


HTAV VCE UNITS 1 & 3 HISTORY CONFERENCE AND EXAMINATION REPORTS

Friday 22 February 2019 | CQ Functions, 113 Queen Street, Melbourne



Bring your own device

Online registrations now open. Visit the HTAV website – www.htav.asn.au – for more information and to register.

TIME	SESSION
8.45 am – 9.45 am	<p>Focus Group Breakfast – HTAV's VCE Textbooks</p> <p>When the revised VCE History study design is released next year HTAV will start revising its textbooks. If you are familiar with our <i>Revolutions</i> or <i>Twentieth Century History</i> textbooks, we would value your input at this focus group. Breakfast will be provided.</p>
9.00 am – 10.00 am	REGISTRATION
10.00 am – 10.15 am	WELCOME AND HOUSEKEEPING
10.20 am – 11.10 am	<p>SESSION 1: Developing Teachers' Content Knowledge <i>(Please choose one of the following sessions)</i></p>
1.1	<p>VCE Unit 1: Twentieth Century History Using Primary Sources to Explore Perspectives in Twentieth Century History</p> <p><i>Paul Rossiter, Loreto Mandeville Hall Toorak</i></p> <p>In parts the western world, at the turn of the Twentieth Century, there existed a deep sense of optimism about what the future would hold. Newspapers held competitions to decide on a name for the century that had just passed including 'the people's century', 'the wonderful century', 'the scientific century', 'the Titanic century', 'the era of astronomical discovery' and 'a turning point in the history of the world'. Such optimism did not exist 100 years later. So, what happened? Well, it depends on who you ask!</p> <p><i>Paul Rossiter is currently the Head of Humanities at Loreto Mandeville Hall Toorak. He has worked as a teacher of English and History for over a decade in a number of Melbourne schools. His passion is Modern History and focussing on the perspectives that have often been overlooked in the teaching of History. Any spare time he has spent perusing the depths of the web for unique visual sources, including obscure propaganda of the 20th Century.</i></p> 

1.2

VCE Unit 1: Ancient Mesopotamia
How the Medes Resisted the Assyrian Empire with Democracy
Dr Hilary Gopnik, Monash University

The Neo-Assyrian Empire conquered and governed a territory reaching from the eastern coast of the Mediterranean to the Zagros Mountains of Iran, but letters from Assyrian governors to the capital indicate that the Assyrians never quite managed to control the mountain dwellers whom they called the mighty Medes. Archaeological excavations of Median sites in the Zagros Mountains of Iran suggest that the Medes may have used a consensus based political system to obstruct and avoid Assyrian imperialism. This workshop will present this evidence and discuss why it is important to teach about the conquered as well as the conquerors.

Dr Hilary Gopnik is the Director of the Centre for Ancient Cultures at Monash University. She is an active archaeologist who is currently directing excavations at a multi-period site in Naxcivan, Azerbaijan, and working with an Irano-French team at the site of Pasargadae, the capital of Cyrus the Great. Her doctoral research was on the multi-period site of Godin Tepe in Iran, the last occupation of which (Godin II) was a monumental citadel built by the Medes during the height of the Neo-Assyrian Empire in the first millennium BCE.

1.3

VCE Unit 3: Australian History

Purity, Protection and Progress: Australian History Unit 3 Area of Study 2

Dr Katherine Ellinghaus, University of Melbourne

By the end of the nineteenth century, as new generations of Europeans were born in Australia rather than migrating here from somewhere else, the sense that—although settler Australians still had cultural, economic, political, military, ethnic and kinship ties to Britain—Australia was no longer an outpost of Empire but a unique society in a unique landscape became more and more popular. With a focus on bringing to life the arguments of historians through the use of primary sources, this presentation explores the dominant discourses of the period in which the Australian nation, as we understand it today, was brought into being.

Dr Katherine Ellinghaus is an Associate Professor of History at La Trobe University. She is the author of Taking Assimilation to Heart: Marriages of White Women and Indigenous Men in the United States and Australia, 1887-1937 (University of Nebraska Press, 2006) and Blood Will Tell: Native Americans and Assimilation Policy (University of Nebraska Press, 2017). In 2014 she was awarded an Australian Research Council Discovery Project grant to write a history of Aboriginal exemption policies in Australia. Kat writes and researches in the areas of settler colonial history, transnational and comparative history, assimilation policies and the social and cultural history of the United States and Australia.

1.4

VCE Unit 3: Ancient History – Egypt

Digging Deep – Enhancing an Understanding of VCE Ancient Egypt

Samantha Jensen, Loreto Mandeville Hall Toorak

In this session Samantha will 'dig deep' with current teachers and aspiring teachers of Unit 3 Ancient Egypt in an effort to equip them with a greater understanding of the content in both Areas of Study; Living in an Ancient Society and People in Power, Societies in Crisis. A particular emphasis on the ways in which teachers can elicit a deeper understanding of the social, political and economic nuances of the study design will be explored in addition to interpreting some of the unique historical evidence available to us and what it reveals to us about the New Kingdom in Egypt and the Amarna Period more specifically. Samantha will also provide strategies to assist teachers in extending their high performing students. This workshop is designed to provide delegates with an enhanced knowledge of New Kingdom Ancient Egypt and to further ignite their passion for teaching and learning in this rich and fascinating area of history.

Samantha Jensen is Deputy Principal – Studies, Loreto Mandeville Hall Toorak. She has taught VCE Renaissance Italy and has been actively involved in the implementation of Ancient History in Victoria, having taught it for the past three years. Prior to her work at Loreto Toorak, she was the Head of Learning at John Paul College in QLD where she taught Ancient History, Modern History and IB Theory of Knowledge. Samantha has previously been a Panel Chair for the Queensland Studies Authority in Ancient History and is committed to assisting teachers to develop their skills and passion for this relatively new VCE senior study.

1.5

VCE Unit 3: Ancient History – Greece

The Origins of the Peloponnesian War

Luke Cashman, Penleigh and Essendon Grammar School



Described by Thucydides as the 'greatest disturbance in the history of the Hellenes,' the Peloponnesian War is a focus of study that is both profoundly fascinating and deeply complex. Taking Thucydides' own theory on the origin of the conflict, that it was primarily the result of Sparta's fear of Athens' growing power, in this session we will discuss the factors that contributed to the outbreak of the Peloponnesian War. This will take in long-term factors and short-term precipitants, and also look at the motivations of the key city-states involved. A variety of source materials and perspectives will be considered throughout.

Luke Cashman is a teacher of History at Penleigh and Essendon Grammar School where he has taught Revolutions (France and Russia) for a number of years, and has recently taken up the teaching of Ancient History (Greece and Rome). He has contributed to textbooks and written many articles for the HTAV journal Agora on a wide range of topics. More recently, Luke has written chapters for the new Units 1 and 2 HTAV textbooks on the rise of the Nazis, the Cuban Missile Crisis and Terrorism.

1.6

VCE Unit 3: Ancient History – Greece and Rome
Ancient Greek and Roman Imperialism Compared

Dr Christopher Gribbin, University of Melbourne

The ancient Greeks and Romans both adopted expansionist policies that saw them dominate other peoples around the Mediterranean. In both cases, this expansion was a critical feature of their economy and politics. But there were important differences in how and why they expanded. This talk will compare Greek and Roman imperialism by exploring the history of Dalmatia as a case study. Located on a key trade route between Greece and Italy, this area experienced repeated interference from Greeks and Romans between the 6th and 1st centuries BCE. By considering the Greek and Roman efforts to dominate this area, we can better understand the motivations and processes of Greek and Roman imperialism.

Dr Christopher Gribbin has lectured in Classics at Melbourne and Monash universities. He founded the University of Melbourne's popular Classics Summer School and ran it for 15 years. Christopher is actively involved in community education. He coordinates and teaches at the Hellenic Museum Summer School each January, runs a regular Socratic discussion group and leads tours to Europe with Australians Studying Abroad. He has recently worked with HTAV on the new Ancient Greece textbook and associated products.

1.7

VCE Unit 3: Revolutions – America
The Recent Historiography of the American Revolution

Professor Trevor Burnard, University of Melbourne



This paper will discuss the state of play in the historiography of the American Revolution, with particular reference to major works of reinterpretation by Alan Taylor, Stephen Conway, Jane Kamensky and Ed Gray, and Patrick Spero and Mike Zuckerman.

Professor Trevor Burnard is a professor at the University of Melbourne and has taught Age of Empires for many years. A specialist area is the American Revolution. Professor Burnard has a book called Jamaica in the Age of Revolution appearing in 2019 and is working with Andrew O'Shaughnessy of Monticello on the Imperial History of the American Revolution.

1.8

VCE Unit 3: Revolutions – France
Causes of the French Revolution 1774-89

Emeritus Professor Peter McPhee AM, University of Melbourne

The connections between the American and French revolutions are well-known, but were there other international causes of the Revolution of 1789? This lecture places the origins of the French Revolution within a global context of imperial crises of commerce and territory, which in France escalated into an unprecedented political and social revolution because these crises became linked to deep internal divisions and intellectual ferment.

Emeritus Professor Peter McPhee AM was appointed to a Personal Chair in History at the University of Melbourne in 1993. He has published widely on the history of modern France, most recently Robespierre: a Revolutionary Life (2012); and Liberty or Death: the French Revolution (2016). He was appointed to the position of Deputy Vice-Chancellor (Academic) in 2003 before becoming the University's first Provost in 2007-09, with responsibility for the design and implementation of the University's new curriculum structures. He chaired the Victorian Curriculum and Assessment Authority in 2007-09. He was awarded a Centenary Medal for services to education in 2003 and became a Member of the Order of Australia in 2012.

1.9

VCE Unit 3: Revolutions – Russia

How Did the Revolution affect the Experiences of those who lived through it?



Dr Yana Ostapenko, Monash University

This session will focus on the consequences of the Russian Revolution in the context of the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life. It will include an analysis and evaluation of primary and secondary sources of life and experience of the Aristocracy, peasants, Kulaks, workers, bourgeoisie, women and nationalities of the former Russian Empire.

Dr Yana Ostapenko is a researcher and an educator originally from Ukraine where she has been a member of History and Ukrainian Studies school at KHNADU (Ukraine) since 2000. Yana completed her Candidate of Science in History (equivalent of PhD) and in Ukraine she worked as an Associate Professor and published and taught about the Russian and Ukrainian revolutions 1917. In Australia she completed her Master of Education and Master of Teaching Practice (secondary) at RMIT University. Since 2013 as a professional historian Yana has actively participated in the History Roadshow Program and shared her knowledge about the Russian Revolution with VCE year 11 and 12 students. Currently she is working as a research consultant at Monash University for The Association of Ukrainians in the Victoria Archival Project (AUVAP), The Mykola Zerov Centre for Ukrainian Studies at Monash University.

1.10

VCE Unit 3: Revolutions – China

A Mao For All Seasons

Tom Ryan, Woodleigh School

Making sense of Mao Zedong is central to the study of the Chinese Revolution. However, historians (and students) grapple with the many 'shades' of Mao given his contradictions, consistencies and complexities. In this lecture, Tom will explore interpretations and perspectives of Mao as a revolutionary of profound genius, a gifted poet, a moderniser, champion of the poor, a man of crude peasant habits, a monstrous Imperial tyrant and a Monkey King who sought to defy Heaven.

Tom Ryan is Head of Humanities at Woodleigh School, where he teaches senior History and Humanities. He is the author of China Rising (HTAV 2016) and co-author of Reinventing Russia (HTAV 2016).

1.11

Special Interest Workshop

Practical Evidence-Based Ways to better manage your Head, Heart and Time

Daniela Falecki, Founder of Teacher Wellbeing

(One of HTAV's strategic goals is to help our members to flourish)

Teaching is stressful with increasing admin demands, meetings, accountability and students with complicated needs. Teachers often want to give more and do more yet at the expense of their own wellbeing..... But what if there was another way?

In this workshop we unpack the dimensions of wellbeing to identify evidence-based initiatives that go beyond weekly morning teas and one-off staff BBQs. We explore how to establish healthy routines grounded in theories of meaning, mindset and mood. Through these strategies, people feel more valued, have a deeper appreciation of differences and are given opportunities to celebrate their busyness as achievements instead of burdens.

People leave this session with a greater understanding of HOW they can flourish and sustain their wellbeing in simple and practical ways.

Daniela Falecki is known as the 'keep-it-real teacher'. She is the founder of Teacher Wellbeing, specializing in Positive Psychology to build teacher capacity and resilience. With more than 20 years' experience across all sectors of education, Daniela holds a Masters in Education (Leadership), a Bachelor of Education (HPE), a Certificate in Rudolf Steiner Education and is a licensed Mental Toughness practitioner, certified Life Coach and NLP Practitioner. Daniela is a Senior Associate for the Positivity Institute, International Coach Federation and International Positive Psychology Association member and lectures at Western Sydney University.

11.15 am – 11.40 am

MORNING TEA

11.45 am – 11.50 am

Immersive History – School History Tours with Latitude Group Travel

<p>11.50 am – 12.10 pm</p>	<p>VCAA Advisory Session – VCE History 2016-2020 in Review <i>Gerry Martin, Curriculum Manager (History and Civics), Victorian Curriculum and Assessment Authority (VCAA)</i></p> <p>The VCE History Study Design 2016-2020 will be reviewed in 2019 for publication in 2020 and implementation in schools in 2021. Firstly, this session will provide a summary analysis of the VCE statistics and the teacher survey and focus group feedback conducted in 2018. Secondly, the session will describe the process of VCE Study design review and outline further consultation opportunities for teachers in 2019.</p> <p><i>Gerry Martin is Curriculum Manager History and Civics at the VCAA. He has 20 years' experience teaching History and Humanities. Gerry has published and presented on topics including curriculum leadership and planning, historical thinking and assessment.</i></p>
<p>12.10 pm – 12.30 pm</p>	<p>You Matter – The Link between Staff Wellbeing and Collective Efficacy <i>Daniela Falecki, Founder of Teacher Wellbeing</i></p> <p>John Hattie has indicated through his research that 'teacher collective efficacy' is ranked as the number one factor influencing student achievement (Hattie, 2016). But how do we realistically and practically build this belief in ourselves and others when the demands are high, we juggle a crowded curriculum and some days we are struggling just to survive? In this session, we share how the science of positive psychology gives us both insights and strategies to begin using now.</p> <p><i>Daniela Falecki is known as the 'keep-it-real teacher'. She is the founder of Teacher Wellbeing, specializing in Positive Psychology to build teacher capacity and resilience. With more than 20 years' experience across all sectors of education, Daniela holds a Masters in Education (Leadership), a Bachelor of Education (HPE), a Certificate in Rudolf Steiner Education and is a licensed Mental Toughness practitioner, certified Life Coach and NLP Practitioner. Daniela is a Senior Associate for the Positivity Institute, International Coach Federation and International Positive Psychology Association member and lectures at Western Sydney University.</i></p> 
<p>11.40 am – 12.30 pm</p>	<p>SESSION 2: Ideas for Use in the Classroom <i>(Please choose one of the following sessions)</i></p>
<p>2.1</p>	<p>VCE Unit 1: Twentieth Century History VCE History: Twentieth Century – An Overview <i>Ian Lyell, Camberwell Girls Grammar School</i></p>  <p>This is an encore of a session provided at the HTAV 'Teachers New to VCE History in 2019' event held in November 2018. This session is aimed at new teachers and those who are seeking some additional guidance with 20th Century History and looking for classroom ideas and teaching resources. Participants will be provided with advice on planning, developing student skills, developing assessment tasks and sample units of work and learning resources.</p> <p><i>Ian Lyell is Head of History at Camberwell Girls Grammar School. He has 8 years' experience teaching 7-12 History.</i></p>
<p>2.2</p>	<p>VCE Unit 1: Global Empires <i>Teaching and Assessment in VCE Unit 1: Global Empires - From Spices to the Enlightenment</i> <i>Scott Hetherington, Distance Education Centre Victoria</i></p> <p>The story of global empires begins with the lure of spices in the year 1400 and ends with the dream of modern democracy in the British colonies of North America in 1775. This session will cover the broad outline of Unit One, from Catholic Europe and the Age of Exploration to Protestant Europe and the challenges of new ideas and new empires through activities that reflect the key historical thinking skills of the study design. You will come away with ideas and templates covering the analysis of primary sources, the establishment of historical significance and the construction of historical arguments for extended responses and essays. The session will also provide resources related to the settlement of the New World and the evolution of the old across both areas of study.</p> <p><i>Scott Hetherington has a degree in history from the University of Melbourne and has been teaching VCE history for the last seven years. He has been developing and teaching Global Empires for the past three years at the Distance Education Centre of Victoria.</i></p>

2.3

VCE Unit 1: Ancient Mesopotamia
Ancient Mesopotamia - Resources and Teaching Ideas



Ashley Keith Pratt, Melbourne Girls Grammar

In this session we will explore the different teaching approaches for the VCE Ancient History Unit 1: Ancient Mesopotamia study and how to approach the teaching of this course to ensure students are engaged and supported. We will look at different approaches, such as 3D printing and object-based learning, and the different resources that can be used to support your teaching and learning programme.

Ashley Keith Pratt is a Vice-President of the HTAV and teaches VCE Ancient History at Melbourne Girls Grammar. Ashley is an experienced HTAV workshop leader and has worked with schools across Victoria and interstate on developing evidence-based history programmes.

2.4

VCE Unit 3: Australian History
Australian History – Knowledge, Assessment and Teaching



Faye Quinn, Sacred Heart College, Kyneton

This session is based on knowledge for Unit 3 Australian History. The knowledge will incorporate standard documents but new and exciting visual and written representations will be provided. The presentation will include how to tackle assessments and teach Australian History in an engaging manner through the use of key learning and teaching strategies. These strategies will be based on Harvard Project Zero to enhance critical thinking and working memory. There will be the provision for teachers to engage with each other on resources and ideas.

Faye Quinn has developed skills and expertise in improving pedagogy in the area of history. Her focus has been Visible Learning, and giftedness within History. She has taught the ACARA Year 10 History, Year 11 Twentieth Century History, Year 11 Global Empires, Year 12 Australian History, presented at HTAV and HTAA conferences, and is currently writing for QATS. Faye has worked in several schools in Melbourne's western and eastern suburbs. Currently, Faye is employed at Sacred Heart College, Kyneton as Leader of Pedagogy. In 2018, Faye received an award for sustained excellence in learning and teaching and contribution to History and HTAV.

2.5

VCE Unit 3: Ancient History – Greece
The Enigma of Alcibiades

Nicholas Freeman, Bendigo Senior Secondary College

"As a rule, it is dangerous to accord too large a role to high profile individuals in 'shaping the course of history'. At times, however, a particular person does seem to bear an extraordinary share of the responsibility for the way things turn out" (Pomeroy).

This workshop will examine the life and career of the Athenian aristocrat, Alcibiades, 'precocious playboy', political opportunist, orator and statesman, enterprising general, and even a traitor to his native polis. In particular, I will explore how a life in pursuit of glory contributed to the downfall of Athens and the disaster of the Peloponnesian Wars. A focus of this session will be on providing engaging strategies for students to evaluate Alcibiades role in the crisis.

Nicholas Freeman is an experienced VCE History teacher who has taught the Ancient History course for a number of years. He is a regular presenter at HTAV events with a particular interest in Greece and Rome.

2.6

VCE Unit 3: Ancient History – Egypt
New Kingdom Egypt: Developing Formative Learning Tasks

Diana Di Conza, St. Francis Xavier College

New Kingdom Egypt was a period of great wealth, power and empire, marked by the reigns of successful pharaohs whose legacy captured the collective imagination of successive generations. Yet, whilst its appeal draws students to the subject, the challenge for teachers is to develop a course that extends their knowledge and skills to meet academic demands. Drawing on a variety of accessible resources, this session focuses on building a set of formative learning tasks to help prepare students for summative assessments and exams.

Diana Di Conza is currently teaching senior history and has extensive experience across Years 7-12, as well as holding a number of leadership positions. As a Year 11 Learning Culture Leader Diana is involved in mentoring teachers with curriculum and assessment demands, as well as supporting students' academic progress. Further studies in curriculum, pedagogy, literacy and teaching EAL students reinforced her interest in pedagogy that engages and motivates student learning. Diana has been involved in all aspects of implementing the Ancient History study, from course and assessment development to resourcing, with a key focus on balancing accessible and challenging learning opportunities.

2.7

VCE Unit 3: Ancient History – General

VCE Unit 3 Ancient History: Planning a Scope and Sequence

Mary Gillingham, Swinburne Senior Secondary College

Using Ancient Egypt as an example, Mary will show how she uses a backwards design model to plan a scope and sequence for Unit 3 that prepares students for internal assessment in Unit 3, as well as laying the groundwork for Unit 4 and, ultimately, aims to equip students with the knowledge and skills they need for the end-of-year exam. Transferable to any of the ancient civilisations, she will demonstrate how she plans SACs, Areas of Study and individual lessons, and will explain how they relate to the Study Design and DET mandated instructional models.

Mary Gillingham teaches at Swinburne Senior Secondary College. She currently teaches Ancient History and has taught History Revolutions, Twentieth Century History and junior levels. Before becoming a teacher, Mary was a professional historian, specialising in researching and writing historical claims to the Waitangi Tribunal in New Zealand. She has a Master of Arts in History and in 2015 completed a Master of Teaching (Secondary) by research in which she investigated the extent to which the VCE external exams assessed historical thinking.

2.8

VCE Unit 3: Revolutions – America

Revving up the Senior History Classroom: American Revolution

Nick Frigo, Santa Maria College, Northcote



In this session, Nick will share a range of classroom strategies and activities that he has used with his own classes in recent times. The session will focus on teaching both Outcomes 1 and 2 for the American Revolution. Attendees will receive a digital package of resources that accommodate learners of a range of abilities but are all unified with a focus on knowledge and skills development.

Nick Frigo has been teaching senior History for more than 20 years, during which time his Revolutions teaching has mostly focused on the American and French Revolutions. Nick's passion for teaching Revolutions is also matched by his desire for making sure that lessons are engaging, both supportive and challenging for all learners, and that there is a clear dual focus on both knowledge and skill development. Nick has worked in a number of schools, has held the position of History Co-ordinator and currently teaches Senior History, and is Digital Learning Leader, at Santa Maria College Northcote.

2.9

VCE Unit 3: Revolutions – France

France, Finance and the End of the Old Regime

Luke Cashman, Penleigh and Essendon Grammar School



On 20 August 1786 the French finance minister, Calonne, informed King Louix XVI that the state of the nation's finances was dire and that urgent and profound reforms were required. Although no one knew it at the time, the first domino that would end with the collapse of the Old Regime in France had been pushed over. In this session we will investigate how France came to be in such a desperate financial state. We will also inquire into how the proposed reform programme became the battleground that would decide the fate of the monarchy and its king.

Luke Cashman is a teacher of History at Penleigh and Essendon Grammar School where he has taught Revolutions (France and Russia) for a number of years, and has recently taken up the teaching of Ancient History (Greece and Rome). He has contributed to textbooks and written many articles for the HTAV journal Agora on a wide range of topics. More recently, Luke has written chapters for the new Units 1 and 2 HTAV textbooks on the rise of the Nazis, the Cuban Missile Crisis and Terrorism.

2.10

10 VCE Unit 3: Revolutions – Russia




Rev'd up for Russia

Dr Catherine Hart, Dromana College



This session will focus on how to teach Revs in a way that is kind to your students and to you. In recent years I have focused on working with my students in a strategic and focused manner to scaffold their learning and promote a sense of motivated and active engagement. Importantly, this means I am NOT working as hard as I used to. In this session I share a range of strategies, tools and a ton of resources (and assessments) that all aim to scaffold students' critical thinking and writing skills in an accessible, engaging and fun way.

Dr Catherine Hart has spent the last 20 years in higher education institutions and secondary schools teaching history. She is a regular contributor to HTAV conferences and professional development events. She has a PhD in history curriculum development and is an enthusiastic collaborator.

2.11	<p>VCE Unit 3: Revolutions – China Demystifying the Chinese Revolution for teachers & students <i>Trevor Sowdon, Education Consultant</i></p> <p>Trevor will make concepts, terminology and processes of the events preceding the Chinese Revolution more accessible via the use of: mnemonics, clear definitions, an understanding of Chinese symbolism, anecdotes, Venn diagrams and an insight into Chinese language. He will also make suggestions for texts, films and resources and suggest analytical tools to employ.</p> <p><i>Trevor Sowdon is the author of Analysing the Chinese Revolution and other texts. He is an experienced presenter who lived and taught in China. He has two Chinese daughters and, despite his impending retirement, is still passionate about Chinese history.</i></p>
1.30 pm – 2.30 pm	<p>NETWORKING LUNCH</p>
2.35 pm – 3.30 pm	<p>SESSION 3: Cultural Experiences and Examination Reports <i>(Please choose one presentation or cultural experience from this session)</i></p>
3.1	<p>VCE Australian History <i>VCAA Presenter to be confirmed</i></p> <p>This session will report on students' performance in the 2018 VCE Australian History examination.</p>
3.2	<p>VCE Ancient History <i>VCAA Presenter to be confirmed</i></p> <p>This session will report on students' performance in the 2018 VCE Ancient History examination.</p>
3.3	<p>VCE Revolutions <i>Deborah Erikson, Chief Assessor</i></p> <p>Deborah will report on students' performance in the 2018 VCE Revolutions examination.</p>
3.4	<p>Hellenic Museum</p> <div style="text-align: right;">  </div> <p>The Hellenic Museum is passionate about promoting an understanding and appreciation of ancient and modern Greek history, culture and art among preschool, primary and secondary students. Join us for a tour of the Museum's collection of art and artefacts which spans over 8000 years. Our education programs promote critical and creative thinking and are aligned with the Victorian Curriculum F-12. Tours, workshops and object-based learning classes explore the development of Greek culture and society through the ages.</p>
3.5	<p>Immigration Museum</p> <div style="text-align: right;">  </div> <p>Understanding the role of migration in the development of Australian society is critical for students who will become adults in the second half of the 21st century.</p> <p>Where does migration fit in your school's History program?</p> <p>Join this session at the Immigration Museum to see the current exhibitions, hear from the education staff on site and discuss ways of connecting your students to the extensive curriculum related resources available through excursions, incursions or virtual learning programs.</p>
4.00 pm – 5.30 pm	<p>NETWORKING DRINKS FOR CONFERENCE PARTICIPANTS</p> <p><i>Blue Diamond Bar, CQ Functions, Level 15</i></p> <div style="text-align: right;">  </div> <p>Join colleagues, catch up with old friends, meet new people, harvest good ideas and enjoy complimentary drinks and canapés at the HTAV Social Hour. Social Hour will take place at the Blue Diamond bar on level 15 at CQ Functions from 3.45pm. Kindly sponsored by anzuk Education.</p>