underlying causes. They should also be able to organise causes and consequences using chronology and to examine the role of individuals and movements in shaping, promoting and resisting change. It is advised that teachers avoid suggesting an event was inevitable because of a series of causes and that they encourage reflection on the unpredictability of events by asking ‘What if…’ questions that encourage students to develop analytical and evaluative thinking.

Narratives are a good starting point for identifying significant causes. Students should use timelines to map and organise events, people, ideas, movements and turning points to identify links between causes and consequences and to distinguish between long-term (trends) and short-term (triggers) causes of events. Listing causes or consequences and grouping them according to conditional factors can help support analytical thinking. When evaluating the most significant cause, it is helpful to ask students to rank causes or consequences and to use questions (outlined above under ‘Establish historical significance’) to justify their choice.

Getting students to identify causes or consequences that were intended and unintended can be useful discussion points. Using graphic organisers such as concept maps, causal spider
webs, fishbone or ripple effect charts are useful in the organisation of thinking. Students could use a selection of primary sources, organising them in chronological order in relation to causes and annotating how each piece of evidence triggered the next event or cause. Students should also use multiple primary sources or historical interpretations as a way of identifying causation or corroborating consequences. Students’ understanding of causation allows them to construct evidence-based arguments.

Explore historical perspectives

Exploring historical perspectives requires students to consider the mindsets of historical actors and to understand how context shaped the ways they saw and acted in the world. It involves the identification and description of the viewpoints of witnesses to dramatic events who experienced the consequences or lived with their changes. It invites students to consider, for example, what it was like for someone who was a member of the Red Guard during the Cultural Revolution, or who lived in ancient Egypt, Greece or Rome, or how ordinary people’s lives were affected by the Enlightenment or Scientific Revolution, or what it was like to be a slave in the American colonies, or why boys and girls joined the Hitler Youth. It is advised that in exploring historical perspectives, teachers also explore with students the risks of imposing contemporary experiences onto historical actors and of making assumptions that they know how people in the past thought or felt.

Student’s exploration of historical perspectives is grounded in close reading of a range of historical sources and making inferences about the ideas, values and beliefs of historical actors, their thoughts and feelings or reasons for action. Using historical sources to make inferences allows students to value the role of human actions in contributing to historical causes, the consequences they have for individuals or groups within society and the changes brought to their everyday lives.

Students should be encouraged to engage with multiple and if possible contradictory perspectives. People in the past may have seen and interpreted events differently from different perspectives. Students could also explore the silent voices of the past such as Indigenous and Torres Strait Islander peoples, the illiterate, or women, to provide a rich narrative and inquiry. This allows students to critically challenge or corroborate sources and to assess their reliability. Constructing arguments about the experiences of those in the past must be grounded in evidence-based arguments drawn from historical sources.

Examine ethical dimensions of history

As students develop understanding of people in the past, their actions and their intended and unintended consequences, they may begin to make ethical judgments about the beliefs, values and attitudes of historical actors. The making of implicit or explicit judgments can be problematic and teachers are advised to remind students not to impose contemporary moral standards upon the actions of those in the past, and to understand that it is too simplistic to label actions as right or wrong or reduce historical individuals to ‘goodies’ or ‘baddies’. Often people in the past acted according to different moral frameworks and understanding this context can allow students to make informed judgments. Students who can make informed ethical judgments of the actions of those in the past can better explain and evaluate the consequences of those events, how people responded and the changes brought to society.

It is advised that students engage in close reading of sources, narratives and historical interpretations and ask questions about the implicitly and explicitly expressed beliefs, values and attitudes of the author and about the audience and purpose of the source. Exploring the
context that informed the actions of people in the past should help students understand the ethical dimensions of history.

**Construct historical arguments**

Developing well-supported arguments is the culmination of historical inquiry. Students’ arguments should be based on the questions asked, the establishment of historical significance, the use of sources as evidence, identification of continuity and change, the analysis of cause and consequence, the exploration of historical perspectives and the examination of ethical dimensions of history. Students should develop their own narratives and historical interpretations about the past that demonstrate understanding of key knowledge and key skills of the outcomes. Constructing an argument is a creative process grounded in and restrained by source-based evidence. It is through this creative and communicative process that students demonstrate historical understanding.

**Employability skills**

This study provides students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities.

The nationally agreed employability skills are: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning.

The table links those facets that may be understood and applied in a school or non-employment related setting, to the types of assessment commonly undertaken within the VCE study.

**Resources**

A list of resources is published online on the VCAA website and is updated annually. The list includes teaching, learning and assessment resources such as texts, websites and films and documentaries.

**Assessment**

Assessment is an integral part of teaching and learning. At the senior secondary level it:

- identifies opportunities for further learning
- describes student achievement
- articulates and maintains standards
- provides the basis for the award of a certificate.

As part of VCE studies, assessment tasks enable the demonstration of the achievement of an outcome or set of outcomes for satisfactory completion of a unit.

The following are the principles that underpin all VCE assessment practices. These are extracted from the VCAA Principles and guidelines for the development and review of VCE Studies published on the VCAA website.
<table>
<thead>
<tr>
<th>VCE assessment will be valid</th>
<th>This means that it will enable judgments to be made about demonstration of the outcomes and levels of achievement on assessment tasks fairly, in a balanced way and without adverse effects on the curriculum or for the education system. The overarching concept of validity is elaborated as follows.</th>
</tr>
</thead>
</table>
| VCE assessment should be fair and reasonable | Assessment should be acceptable to stakeholders including students, schools, government and the community. The system for assessing the progress and achievement of students must be accessible, effective, equitable, reasonable and transparent.  

The curriculum content to be assessed must be explicitly described to teachers in each study design and related VCAA documents. Assessment instruments should not assess learning that is outside the scope of a study design.  

Each assessment instrument (for example, examination, assignment, test, project, practical, oral, performance, portfolio, presentation or observational schedule) should give students clear instructions. It should be administered under conditions (degree of supervision, access to resources, notice and duration) that are substantially the same for all students undertaking that assessment.  

Authentication and school moderation of assessment are to ensure that assessment results are fair and comparable across the student cohort for that study. |
| VCE assessment should be equitable | Assessment instruments should neither privilege nor disadvantage certain groups of students or exclude others on the basis of gender, culture, linguistic background, physical disability, socioeconomic status and geographical location.  

Assessment instruments should be designed so that, under the same or similar conditions, they provide consistent information about student performance. This may be the case when, for example, alternatives are offered at the same time for assessment of an outcome (which could be based on a choice of context) or at a different time due to a student’s absence. |
| VCE assessment will be balanced | The set of assessment instruments used in a VCE study will be designed to provide a range of opportunities for a student to demonstrate in different contexts and modes the knowledge, skills, understanding and capacities set out in the curriculum. This assessment will also provide the opportunity for students to demonstrate different levels of achievement specified by suitable criteria, descriptors, rubrics or marking schemes.  

Judgment about student level of achievement should be based on the results from a variety of practical and theoretical situations and contexts relevant to a study. Students may be required to respond in written, oral, performance, product, folio, multimedia or other suitable modes as applicable to the distinctive nature of a study or group of related studies. |
| VCE assessment will be efficient | The minimum number of assessments for teachers and assessors to make a robust judgment about each student’s progress and learning will be set out in the study design. Each assessment instrument must balance the demands of precision with those of efficiency. Assessment should not generate workload and/or stress that unduly diminish the performance of students under fair and reasonable circumstances. |
**Scope of tasks**

For all VCE studies assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Points to consider in developing an assessment task:

1. List the key knowledge and key skills.

2. Choose the assessment task where there is a range of options listed in the study design. It is possible for students in the same class to undertake different options; however, teachers must ensure that the tasks are comparable in scope and demand.

3. Identify the qualities and characteristics that you are looking for in a student response and design the criteria and a marking scheme.

4. Identify the nature and sequence of teaching and learning activities to cover the key knowledge and key skills outlined in the study design and provide for different learning styles.

5. Decide the most appropriate time to set the task. This decision is the result of several considerations including:
   - the estimated time it will take to cover the key knowledge and key skills for the outcome
   - the possible need to provide a practice, indicative task
   - the likely length of time required for students to complete the task
   - when tasks are being conducted in other studies and the workload implications for students.

**Units 1 and 2**

The student’s level of achievement in Units 1 and 2 is a matter for school decision. Assessments of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

In each VCE study at Units 1 and 2, teachers determine the assessment tasks to be used for each outcome in accordance with the study design.

Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

A number of options are provided in each study design to encourage use of a broad range of assessment activities. Teachers can exercise great flexibility when devising assessment tasks at this level, within the parameters of the study design.

Note that more than one assessment task can be used to assess satisfactory completion of each outcome in the units.
Authentication

Teachers should have in place strategies for ensuring that work submitted for assessment is the student’s own. Where aspects of tasks for school-based assessment are completed outside class time teachers must monitor and record each student’s progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records. The teacher may consider it appropriate to ask the student to demonstrate their understanding of the task at the time of submission of the work.

If any part of the work cannot be authenticated, then the matter should be dealt with as a breach of rules. To reduce the possibility of authentication problems arising, or being difficult to resolve, the following strategies are useful:

- Ensure that tasks are kept secure prior to administration, to avoid unauthorised release to students and compromising the assessment. They should not be sent by mail or electronically without due care.
- Ensure that a significant amount of classroom time is spent on the task so that the teacher is familiar with each student’s work and can regularly monitor and discuss aspects of the work with the student.
- Ensure that students document the specific development stages of work, starting with an early part of the task such as topic choice, list of resources and/or preliminary research.
- Filing of copies of each student’s work at given stages in its development.
- Regular rotation of topics from year to year to ensure that students are unable to use student work from the previous year.
- Where there is more than one class of a particular study in the school, the VCAA expects the school to apply internal moderation/cross-marking procedures to ensure consistency of assessment between teachers. Teachers are advised to apply the same approach to authentication and record-keeping, as cross-marking sometimes reveals possible breaches of authentication. Early liaison on topics, and sharing of draft student work between teachers, enables earlier identification of possible authentication problems and the implementation of appropriate action.
- Encourage students to acknowledge tutors, if they have them, and to discuss and show the work done with tutors. Ideally, liaison between the class teacher and the tutor can provide the maximum benefit for the student and ensure that the tutor is aware of the authentication requirements. Similar advice applies if students receive regular help from a family member.
Learning activities

Unit 1: Twentieth century history 1918–1939

Area of Study 1: Ideology and conflict

Outcome 1:
Explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.

Examples of learning activities

- create an ongoing glossary of the key terms and concepts that underpin an understanding of ideology and conflict
- map and compare the geopolitical boundaries of Europe at the end of World War One with the newly drawn boundaries after the peace treaties
- research the biography of a leader of a political movement and compare historical interpretations of this leader’s rise to prominence
- role play the positions of the key players at the Versailles Conference; the role-play should be set in 1920 and dialogue should reflect and explain the different perspectives of Britain, France, Italy and the USA, and the reaction of each country to the final treaty
- individually, research and present definitions, explanations and examples of the key ideologies that characterised the interwar period; share findings, and formulate three historical questions about the ideologies and their impact, for example: ‘What elements of Nazism indicate that a Nazi regime of the 1930s would have little regard for the human rights of minorities?’ or ‘What three aspects of daily life for ordinary people would be different for people living in the USA and the USSR during the 1920s?’
- develop an inquiry hypothesis such as: ‘The League of Nations was a flawed idea and had little chance of success’; individually, consult a range of primary and secondary sources and present findings in the form of a written or oral report, or a PowerPoint presentation
- prepare an argumentative essay on the causes of World War Two in response to a question developed by the class for investigation; a range of primary and secondary sources should be used to support the investigation; example topics could include: ‘German aggression was the most significant influence contributing to the outbreak of World War Two.’ To what extent do you agree? or ‘It has been suggested by some historians that the seeds of World War Two were planted at Versailles. Others have placed greater importance on the Great Depression as the main reason for Europe’s descent into World War Two’; consider these interpretations and develop your own response to this issue; use at least two primary and two secondary sources to support your argument
- analyse a cartoon from a particular period
Detailed example

ANALYSIS OF CARTOON

1. Give a brief description of the cartoon.
2. Explain the circumstances in which this cartoon was created – what was going on at the time that inspired the cartoon?
3. Who was the creator of the cartoon? What were the creator's attitudes and perspectives on the Versailles treaty? Where did the cartoon appear and to what audience was it directed?
4. What overall message does the cartoon convey? What ideas and values does it reflect? Are they points particular to the situation in 1919? Describe the elements of the cartoon, both literal and symbolic, that Dyson uses to convey the message.
5. How effective was the cartoon? (It may not always be possible to answer this question with certainty; in some cases, well-supported student speculation would be acceptable.) Is there evidence of its impact or lack of impact?
6. To what extent was this cartoon a reflection of widely held perspectives at the time? Support your answer with reference to other cartoons or written sources from the time, that either challenge or reinforce the central message.

Area of Study 2: Social and cultural change

Outcome 2:

Examples of learning activities

- continue developing the glossary, adding the key terms and concepts that underpin an understanding of social and cultural change at this time
- individually or in pairs, research a particular technological development and its impact on social life and social movements; for example, new office technology on women’s participation in the workforce; new medical discoveries about germs and infection on falling infant mortality rates; the motor car on increasing personal freedom and mobility, especially for young adults
- analyse and compare two conflicting primary sources created in the 1920s and 1930s that present different perspectives on a development, movement or event; for example, a positive and negative perspective on the application of new technologies in industry; a Japanese and an American view on the immigration policies restricting Japanese immigration to the USA in the 1920s; two different perspectives on the Nazis’ degenerate art exhibition
- write an essay examining continuity and change in social and cultural life of the 1920s and 1930s in a particular context, for example ’The more traditional popular culture of the 1930s in (select country/countries) presented a dramatic breakaway from the fresh and optimistic culture of the post World War One years. To what extent do you agree with this assessment?’; support your answer with reference to particular examples of culture in the 1920s and 1930s in one or more countries
- undertake a comparative analysis of the different perspectives of artists, historians or commentators on the significance of a cultural expression, for example different views of modernism such as those of TS Eliot, Ezra
Pound or Hans Hoffmann compared with the views of Pope Pius X and the Catholic Church’s ‘Oath against Modernism’
• undertake an evaluation of the historical value and reliability of a film (made in the past few decades) depicting social or cultural aspects of society in the 1920s or 1930s in a particular context, for example The Comedian Harmonists (Germany); The Grapes of Wrath (USA); Tea with Mussolini (Italy); The Garden of the Finzi Continis (Italy); Reds (USSR and USA)
• conduct a historical inquiry on the work of an artist, a writer, a playwright, a filmmaker, a photographer or a movement

Detailed example
HISTORICAL INQUIRY
Conduct a historical inquiry on the influences of and responses to the Bauhaus school of design in Germany in the 1920s and 1930s. Students should develop inquiry questions and investigate their selected questions. They should draw on a range of sources, including print, visual and web-based.
The following points could be addressed:
• Principal elements and features of the Bauhaus style.
• Ideas and values of Walter Gropius and other Bauhaus designers, and the ways in which they inspired the movement.
• Aspects of society and culture in Germany in the early and middle 1920s that were reflected in the Bauhaus style.
• Popular responses to the Bauhaus style at the time and later perspectives of art historians.
• Reasons for the closure of the Bauhaus in 1933 and reactions to the closure.
Research could be presented in the form of a script for a documentary on Bauhaus or a set of questions and answers for a radio interview on the Bauhaus style.

Unit 2: Twentieth century history 1945–2000
Area of Study 1: Competing ideologies

Outcome 1:
Explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts of the period.

Examples of learning activities
• continue the development of the glossary, adding the key terms and concepts that underpin an understanding of twentieth century history
• create a comparative chart showing the essential features of the Yalta and Potsdam peace conferences; headings could include: dates and venues, key personnel and their expectations, key issues, outcomes
• examine Churchill’s Iron Curtain speech (March 1946) and prepare a table identifying questions that will help to explain its significance in shaping the western response to the spread of communism; table headings could include questions about context, message and impact
• research the background and significance of one of the following conflicts: the Korean War, the division of Germany and Berlin, dissent among
Soviet Satellites, the Vietnam War or events in Cuba such as the Cuban Revolution; draw on primary and secondary sources and explain the ways in which the selected conflict was part of the Cold War

- create an oral/audio visual presentation on a significant feature of the Cold War such as: the arms race, the space race, sporting and cultural competition between east and west, propaganda, popular culture, espionage; use a range of sources including films and personal interviews

- write an essay on continuity and change in an aspect of life during the Cold War (1945 to 2000); for example: life in East Germany: 1970s to 1990s; achievements of the UN in relation to food supply in third world countries, 1950s to 1980s; the ways in which espionage was used by both sides during and following the Cold War

- analyse two or more perspectives on the Cold War written after the end of the conflict; the perspectives may be from historians, political commentators or journalists

Detailed example

**PERSPECTIVES ON THE COLD WAR**

Students write an analytical essay examining and evaluating the relative importance of the key influences that combined to bring the Cold War to an end. An example topic could be:

‘It was the internal collapse of the economy of the USSR, more than any other factor, that led to the dismantling of the Soviet Union and the end of the Cold War.’ Do you agree? In your essay you should examine the importance of the collapse of the economy of the USSR in the light of other influences on the end of the Cold War.

Area of Study 2: Challenge and change

**Outcome 2:**

Explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

**Examples of learning activities**

- continue the development of the glossary, adding the key terms and concepts that underpin an understanding of: theocracy, racism, sexism, terrorism, feminism and egalitarianism

- create a timeline that reflects the progress of a selected challenge or conflict

- using one primary source and one historical interpretation that focus on the concepts that influenced a significant challenge and change; for example: resentment of colonial rule or oppression under Apartheid; consider and compare interpretations of, for example, what the challenge and/or change involved, who the issue affected, why the change occurred, the significant consequences of the change and the beliefs, values and attitudes underpinning the interpretations

- develop a dialogue between two people involved in a challenge or conflict, such as: an Israeli and a Palestinian; a feminist and anti-feminist; a civil rights campaigner and a white supremacist; arguments and
opinions represented in the dialogue should draw on dates, events, concepts, laws and methods

- examine the interpretations of the conflict or challenge by two modern historians writing in the last ten years; research the historians and identify and attempt to explain the differences in interpretations

- undertake a historical inquiry into a key person involved in the conflict or challenge; the research should include the person's background, ideas, actions, achievements and any controversy related to the person or the cause; present findings as a newspaper article, a script for a documentary, a eulogy or the summing up speech at a trial

- write an essay analysing continuity and change in a particular context and estimate the extent to which the conflict or challenge actually brought about change

**Detailed example**

**CONTINUITY AND CHANGE**

Essay topics analysing continuity and change may include:

- To what extent did life change for ordinary people in (selected context) as a result of decolonisation?
- How important were the actions of the IRA in bringing about the Good Friday Agreement in 1998?
- ‘The environmental movement has convinced most of the world of the reality of climate change but has not been successful in getting most of them to do something about it.’ To what extent do you agree?
## Appendix 1: Employability skills

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Employability skills selected facets</th>
</tr>
</thead>
<tbody>
<tr>
<td>A historical inquiry</td>
<td><strong>Initiative and enterprise</strong> (generating a range of options; being creative)</td>
</tr>
<tr>
<td></td>
<td><strong>Planning and organising</strong> (planning the use of resources including management; collecting, analysing and organising information)</td>
</tr>
<tr>
<td></td>
<td><strong>Problem solving</strong> (developing practical solutions; testing assumptions taking the context of data and circumstances into account)</td>
</tr>
<tr>
<td></td>
<td><strong>Self-management</strong> (evaluating and monitoring own performance; taking responsibility)</td>
</tr>
<tr>
<td></td>
<td><strong>Communication</strong> (listening and understanding; reading independently; writing to the needs of the audience; persuading effectively)</td>
</tr>
<tr>
<td>An analysis of primary sources</td>
<td><strong>Planning and organising</strong> (collecting, analysing and organising information)</td>
</tr>
<tr>
<td></td>
<td><strong>Communication</strong> (reading independently; writing to the needs of the audience; persuading effectively)</td>
</tr>
<tr>
<td>An analysis of historical interpretations</td>
<td><strong>Planning and organising</strong> (collecting, analysing and organising information)</td>
</tr>
<tr>
<td></td>
<td><strong>Problem solving</strong> (testing assumptions taking the context of data and circumstances into account)</td>
</tr>
<tr>
<td></td>
<td><strong>Communication</strong> (reading independently; writing to the needs of the audience; persuading effectively)</td>
</tr>
<tr>
<td>Essay</td>
<td><strong>Planning and organising</strong> (collecting, analysing and organising information)</td>
</tr>
<tr>
<td></td>
<td><strong>Problem solving</strong> (testing assumptions taking the context of data and circumstances into account)</td>
</tr>
<tr>
<td></td>
<td><strong>Communication</strong> (reading independently; writing to the needs of the audience; persuading effectively)</td>
</tr>
</tbody>
</table>

Appendix 2: Example of a weekly course outline

All units in VCE History are constructed on the basis of 50 hours of class contact time. Consistent with this the following weekly outlines are suggested.

The example weekly course outlines below are provided as guides. They are not intended as prescriptions. Teachers should use these outlines in conjunction with the outcome statements and key knowledge and skills in the study design.

Unit 1: Twentieth century history 1918–1939
Area of Study 1: Ideology and conflict

Weeks 1–2
Introductory overview of the period 1900 to 1918, including the causes, passage and outcome of World War One; the post-World War One peace treaties and their principal features; the impact of the treaties on the nations involved, for example humiliation of Germany, land taken from Russia and given to Poland, reparations to be paid by defeated nations and economic and political sanctions.

Weeks 3–4
A general examination of the key ideologies that shaped events and movements in the interwar period; a brief overview of the influence of these ideologies on events and movements, a detailed investigation into the shaping force of ideology in a specific context from one of the suggested countries, for example anti-Semitism in Germany, Stalin’s Five-Year plans in the USSR or the Japanese invasion of Korea and Manchuria.

Weeks 5–6
The League of Nations: its establishment, goals and membership; Woodrow Wilson’s 14 points and responses to these measures; the reasons the USA did not join the League of Nations; achievements including the settling of the Upper Silesia dispute in 1921 and failures such as the League’s inability to stop Japan and Germany from withdrawing from the League over opposition to disarmament plans; extent to which the failures of the League played a role in events that led to World War Two.

Weeks 7–8
The significant influences and events which led to World War Two: brief review of the impact of the peace treaties on destabilisation of Europe; rise of fascist and militarist regimes and territorial aggression overview and the impact of the Great Depression; attempts to alleviate growing tensions during the 1930s; the invasion of Poland and the outbreak of the European war.
Area of Study 2: Social and cultural change

Weeks 9–10
An overview of the influences on society of political, economic and technological changes in the interwar years; a general examination of technological changes, for example mechanisation in factories, mass communication or improved drainage and sanitation, and an evaluation of their impact on working and living conditions, social life and community values; teachers may choose to focus on new technology and its impact on a particular group in a particular country, such as the impact of industrialisation on women working in factories in Japan in the 1920s and 1930s.

Weeks 11–12
An examination of social and cultural change in one or more countries: Italy, Germany, Japan, USSR and/or USA, and the roles of race, class, ethnicity, political affiliation and gender, for example the influence of anti-war attitudes on cultural expression during the Weimar period in Germany (1919–1933); the influence of racist values in the deep south of the USA, on American literature of the 1920s and 1930s; the influence of westernisation on the lives of young women (moga) in Japan in the 1920s; the extent to which certain groups were included or excluded from participation in society and how this was manifested; for example the Nuremberg Laws in 1935 in Germany, the persecution of the Jewish people and Kristallnacht.

Weeks 13–14
The ways in which cultural expression such as art, literature, architecture, film and music both influenced and reflected social, economic and political change; a specific examination of cultural expression in one country, for example the new music, dance styles and entertainment of the Jazz Age in the USA; the revival of traditional styles of art, literature and architecture in Nazi Germany; Mussolini’s Ministry for Popular Culture; attempts to control cultural expression, for example book burning in Germany, anti-Semitic propaganda.

Weeks 15–16
An individual study of a particular artist, writer, filmmaker or cultural movement; the emphasis of the study should be on the ways in which the creative efforts both emerged from and subsequently influenced events in society at the time, for example students could examine the work of German artists such as Gross and Dix in the 1920s; filmmakers in the USSR in the 1920s and 1930s; Italian fashion designers such as Guccio Gucci, Salvatore Ferragamo or Mariano Fortuny.
Unit 2: Twentieth century history 1945–2000
Area of Study 1: Competing ideologies

Weeks 1–2
A brief overview of the course and outcomes of World War Two; the Yalta and Potsdam peace conferences including thinking behind the treaties (brief comparison with Versailles), the details of the treaties and their role in tensions that led to the Cold War; the economic, political and social characteristics of the competing ideologies of communism, democracy and capitalism.

Weeks 3–4
Significant events that shaped the early years of the Cold War including Churchill’s Iron Curtain speech; the significance of the Truman Doctrine, the Marshall Plan and the Berlin Blockade; the significant features of the Cold War; the establishment and goals and significance of the United Nations and a focus on initiatives to address areas of international concern such as human rights, health or economic development.

Weeks 5–7
A detailed examination of one or more of the following conflicts which reflected tensions and divisions of the Cold War: the Korean War; the division of Germany and Berlin, 1946 to 1989; dissent among Soviet Satellites; the Vietnam War; events in Cuba, 1959 to 1963.

Week 8
Influences that contributed to the end of the Cold War, such as the break up of the Soviet Union, the reunification of Germany, and popular movements such as Solidarity in Poland.

Area of Study 2: Challenge and change

Note: Students study challenge and change in relation to two contexts. Four weeks should be devoted to each of the contexts chosen. There is no particular order in which the contexts should be studied.

Any two of:

Decolonisation movements

Weeks 1–2
Brief background on the colonial past of the chosen country; causes of the ideas underpinning the challenge to colonial power; key individuals and groups who influenced, shaped and led the movement for decolonisation, for example the challenge to Dutch rule in Indonesia before World War Two, early moves towards decolonisation; the roles of the Communist Party of Indonesia (PKI) and the Indonesian National Party (PNI); Japanese control during the War followed by the return of Dutch rule; the roles of leaders such as Sukarno and Hatta.
Weeks 3–4
The process towards decolonisation and the methods employed by those campaigning for change responses of the established order and the extent to which goals were achieved; the nature of the post-colonial society, for example the independence movement in Indonesia after 1945 and resistance from the Dutch, the conference at The Hague in 1949 and Indonesian independence in December 1949; attempts to establish national unity and stability through ‘guided democracy’; the short- and long-term consequences of decolonisation in Indonesia.

Campaigns by terrorist groups

Weeks 1–2
Contested ideas about the nature of terrorism; the conditions and events that gave rise to campaigns by terrorist groups, key concepts that underpinned campaigns; key individuals and groups who influenced, shaped and led campaigns by terrorist groups; arguments used to justify terrorist actions, for example the origins of the Black September movement in 1970, its aims, controversy about its real purpose, structure and leadership.

Weeks 3–4
The range of methods employed by terrorist groups and individuals to implement change, and the impact of, and responses to, these groups and methods; the extent to which goals were achieved and consequences for the people involved, for example the involvement of Black September in the Munich Olympic Games massacre.

Other conflicts

Weeks 1–2
The historical background and context for the conflict, the ideas that influenced the conflict (from both sides); the key individuals and/or groups who shaped the challenges and the methods they employed, for example the origins and practice of segregation in South Africa; Apartheid in practice, early moves to challenge Apartheid including the campaigns of the ANC and leaders such as Nelson Mandela, Walter Sisulu, Steve Biko and the techniques they used to challenge white superiority.

Weeks 3–4
The responses of individuals and groups to the challenge (these responses should include both protection of the status quo and support for change); the extent to which goals were achieved and the consequences for the people involved, for example responses of the white South African government to campaigns against Apartheid, including the jailing of Nelson Mandela and the ‘banning’ or house arrest of many activists; the ultimate achievement of Black Majority Rule in 1994.
**Social and political movements**

**Weeks 1–2**

The situation in relation to the particular social and political movement at the end of World War Two; the conditions, events and ideas that gave rise to a challenge to traditional ideas and beliefs; the key individuals who shaped the challenge and the arguments they used, for example conditions and rights for African Americans in the 1950s, the influential ideas and events that led to a challenge to segregation, such as the desegregation of the armed forces during World War Two.

**Weeks 3–4**

The methods undertaken by leaders of the challenge to bring their ideas to the community; the range of responses to these ideas and actions; the extent to which goals were achieved and life was changed for the people involved on both sides of this challenge, for example the actions of activists such as Rosa Parks, Martin Luther King and Malcolm X, methods such as sit-ins, boycotts, freedom rides and marches; achievements by the end of the twentieth century, such as voting rights, desegregation and African Americans in high profile positions.