

Victorian Certificate of Education

HISTORY

Study Design

Accreditation Period

2022–2026



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Important information

Accreditation period

Units 1–4: 1 January 2022 – 31 December 2026

Implementation of this study commences in 2022.

Other sources of information

The [VCAA Bulletin](#) is the only official source of changes to regulations and accredited studies. The Bulletin also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the Bulletin. The Bulletin is available as an e-newsletter via [free subscription](#) on the VCAA's website.

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

The current [VCE and VCAL Administrative Handbook](#) contains essential information on assessment processes and other procedures.

VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

Copyright

VCE schools may reproduce parts of this study design for use by teachers. The full [VCAA Copyright Policy](#) is available on the VCAA website.

Introduction

Scope of study

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras and periods, events, people, places and ideas.

Ancient History investigates individuals and societies (Mesopotamia, Egypt, Greece, Rome and China) across three millennia. Empires explores the ideas and power relations accompanying the growth of empires in the early modern period. Modern History examines the causes and consequences of conflict and change in the modern era. Australian History investigates continuity and change from pre-colonial times to the modern day. Revolutions explores the causes and consequences of significant social upheaval (America, France, Russia and China) in the modern period.

Rationale

The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of VCE History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the historical source and the world context in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of historical sources that are used as evidence. Furthermore, judgments about historical significance made by historians are central to the discipline. Historians do not always agree about the meaning of the past; historical interpretations are often subject to academic and popular debate. Therefore, history is contested, and students develop an ability to work within this contested space to form their own opinions and to defend them using evidence. The study of VCE History equips students to enhance their critical thinking, take an informed position on how the past informs the present and future, and contributes to them becoming informed and engaged citizens.

Aims

This study enables students to:

- develop an understanding of the nature of history as a discipline and to engage in historical thinking and inquiry
- ask and use questions about the past, evaluate historical sources and construct historical arguments based on their use of sources as historical evidence
- develop an understanding of and apply historical thinking concepts, including evidence, cause and consequence, continuity and change, and significance,
- explore a range of eras and periods, events, people, places, ideas and historical perspectives to develop a broad understanding of the past
- engage with historical interpretations and the contested debates between historians in an informed and critical manner
- recognise how our understanding of the past informs decision-making in the present
- appreciate that the world in which we live has not always been as it is now, and that it will continue to change in the future.

Structure

The study is made up of 13 units.

Units 1 and 2	Units 3 and 4
<p><i>Empires</i> Units 1 and 2: Empires</p>	<p><i>Ancient history</i> Units 3 and 4: Ancient history</p>
<p><i>Modern history</i> Unit 1: Change and conflict Unit 2: The changing world order</p>	<p><i>Australian history</i> Units 3 and 4: Australian history</p>
<p><i>Ancient history</i> Unit 1: Ancient Mesopotamia Unit 2: Ancient Egypt Unit 2: Early China</p>	<p><i>Revolutions</i> Units 3 and 4: Revolutions</p>

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

Changes to the study design

During its period of accreditation minor changes to the study will be announced in the [VCAA Bulletin](#). The Bulletin is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the Bulletin.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE History to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the [VCE and VCAL Administrative Handbook](#). Schools will be notified if they are required to submit material to be audited.

Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for teachers* companion document provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

Assessment and reporting

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment 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.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current [VCE and VCAL Administrative Handbook](#) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE History are as follows:

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current [VCE and VCAL Administrative Handbook](#) for authentication procedures.

Characteristics of the study

Historical thinking

VCE History incorporates a consistent approach to disciplinary thinking which is based on research about how students learn history. Within each unit explicit reference is made to historical thinking concepts. These concepts underpin the treatment of key knowledge and are an explicit part of the key skills in each area of study.

The discipline of history consists of substantive knowledge and procedural concepts. Substantive knowledge refers to an understanding of aspects of history such as eras and periods, events, people, places and ideas in specific places and times. Procedural concepts deal with how meaning is constructed in history through historical thinking. These forms of knowledge and concepts are interdependent and promote depth of understanding.

Historical thinking means that students will:

Ask and use historical questions: Questions set a historical inquiry in motion. When studying history, students' curiosity and investigation are driven by the questions they ask about the past. Students use historical questions to frame and focus their historical thinking about significant eras and periods, events, people, places and ideas. Students understand that historical questions can be descriptive, procedural, comparative and evaluative. Students develop lines of argument in response to questions about the past.

Use sources as evidence: Knowledge about the past is based on evidence from sources. Historical sources include both primary and secondary sources. Primary sources come from the time being studied and include historical perspectives. They include written accounts, visual representations and objects. Secondary sources are created later and include historical interpretations. A source must be evaluated to be used as evidence: What is the source? Who made it? When? Where? Why? It is vital to explore the content and purpose of the source. It is necessary to link the source to its historical context: time, place and location. Also, students must determine the extent to which the source is reliable, and whether the source can be corroborated with other sources. Historical sources can be used to develop an appreciation of the diverse historical perspectives and historical interpretations. Only then can students evaluate their worth and usefulness as evidence in constructing a historical argument.

Explore historical perspectives: Comprehending the past involves consideration of how historical actors understood their world. Historical thinking involves making judgments by analysing, within their context, the actions, beliefs, values and attitudes of people in the past. Identifying and comparing different historical perspectives develops an understanding that perspectives were different in the past and that these mindsets may differ from those of the present. Historical perspectives are often found in primary sources. In order to make use of primary sources as evidence, they must be critically evaluated.

Use historical interpretations: The past is constantly being interpreted and reinterpreted by historians. Historical interpretations are often found in secondary sources and are the result of disciplined inquiry as additional evidence comes to light and new theories are constructed. Historical thinking involves understanding that historians have different interpretations of the past, and how these interpretations are similar to and different from each other. Historical interpretations are contestable. Students should be able to ask questions of historical interpretations by using the key knowledge and historical thinking concepts, for example: 'What does the historian identify as the significant causes and/or consequences of the event?' Students should be able to compare different historians' interpretations of the past, for example: 'How does the interpretation of these historians differ when assessing historical changes?' In VCE History, students are required to evaluate these interpretations and use them as evidence in support of their own arguments about the past.

Analyse cause and consequence: The exploration of causation is central to history and is multifaceted when explaining complex historical events. Historical investigation involves the identification of chains of events, ideas, people and movements that are causes and consequences. There are many different kinds of causes, such as short-term triggers and long-term causes and these can be social, political, economic, cultural, environmental and technological. Significant events and turning points can have intended and unintended consequences and the changes brought by them can also be short term or long term.

Identify continuity and change: Continuity and change are multifaceted and involve the analysis and evaluation of significant changes, causes of change, type and rate of change and the consequences of change. In addition to this, students should be able to identify when change did not occur and the possible reasons for continuities. Continuity and change can coexist, they can happen simultaneously and continuity can underpin a change. Chronologically sequencing events can support the analysis of the interplay of continuity and change. Analysis of continuity and change can happen at different scales of time (for example, over a single month, a year, decade, generation or longer) and changes can take place in one aspect of the past while other conditions remain unaltered. Continuity and change can be compared between different social groups and judgments can be made about the impact the change may have had on these different social groups. Identification of turning points and analysis of progress and decline for different groups and popular movements are useful ways for historians to mark continuity and change.

Establish historical significance: Historical thinking necessitates the selection of substantive knowledge. Significance is always ascribed. It is an evaluation, using criteria, that determines the importance, in the past, of an event, individual or popular movement and ideas. Criteria may be used to support this judgment such as an understanding of the way in which that aspect of the past was perceived at the time or, subsequently, the profundity of its impact, the number of people it affected, its duration, what it reveals more generally about the period, and its relevance to the present.

Construct historical arguments: The capacity to use substantive knowledge, historical thinking concepts, and sources for use as evidence is important in developing a well-supported argument about the past and is central to historical thinking. Such arguments represent the outcome of a historical inquiry.

VCE History: Units 3 and 4 key skills

Characteristics of study	Units 3 and 4 Ancient History Outcome 1	Units 3 and 4 Ancient History Outcome 2	Units 3 and 4 Australian History Outcome 1	Units 3 and 4 Australian History Outcome 2	Units 3 and 4 Revolutions Outcome 1	Units 3 and 4 Revolutions Outcome 2
Ask historical questions	Ask and use a range of historical questions to explore the features of the ancient society.	Ask and use a range of historical questions to explore a crisis within the ancient society.	Ask and use a range of historical questions to explore the foundations for continuity and change.	Ask and use a range of historical questions to explore continuity and change.	Ask and use a range of historical questions to explore the causes of the revolution.	Ask and use a range of historical questions to explore the consequences of the revolution.
Use sources as evidence	Evaluate sources for use as evidence.	Evaluate sources for use as evidence.	Evaluate sources for use as evidence.	Evaluate sources for use as evidence.	Evaluate sources for use as evidence.	Evaluate sources for use as evidence.
Explore historical perspectives	Analyse the perspectives of people in the ancient society and how perspectives changed over time.	Analyse the perspectives of people on a crisis within the ancient society and how perspectives changed over time.	Analyse the perspectives of people and how perspectives changed and/or remained the same over time.	Analyse the perspectives of people and how perspectives changed and/or remained the same over time.	Analyse the perspectives of people during the development of the revolution and how perspectives changed and/or remained the same over time.	Analyse the perspectives of people on the post-revolutionary society and how perspectives changed and/or remained the same over time.
Use historical interpretations	Evaluate historical interpretations about the features of the ancient society.	Evaluate historical interpretations about a crisis within the ancient society.	Evaluate historical interpretations about the foundations of continuity and change.	Evaluate historical interpretations about continuity and change.	Evaluate historical interpretations about the causes of the revolution.	Evaluate historical interpretations about the consequences of the revolution.
Analyse cause and consequence	Analyse the causes and consequences of conflict and warfare in the ancient society.	Analyse the causes and consequences of a crisis within the ancient society.	Analyse the causes and consequences of continuity and change.	Analyse the causes and consequences of continuity and change.	Analyse the causes of the revolution.	Analyse the consequences of the revolution.
Identify continuity and change	Evaluate the extent of continuity and change in the features of the ancient society.	Evaluate the extent to which a crisis maintained continuity and/or brought about change in the ancient society.	Evaluate the extent of continuity and change in Australian society.	Evaluate the extent of continuity and change in Australian society.	Evaluate the extent of continuity and change in ideas, individuals and popular movements in the development of the revolution.	Evaluate the extent of continuity and change in the post-revolutionary society.
Establish historical significance	Evaluate the historical significance of the features of the ancient society.	Evaluate the historical significance of a crisis within the ancient society.	Evaluate the historical significance of ideas and events that led to changes to, and continuities in, Australian society.	Evaluate the historical significance of changes to, and continuities in, Australian society.	Evaluate the historical significance of events, ideas, individuals and popular movements that contributed to the outbreak of the revolution.	Evaluate the historical significance of the consequences of the revolution.
Construct historical arguments	Construct arguments about the features of the ancient society using sources as evidence.	Construct arguments about a crisis in the ancient society using sources as evidence.	Construct arguments about continuity and change in Australian history using sources as evidence.	Construct arguments about continuity and change in Australian history using sources as evidence.	Construct arguments about the causes of the revolution using sources as evidence.	Construct arguments about the consequences of the revolution using sources as evidence.

Units 1 and 2: Empires

Units 1 and 2: Empires

In Units 1 and 2 Empires, students investigate the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period. Empires at their core were expansionist, dominating trade and political influence in their regional or global contexts. A range of key factors arising from the social, political, economic, cultural, religious, environmental and technological features of Empires played a role in the ambition and quest for power, prestige and influence over rival and competing states.

By the 15th century, international trade was dominated by the Republic of Venice, the Ming Dynasty in China and the Byzantine Empire. Between them they controlled key trading hubs along the Silk Road and Mediterranean Sea, in cities such as Constantinople, Venice and Beijing. Other empires were regional rather than global in reach: Mughals in India, Ming and Qing in China and the Tsars of Russia. By the 16th century the Ottoman Empire conquered Constantinople and controlled key trading routes. Emerging European powers Portugal, Spain, France, Britain and the Netherlands circumvented the power of these established empires, gaining access to goods through alternative routes. By harnessing new knowledge and technologies, their voyages of exploration into the Asia-Pacific, the Americas and Africa challenged the hegemony of power of existing empires beyond the Mediterranean world.

Mindsets also changed. Emergent new ideas of the Renaissance brought forth innovative theories of the Scientific Revolution, the reforms of Protestant Reformation and the Counter-Reformation and, later, the Enlightenment. New economic structures of capitalism and mercantilism and the political ideas of absolute authority enabled Western European empires to entrench and impose their power on their colonial subjects. Consequently, new trade networks such as the ‘Columbian Exchange’ increased the prevalence and reliance on the slave trade and the demand for resources. Europe and Asia profited in their monopolies at the expense of indigenous cultures and environmental sustainability.

Imperial exploitation of colonial outposts and occupied territories drastically affected the indigenous peoples and the colonial societies. The local and international rivalries that ensued had an impact on the management and defence of empires. Wars and conflicts escalated as the quest for territorial power and resources intensified, culminating in the Seven Year’s War, which later influenced the revolutions within America, France and Haiti.

In developing a course, teachers select two empires to be studied, one empire for Unit 1 and one empire for Unit 2. The empire selected for Area of Study 1, Unit 1 must be selected for Area of Study 2, Unit 1. The empire selected for Area of Study 1, Unit 2 must be selected for Area of Study 2, Unit 2. Select two empires from the following eleven options:

Ottoman Empire (1299–1699)	Mughal Empire (1526–1758)
Venetian Empire (1300–1797)	Russian Empire (1552–1894)
Ming Dynasty (1368–1644)	Dutch Empire (1543–1795)
Portuguese Empire (1415–1822)	British Empire (1583–1788)
Spanish Empire (1492–1713)	French Empire (1605–1774)
	Qing Dynasty (1644–1911)

Area of Study 1

The rise of empires

- *What were the foundations and features of the empire?*
- *What were the significant events and motivating forces that led to the rise of the empire?*
- *How did individuals, ideas and technologies contribute to the rise and expansion of the empire?*
- *How did the empire use and express its wealth and power?*

In this area of study students focus on the features of empires and what contributed to their rise. They analyse how the social, political, economic, cultural, religious, environmental and technological features and conditions shaped an empire's quest for expansion.

Rulers sought economic and political advantage, spreading their power and influence into newly explored parts of the world. They gained footholds into Africa, the Americas and Asia, establishing colonial outposts to realise their quest for empire. The vision to expand an empire was enabled by strong political leadership. Monarchs, rulers and religious leaders pursued imperial power in response to events and geopolitical contexts. The quest for power and the acquisition of new territories challenged traditional beliefs and views of the world. Explorers contested territorial boundaries and indigenous people were subjected to the authority of the new empire and its needs. Imperial, city and regional identities emerged as empires were built, shaping the intellectual and intercultural concepts of empire.

Economic structures were transformed as wealth and resources were pursued. Banking and finance, tributes and new commercial arrangements were organised between the growing empire and its newly acquired trade networks. Innovations in technology, navigation and military equipment were developed to enable successful acquisition of new territories and trading hubs. Ideas of the 'known world' were challenged by individuals who saw the predominant religious views of the world as irrational and unfounded. They advocated for 'reason', empirical observation and exploration of the world. However, God and religious thought remained a dominant feature of empires and imperial expansion.

Outcome 1

On completion of this unit the student should be able to explain the significant features of an empire and analyse its rise and expansion.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- the physical environment and how it contributed to the development of the empire, such as the geographic location, geo-strategic location of imperial territories, topography and climate, natural resources and environmental changes
- the causes of the rise, expansion and consolidation of the empire, such as rivalry and decline of existing powers, wars, conflicts, economic needs and competition, methods of territorial expansion and military conquest, religious and cultural shifts, voyages of exploration and significant discoveries
- the social structure, demographics and identity of the empire, such as ethnicity, cultural and religious diversity, and the extent of individual and group participation in the empire

- the economic features and conditions that contributed to the expansion of the empire, such as changes in trade routes and hubs, mercantilism, banking and finance
- significant individuals who influenced, contributed to and/or undermined the empire, such as monarchs, military leaders, explorers, religious leaders, philosophers and scientists
- how political power was organised and expressed by the empire, such as significant leaders, oligarchs, monarchs, social hierarchies, officials, cities and centres of power, forms of military and legal power, piracy, and foundational stories and myths
- the ideas that influenced change and/or disrupted traditional beliefs and institutions, such as emerging national identities, imperialism, religion, militarism, absolutism, theocracy, autocracy, scientific thinking, ideas associated with the Renaissance, Reformation and Enlightenment
- the technological and scientific innovations that enabled expansion of the empire, such as the printing press, and advances in navigation and ship-building, medicine and the military, developments and applications in mathematics, and cross-cultural knowledge
- cultural expressions that reinforced imperial power and expansion, such as religious expression, language, art, architecture, literature, music, philosophy, festivals, textiles, fashion and food.

Key skills

- ask and use a range of historical questions to explore the features of an empire
- analyse sources for use as evidence
- identify the perspectives of people in an empire and how they changed over time
- identify different historical interpretations about the features of an empire and reasons for its rise and expansion
- analyse the causes and consequences of the rise and expansion of an empire
- explain how the features of an empire changed and/or stayed the same
- evaluate the significance of events, ideas, individuals and movements
- construct arguments about the rise and expansion of an empire using sources as evidence.

Area of Study 2

Encounters, challenge and change

- *How did the empire manage and consolidate its power and influence?*
- *How did daily life change through exchanges between empire and its colonies?*
- *What were the consequences of encounters between empire and indigenous peoples?*
- *To what extent did the empire decline and/or collapse?*
- *What were the significant legacies of the empire?*

In this area of study students focus on the challenges and changes facing the empire in the age of imperialism. Students explain how and why new colonies and new markets were established, and describe the empire's global power and why their influence prospered. They analyse the empire's social, political, economic and cultural structures of power and how it was used to maintain control. Students evaluate the consequences of empire expansion, especially for indigenous peoples.

New systems of trade emerged between the empire and its colonies such as the 'Columbian Exchange' and mercantilism. Technological advancements, and improvements in transportation and manufacturing industries accelerated economic growth and imperial expansion. Empires sought to extract the most value from their territories through the lucrative transatlantic exchange markets, regardless of the human and environmental cost.

The empire's contact and interactions with indigenous peoples or other subject peoples varied from mutual trade to conflict. As imperial authorities established colonies and settlements, it often resulted in conflict, genocide and oppression of indigenous peoples, environmental damage and dispossession of native land. Such colonisation caused extensive social, cultural and environmental damage to indigenous life, culture and land.

Imperial powers faced mounting difficulties in maintaining control over their colonies and territories. Mercantile and colonial societies were also challenged by the new environments in which they settled. At times, imperial laws, structures and institutions negatively affected the daily life and livelihoods of colonisers, causing dissent and mistrust. Colonisers and settlers clashed with imperial authorities, who quashed dissent and enforced obedience and compliance. Sometimes indigenous and settler rebellions gave rise to revolutionary situations such as the rebellion in the American colonies. These challenges determined the success and/or failure of the empire.

Political and economic competition between empires caused global tensions and the first global war: The Seven Years' War. Some empires struggled to maintain and supply their colonial outposts with provisions and military protection. In some circumstances, the impact of heavy taxation on settlers caused rebellion and the quest for an independent nation, as occurred in 1775 with the American War of Independence. Despite this challenge, the British Empire continued its imperial conquests in the Caribbean, Africa, the Great Southern Land and Asia, fuelling its industrial revolution in the 19th century.

Outcome 2

On completion of this unit the student should be able to analyse the challenges and changes faced by the empire and evaluate the consequences of its imperial encounters in new territories and colonies, and on Indigenous peoples.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- the challenges of consolidating and expanding the power of the empire, such as indigenous encounters, revolts, frontier conflict and resistance, external invasion, rivalries with other empires, logistics in maintaining food supplies, diseases and plagues, environmental disasters, and internal rivalries
- the political, legal, social and economic structures and management of new territories, such as colonies, governance, trading hubs, settlements, military and frontier outposts, systems of law and order, and methods of suppressing dissent
- the competing motivations of individuals and groups in establishing and exploiting colonies, such as political leaders, explorers, missionaries and religious groups, traders and merchants
- the economic exchanges between the empire and its new territories and colonies, such as new resources and goods, systems of trade, markets, mercantilism, corruption, slave trade, plantations and systems of agriculture, industrial change, foods and medicines
- differing perspectives and experiences of people in the empire, such as the ruling elites, colonisers, religious authorities, urban and rural people, indigenous peoples, slaves, slave owners, women and men, families, military personnel, traders and merchants
- the rise of colonial identities and cultures and their contribution to imperial identity
- the intended and unintended consequences of interactions between colonisers, subjects and Indigenous peoples, such as invasion and conflict, violence and resistance, disease, cultural

- differences, methods of imperial control, indigenous cultural practices, social hierarchies, resistance by subject and/or indigenous peoples and the consequences of such resistance
- the consequences of colonisation on the environment and society, such as threat to native plants and animals, land degradation, persecuted minorities, the lack of sustainability of traditional ways of life of indigenous peoples and/or of other subject peoples of the empire
- the extent to which the power and authority of the empire changed or remained the same, such as the social, political and economic features, conditions and influences
- the social, political, economic and cultural legacies and heritages of the empire, such as geopolitical spheres of influence, language, artistic influences, foods, travel and tourism, systems of government, cultural exchange, horticulture, fashion and medicine.

Key skills

- ask and use a range of historical questions to explore challenges and changes to an empire
- analyse sources for use as evidence
- identify the perspectives of people in the empire and how perspectives changed over time
- identify different historical interpretations about the changes and challenges to an empire
- explain the consequences of challenges and changes to an empire
- explain how an empire changed and/or stayed the same
- evaluate the significance of events, ideas, individuals and movements
- construct arguments about the challenges and changes of an empire using sources as evidence.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For Unit 1 students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

For Unit 2 students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in these units may be selected from the following:

- a historical inquiry
- an essay
- evaluation of historical sources
- short-answer questions
- extended responses
- a multimedia presentation.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Units 1 and 2: Modern History

Unit 1: Change and conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Empires continued to exert their powers as they competed for new territories, resources and labour across Asia-Pacific, Africa and the Americas, contributing to tremendous change. This increasingly brought these world powers into contact and conflict. Italian unification and German unification changed the balance of power in Europe, the USA emerged from a bitter civil war and the Meiji Restoration brought political revolution to Japan. Meanwhile, China under the Qing struggled to survive due to foreign imperialism. Modernisation and industrialisation also challenged and changed the existing political, social and economic authority of empires and states. During this time the everyday lives of people significantly changed.

World War One was a significant turning point in modern history. It represented a complete departure from the past and heralded changes that were to have significant consequences for the rest of the twentieth century. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures and led to the creation of many new nation states. These changes had many unintended consequences that would lay the foundations for future conflict and instability in Europe, the Americas, Asia, Africa and the Middle East. Economic instability caused by the Great Depression contributed to great social hardship as well as to the development of new political movements.

The period after World War One, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change. In 1920 the League of Nations was established, but despite its ideals about future peace, subsequent events and competing ideologies would contribute to the world being overtaken by war in 1939.

New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people and other minorities intensified, resulting, during World War Two, in the Holocaust. In the Union of Soviet Socialist Republics (USSR), millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-Western. Turkey emerged out of the ruins of the Ottoman Empire and embarked on reforms to establish a secular democracy. In the United States of America (USA), foreign policy was shaped by isolationism, and the consumerism and material progress of the Roaring Twenties was tempered by the Great Depression in 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Area of Study 1

Ideology and conflict

- *How did significant events and ideas contribute to conflict and change?*
- *How did individuals and movements challenge existing political and economic conditions?*
- *What were the consequences of World War One?*
- *How did ideology influence the emergence of new nation states?*
- *To what extent did the events, ideologies, individuals, movements and new nations contribute to the causes of World War Two?*

In this area of study students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the maps of Europe and its colonies, breaking up the former empires of the defeated nations, such as the partitioning of the German, Austro-Hungarian and Ottoman Empires. They consider the aims, achievements and limitations of the League of Nations.

While democratic governments initially replaced the monarchies and authoritarian forms of government in European countries at the end of the war, new ideologies of socialism, communism and fascism gained popular support. Communism emerged in Russia/USSR after the 1917 Bolshevik Revolution. Fascism first emerged in Italy when the Italian Fascist Party gained power in 1922, and before the end of the decade fascist parties existed in various countries around the world. In 1933, Adolf Hitler's National Socialist German Workers' Party (Nazi) gained power in Germany. In Japan, the government was increasingly influenced by the military and by anti-Western attitudes, shaping much of its political and social action, alongside growing imperial ambitions in Manchuria. In the wake of World War One, the USA pursued an isolationist policy. While the Roaring Twenties was a decade of economic growth, the 1930s saw considerable suffering as a result of the Great Depression, a global economic event that challenged and changed societies such as Germany and Australia.

As a result of the post-World War One treaties and despite the establishment of the League of Nations, the world became increasingly hostile and unstable. Widespread economic instability, failure of diplomacy, growing militarism and territorial aggression in Europe, Africa and Asia, along with totalitarianism, combined in 1939 to draw the world into a second major conflict.

In this area of study students may focus on one or more of the following contexts: Australia, China, France, Germany, Italy, Japan, Russia/USSR, the Ottoman Empire/Turkey, the British Empire/United Kingdom and/or the USA.

Outcome 1

On completion of this unit the student should be able to explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- an overview of the significant events of the late 19th century and the first half of the 20th century that caused the end of empires and influenced the emergence of nation states, such as Imperial India, the Meiji Restoration, post-Civil War USA, the unification of Italy, the unification of Germany, Russification and the end of serfdom in Russia, Australian Federation, the fall of the Qing in China, and the causes of World War One
- the consequences of World War One, such as the influence of Woodrow Wilson's 14 Points, demands for self-determination, creation of new nation states, successes and failures of the League of Nations, changes brought by post-World War One peace treaties, the end of the Ottoman Empire, the rise of the Fascists in Italy, and Nazism in Germany
- the significant ideologies that strengthened, challenged and/or weakened empires and/or nation states, such as self-determination, liberal democracy, nationalism, imperialism, socialism and communism, militarism, Marxism-Leninism in the USSR, fascism in Italy, fascism and militarism in Japan, Nazism in Germany, totalitarianism, isolationism and capitalism in the USA, liberal democracy in Britain, Immigration Restriction Policy in Australia, and the emergence of secularism in Turkey
- continuity and changes to political structures and systems of nation states, such as the Weimar Republic and the Third Reich in Germany, the end of the Taisho period in Japan, the French Third Republic, secular reforms of the Republic of Turkey, and the New Deal in the USA
- significant individuals who contributed to political change, such as Queen Victoria, Empress Dowager Cixi, Kaiser Wilhelm II, Emmeline Pankhurst, Woodrow Wilson, Georges Clemenceau, Rosa Luxemburg, Mustafa Kemal Ataturk, Emperor Hirohito, Josef Stalin, Benito Mussolini, Adolf Hitler, Winston Churchill and Mahatma Gandhi
- the significant causes of World War Two in 1939, such as the peace treaties, the actions and failure of the League of Nations, the rise of fascist and militarist regimes, the Great Depression, failure of diplomacy and territorial aggression.

Key skills

- ask and use a range of historical questions to explore political and economic change prior to World War Two
- analyse sources for use as evidence
- identify the perspectives of people and how perspectives changed over time
- identify different historical interpretations about political and economic change
- analyse the consequences of World War One and the causes of World War Two
- explain how political and economic conditions changed and/or stayed the same
- evaluate the historical significance of events, ideas, individuals and movements
- construct arguments about political and economic change using sources as evidence.

Area of Study 2

Social and cultural change

- *How did society and culture change?*
- *How did cultural life both reflect and challenge the prevailing political, economic and social conditions?*
- *How did ideologies contribute to continuities and changes in society and culture?*
- *What role did individuals, groups and movements play in social and cultural continuity and/or change?*

In this area of study students focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period.

The period between the wars was characterised by significant social and cultural change. While the 1920s, a time in Western society known as the Roaring Twenties, was largely marked by optimism and material prosperity in the West and Japan, by contrast the thirties was a period of severe economic hardship for many, dominated by the impact of the Great Depression.

At the end of World War One, new governments in Italy, Germany and Japan led to the emergence of societies driven by new ideologies and, in some countries, the oppression and persecution of certain groups, most especially the Jewish community in Nazi Germany. In the USSR, the establishment of a communist regime in 1917 was initially greeted with support by a large proportion of the people, but under Stalin millions of people were forced to work in state-owned factories and farms and dissenters were sent to labour camps.

In the USA, during the decades between the wars, controls such as prohibition and race segregation affected the lives of many people, as did the presence of groups such as the Ku Klux Klan. While the 1920s was characterised by material progress, new technologies, increased personal freedoms and unprecedented economic growth, the Great Depression brought hardship to many nations.

The creative arts both reflected and challenged social and political life and change in this period. Mass entertainment and information by means of radio and film became widespread.

In this area of study students may focus on one or more of the following contexts: Australia, China, France, Germany, Italy, Japan, Russia/USSR, the Ottoman Empire/Turkey, the British Empire/United Kingdom and/or the USA.

Outcome 2

On completion of this unit the student should be able to explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- the significant changes in how society was organised and the ways this influenced how people lived their lives, such as working conditions, workers' rights, the positions and roles of men, women and children, law and order, social control and personal freedoms and/or the influence of other social, political, economic, cultural, religious and technological changes
- continuity and change to the social life and experiences of people, such as race, gender, sexuality, ethnicity, class, political and religious affiliation
- the methods and consequences of inclusion and/or exclusion of certain groups from participating in the society, such as the Nuremburg laws in Germany and the Holocaust, the Great Purge in Stalinist Russia, the Immigration Restriction Act in Australia, the emergence of universal suffrage, racial segregation in the USA, and the Peace Preservation Law in Japan
- the ways in which particular forms of cultural expression such as art, literature, architecture, film and music both influenced and reflected social, economic and political change
- the reasons for government, group and individual attempts to control, influence or resist cultural expression and use propaganda to challenge, influence and/or change political and social agendas
- the perspectives and experiences of those affected by social and cultural change, such as the Jewish community, Sinti and Roma people, indigenous peoples, the Modern Girls of Japan's Taisho Period and African Americans
- the significance of individuals and/or movements that contributed to social and/or political change through cultural expression, such as artists, film makers, photographers, writers and modernist movements (Expressionism, Cubism, Futurism, the Bauhaus movement, Surrealism and Art Deco).

Key skills

- ask and use a range of historical questions to explore how everyday life changed prior to World War Two
- analyse sources for use as evidence
- identify the perspectives of people and how perspectives changed over time
- identify different historical interpretations about continuities in and changes to everyday life
- analyse the causes and consequences of changes to everyday life
- explain how social and cultural conditions changed and/or stayed the same
- evaluate the significance of events, ideas, individuals and movements that influenced and resisted change
- construct arguments about social and cultural continuity and change using sources as evidence.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

- a historical inquiry
- an essay
- evaluation of historical sources
- short-answer questions
- extended responses
- a multimedia presentation.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 2: The changing world order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

The establishment of the United Nations (UN) in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. However, despite internationalist moves, the second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. By 1989 the USSR began to collapse. Beginning with Poland, Eastern European communist dictatorships fell one by one. The fall of the Berlin Wall was a significant turning point in modern history.

The period also saw continuities in and challenges and changes to the established social, political and economic order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Ethnic and sectarian conflicts also continued and terrorism became increasingly global.

The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements, as well as new political partnerships, such as the UN, European Union, APEC, OPEC, ASEAN and the British Commonwealth of Nations.

The beginning of the twenty-first century heralded both a changing world order and further advancements in technology and social mobility on a global scale. However, terrorism remained a major threat, influencing politics, social dynamics and the migration of people across the world. The attack on the World Trade Centre on 11 September, 2001 was a significant turning point for what became known as the war on global terror and shaped the first decade of the twenty-first century, including the wars in Afghanistan and Iraq. The Global Financial Crisis challenged and contributed to some change in the social, political and economic features and structures; however, many continuities remained. Technology also played a key role in shaping social and political change in different contexts. The internet significantly changed everyday life and revolutionised communication and the sharing of information and ideas, some of which challenged authority, most notably the Arab Spring.

Area of Study 1

Causes, course and consequences of the Cold War

- *What were the causes of the Cold War?*
- *How did Cold War ideology contribute to increased tensions and conflict?*
- *What were the consequences of the Cold War on nations and peoples?*
- *What caused the end of the Cold War?*
- *How did the social, political, economic and cultural conditions influence and change the post-Cold War world?*

In this area of study students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR.

Students investigate the causes of the Cold War in the decades that followed World War Two. They analyse the significant contribution of events, ideologies and individuals, and the consequences for nations and people in the period 1945–1991. While the USA and the USSR never engaged in direct armed conflict, they opposed each other in a range of international conflicts and proxy wars such as those in Berlin, Korea, Angola, Cuba and Vietnam. They both tried to exert their influence through aid and propaganda in Africa, Asia and the Americas and engaged in an arms race and a space race, with competition also extending to sport and the arts.

Students consider the reasons for the end of this long-running period of ideological conflict and the collapse of the USSR in 1991, as well as exploring the legacy of communism and/or socialism in the post-Soviet era and the emergence of democracy in new nations.

Outcome 1

On completion of this unit the student should be able to explain the causes of the Cold War and analyse its consequences on nations and people.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- the causes of the Cold War, such as ideological differences, Yalta and Potsdam Conferences, disagreements over post-war Germany, crisis over Korea, the Nuclear Arms Race, and Superpower foreign policy
- the economic, political and social characteristics of the competing ideologies of communism in the USSR, and liberal democracy and capitalism in the USA and Europe
- the significant features and consequences of the peace conferences at Yalta and Potsdam, such as the re-drawing of borders, and loss of territory and population experienced by the defeated countries, and the tensions between Truman and Stalin over the treatment of Germany
- the establishment and goals of the UN, such as including initiatives to address areas of international concern about human rights, economic and social issues, and the movement of displaced peoples
- the significant features and tensions of the Cold War, such as the Soviet–American relationship, the development of alliances, Churchill’s Iron Curtain speech, the policy of containment, the Domino Theory, the Truman Doctrine, the Marshall Plan, the Nuclear arms race, the Berlin Blockade and Airlift, NATO and the Warsaw Pact, Sino-Soviet Treaty, proxy wars, the Red Scare, the space race, propaganda, sport, popular culture, and espionage
- proxy wars and conflicts that reflected the consequences of tensions and divisions of the Cold War, focusing on one or more of the following:
 - the Korean War, such as the causes and consequences of the conflict, reasons for international involvement and the impact on people, countries and the Cold War superpowers
 - the causes and reasons for the division of Germany and Berlin, reasons for the building of the Berlin Wall, the Stasi, the consequences for those who lived in West Germany (FRG)

- and East Germany (GDR) in 1945–1989, and the causes of the fall of the Berlin Wall in 1989
 - causes of challenge and dissent among Soviet Satellites, such as the uprisings in Poland and Hungary in 1956 and the Prague Spring in 1968, and Soviet responses to dissent
 - the Vietnam War, such as the causes of the conflict, the Domino Theory, reasons for international involvement, the anti-war movement, outcomes and consequences
 - events in Cuba, such as the causes of the Cuban Revolution, the Bay of Pigs invasion, the Cuban missile crisis, and the consequences for Cuba and for superpower relationships
 - the civil war in Angola and the roles played by the USSR, Cuba and the USA in the conflict between the Popular Movement for the Liberation of Angola, and the National Union for the Total Independence of Angola
- long-term and short-term causes of the end of the Cold War, such as detente between the USSR and the USA, mutually-assured destruction, the war in Afghanistan, the Olympic boycotts, Reagan and Star Wars, economic weakness of the USSR and Gorbachev's policies of Perestroika and Glasnost, the Non-Proliferation Treaty, developments in the satellite states (Solidarity in Poland, the Fall of the Berlin Wall and reunification of Germany), the breakup of the USSR and the opening up of China.

Key skills

- ask and use a range of historical questions to explore the causes and consequences of the Cold War
- analyse sources for use as evidence
- identify the perspectives of people and how perspectives changed over time
- identify different historical interpretations about the causes and consequences of the Cold War
- analyse the causes and consequences of the Cold War
- explain how social, economic, political and cultural features changed and/or stayed the same during the Cold War
- evaluate the significance of the Cold War and/or post-Cold War events, ideas, individuals and movements
- construct arguments about the causes and consequences of the Cold War using sources as evidence.

Area of Study 2

Challenge and change

- *What caused the challenges to existing political and/or social structures and conditions?*
- *How did the actions and ideas of popular movements and individuals contribute to continuity and change?*
- *To what extent did change occur?*
- *What were the perspectives and experiences of those who demanded and/or resisted change?*

In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century. Students also consider the extent to which ideas, values and political systems remained the same and/or change

was resisted. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

While the Cold War dominated the second half of the twentieth century, social and political challenges, continuities and changes occurred within and between nations based on religion, nationalism, race, gender and human rights. Nations were challenged by internal struggles over ideology such as the Islamic Revolution in Iran in 1979. Independence movements led to the emergence of new nations. Nations such as Algeria and Timor-Leste achieved sovereignty through armed struggle, while Papua New Guinea and other Pacific nations achieved independence through diplomatic means. Regional conflicts continued and emerged, including the Arab–Israeli conflict, the struggle against Apartheid in South Africa and civil and sectarian conflict in Northern Ireland, the Horn of Africa, Rwanda, Kashmir, and the breakup of the former Yugoslavia. Although, terrorism was not a new phenomenon, it took on new dimensions and became increasingly global, such as the attack in the USA on 11 September, 2001, and the Bali Bombings in 2002, particularly with the rise of prominent groups such as Al Qaeda.

Developments in media and mass communication including cable television, the internet and social media meant that many social and political ideas and movements transcended national boundaries. The digital revolution in the beginning of the 21st century saw the rise of social media, which played a key role in challenging traditional authority, work, lifestyle, and forms of communication and media, and in changing the nature of consumerism and destabilising authoritarian regimes and fuelling popular change. The speed at which these ideas and movements were shared with global audiences changed the social, political and economic features of states. Democratic systems and authoritarian regimes also used social media as a method for communicating their ideas as well as suppressing challenge and dissent.

In many societies, individuals and groups emerged to challenge the ways that power structures were organised, distributed and used. Traditional attitudes to race, war, gender, sexuality, religion, the environment and human rights were questioned, challenged and in some cases remained the same and/or changed.

This area of study focuses on challenge and change in relation to at least one of the following themes: Decolonisation and self-determination movements, Terrorism campaigns, Regional conflicts, and/or Social and political movements.

- Decolonisation and self-determination movements, such as in Algeria, the Congo, Indonesia, India, Pakistan, Bangladesh, Cambodia, Laos, Malaya, Timor-Leste, Hong Kong and/or Macau, Papua New Guinea, the Iranian Revolution, the Middle East, Sudan and South Sudan, Oceania, the Caribbean states, Former Republics of the Soviet Union, and the Arab Spring
- Terrorist groups and their campaigns, such as EOKA (Cyprus), ETA (Spain), FLN (Algeria), Baader-Meinhof (West Germany), the Japanese Red Army, Black September, Palestinian Liberation Organisation, Irish Republican Army and Loyalist Paramilitaries, Shining Path, FARC, the Tamil Tigers, Al Jihad, Hezbollah, the Lord's Resistance Army, Al Qaeda, and Boko Haram
- Regional conflicts, such as the Arab–Israeli dispute, the anti-Apartheid movement in South Africa, the Northern Irish Troubles, the Cyprus dispute, USA War on Drugs, the breakup of the former Yugoslavia, the Somali Civil War, conflicts in Latin America, the Sri Lankan Civil war, the Gulf Wars, the Rwandan Genocide, and the Wars in Afghanistan.
- Social and political movements, such as civil rights campaigns in Australia, USA, South Africa or Northern Ireland, Aboriginal and Torres Strait Islander peoples' land rights, reconciliation and recognition, feminism and women's rights, the global protests of 1968, counterculture, 1969 Stonewall Riots and LGBTIQ+ rights movements, labour movements, democracy

movements, environmentalism and climate change movements, nuclear non-proliferation, the peace movement, the Tiananmen Square pro-democracy protests 1989, the Arab Spring, religious rights and movements, and the Occupy movement.

Outcome 2

On completion of this unit the student should be able to explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- the causes, significant events and conditions that challenged traditional social, political and/or economic structures of power
- the local and global ideas that influenced continuity and/or change, such as decolonisation, nationalism, theocracy, self-determination, state-building, nation-building, racism, sexism, feminism, egalitarianism and equality
- significant individuals, movements and/or groups who challenged existing structures of social, political and/or economic power and contributed to change
- the methods employed by individuals and/or groups to express their views and demand change, such as diplomacy, nation-building, meetings and marches, cultural expression, civil disobedience, violence and terrorism, armed conflict, the media and social media
- the responses and actions of established social, political and/or economic powers who sought continuity by resisting challenges and changes
- the extent to which change occurred and goals and ideas were successfully achieved and implemented
- the perspectives and experiences of those who challenged and demanded change and those who resisted change
- the short-term and long-term consequences of particular events, ideas and movements.

Key skills

- ask and use a range of historical questions to explore the challenges and changes to structures of power
- analyse sources for use as evidence
- identify the perspectives of people and how perspectives changed over time
- identify different historical interpretations about challenges and changes to structures of power
- analyse the causes and consequences of challenges to power structures
- explain how structures of power changed and/or stayed the same
- evaluate the significance of events, ideas, individuals and movements
- construct arguments about continuity and change in modern history.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

- a historical inquiry
- an essay
- evaluation of historical sources
- short-answer questions
- extended responses
- a multimedia presentation.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Units 1–4: Ancient History

Unit 1: Ancient Mesopotamia

In this unit students investigate the emergence of early societies in Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the ‘cradle of civilisation’. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities and the development of civilisations. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about the origins of civilisation.

Area of Study 1

Discovering civilisation

- *What is a civilisation?*
- *How did the first cities develop?*
- *How do we know about these civilisations?*

In this area of study students focus on how the invention of agriculture and the subsequent emergence of the first cities in Mesopotamia came into existence around 3500 BCE. This includes the Early Dynastic Period (2900 BCE) and concludes at the end of the Ur III Period (2004 BCE). Historians and archaeologists use the term ‘civilisation’ to describe the practices and institutions of urban life. The changes that took place in the region between the rivers Tigris and Euphrates exemplify this concept. Urban life in Mesopotamia depended on agriculture, as without surplus grain it would have been impossible to feed the population. The domestication of animals was an important change that resulted in the interdependence of people, plants and livestock. The introduction of agriculture and the domestication of livestock enabled large numbers of people to live together in a sedentary manner. The social features of these first cities were complex. Social stratification was a consequence of task specialisation. This led to increasingly sophisticated systems of ownership and exchange. These changes are aspects of what historians and archaeologists term ‘civilisation’. Students use this concept to investigate life for the Sumerians and Akkadians, including an exploration of the development of writing.

The key institution through which political power was exercised was the city-state, a political entity based on an urban centre and surrounding territory. These city-states were governed by lords, assemblies and priest-kings. As the name suggests, the functions of priest-kings were spiritual and secular. These rulers engaged in monumental building projects such as the construction of temples and city walls. Relations between city-states were not always good; one city sometimes sought to dominate another, often resulting in war. This was a key feature of the reign of Sargon of Akkad (2334–2279 BCE) who may have established the first empire. Like other rulers, his actions became entwined with myth. Such stories shaped the beliefs, values and attitudes of people in the first civilisations. Historians and archaeologists investigate these aspects of life through traces that the people of the first cities have left behind.

Outcome 1

On completion of this unit the student should be able to explain the features of civilisations and the development of civilisation in Mesopotamia.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- the features of civilisation as understood by historians and archaeologists, the significance of the concept of civilisation, and reasons that contributed to the development of the earliest settled societies in various parts of the world
- the physical environment and how its geography and features contributed to the development of early societies and Mesopotamia, such as the topography, the rivers Tigris and Euphrates and the climate, and its relationship to the growth of urban settlements, and the need to construct canals
- the different types of sources that provide evidence of the features of early societies, such as art, iconography, writing, tools, building complexes and archaeological sites
- methods used by archaeologists to determine the age of objects, as well as relative and absolute dating such as the study of the death pits
- the principal theories about the development of agriculture
- the impact and consequences of the development of agriculture, such as its impact on the distribution and redistribution of resources and the ensuing rise of societies with complex hierarchies and social stratification, early life, farming and domestication of animals, the beginning of royal cities and culture, and specialisation of crafts and trades
- the development of writing, its use in trade and managing revenue, and the importance of written sources to historical inquiry
- the social, political and cultural features of Ancient Mesopotamia as reflected in the material record and The Epic of Gilgamesh, such as the evolution of the city-state, the role of priest-kings, and the assembly
- political institutions and developments during the period, such as the reign of Sargon of Akkad, his rise to power, the establishment and growth of the Akkadian Empire, and his later reign, and the Third Dynasty of Ur
- the representation of Sargon in ancient sources, such as The Epic of the King of Battle and The Chronicle of Kings.

Key skills

- ask and use a range of historical questions to explore the features and development of a civilisation
- analyse sources for use as evidence
- identify the perspectives of people in Ancient Mesopotamia and how perspectives changed over time
- identify historical interpretations about the features and the development of civilisation
- analyse the causes and consequences of the development of civilisation in Ancient Mesopotamia
- explain how the features of Ancient Mesopotamia changed and/or stayed the same
- evaluate the historical significance of Ancient Mesopotamia
- construct arguments about Ancient Mesopotamia using sources as evidence.

Area of Study 2

Ancient empires

- *What were the features of the First Babylonian Dynasty and Assyrian Empire?*
- *What is the significance of the Laws of Hammurabi and what they reveal about the way in which Babylonian society was organised?*
- *What were the social, political and cultural continuities and changes between the First Babylonian Dynasty and the Assyrian Empire?*

In this area of study students focus on the First Babylonian Dynasty, the Assyrian Empire and the fall of Nineveh at the end of Neo-Assyrian Period (612 BCE). Towards the close of the third millennium, the semi-nomadic Amorites started to enter the region. The Amorites gradually extended their power through Mesopotamia, but did not form an empire. Later, the Amorite Hammurabi brought much of Mesopotamia under Babylonian control. This included the city of Mari. Furthermore, when the Amorite Shamshi-Adad I became king of Assyria in northern Mesopotamia, he installed his son as the ruler of Mari. The excavation of Babylonian royal palaces and the discovery of 20,000 cuneiform tablets have enabled historians and archaeologists to learn a great deal about how civilisation was understood by the Babylonians. Historical inquiry can also draw on correspondence between Shamshi-Adad and his sons, as well as the Laws of Hammurabi.

The fall of the First Babylonian Dynasty was caused by Hittite aggression. Its demise created a power vacuum that was first filled by the Kassites and then the Assyrians. During the Late or Neo-Assyrian Period (1000 to 612 BCE), Mesopotamia became united under the control of an empire that originated from the city-state of Ashur. Perhaps the most important sources for the Assyrian Empire available to historians are the thousands of tablets that have survived from the library of Ashurbanipal in Nineveh. Teamed with the material record, these sources indicate the prominence of warfare and religious belief in the Assyrian understanding of civilisation. This view is evident in the reign of Assurnasirpal II, the reforms of Tiglath-pileser III, and the reigns of the Sargonid kings (721–621 BCE).

Outcome 2

On completion of this unit the student should be able to explain continuity and change in Ancient Mesopotamia.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- the rise of the First Babylonian Dynasty, such as the expansion of and change in the empire under Hammurabi and the development of Babylon as a centre of power, how the expression of power changed, and the decline of its rule, culminating in the sacking of Babylon (1595 BCE)
- the social, political and cultural features of Assyria, such as the correspondence between Shamshi-Adad and his sons, the Hammurabi's law codes, and the sacking of Babylon (1595 BCE) by the Hittites
- the relationship between the archaeological site of Mari and its social, political, economic and cultural context, including the cuneiform tablets discovered there
- the rise of the Assyrian Empire, such as political changes during the reigns of Assurnasirpal II and Tiglath-pileser III

- the reigns of the Assyrian kings, such as the conquest of Judah, building at Nineveh and its role as the centre of Assyrian power and how the expression of power changed
- the significant features of the city of Nineveh and the role these features had on everyday life, such as geographical location, architectural features, palaces of Assurnasirpal, rebuilding and architectural expansion under Sennacherib, temples of Nabu and Ishtar, irrigation and aqueducts, the Royal Library of Ashurbanipal, gardens, gates and walls, and the findings from the excavations of these archaeological site
- the causes and consequences of the demise of Assyria, such as civil wars between rival claimants for the throne, attacks by former vassals, and the debates over the sacking and destruction of Nineveh
- changes and developments in education, palace architecture, astronomy, the measurement of time and medicine.

Key skills

- ask and use a range of historical questions to explore change in Ancient Mesopotamia
- analyse sources for use as evidence
- identify the perspectives of people in Ancient Mesopotamia and how perspectives changed over time
- identify historical interpretations about the social and political change in Ancient Mesopotamia
- analyse the causes and consequences of social and political changes in Ancient Mesopotamia
- explain how the features of Ancient Mesopotamia changed and/or stayed the same
- evaluate the historical significance of Ancient Mesopotamia
- construct arguments about Ancient Mesopotamia using sources as evidence.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks.

Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

- a historical inquiry
- an essay
- evaluation of historical sources
- short-answer questions
- extended responses
- a multimedia presentation.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 2: Ancient Egypt

In this unit students investigate features of the Old Kingdom Egypt and the representation of power in Middle Kingdom Egypt and the Second Intermediate Period. They analyse the conditions that gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about Old and Middle Kingdom Egypt.

Area of Study 1

Egypt: The double crown

- *How did civilisation develop in Ancient Egypt?*
- *What were the significant features of Ancient Egypt?*
- *What was the significance of the king in Old Kingdom Egypt?*
- *What do primary sources reveal about power and authority, beliefs, values and attitudes in Ancient Egypt?*

In this area of study students focus on kingship in Old Kingdom Egypt from the Early Dynastic Period (2920 BCE) concluding at the end of the First Intermediate Period (2040 BCE). The ancient Egyptians believed that for something to be complete, it needed to be made up of two parts. Hence, the double crown of Egypt consisted of two parts: the red crown represented the Nile delta of Lower Egypt; the white crown signified dominion over Upper Egypt, the area south of the Nile Delta to First Cataract. The Nile Delta receives far greater rainfall than the south; agriculture was completely dependent on the River Nile in Upper Egypt.

Besides connecting Upper and Lower Egypt, the Nile was central to the economy and transport. During the Predynastic Period, Upper Egypt increased its territory until it conquered the north. Narmer seems to have been the first ruler to unite the two crowns in a single dominion. The key source is the Narmer Palette which appears to depict the unification of Egypt. It was during the Early Dynastic Period (2920–2575 BCE) that Egyptian hieroglyphs came into use. This script remained a mystery to later ages until the Rosetta Stone was deciphered.

The Old Kingdom (2575–2134 BCE) was a period of prosperity and consolidation, but power was concentrated in the hands of the few. With its capital located at Memphis, Egypt was ruled by the king and state bureaucracy. It was during this period that the pyramids were constructed. These demonstrate the immense power of the kings, but also raise important questions about funerary practices and belief systems. The Step Pyramid of Djoser, the Meidum Pyramid, the Bent Pyramid at Dashur and the pyramids at Giza represent continuity and change in the design of these monuments. Although the pyramids reflect the authority of the king over the population, the closing years of the Old Kingdom are marked by an important change: kings found it increasingly difficult to control the state. This was due to the growing power of provincial governors (nomarchs). Resources earmarked for Memphis were redirected to these officials. The result was the demise of the unified state. This was one of the causes of upheaval and decline during the First Intermediate Period (2134–2040 BCE).

Outcome 1

On completion of this unit the student should be able to explain the features of the Old Kingdom Egypt and the First Intermediate Period and analyse the distribution and expression of power.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- the physical environment and its influence in the development of civilisation in Egypt, such as geographic location, natural features and resources, with special reference to the Nile Delta and its relationship to the growth and patterns of urban settlements, agriculture, trade and commerce and transport
- the regions of Predynastic Egypt, reasons for the expansion of Upper Egypt and the significance of the unification of Upper and Lower Egypt
- the significance of Narmer as the first king of Egypt, such as the Narmer Palette as a source of evidence for understanding ideas about the unification of Upper and Lower Egypt
- the organisation of power in the Old Kingdom Egypt and the first Intermediate Period, such as the absolute and theocratic nature of Egyptian kingship and the concentration of wealth in the hands of a few, the bureaucracy and the role of nomarchs (provincial governors) and the capital of Memphis
- cultural beliefs and practices and their expression of authority, such as cults of Re and Osiris, Egyptian beliefs concerning the afterlife, features of funerary practices and customs, royal tombs and tombs of the nobility, science, literature, art and architecture
- the significance of excavations and archaeological discoveries in understanding the historical context of Old Kingdom Egypt and the first Intermediate Period, such as architecture, temples, statues and paintings
- the significance of Egyptian architecture and its relationship to the authority of the king, such as the pyramids of Djoser and Meidum, the Pyramid Texts, pyramid fields at Dashur and the complex of Dynasty VI at Giza, cemeteries of Saqqara, Giza and Dahshur
- the causes and consequences of the demise and collapse of centralised power in the Old Kingdom.

Key skills

- ask and use a range of historical question to explore the features of Ancient Egypt
- analyse sources for use as evidence
- identify the perspectives of people in Ancient Egypt and how perspectives changed over time
- identify different historical interpretations about civilisation in Ancient Egypt
- analyse the causes and consequences of the collapse of centralised power in Old Kingdom Egypt
- explain how the features of Ancient Egypt changed and/or stayed the same
- evaluate the historical significance of Old Kingdom Egypt and the First Intermediate Period
- construct arguments about Old Kingdom Egypt and the First Intermediate Period using sources as evidence.

Area of Study 2

Middle Kingdom Egypt: Power and propaganda

- *How did the rulers of the Middle Kingdom use their power?*
- *How did the rulers of the Middle Kingdom present their power as authority?*
- *What challenges did the rulers of the Middle Kingdom face?*
- *To what extent did Ancient Egypt change during the Middle Kingdom?*

In this area of study students focus on the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period (2040 to 1550 BCE). This study begins with the end of the First Intermediate Period and reunification of Egypt (2040 BCE) and concludes at the end of the Seventeenth Dynasty (1550 BCE).

The civil wars of the First Intermediate Period were ended by Mentuhotep II, governor of Thebes. He reunified Egypt and centralised government, subordinating local governors to more senior officials, thus addressing a structural flaw that had brought the Old Kingdom undone. Trade once again flourished. It is evident from the material record and in the titles used by the king, that Mentuhotep II represented himself in a divine or semi-divine manner. Many aspects of the reign of Mentuhotep II reflect a desire to establish continuities with the Old Kingdom, but his approach to funerary architecture represented an important change. Rather than constructing a pyramid, he demonstrated his power in a very different style of mortuary temple. This was constructed at Deir-el-Bahri, near what would become the Valley of the Kings. Students undertake a detailed investigation of this site. Later kings rejected the approach adopted by Mentuhotep II, turning to pyramids for burial, but the method of construction was different from those of the Old Kingdom.

Kings of the Twelfth Dynasty used literary texts as propaganda. Examples include *The Prophecy of Nefertiti* and *The Story of Sinuhe*. Students analyse these sources and the way they present royal power and what they reveal about other facets of life in the Middle Kingdom. Students explore the *Instructions of King Amenemhet*, which reflect the challenges that the kings faced in maintaining power against governing families. The introduction of the co-regency was a response to this problem and enabled kings to maintain power.

In the closing years of the Middle Kingdom, however, the balance of power shifted in favour of the governors, weakening central authority. The Second Intermediate Period marked the end of Middle Kingdom Egypt. The Hyksos took power in the Nile Delta. This was the first time that Egyptian lands had fallen to outsiders. Taking up Egyptian beliefs and practices, Hyksos kings formed the Fifteenth Dynasty and ruled Lower Egypt from the capital of Avaris. During the same period the Seventeenth Dynasty held power in Upper Egypt from Thebes. The tension created by this division was only resolved through warfare, which resulted in the defeat of the Hyksos.

Outcome 2

On completion of this unit the student should be able to explain the changes in Ancient Egypt and analyse the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- political developments in the reign of Mentuhotep II, such as the reunification of Egypt and the centralisation of government, increasing the power of Thebes, declining powers of the nomarchs (provincial governors) in contrast to the increasing influence of royal court officials, centralisation of power, assertion of royal authority through the posts of Governor of Upper Egypt and Governor of Lower Egypt and a program of self-deification that emphasised the divine nature of the ruler
- the importance of cross-cultural trade to the Middle Kingdom Egypt in bringing Egypt into the Mediterranean world, such as the expansion of trade and building
- the subjugation of Nubia by the Middle Kingdom Egypt through military campaigns and building works and fortresses
- the representation of the political and religious power of the king, such as the self-deification program, the introduction of co-regency and the significance of the Sed festival, funerary architecture at Deir-el-Bahri, and artistic works
- the significance of excavations and archaeological discoveries at Deir-el-Bahri in understanding the historical context of Middle Kingdom Egypt
- the representation of royal power and propaganda and everyday life in literary works of Middle Kingdom Egypt, such as The Prophecy of Nefertiti, The Story of Sinuhe, Lay of the Harper, and Instructions of King Amenemhet
- the changes in religious beliefs and practices and the role of Pharaoh during the reigns of Senwosret II, Senwosret III, and Amenemhat III, such as change of capital cities, the rise of cults of Amun and Osiris and representation in architecture, tombs and their grave goods, relief decoration, literature and statues
- the late Middle Kingdom's shift in power from the king to nomarchs that led to the Second Intermediate period
- the emergence of the Hyksos and their transformation into the Fifteenth Dynasty and the representation of their authority, such as their foreign origins, assimilation into Egyptian culture, rise of the Hyksos kings to power in Lower Egypt, development of a professional army, introduction of innovations in weaponry, the horse chariot, methods of crop irrigation, metalworking in bronze, and the impact of the Hyksos on Egyptian isolationism
- the defeat of the Hyksos by the Seventeenth Dynasty (Upper Egypt), such as its presentations in texts such as the Autobiography of Ahmos and Tale of Apepi and Seqenenre, and the reasons for Theban vilification of the Hyksos.

Key skills

- ask and use a range of historical question to explore Ancient Egypt
- analyse sources for use as evidence
- identify the perspectives of people in Ancient Egypt, and how perspectives changed over time
- identify different historical interpretations about Middle Kingdom Egypt
- analyse the causes and consequences of changing power dynamics in Middle Kingdom Egypt and the Second Intermediate Period
- explain how the features of Ancient Egypt changed and/or stayed the same
- evaluate the historical significance of Middle Kingdom Egypt and the Second Intermediate Period
- construct arguments about the Middle Kingdom Egypt and the Second Intermediate Period using sources as evidence.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

- a historical inquiry
- an essay
- evaluation of historical sources
- short-answer questions
- extended responses
- a multimedia presentation.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 2: Early China

In this unit students investigate the features of civilisation in early China and the representation of power during the Qin and Han empires. The foundations of civilisation in China have traditionally been located in the Yellow River Valley, but archaeological evidence now suggests that early settlement was not confined to this area. Life in small agricultural communities, with distinct regional identities, marks the beginnings of civilisation in China. Interactions between these small and diverse settlements led to the formation of rival states, and then to the growth of an enduring civilisation. The development of a series of empires was central to Chinese civilisation.

Early China refers to what is known as the pre-imperial and early imperial periods. Historians and archaeologists refer to the pre-imperial period (up to 221 BCE) as Ancient China. This unit begins with Ancient China and concludes with the end of the Han Empire in 220 CE. Students consider the importance of primary sources to historical inquiry about Early China.

Area of Study 1

Ancient China

- *How did civilisation develop in early China?*
- *What were the significant features of early China?*
- *What was the relationship between the state and religious belief?*
- *What do primary sources reveal about early China?*

In this area of study students focus on the development of civilisation in Ancient China. This study begins with the appearance of early settlements in China. It explores Erlitou culture (1900–1600 BCE) and concludes with the establishment of empire by the Qin in 221 BCE.

Although it is traditionally believed that villages first came into existence near the Yellow River, some archaeologists believe that settlements developed in several regions. These early settlements gave rise to complex urban societies and over time led to the formation of states.

The early Xia state was regarded as a legend until recent archaeological discoveries furnished possible evidence of its existence. Its relationship to Erlitou culture (1900–1600 BCE) is the subject of ongoing debate. Our understanding of the Shang state (1600–1046 BCE) rests on much stronger archaeological evidence and historical foundations. The significant changes under the Shang include interrelated developments in writing and religious belief. It appears that writing first served religious functions, but there is some evidence for administrative and commercial uses. The king was believed to rule with the blessing of the gods: the Mandate of Heaven; he was perceived as a mediator between the gods and the mortal realm. Shang oracle bones with their written inscriptions provide evidence for the concerns of the king and his court. Furthermore, Shang tombs enable students to explore the ancient Chinese belief in the afterlife.

The Zhou conquered the Shang, claiming that heaven had transferred its Mandate. Under the Zhou, the state came to be understood as a distinct bureaucratic entity as opposed to the power of the king. The Western Zhou (1046–771 BCE) concluded with the establishment of the capital at Luoyang. The subsequent Spring and Autumn Period (772–476 BCE) was an era of intense creative endeavour. Influential philosophers in the Hundred Schools of Thought included Confucius, Mencius, Laozi, Zhuangzi, Mozi and Sunzi. Later ages would remember the Zhou state as the model of harmony. Nevertheless, decentralisation of power in the Zhou state led to its gradual collapse. The Warring States Period (476–221 BCE) was a time of protracted conflict in

which no ruler was able to make an outright claim to the Mandate of Heaven and so usurp Zhou authority. It was only after the victory at the Battle of Changping in 260 BCE that King Zheng of Qin was able to manoeuvre into a position of supremacy and to establish himself as the first emperor of a unified realm.

Outcome 1

On completion of this unit the student should be able to explain the features of civilisation in early China and analyse how these features developed and changed.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- the physical environment, with particular reference to topography and climate, and its influence in the development of civilisation in China and on shaping regional identity and social stratification, such as the significance of the Yellow River valley, the role of agriculture, and the growth of urban settlements
- social, political and cultural features of the Shang state (1600–1046 BCE) as reflected in primary sources, such as oracle bones and writing: the feudal system and the social hierarchy, the creation of stable government, developments in military technology and chariots, advancement in bronze casting, Wan-lien-li calendar, and religious rituals and beliefs
- the development of political features during the Zhou state (1046–256 BCE) as reflected in primary sources, such as the formation of centralised government, the impetus towards empire, expansions into the Yangtze River valley, and legitimisation of power with the introduction of the Mandate of Heaven
- the causes and consequences of decentralisation of power of the Zhou state during the Spring and Autumn Period (722–476 BCE), such as rapid expansion of the empire, changes to the feudal system, increased tension between local rulers and Zhou kings, the struggle for hegemony among large states, competing royal courts, and the emergence of the Shi bureaucratic class
- the significant events and the consequences of conflict during the Warring States Period (476–221 BCE), such as the partition of Jin and the creation of seven major warring states; bureaucratic and military developments, thought and reforms; and the Qin victory (221 BCE) as the first united Chinese empire
- the influences on changes to imperial power and Chinese society, such as Chinese culture; the development of writing, literature and the philosophy of the Hundred Schools of Thought; ethical thought and the influence of intellectual movements of Confucianism, Taoism and Legalism; and the development of mathematics and trading systems
- different representations of early China in literary works and archaeological sources, such as The Spring and Autumn Annals, The Art of War by Sun Tzu, iron working, and the Dujiangyan Irrigation System.

Key skills

- ask and use a range of historical questions to explore the features of civilisation in early China
- analyse sources for use as evidence
- identify the perspectives of people in early China and how perspectives changed over time
- identify different historical interpretations about the development of civilisation in early China
- analyse the causes and consequences of the development of civilisation in early China

- explain how the features of early China changed and/or stayed the same
- evaluate the historical significance of early China
- construct arguments about the development of civilisation in early China using sources as evidence.

Area of Study 2

The early dynasties

- *What caused the rise, expansion and fall of the Qin and Han dynasties?*
- *How did the features of the Han dynasty differ from the Qin?*
- *What was the significance of the Qin and Han dynasties?*
- *How did they present their power and authority?*
- *To what extent did China change during the Qin and Han dynasties?*

In this area of study students focus on the rise and fall of two empires in China: the Qin and the Han dynasties. During the pre-imperial period, several states developed in the area that is now known as China. Under the leadership of King Zheng, the Qin state overcame its rivals and resulted in the Qin dynasty (221 BC). King Zheng adopted the title of Qin Shi Huangdi, the First Emperor. He engaged in a series of measures designed to strengthen the empire. These included the creation of a Great Wall, the expansion of frontiers through warfare, road-building projects and the unification of currency, units of measurement and script. The legal supremacy of the emperor was pivotal to his authority. Officials such as Lu Buwei drove the process of centralisation, including the use of violence against adherents of ideologies deemed threatening to the newly-established empire. Students explore the mausoleum of Qin Shi Huangdi at Xi'an to understand beliefs about the afterlife and the authority of the emperor.

The Qin dynasty did not last long (221–206 BC). A few short years after the death of Qin Shi Huang, the empire collapsed amid revolt. Its successor would prove far more enduring. Emerging victorious from the wars that had consumed the unified state, Liu Bang founded the Western Han dynasty (206 BCE–9 CE). A brief but important interregnum, the Xin dynasty (AD 9–23) of Wang Mang, was followed by the Eastern or Later Han (CE 25–220), which claimed continuity with the Western Han.

Throughout these periods of sustained rule, the emperor derived authority from his position as a ritual, moral and legislative figurehead. The Western Han imperial capital was established in Chang'an. This city had an enduring series of trade networks linking China and the Mediterranean that would later be known as the Silk Road. This enabled the exchange of goods and knowledge. Yet interaction with the outside world was also fraught with tension. Wars with the Xiongnu confederation in the north, begun during the Qin, continued during much of the Western Han and were subject to debate at the central court. At the court, advocates of ideas associated with the pre-imperial thinker Confucius gradually gained ascendancy over their ideological opponents through a series of bitter struggles, and Confucianism came to supply many of the ideological and ritual foundations of imperial rule. The Han engaged in numerous building programs and enacted reforms in government and education. Later ages would look back on Han rule as a model of empire.

Outcome 2

On completion of this unit the student should be able to explain the rise and fall of the Qin and Han dynasties and analyse the use and representation of power in early China.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- the political and social features that influenced imperial China under the Qin dynasty (221–206 BCE) and the Han dynasty (206 BCE–220 CE), such as roles and images of the emperor, royal family, imperial bureaucracy of scholars, court officials and eunuchs, role of provincial administrators, local elite, army, social structure and Confucianism
- the significant events that caused the rise and fall of the Qin dynasty (221–206 BCE), such as the unification of rival states under King Zheng of Qin as Emperor Qin Shi Huangdi, increasing imperial tyranny, peasant resistance, civil war and rebellion, and natural disasters that brought the Qin to collapse
- the intellectual underpinnings of power and political developments in the Qin dynasty (221–206 BCE), such as legalism; moral, ritual and religious authority of the emperor; Mandate of Heaven; imperial Confucianism; and political, cultural and legal reforms
- the significance of economic features that contributed to power, such as agricultural innovations; trade; taxation; coinage; the Great Wall of China and Grand Canal building projects; and new technologies in military, transport and communications
- the role of imperial bureaucracy and key officials, such as Shang Yang, Lu Buwei, Li Si and Meng Tan
- the construction of the mausoleum of the first Emperor at Xi'an, such as the burial vaults, terracotta warriors and horses, and its relationship to the authority of the Emperor, funerary practices, and the Chinese belief in the afterlife
- the significant events that caused the rise and fall of the Han dynasty (202 BCE–220 CE), such as the collapse of the Qin, role and contribution of emperors from Gaozu to Jingdi and empress dowagers Lu Zhi and Dou, political developments, economic and political achievement of opening of the Silk Road, role of Confucianism in politics, Rebellion of the Seven States, cultural reforms of Emperor Wudi, wars against the Xiongnu, natural disasters and plagues, Yellow Turban Rebellion and the warlord Dong Zhou
- the sources of evidence for understanding political, social and economic features of early China, such as Lessons for Women by Ban Zhao, the Shiji (Records of the Grand Historian) and poetry of Sima Xiangru.

Key skills

- ask and use a range of historical questions to explore early dynastic China
- analyse sources for use as evidence
- identify the perspectives of people in early dynastic China and how perspectives changed over time
- identify different historical interpretations about the Qin and Han dynasties
- analyse the causes and consequences of the rise and fall of the Qin and Han dynasties in early China
- explain how the features of early China changed and/or stayed the same
- evaluate the historical significance of the Qin and Han dynasties
- construct arguments about the rise and fall of the Qin and Han dynasties in early China using sources as evidence.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

- a historical inquiry
- an essay
- evaluation of historical sources
- short-answer questions
- extended responses
- a multimedia presentation.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Units 3 and 4: Ancient History

In Units 3 and 4 Ancient History students investigate the features of two ancient societies, and a significant crisis and the role of individuals in these ancient societies. Egypt, Greece and Rome were major civilisations of the Mediterranean and bestowed a powerful legacy on the contemporary world. Students explore the structures of two of these societies and a period of crisis in its history, one for Unit 3 and one for Unit 4.

Life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, all three societies experienced dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society.

In Units 3 and 4 students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence and evaluate the features and role of individuals in an ancient civilisation. Students develop their understanding of the importance of primary sources to historical inquiry about ancient civilisations. They consider the different perspectives and experiences of people who lived in ancient societies. They use historical interpretations to evaluate how the features of the ancient society changed, and the role, motives and influences of key individuals involved in a crisis.

In developing a course, teachers select two ancient societies to be studied, one for Unit 3 and one for Unit 4. The ancient society selected in Unit 3, Area of Study 1, must be selected for Unit 3, Area of Study 2. The ancient society selected for Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2. Select two ancient societies from the following:

- Egypt
- Greece
- Rome.

Area of Study 1: Unit 3 and Unit 4

Living in an ancient society

- *What were the social, political and economic features of an ancient society?*
- *Why were these social, political and economic features significant?*
- *How did the society develop and change?*

In this area of study students focus on the historical significance of the social, political and economic features of the selected ancient society. In terms of social features, the existence of hierarchies meant that individual experiences varied enormously. There were profound differences in the experiences of men and women, locals and foreigners, and slaves and free people. Students explore the significance of political institutions and the distribution and expression of power between groups, and tensions resulting from such differences. They investigate the significance of the economic features of life, including agriculture, industry and trade.

The social, political and economic features of society are interrelated and change over time. Students consider the causes and consequences of these changes both from within the society and from external catalysts such as trade, warfare and the exchange of ideas. Such inquiry involves the use of written sources and the material record.

The key knowledge for this area of study in Units 3 and 4 comes from the following timeframes:

- Ancient Egypt (1550–1069 BCE)
- Ancient Greece (800–454 BCE)
- Ancient Rome (c.753–146 BCE)

Outcome 1

On completion of this unit the student should be able to analyse the features of an ancient society and evaluate how these features developed, interacted and changed.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Egypt (1550–1069 BCE):

Students investigate the features of life during the New Kingdom Egypt. They investigate the social, political and economic features of Thebes to 1069 BCE. They examine causes and consequences of warfare and its effect on the social, political and economic life of New Kingdom Egypt.

Key knowledge

- the social features of the New Kingdom Egypt and how these features may have influenced the development of the ancient society, including religious practices and cultural expressions, the role of the god-king, the god's wife of Amun, the status of women, priesthoods, scribes, artisans, agricultural workers; the building programs of Hatshepsut, Thutmose III, Rameses II and Rameses III; the temple of Karnak, funerary customs, the tomb of the Vizier Rekhmire and other noble tombs; the tomb of Seti I and other royal tombs; the social structure; the occupations at the workers' village at Deir el-Medineh
- the political features of and changes in the New Kingdom Egypt, including the civil administration, the role of scribes, the presentation of the king as warrior, expressions of power, and the role and structure of the army
- the economic features of the New Kingdom Egypt and how these features may have caused social and political change, including commerce and trade at the workers' village at Deir el-Medineh; strikes and tomb robberies; the contributions of Hatshepsut, Thutmose III, Rameses II and Rameses III to commerce, trade and tribute in the Near East and East Africa
- the causes, course and consequences of warfare and conflict, including the military campaigns of Thutmose III, Rameses II, Merneptah and Rameses III; the Battle of Kadesh (1274 BCE) and subsequent treaty between Rameses II and Hattusili III; and 20th Dynasty wars with Libya and the Sea Peoples; and the growth and territorial expansion of Egypt into East Africa and across the Near East.

Greece (800–454 BCE):

Students investigate the features of life during the Archaic Period. They investigate social, political and economic features of Athens and Sparta to 454 BCE. They examine the causes and consequences of the conflict between Greece and Persia.

Key knowledge

- the social features of Ancient Greece and how these features may have influenced the development of the ancient society, including the polis as a cultural and religious institution; the role, status and civic obligations of men, women, metics and slaves; and the social classes of Athens (pentakosiomedimnoi, hippeis, zeugitae and thêtes) and Sparta (Spartiates, Perioikoi, and Helots); the comparison of these social features in Athens and Sparta
- the political features of and changes in Ancient Greece, including factors that fostered political developments and the aristocracy, oligarchy and tyranny; the causes and political impact of reforms implemented by Solon, Pisistratus, Cleisthenes and Ephialtes on the Athenian constitution, government and political institutions (archonship, boule, ekklesia, heliaea, areopagus and ostracism); the Spartan constitution; the impact of reforms introduced by Lycurgus to the Spartan constitution, government and political institutions (dual monarchy, gerousia, ephors and apella); and foreign policy and expressions of power in Athens and Sparta
- the economic features of Ancient Greece and how these features may have caused social and political change, including pressures on Greece caused by the physical environment of the polis and its hinterland; the use of agriculture; the impact of the changing population numbers on Greece; the character and effects of colonisation, tyranny, national and international trade; the economic reforms of Solon
- the causes, course and consequences of warfare and conflict, including the Ionian revolt; the Persian invasions of 490 and 480–479 BCE; Spartan expansionism into Messenia; and the development and use of the Peloponnesian League by Sparta and the Delian League by Athens, and its transformation into the Athenian hegemony.

Rome (c.753–146 BCE):

Students investigate the features and the early development of Rome. They investigate the social, political and economic features of Rome. They examine the causes and consequences of the conflict between Rome and Carthage.

Key knowledge

- the social features of Ancient Rome and how these features may have influenced the development of the ancient society, including foundation narratives, religious practices and cultural expressions, the development of religious institutions, the paterfamilias, the role of women, the social hierarchy, relationships between patrons and clients, the role of slaves, and militarism
- the political features of and changes in Ancient Rome, including the rule of the kings, the oligarchy, the Revolution of 509 BCE, patricians and plebeians, the Conflict of the Orders, government and the role of political institutions (the senate, assemblies, plebeian institutions, magistracies and the cursus honorum), the Twelve Tables, and expressions of power
- the economic features of Ancient Rome and how these features may have caused social and political change, including the growth of Rome from village to city, land tenure, the development of trade and commerce and the growth of slavery
- the causes, course and consequences of warfare and conflict, including the territorial expansion of Rome (the Battle of Lake Regillus, the conquest of Veii, the Sack of Rome by the Gauls, the Second Samnite War and the war with Pyrrhus) and the wider struggle for supremacy, and expansion in the Mediterranean (the First Punic War 264–241 BCE, the Second Punic War 218–202 BCE, the Third Punic War 149–146 BCE, and the significance of the conquest of Greece).

Key skills

- ask and use a range of historical questions to explore the features of the ancient society
- evaluate sources for use as evidence
- analyse the perspectives of people in the ancient society and how perspectives changed over time
- evaluate historical interpretations about the features of the ancient society
- analyse the causes and consequences of conflict and warfare in the ancient society
- evaluate the extent of continuity and change in the features of the ancient society
- evaluate the historical significance of the features of the ancient society
- construct arguments about the features of the ancient society using sources as evidence.

Area of Study 2: Unit 3 and Unit 4

People in power, societies in crisis

- *What were the causes of the crisis in the ancient society?*
- *How did the consequences of the crisis change ancient societies?*
- *What were the roles, motives and influences of significant individuals in contributing to the crisis?*
- *What are the different historical interpretations of the crisis?*

In this area of study students focus on crisis in ancient Egypt, Greece or Rome with particular reference to four significant individuals and their role in shaping events. Crises take the form of internal political struggles, civil war and conflict between states. To understand these turning points, students analyse the causes and consequences of the crisis. They explore how key individuals influenced events, including, in some cases, making decisions that shaped their societies. Conversely, students investigate ways that the power of individuals might have been limited. To comprehend these individuals, students explore how their beliefs, values and attitudes informed their actions. Investigation of these individuals develops students' understanding of human agency.

The ancient society selected for Area of Study 2 in Unit 3 and in Unit 4 must be the same ancient society that was chosen for Area of Study 1 in Unit 3 and Unit 4.

The key knowledge for this area of study in Units 3 and 4 comes from the following timeframes:

- Ancient Egypt – The Amarna Period (1391–1292 BCE)
- Ancient Greece – The Peloponnesian War (460–404 BCE)
- Ancient Rome – The fall of the Republic (133–23 BCE)

Outcome 2

On completion of this unit the student should be able to evaluate the significance of a crisis in an ancient society and evaluate the role, motives and influence of key individuals involved in the crisis.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Egypt – The Amarna Period (1391–1292 BCE)

Students investigate the tensions of the Amarna Period in New Kingdom Egypt. Abandoning the name Amenhotep IV, Akhenaten ('Spirit of Aten') favoured the worship of Aten, the sun disk. He was supported in this change by his wife, Nefertiti. The worship of Aten was at odds with the traditional order. The resulting tensions were only resolved by the restoration of the status quo under Tutankhamun. Students analyse the involvement of Amenhotep III, Amenhotep IV/Akhenaten, Nefertiti and Tutankhamun during the Amarna Period, and what this reveals about the different roles, motives and influence of these key individuals.

Key knowledge

- the causes of the crisis in the Amarna Period, including the reign of Amenhotep III, the relationship between the priests of the Amen-Ra cult and the king, and changes to traditional religious beliefs and practices
- the causes, course and consequences of key developments in the crisis, including the transfer of the capital to Akhetaten, changes in art and architecture (representations of Aten, Akhenaten, Nefertiti and the royal family), the supposed withdrawal of the king from the governance of Egypt, military and foreign policy and the relationships of Amarna kings with foreign powers, 'brother' kings and vassals
- the role, motives and influence of the following individuals:
 - Amenhotep III, including his religious beliefs and practices, building projects at the temple at Karnak and Malkata, the mortuary temple, and comparison to earlier kings of the Eighteenth Dynasty
 - Amenhotep IV/Akhenaten, including background and influences, his early reign as Amenhotep IV, the building program and talatat building principles at East Karnak and Akhetaten, the foundation of Akhetaten as observed in the boundary stelae, Amarna Letters, hymn to the Aten, and tomb reliefs
 - Nefertiti, including theories about her origins and parentage, representations at Karnak and at Amarna, representations as wife and mother, and the debate about co-regency and/or independent rule
 - Tutankhamun, including origins and influences, the relationship with Akhenaten's daughter Ankhesenamun, the restoration of traditional religious practices, his likely cause of death, and burial in the Valley of Kings.

Greece – The Peloponnesian War (460–404 BCE)

Students investigate the Peloponnesian War (460–404 BCE) and how it reveals a different form of crisis. The conflict was fought between the Athenian Empire and the Peloponnesian League, each pursuing their interests. At the start of the war, Athens was wealthy and powerful. By the end of the struggle, her power was broken. Students analyse the involvement of Pericles, Nicias, Alcibiades and Lysander during the Peloponnesian War and what this reveals about the roles, motives and influence of these key individuals.

Key knowledge

- the causes of the Peloponnesian War (460–404 BCE), including the Athenian hegemony, the Peloponnesian League, the long-term rivalry between Athens and Sparta, Athenian naval power and Spartan hoplite supremacy, the impact of the First Peloponnesian War (460–c.445 BCE), the Thirty Years Peace, the significance of the Long Walls of Athens, the role of Corinth, the crises at Corcyra and Potidaea, and the Megarian Decree

- the causes, course and consequences of key developments in the crisis, including the Archidamian War, the strategies of Athens and Sparta, the plague at Athens, the role of Cleon and Brasidas in the course of the war, the Peace of Nicias, the Sicilian Expedition and its impact on Athens, the Deceleian (Ionian) War, the oligarchic revolution of 411 BCE in Athens, and the intervention of Persia
- the role, motives and influence of the following individuals:
 - Pericles, including family background, early career, military roles, democratic reforms, building programs, leadership of Athens early in the Peloponnesian War, his relationship with Archidamus, and his death
 - Nicias, including family background, early career, military roles and rivalry with Cleon, roles in Peace of Nicias and the Sicilian Expedition, and his relationship with Alcibiades
 - Alcibiades, including family background, early career, the Sicilian Expedition, refuge in Sparta, coup of 411 BCE, the Four Hundred, his recall to Athens, military contributions, and his relationship with Nicias
 - Lysander, including family background, naval commands, the fall of Athens, installation of the Thirty Tyrants, and his relationship with Cyrus the Younger.

Rome – The fall of the Republic (133–23 BCE)

Students investigate how the interests and actions of individuals led to the demise of the Republic, beginning with the elections of Tiberius Gracchus and later Gaius Gracchus as tribunes, their attempts at reform and their deaths. Students analyse the involvement of Cornelius Sulla, Pompey Julius Caesar and Octavian/Augustus during the fall of the Republic and what this reveals about the different roles, motives and influence of these key individuals.

Key knowledge

- the causes of the demise of the Roman Republic, including the tribuneships of Tiberius and Gaius Gracchus, the military and political career of Gaius Marius, military reforms of Gaius Marius, and the military and political career of Cornelius Sulla
- the causes, course and consequences of key developments in the crisis, including the dictatorship of Sulla, the military and political career of Pompey, the formation and collapse of the unofficial alliance known as the First Triumvirate, the Civil Wars, the dictatorships and assassination of Julius Caesar, the formation and the collapse of the legally enshrined Second Triumvirate and the Battle of Actium (31 BCE)
- the role, motives and influence of the following individuals:
 - Cornelius Sulla, including his military and political career, his rivalry with Marius, the march on Rome, his dictatorship, and restoration of senatorial power
 - Pompey, including his military and political career, involvement in the First Triumvirate, and his undermining of constitutional norms
 - Julius Caesar, including his ascension through the *cursus honorum*, priestships, alliance with Pompey and Crassus in the First Triumvirate, the Gallic Wars, his rivalry with Pompey, the influence of Cleopatra, dictatorships and assassination
 - Octavian/Augustus, including his adoption by Julius Caesar, political career, involvement in the Second Triumvirate with Mark Antony and Lepidus, rivalry with Mark Antony, use of propaganda, the exploitation of Mark Antony and Cleopatra's relationship, the Battle of Actium, the settlement of 27 BCE, and the settlement of 23 BCE.

Key skills

- ask and use a range of historical questions to explore a crisis within the ancient society
- evaluate sources for use as evidence
- analyse the perspectives of people on a crisis within the ancient society and how perspectives changed over time
- evaluate historical interpretations about a crisis within the ancient society
- analyse the causes and consequences of a crisis within the ancient society
- evaluate the extent to which a crisis maintained continuity and/or brought about change in the ancient society
- evaluate the historical significance of a crisis within the ancient society
- construct arguments about a crisis in the ancient society using sources as evidence.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework. School-assessed Coursework 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.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Unit 3		
Outcome 1 Analyse the features of an ancient society and evaluate how these features developed, interacted and changed.	50	Each of the following four assessment tasks must be completed over Units 3 and 4: <ul style="list-style-type: none"> • a historical inquiry • evaluation of historical sources • extended responses • an essay. Teachers may choose to select one or more assessment tasks for each outcome. The assessment tasks may be undertaken in any order.
Outcome 2 Evaluate the significance of a crisis in an ancient society and evaluate the role, motives and influence of key individuals involved in the crisis.	50	
Total marks	100	

Outcomes	Marks allocated	Assessment tasks
Unit 4		
Outcome 1 Analyse the features of an ancient society and evaluate how these features developed, interacted and changed.	50	Each of the following four assessment tasks must be completed over Units 3 and 4: <ul style="list-style-type: none"> • a historical inquiry • evaluation of historical sources • extended responses • an essay. Teachers may choose to select one or more assessment tasks for each outcome. The assessment tasks may be undertaken in any order.
Outcome 2 Evaluate the significance of a crisis in an ancient society and evaluate the role, motives and influence of key individuals involved in the crisis.	50	
Total marks	100	

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 50 per cent to the study score.

End-of-year examination

Description

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Conditions

The examination will be completed under the following conditions:

- Duration: two hours.
- Date: end-of-year, on a date to be published annually by the VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the [VCE and VCAL Administrative Handbook](#).
- The examination will be marked by assessors appointed by the VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format(s) and any other essential information. The specifications are published in the year prior to the implementation of the revised Unit 3 and 4 sequence together with any sample material.

Units 3 and 4: Australian History

Units 3 and 4: Australian History

In Units 3 and 4 Australian History, students develop their understanding of the foundational and transformative ideas, perspectives and events in Australia’s history and the complexity of continuity and change in the nation’s story.

The study of Australian history is considered both within a national and a global context, particularly Aboriginal and Torres Strait Islander peoples and culture, a colonial settler society within the British Empire and as part of the Asia-Pacific region. Students come to understand that the history of Australia is contested and that the past continues to contribute to ongoing interpretations, debates and tensions in Australian society.

Aboriginal and Torres Strait Islander cultures are the oldest, continuous cultures in the world, having existed in Australia for at least 60,000 years. Their custodianship of Country led to the development of unique and sophisticated systems of land management, social structures, cultural beliefs and economic practices. European colonisation of Australia brought devastating and radical changes to Aboriginal and Torres Strait Islander peoples. Furthermore, the significant turning points such as European settlement, the gold rushes, Federation, the passage of social, political, and economic reforms, the world wars, the emergence of social movements and Aboriginal recognition and land rights have challenged and changed the social, political, economic, environmental and cultural features of the nation, contributing to development of a multicultural and democratic society. Students explore the factors that have contributed to Australia becoming a successful multicultural and democratic society. Throughout this study, students examine and discuss the experiences, perspectives and historical interpretations of Indigenous as well as non-Indigenous people.

In Units 3 and 4, students construct arguments about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the continuities and changes, and evaluate the extent to which change occurred in the lives of Australians. Students investigate the significant turning points and trends in Australia’s past to identify the causes, patterns, direction, pace, depth and impact of continuity and change in society. They consider the extent to which events, ideas, individuals, groups and movements contributed to, influenced and/or resisted change. They consider competing historical interpretations, debates and the diverse perspectives of people at the time and how they may have changed while others may have remained the same.

In developing a course, teachers select two historical investigations to be studied, one for Unit 3 and one for Unit 4 from the list below. The historical investigation selected in Unit 3, Area of Study 1, must be selected for Unit 3, Area of Study 2. The historical investigation selected in Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2.

Select two historical investigations from the following:

- From custodianship to the Anthropocene (60,000 BCE–2010)
- Creating a nation (1834–2008)
- Power and resistance (1788–1998)
- War and upheaval (1909–1992).

Area of Study 1: Unit 3 and Unit 4

Foundations

- *What were the foundations of continuity and change in Australia?*
- *How did significant individuals and movements demand and/or resist change?*
- *How were Australians challenged over time by ideas and events?*
- *To what extent were there continuities and changes in Australian society?*
- *How did Australians influence and experience continuity and change?*

In this area of study students focus on the foundations of continuity and change in Australian history. They consider how ideas, perspectives, events and the differing social, political and economic experiences may have triggered changes and the extent of continuity and change in Australia and among Australians. The revolutionary nature of the Australian experience is explored, including how the continent's distinct environment and landscape has shaped and been shaped by human processes and actions, and the embrace of democratic experiments that placed Australia in the vanguard of individual and political rights and freedoms in the 19th and early 20th centuries.

Students examine the prominent trends, interactions and relationships between Aboriginal and Torres Strait Islander peoples, early European colonisers, settlers and migrants, as they debated how the new society should be governed and who should be excluded and included as citizens.

Students explore significant moments in Australia's history and consider the contributions of different individuals, groups and movements. They analyse a variety of diverse and competing perspectives and historical interpretations, and evaluate the actions and responses of those who advocated for, challenged and/or resisted change. These include the struggles over political rights and freedoms, shifting conceptions of who is an Australian, ways of thinking that were shaped by and responded to the environment and its management, and Australia's engagement in global and regional conflict.

The key knowledge for this area of study in Units 3 and 4 comes from the following timeframes:

- From custodianship to the Anthropocene (60,000 BCE–1901)
- Creating a nation (1834–1913)
- Power and resistance (1788–1913)
- War and upheaval (1909–1950)

Outcome 1

On completion of this unit the student should be able to analyse the foundations of continuity and change in Australia, and evaluate the contribution of significant events, ideas, perspectives and experiences to continuity and change.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

From custodianship to the Anthropocene (60,000 BCE–1901)

Students investigate the historical role of humans in shaping the Australian landscape and ways in which the environment has influenced human activity. Aboriginal and Torres Strait Islander peoples managed and actively changed the land in response to the environmental features and conditions of the Australian continent. Their perspectives towards land and sea are contrasted with colonisers and settlers whose different beliefs about and uses of land also changed the environment.

Key knowledge

- the significant events that contributed to environmental changes in Australia, including Aboriginal management of land and country using fire, hydraulic engineering and stone quarrying; European settlement, pastoralism and expansion into the interior; the gold rushes; Black Thursday 1851; Murray River irrigation; the Federation drought; and the creation of national parks (Royal National Park, NSW 1879 and Tower Hill, Victoria 1892)
- the ideas that influenced attitudes towards and perspectives about the land, including Aboriginal custodianship, British colonisation and the concept of *terra nullius*, the doctrine of land improvement, colonial and settler ideologies about land ownership and progress, and Aboriginal and Torres Strait Islander peoples' reactions, adaptations and responses to European ideas
- the diverse and competing perspectives on land and environment held by Aboriginal and Torres Strait Islander peoples and European colonisers, including Aboriginal beliefs about the sacredness and custodianship of the land, European and British beliefs about private property and other forms of land use, and growing appreciation and representations of the environment
- the extent to which colonisation changed land use and the consequences for both Aboriginal people and colonists, including disruption of Aboriginal custodianship and culture, resource extraction, growth of colonist population and food production, land degradation, urbanisation, the decline of native plants and animals, and the introduction of non-native species.

Creating a nation (1834–1913)

Students investigate the changing patterns of migration to and within the colonies and federated Australia, and the social, political and economic factors influencing the colonies. They examine the attitudes towards Indigenous peoples and the influence of European and Chinese migration on the diverse perspectives about who was included and who belonged. Students examine debates that influenced immigration and forced migration to the colonies and federated Australia, and the treatment of Aboriginal and Torres Strait Islander peoples. Students consider how these perspectives influenced the new nation after 1901 and decisions about who was to be included or excluded.

Key knowledge

- the significant events that contributed to the global movement of peoples and changing patterns of migration to and within the colonies and federated Australia, including conditions in Great Britain, Ireland and Asia; the colonisation and settlement of the Port Phillip District; the gold rushes; the foundation of the *Aboriginal Protection Act 1869* (Victoria) and the *Half-caste Act 1886* (Victoria); the origins, introduction and implementation of White Australia policies and the *Commonwealth Maternity Act 1912*
- the ideas that influenced attitudes to and perspectives on migration to the colonies and federated Australia, including imperialism, national identity, race, sectarianism, assimilation, perceptions of threat to Australian sovereignty, economic theories, class and social hierarchies

- the diverse and competing perspectives on race, migration and changing population patterns in the colonies and federated Australia, including those of Aboriginal and Torres Strait Islander peoples, economic arguments, pastoral and non-pastoral free settlers, Chinese migrants, and the role of booster literature and letters home
- the extent to which colonial society and federated Australia was changed and/or remained the same through patterns of migration and forced movement of peoples, including social and economic experiences and attitudes to race, wealth and status; the experiences and contribution of women; the management, control and land dispossession of Aboriginal and Torres Strait Islander peoples by protection boards and on reserves; colonial legislation on race and migration; the constitutional and legislative decisions after Federation; and ideas of citizenship in the new nation.

Power and resistance (1788–1913)

Students investigate the ways in which the colonisation of Australia began as a complex story of the exercise of power and resistance to authority. Aboriginal and Torres Strait Islander peoples confronted the challenge of colonisation in a variety of ways, from frontier battles and conflicts that resisted the dispossession of their land, to adaptation and attempts to coexist, survive and preserve their culture. Resistance also emerged among the settler communities and their descendants who challenged governing structures, sought democratic rights, land reforms, and social, political and economic rights and reforms.

Key knowledge

- the significant events that contributed to political continuity and change in Australia, including the frontier battles and conflicts, agitation for local self-government, the Eureka Stockade and political ferment on the goldfields, the campaigns for political and economic rights for women and workers, the formation of labour parties, constitutional conferences and popular debates for federation and the constitutional, legislative and judicial decisions after Federation
- the ideas that influenced attitudes to and perspectives on beliefs about power and authority, including Chartism and New Unionism, economic debates regarding free trade and protectionism, liberalism, and ideas about class and equality for women
- the diverse and competing perspectives on governance, democracy and the exercise of power, including responses to, resistance to and adaptation by Aboriginal and Torres Strait Islander peoples; debates over democracy, responsible government and the franchise in colonial governments; the political demands of the squattocracy; demands to access land selection; the development of unions; campaigns for female suffrage; and visions for a social laboratory and a workingman's 'paradise'
- the extent to which power and authority changed and/or remained the same, including the consequences for Aboriginal and Torres Strait Islander peoples, the establishment of responsible government, the expansion of voting rights, the outcomes of strikes and industrial unrest, participation of women, the framing of the Constitution and legislative and judicial decisions after Federation, labour rights and conditions, the Harvester Judgement, the growth of unions and political parties, and the ways in which different groups experienced these changes.

War and upheaval (1909–1950)

Students investigate the debates and perspectives about Australia's participation in World War One and World War Two. Students analyse the ways in which social, political and economic cohesion of the nation was influenced by the impacts of these conflicts, including different perspectives about participation in war and conflict, enlistment and conscription and the ways that different groups experienced the war.

Key knowledge

- the significant events that contributed to debates about Australia's involvement and participation in war, including the *Defence Act 1909*, the outbreak of World War One, the conscription referendums of 1916 and 1917, the outbreak of World War Two in Europe, the 1941 declaration of war against Japan, the 1942 Fall of Singapore, and the deployment of conscripts beyond Australia in World War Two
- the ideas that influenced attitudes to and perspectives on Australian participation in conflicts, including loyalty to the British Empire, a developing Australian identity, the beliefs about compulsory military training and service, pacifism, home defence, fears of invasion, the place of women in military service and on the home front
- the diverse and competing perspectives that influenced debates about participation, enlistment and conscription in World War One and World War Two, including religious beliefs and sectarianism, political beliefs, women's movements, and the ways in which these perspectives were reflected in propaganda and censorship, and how these debates differed from those occurring in other parts of the British Empire
- the extent to which the social experiences and responses to the impact of World War One and World War Two on the home front changed and/or remained the same, including economic pressures, industrial unrest, voluntary work, the impacts of government acts (the *War Precautions Act 1914* and *National Security Act 1939*), women's experiences of war, restrictions to enlistment, the experiences of Aboriginal and Torres Strait Islander peoples and other races, the impact of increased government activity in the economic and social life of Australia, and the repatriation of returned servicemen.

Key skills

- ask and use a range of historical questions to explore the foundations for continuity and change
- evaluate sources for use as evidence
- analyse the perspectives of people and how perspectives changed and/or remained the same over time
- evaluate historical interpretations about the foundations of continuity and change
- analyse the causes and consequences of continuity and change
- evaluate the extent of continuity and change in Australian society
- evaluate the historical significance of ideas and events that led to changes to, and continuities in, Australian society
- construct arguments about continuity and change in Australian history using sources as evidence.

Area of Study 2: Unit 3 and Unit 4

Transformations

- *What were the motivations for seeking continuity and change in modern Australia?*
- *How did significant individuals and movements demand and/or resist change?*
- *How were Australians challenged over time by events and ideas?*
- *To what extent were there continuities and changes in Australian society?*
- *How did Australians influence and experience continuity and change?*

In this area of study students focus on the extent to which Australia was transformed and changed by social, political and economic events, ideas, experiences and movements that took place after World War Two.

Students consider how long-term trends in Australian history continue to resonate and be contested in contemporary Australian society. They explore how perspectives towards the environment, debates about race, immigration, citizenship, civil rights and land rights, and questions about Australia's participation in war and conflict, have changed or remained the same. They analyse a variety of diverse and competing perspectives, experiences and conditions of everyday life and consider how Australians were affected by, advocated for and challenged and/or resisted changes. Students evaluate the contested debates and historical interpretations about the extent of continuity and change, and the impact and depth of change, in Australian society in the 20th and early 21st centuries.

The historical investigation selected for Area of Study 2 in Unit 3 and in Unit 4 must be the same historical investigation that was chosen for Area of Study 1 in Unit 3 and Unit 4.

The key knowledge for this area of study in Units 3 and 4 comes from the following timeframes:

- From custodianship to the Anthropocene (1950–2010)
- Creating a nation (1945–2008)
- Power and resistance (1957–1998)
- War and upheaval (1950–1992).

Outcome 2

On completion of this unit the student should be able to analyse the changes in Australian society, and evaluate the extent to which continuity and change occurred.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

From custodianship to the Anthropocene (1950–2010)

Students investigate the way in which Australian's perspectives of the environment changed and/or remained the same after 1950. They consider the changing nature and economic importance of rural and resource industries during this time. They explore the perspectives of conservation movements and political parties which emerged to raise awareness and/or contest land use and environmental issues. Students analyse the role and voice of Indigenous peoples both in Australia and in other nations in the debates about environmental protection, and examine how movements challenged the extent to which human actions and responses to environmental issues changed.

Key knowledge

- the significant events that contributed to awareness of environmental issues in Australia, including the development of the conservation movement in the 1960s, environmental campaigns (the Little Desert, the flooding of Lake Pedder, the Green Bans Movement, the Franklin Dam), testing of atomic weapons at Maralinga and in the Pacific, the Chernobyl nuclear disaster and anti-nuclear protests in Australia, the 1996–2010 Millennium Drought, and Australia’s participation in international treaties and conferences on the environment
- ideas that influenced environmental action and awareness, including environmental writings and philosophies, Indigenous ideas of custodianship of land and its impact on non-Indigenous thinking about the environment, ecology and anti-nuclear movements, and the debate about whether the earth has entered a new geological age – the Anthropocene
- the diverse and competing perspectives and actions that influenced Australian’s views of the environment, including changing patterns of consumption, population growth and urbanisation; the Green Revolution; impacts of the mining and export industries; advocates for conservation and the protection of endangered habitats; mining on Aboriginal land; Indigenous peoples’ protests and advocacy; debates globally and in Australia about the use of protest; and direct action to achieve environmental aims
- the extent to which environmental movements contributed to change, including the development of environmental groups and political parties, intergovernmental efforts to deal with environmental issues, the relationship between Australian and global environmentalism, and the impact of protest on changes to government policy
- the extent of continuity and change in perspectives towards environmental issues and awareness in Australia 60,000 BCE–2010.

Creating a nation (1945–2008)

Students investigate the ways in which the push to ‘populate or perish’ and attitudes to Aboriginal and Torres Strait Islander peoples after World War Two changed Australian society. They examine perspectives about who could migrate and belong in the Australia nation, including an expanding concept of citizenship and migration and how that would challenge the White Australia Policy and contribute to a multicultural society.

Key knowledge

- the significant events that contributed to changes and debates on race, immigration and citizenship in Australia, including post-World War Two migration schemes and policies, the *Migration Act 1966*, the 1967 referendum, introduction of migration and multicultural policies in the 1970s and 1980s, the *Racial Discrimination Act 1975*, the fall of Saigon, the 1989 Tiananmen Square Massacre, the rise of One Nation, the 1997 Bringing Them Home report, reconciliation, and refugee and migration policies since 1996
- the ideas that influenced assimilation, citizenship and multiculturalism, including post-colonialism in the Asia-Pacific, the 1948 Universal Declaration of Human Rights, civil rights and land rights for Aboriginal and Torres Strait Islander peoples, economic ideas, critiques of Australia’s racial policies, and legislative and judicial decisions that addressed racial discrimination and multiculturalism
- the diverse and competing perspectives on immigration and citizenship by the Australian Government and people after World War Two, including challenges to and the end of the White Australia policy, intake of refugees since the 1970s, the 1984 Geoffrey Blainey controversy, the 1992 Redfern Park Speech, Pauline Hanson’s maiden speech to parliament

- in 1996, the 2008 Apology to the Stolen Generations, Australian relations with the Asia-Pacific region, and debates, since 1992, about immigration policy and border security
- the extent to which the social experiences of migrants, Aboriginal and Torres Strait Islander peoples and other Australians changed and/or remained the same, including the establishment of ethnically diverse communities or neighbourhoods, cultural exchanges between diverse groups of Australians and new migrants, effects of the economy, contributions to society and the economy, and experiences of racism and discrimination
 - the extent of continuity and change regarding reasons for debates about race, immigration and citizenship in Australia 1834–2008.

Power and resistance (1957–1998)

Students investigate how Australian democracy and society were challenged in the post-colonial world that emerged after 1945 and the extent to which these challenges were influenced by perspectives of, and events in, other nations. The end of World War Two saw increased challenges from Aboriginal and Torres Strait Islander peoples claiming citizenship and land rights, struggles for improved workers' rights and conditions, the push for women's equality and demands for LGBTIQIA+ rights. Over this time there was increasing awareness and acceptance of social movements and protests as a feature of Australian democracy.

Key knowledge

- the significant events that contributed to changes in the exercise of power and resistance to power in Australia, including the American Civil Rights Movement, the 1966 Gurindji Walk Off, the 1967 referendum campaign, the 1969 protests for equal pay, the 1972 Tent Embassy, the 1975 dismissal of the Whitlam government, the first Mardi Gras in 1978, the Accord 1983, and the Mabo and Wik decisions which led to the *Native Title Act 1993* and the *Native Title Amendment Act 1998*
- the ideas that influenced challenges to power and resistance to power, including post-colonialism, equality, Aboriginal nationalism and sovereignty, ideas about protest, feminism, and ideas about sexuality
- the diverse and competing perspectives and methods that challenged power, demanded civil rights and resisted change, including the Aborigines Advancement League, the Freedom Rides and other campaigns for civil rights and land rights by Aboriginal and Torres Strait Islander peoples, debates about Treaty, debates surrounding the Whitlam dismissal, campaigns for equality for women, equal pay and reproductive rights, and equality for LGBTIQIA+ people
- the extent to which the social experiences and exercise of power and authority in Australia changed and/or remained the same, including the pursuit of Aboriginal and Torres Strait Islander peoples' land rights through the courts and legislation, the women's liberation movement, legislation for equal pay, no-fault divorce and equal opportunity laws, the *Racial Discrimination Act 1975* and campaigns to decriminalise homosexuality, and changing cultural norms regarding gender and sexuality
- the extent of continuity and change in the exercise of power and resistance in Australia 1788–1998.

War and upheaval (1950–1992)

Students investigate Australia's involvement and reasons for participation in post-World War Two conflicts and the subsequent debates arising from these conflicts. The changing reasons for Australia's participation in conflicts was influenced by shifting alliances, fears of Communism, desires for regional security, concerns regarding terrorism and the evolving nature of enlistment and service in the military forces. Students consider the impacts of these conflicts on groups in Australian society and the differing ways in which Australians responded.

Key knowledge

- the significant events that contributed to debates regarding Australia's reasons for involvement in war and conflict after 1950, including the Cold War and the 1951 ANZUS Treaty and the 1954 SEATO, the Korean war and war in the Indo-Malayan region in the 1950s, the Vietnam War, the establishment and abolition of conscription, and the 1987 Welcome Home parade in Sydney
- the ideas that influenced attitudes and perspectives, including fears of Communism and the Domino Theory, alliances with the UK and the USA, the principle of forward defence and regional security, and equality for service personnel
- the diverse and competing perspectives about, and reasons for, involvement in conflict, voluntary enlistment and compulsory service, including introduction of National Service and conscription since 1951, changing alliances, Australia's commitments to the United Nations and ensuing concerns, the ways in which Aboriginal and Torres Strait Islander peoples served, the participation of women in the armed forces, allowing LGBTQIA+ people to serve openly, debates regarding enlistment and participation in conflicts from political parties and other groups, and the influence of the media
- the extent to which the social experiences, participation in and responses to conflict, voluntary enlistment and compulsory service in Australia, changed and/or remained the same, including support and opposition for participation in conflicts overseas, the differing experiences of war veterans, the Save Our Sons campaign, the Moratorium Movement, the impact of these conflicts on Australian popular culture, and the influence of war commemoration and memorials
- the extent of continuity and change in Australia's experiences of war and conflict 1909–1992.

Key skills

- ask and use a range of historical questions to explore continuity and change
- evaluate sources for use as evidence
- analyse the perspectives of people and how perspectives changed and/or remained the same over time
- evaluate historical interpretations about continuity and change
- analyse the causes and consequences of continuity and change
- evaluate the extent of continuity and change in Australian society
- evaluate the historical significance of changes to and continuities in Australian society
- construct arguments about continuity and change in Australian history using sources as evidence.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework. School-assessed Coursework 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.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Unit 3		
Outcome 1 Analyse the foundations of continuity and change in Australia, and evaluate the contribution of significant events, ideas, perspectives and experiences to continuity and change.	50	Each of the following four assessment tasks must be completed over Units 3 and 4: <ul style="list-style-type: none"> • a historical inquiry • evaluation of historical sources • extended responses • an essay.
Outcome 2 Analyse the changes in Australian society, and evaluate the extent to which continuity and change occurred.	50	Teachers may choose to select one or more assessment tasks for each outcome. The assessment tasks may be undertaken in any order.
Total marks	100	

Outcomes	Marks allocated	Assessment tasks
Unit 4		
Outcome 1 Analyse the foundations of continuity and change in Australia, and evaluate the contribution of significant events, ideas, perspectives and experiences to continuity and change.	50	Each of the following four assessment tasks must be completed over Units 3 and 4: <ul style="list-style-type: none"> • a historical inquiry • evaluation of historical sources • extended responses • an essay.
Outcome 2 Analyse the changes in Australian society, and evaluate the extent to which continuity and change occurred.	50	Teachers may choose to select one or more assessment tasks for each outcome. The assessment tasks may be undertaken in any order.
Total marks		100

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

End-of-year examination

Description

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Conditions

The examination will be completed under the following conditions:

- Duration: 2 hours.
- Date: end-of-year, on a date to be published annually by the VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the [VCE and VCAL Administrative Handbook](#).
- The examination will be marked by assessors appointed by the VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format(s) and any other essential information. The specifications are published in the year prior to implementation of the revised Unit 3 and 4 sequence together with any sample material.

Units 3 and 4: Revolutions

Units 3 and 4: Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Students analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same. Students use historical interpretations to evaluate the causes and consequences of revolution and the extent of change instigated by the new regime.

In developing a course, teachers select two revolutions to be studied, one for Unit 3 and one for Unit 4 from the list below. The revolution selected in Unit 3, Area of Study 1, must be selected for Unit 3, Area of Study 2. The revolution selected in Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2.

- The American Revolution
- The French Revolution
- The Russian Revolution
- The Chinese Revolution.

Area of Study 1: Unit 3 and Unit 4

Causes of revolution

- *What were the significant causes of revolution?*
- *How did the actions of popular movements and particular individuals contribute to triggering a revolution?*
- *To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?*

In this area of study students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time.

Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. They consider triggers such as, in America, colonial responses to the Boston Tea Party or, in France, the calling of the Estates-General.

Revolutionary ideologies emerged in opposition to the existing and dominant order, such as Marxism-Leninism in Russia and Sun Yixian's (Sun Yat-sen's) Three Principles of the People in China. These ideologies were utilised by individuals and popular movements to justify revolutionary action and change. In the American Revolution and French Revolution, students analyse the degree to which the influence of Enlightenment ideas were instrumental in promoting change in the American colonies and in French society. In Russia, they consider to what extent Marxist ideas challenged Tsarist Autocracy.

Revolutions can be caused by the motivations and the intended and unintended actions of individuals who have shaped and influenced the course of revolution. Individuals including Louis XVI and Emmanuel Joseph Sieyès in France, and Tsar Nicholas II and Vladimir Lenin in Russia had a significant impact on the course of revolution. Popular movements such as the Sons and Daughters of Liberty in America and the Red Army in China showed that collective action could be transformed into revolutionary forces that could contribute to or hinder revolution as they sought to destroy the old order and/or established order.

Students evaluate historical sources about the causes of revolution and explain why differing emphases are placed on the role of events, ideas, individuals and popular movements.

The key knowledge for this area of study in Units 3 and 4 comes from the following timeframes:

- The American Revolution (1754–4 July 1776)
- The French Revolution (1774–4 August 1789)
- The Russian Revolution (1896– 26 October 1917)
- The Chinese Revolution (1912–1 October 1949).

Outcome 1

On completion of this unit the student should be able to analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

The American Revolution from 1754 to 4 July 1776 (French and Indian War to the signing of the Declaration of Independence 1776)

- the events and conditions that contributed to the outbreak of revolution, including the colonial experience, British mercantilist policy, the French and Indian War, British management of the colonies, the Proclamation Act, British tax revenue acts and colonial responses to these acts, objections to taxation without representation, the Boston Massacre, the Coercive Acts, Powder Alarms, the First and Second Continental Congress, battles of Lexington, Concord and Bunker Hill and the Declaration of Independence
- the ideas that played a significant role in challenging the existing order, including the Enlightenment ideas: Natural Rights, Representative Government, Republicanism, and Liberty

- the role of individuals in challenging or maintaining the power of the existing order, including King George III, George Washington, Samuel Adams, John Hancock, John Adams, Thomas Paine and Thomas Jefferson
- the contribution of popular movements in mobilising society and challenging the existing order, including the Patriots, the Sons of Liberty, the Daughters of Liberty, the Committees of Correspondence and the Provincial Congresses.

The French Revolution from 1774 to 4 August 1789 (Accession of Louis XVI to the throne to the night of the 4 August 1789)

- the events and conditions that contributed to the outbreak of revolution, including involvement in the American War of Independence, revolt of the Notables 1787–88, Day of Tiles, economic collapse and bankruptcy, the calling of the Estates-General and their regulation, the 'Cahiers de Doléances', political pamphlets, the harvest crisis and food shortage, Réveillon Riots, the events of the Estates-General, the storming of the Bastille, the 'Great Fear', and the night of the 4 August 1789
- the ideas that played a significant role in challenging the existing order, including the attack on feudalism and Enlightenment ideas: the critique of privilege, the critique of absolute authority, attack on the Church and claims to popular sovereignty, and equality
- the role of individuals in challenging or maintaining the power of the existing order, including Louis XVI and Marie Antoinette, Emmanuel Joseph Sieyès, Marquis de Lafayette and Jacques Necker
- the contribution of popular movements in mobilising society and challenging the existing order, including the nobility, bourgeoisie, urban workers of Paris and peasants.

The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas II to the announcement of the Soviet government on 26 October 1917)

- the events and conditions that contributed to the outbreak of revolution, including institutional weaknesses and tensions in Tsarist Russia, economic and social inequalities, the Russo-Japanese War, Bloody Sunday, the October Manifesto, the Fundamental Laws, limitations of the Dumas, World War One, the February Revolution, the effectiveness of the Provisional Governments, The Dual Authority, Lenin's return and his April Theses, the July Days, the Kornilov Affair, and the events of October 1917
- the ideas that played a significant role in challenging the existing order, including discontent with Tsarist autocracy, liberal ideas and reforms, Marxism and Marxism-Leninism
- the role of individuals in challenging or maintaining the power of the existing order, including Tsar Nicholas II and Tsarina Alexandra, Pyotr Stolypin, Grigori Rasputin, Alexander Kerensky, Vladimir Lenin and Leon Trotsky
- the contribution of popular movements in mobilising society and challenging the existing order, including workers' protests and peasants' uprisings, soldier and sailor mutinies, and the role of political parties: Socialist Revolutionaries, Bolsheviks and Mensheviks (SDs), Octobrists and Kadets.

The Chinese Revolution from 1912 to 1949 (The founding of the Chinese Republic to the Communist victory in the Civil War in October 1949)

- the events and conditions that contributed to the outbreak of revolution, including challenges to the early Republican era, the First United Front, the Northern Expedition, the Shanghai Massacre, the Jiangxi Soviet (Kiangsi Soviet), the Nationalist Decade (the Nanjing Decade), the Long March, the Japanese occupation of Manchuria and the Sino-Japanese War, the Yan'an Soviet (Yenan Soviet), the Xian Incident and Second United Front, and the Civil War
- the ideas that played a significant role in challenging the existing order, including Sun Yixian's (Sun Yat-sen's) Three Principles of the People, the New Culture Movement and Mao Zedong Thought (Maoism)
- the role of individuals in challenging or maintaining the power of the existing order, including Yuan Shikai (Yuan Shih-k'ai), Sun Yixian (Sun Yat-sen), Jiang Jieshi (Chiang Kai-shek) and Mao Zedong (Mao Tse-tung)
- the contribution of popular movements in mobilising society and challenging the existing order, including the New Culture and the May Fourth Movements, the New Life Movement, the Red Army, the Guomindang (Kuomintang) and the Chinese Communist Party.

Key skills

- ask and use a range of historical questions to explore the causes of the revolution
- evaluate sources for use as evidence
- analyse the perspectives of people during the development of the revolution and how perspectives changed and/or remained the same over time
- evaluate historical interpretations about the causes of the revolution
- analyse the causes of the revolution
- evaluate the extent of continuity and change in ideas, individuals and popular movements in the development of the revolution
- evaluate the historical significance of events, ideas, individuals and popular movements that contributed to the outbreak of the revolution
- construct arguments about the causes of the revolution using sources as evidence.

Area of Study 2: Unit 3 and Unit 4

Consequences of revolution

- *What were the consequences of revolution?*
- *How did the new regime consolidate its power?*
- *What were the experiences of those who lived through the revolution?*
- *To what extent was society changed and revolutionary ideas achieved or compromised?*

In this area of study students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. The success of the revolution was not guaranteed or inevitable. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline.

As new political regimes attempted to consolidate power, post-revolutionary regimes were often challenged by those who opposed change. They may have unleashed civil war and counter-revolutions, making the survival and consolidation of the revolution the principle concern of the revolutionary state. Challenges such as the creation of a new political system in America and the Civil War in Russia had profound consequences for the revolutionaries trying to establish a new order. Revolutionary ideologies were sometimes modified and compromised as the leaders became more authoritarian and responded to opposition with violence. In some cases there were policies of terror and repression, and the initiation of policies of social control as a strategy to maintain power. This was seen in The Terror in France and in China with the Great Proletarian Cultural Revolution.

Individuals such as George Washington in America had the task of leading the Continental Army to victory. Vladimir Lenin and Leon Trotsky in Russia attempted to create significant changes to the system of government and the fabric of society. These revolutionary leaders could not predict some of the consequences of their social, political, economic and cultural actions. This often resulted in opposition, unforeseen reactions and unintended consequences.

In analysing the past, students examine the historical perspectives of those who lived in the post-revolutionary society and their experiences of everyday conditions of life that were affected by the revolution, such as the peasants and workers in Russia and the Red Guards in China.

Students evaluate historical sources about the success and outcomes of the revolution, the new regime's consolidation of power, the degree to which they achieved and/or compromised their revolutionary ideology, and the extent of continuity and change in the society.

The revolution selected for Area of Study 2 in Unit 3 and Unit 4 must be the same revolution that was chosen for Area of Study 1 in Unit 3 and Unit 4. The key knowledge for this area of study in Units 3 and 4 comes from the following timeframes:

- The American Revolution (4 July 1776–1789)
- The French Revolution (5 August 1789–1795)
- The Russian Revolution (26 October 1917–1927)
- The Chinese Revolution (October 1949–1976).

Outcome 2

On completion of this unit the student should be able to analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

The American Revolution from 4 July 1776 to 1789 (Declaration of Independence to the acceptance of the Bill of Rights)

- the challenges the new regime faced in attempting to consolidate its power, including the War of Independence, creating and maintaining a political system under the Articles of Confederation, the Treaty of Paris 1783, Shays' Rebellion, the Philadelphia Convention 1787 and framing of the Constitution, debates between the Federalists and Anti-federalists, and ratification of the Constitution

- the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise and/or achieve their revolutionary ideals, including post-war recession, opportunities for economic development, the debates on federal and state rights, features of the Constitution, Individual Rights, the Bill of Rights and slavery
- the role of significant individuals that influenced and changed society, including George Washington, Alexander Hamilton, Patrick Henry and James Madison
- the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including Patriots, Loyalists, Continental Army soldiers, Women, Native Americans, African Americans and slaves
- the extent of continuity and change in American society 1754–1789.

The French Revolution from 5 August 1789 to 1795 (August Decrees to the dissolution of the Convention Year III)

- the challenges the new regime faced in attempting to consolidate its power, including October Days, reforms to the church, the Flight to Varennes, hostility of foreign powers and the Papacy, the scale of the reforms envisaged by the Revolution, economic challenges, the outbreak and course of war, counter-revolution, Federalist Revolts, changes to laws and taxes, the introduction of popular sovereignty and representative governments
- the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise and/or achieve their revolutionary ideals, including the August Decrees and the Declaration of Rights of Man and Citizen, political divisions over the aims of the revolution, revolutionary government and The Terror, de-Christianisation and the rise of the sans culottes
- the role of significant individuals that influenced and changed society, including Louis XVI, Georges Danton, Jean-Paul Marat, Maximilien Robespierre and Marquis de Lafayette
- the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including bourgeoisie, parish priests and other clergy, urban workers, women, peasants and the nobility
- the extent of continuity and change in French society 1774–1795.

The Russian Revolution from 26 October 1917 to 1927 (Early Sovnarkom decrees to the end of the NEP)

- the challenges the new regime faced in attempting to consolidate its power, including the initial problems faced by the Sovnarkom, the Constituent Assembly and its dissolution, the Treaty of Brest-Litovsk, the Civil War, Red and White Terror, the policies of State Capitalism and War Communism, and Kronstadt Revolt
- the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise and/or achieve their revolutionary ideals, including the role of the Cheka, issuing of New Decrees, State Capitalism, War Communism, the 1921 Famine, the Tenth Party Congress, the effects of the NEP, artistic experimentation, initiatives in education, and women's rights
- the role of significant individuals that influenced and changed society including Vladimir Lenin, Leon Trotsky, Felix Dzerzhinsky and Alexandra Kollontai
- the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including nobles, peasants, workers, the bourgeoisie and women
- the extent of continuity and change in Russian society 1896–1927.

The Chinese Revolution from October 1949 to 1976 (Proclamation of the People's Republic of China to the death of Mao 1976)

- the challenges the new regime faced in attempting to consolidate its power, including implementation of a new political system, Fenshen and land reform, the Korean War, Thought Reform, Sanfan and Wufan, the First Five-Year Plan and social improvements
- the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise and/or achieve their revolutionary ideals, including the features of political systems, mass campaigns, the Hundred Flowers Campaign, the Great Leap Forward and the Three Bad Years famine, the Socialist Education Movement and the Great Proletarian Cultural Revolution
- the role of significant individuals that influenced and changed society, including Mao Zedong (Mao Tse-tung), Lin Biao (Lin Piao), Liu Shaoqi (Liu Shao-ch'i) and Jiang Qing (Chiang Ch'ing)
- the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including landlords and peasants, women, intellectuals, business owners and workers, CCP Party Cadres, students and the Red Guards
- the extent of continuity and change in Chinese society 1912–1976.

Key skills

- ask and use a range of historical questions to explore the consequences of the revolution
- evaluate sources for use as evidence
- analyse the perspectives of people on the post-revolutionary society and how perspectives changed and/or remained the same over time
- evaluate historical interpretations about the consequences of the revolution
- analyse the consequences of the revolution
- evaluate the extent of continuity and change in the post-revolutionary society
- evaluate the historical significance of the consequences of the revolution
- construct arguments about the consequences of the revolution using sources as evidence.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework. School-assessed Coursework 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.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Unit 3		
Outcome 1 Analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements.	50	Each of the following four assessment tasks must be completed over Units 3 and 4: <ul style="list-style-type: none"> a historical inquiry evaluation of historical sources extended responses an essay.
Outcome 2 Analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.	50	Teachers may choose to select one or more assessment tasks for each outcome. The assessment tasks may be undertaken in any order.
Total marks	100	

Outcomes	Marks allocated	Assessment tasks
Unit 4		
Outcome 1 Analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements.	50	Each of the following four assessment tasks must be completed over Units 3 and 4: <ul style="list-style-type: none"> a historical inquiry evaluation of historical sources extended responses an essay.
Outcome 2 Analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.	50	Teachers may choose to select one or more assessment tasks for each outcome. The assessment tasks may be undertaken in any order.
Total marks	100	

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 50 per cent to the study score.

End-of-year examination

Description

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Conditions

The examination will be completed under the following conditions:

- Duration: 2 hours.
- Date: end-of-year, on a date to be published annually by the VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the [VCE and VCAL Administrative Handbook](#).
- The examination will be marked by assessors appointed by the VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format(s) and any other essential information. The specifications are published in the year prior to implementation of the revised Unit 3 and 4 sequence together with any sample material.