

HTAV

VCE History Conference

and Examination Reports

Friday 26 Feb 2021 | Online
Early Bird registrations must close Friday 12 Feb




This HTAV professional learning conference includes feedback from the VCAA assessors, expert content knowledge, classroom-ready tips and resources, and an opportunity to catch up with peers and mentors from all over Victoria.

Attending this conference will help you to meet AITSL/VIT Professional Standard 2 *Know your content and how to teach it*, Standard 6 *Engage in professional learning* and Standard 7.4 *Engage with professional teaching networks and broader communities*.

-  General
-  Content Knowledge
-  Classroom ideas
-  Bring an additional device

9.50 am – 10.00 am	DELEGATES GET READY: Log into Conference
10.00 am – 10.05 am	ACKNOWLEDGEMENT OF TRADITIONAL OWNERS
10.05 am – 10.15 am	<p>WELCOME AND HOUSEKEEPING</p> <p>How do I:</p> <ul style="list-style-type: none"> • Navigate through the virtual conference platform? • Attend my sessions? • Network with colleagues? • Meet the exhibitors? • Ask questions?

Session Descriptions & Biographies




10.20 am – 11.10 am	SESSION 1: Please choose <u>one</u> workshop from this session.	
	<p>1.1 Visual, Written and Practical Strategies to Teach the American Revolution</p> <p><i>Sophia Marsden-Smith, Williamstown High School</i></p> <p>In this session Sophia will share a range of strategies that she has employed to engage students during their study of the American Revolution. With a close focus on skill development and key knowledge from Outcomes 1 and 2, Sophia will take attendees on a journey through the rich visual narrative of the American Revolution with written and practical activities along the way, sharing purposeful classroom resources and strategies.</p> <p>BYOD VCE UNITS 3 & 4 - REVOLUTIONS: AMERICA CLASSROOM IDEAS</p> <p><i>Sophia Marsden-Smith is a passionate History teacher in her seventh year of teaching. She previously studied VCE Revolutions at school for France and Russia, then went on to study a BA majoring in English Literature and History at the University of Melbourne, writing her Honours thesis on Shakespeare. Sophia studied the French Revolution with Emeritus Professor Peter McPhee AM and the Russian Revolution with Professor Stephen Wheatcroft, and tutored privately and at the university's residential colleges while she was studying.</i></p>	
	<p>1.2 French Revolutionary Leaders</p> <p><i>Emeritus Professor Peter McPhee AM, The University of Melbourne</i></p> <p>This presentation considers four prominent revolutionary leaders: Jacques Brissot, Georges Danton, Camille Desmoulins and Maximilien Robespierre. Who were they? Why did they become revolutionaries? How important were they in determining the outcomes of the Revolution? What were their ideologies and their achievements? And why did friendship between them turn to deadly enmity?</p> <p>VCE UNITS 3 & 4 - REVOLUTIONS: FRANCE CONTENT KNOWLEDGE</p> <p><i>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, including A Social History of France 1789-1914 (London, Palgrave Macmillan, 2004), Robespierre: a Revolutionary Life (London & New Haven, Yale University Press, 2012) and Liberty or Death. The French Revolution 1789-1799 (London & New York, Yale University Press, 2016).</i></p>	
	<p>1.3 The Environmental Impacts of Pastoralism and the Goldrushes</p> <p><i>Emeritus Professor Richard Broome AM, La Trobe University</i></p> <p>This session will examine the pastoral expansion and its impact on Aboriginal land and the subsequent impact of the gold rushes on land. It will also illuminate the European ideas and motivations that underpinned the transformation of the land. It will suggest how to transition on this theme to the new Study Design for 2022.</p> <p><i>Please note: This session will be pre-recorded and available to view on the day.</i></p> <p>BYOD VCE UNITS 3 & 4 - AUSTRALIAN HISTORY CONTENT KNOWLEDGE</p> <p><i>Richard Broome AM, current Patron of HTAV, is Emeritus Professor of History at La Trobe University. He has lectured for HTAV for over thirty years and to school students for forty years. He is the author of fourteen books including Aboriginal Australians (4th ed. 2010) and Aboriginal Victorians (2005). His recent books include: Naga Odyssey. Visier's Long Way Home (2017) (written with Visier Meyasetsu Sanyü), which is now in an Indian edition, a fifth edition of Aboriginal Australians (2019) and, with three colleagues, Mallee Country. A Social and Environmental History (2020).</i></p>	

	<p>1.4 SASSY Rubrics for SAC & Exam Success (G) (I) (L)</p> <p><i>James Ridley, Hoppers Crossing Secondary College</i></p> <p>This session provides catchy, foolproof rubrics that students can remember under pressure. It will help increase students' writing confidence and improve class results in SACs and exams (especially for students who are struggling). You will walk away with adaptable, easy to use rubrics that you can use for marking and that students at all levels can use to check their own work and peer mark. Other teachers that have tried it have said that it has helped their students write longer and more focussed answers because they have a structure to follow which includes all the key ingredients expected.</p> <p><i>Please note that this session is a repeat of the session at the 2020 Annual Conference.</i></p> <p>BYOD GENERAL CLASSROOM IDEAS</p> <p><i>James Ridley has a Diploma of Broadcasting, Bachelor of Business and a Postgraduate in Arts majoring in History (Hons) at Monash University. He has a love for history and writing. He has worked as a journalist and in radio for many years and is a published author. James completed the Teach for Australia program and is currently teaching junior humanities, Twentieth Century History and Revolutions (France and Russia) at Hoppers Crossing Secondary College in Melbourne's west. He is an HTAV board member and has presented at multiple conferences.</i></p>
	<p>1.5 How Ideas challenged the Old World (R)</p> <p><i>Dr Darius von Güttner, The University of Melbourne</i></p> <p>This presentation will focus on Early Modern Europe and the growth of ideas that challenged the 'divine order of things'. Focusing on scientific discoveries and enlightened thinkers, this presentation will examine the notions of 'truth' and 'progress' that brought about the Enlightenment. Information in this session is relevant to both the current Global Empires and new Empires Study Designs.</p> <p>VCE UNIT 1 - GLOBAL EMPIRES CONTENT KNOWLEDGE</p> <p><i>Dr Darius von Güttner is a historian whose work concentrates on military and religious aspects of European history and in particular on violence and the transmission of ideas. His publications include a number of academic books on religiously motivated warfare and historical writing. In addition to publications on the Crusades, he is the author of The French Revolution (Nelson Cengage) and HTAV's French Revolution Study and Exam Guide. Darius is also a tour leader of biennial history study tours of Austria, Germany, Italy and Poland.</i></p>
	<p>1.6 Weimar and Nazi Art (I) (L)</p> <p><i>Ross Smith, Parade College</i></p> <p>The art produced after the First World War in Germany marked a dramatic break with the past. The values of tradition, respecting authority in the workplace and the home, and national pride were all shaken by the collapse of the Second Empire under Wilhelm II. A search for a new identity and the rejection of the past began amid the confusion of a democratic society where groups competed for the attention of the voting masses. There were artistic experiments with German Expressionism, Dadaism, New Objectivity in art, literature and film. Social advances were made in the new Weimar Republic but when the economy faltered, at first with hyperinflation then the Great Depression, many voters were seduced by the promises of the Nazis. The Nazis rejected the Weimar experiments and returned Germany to a traditional, heroic, even bucolic vision of the place of art in society constructed in its own image. This remains one of the topics that teachers and students can explore within the new Study Design for Modern History.</p> <p>BYOD VCE UNIT 1 - TWENTIETH CENTURY HISTORY CLASSROOM IDEAS</p> <p><i>Ross Smith has taught for years at Parade College. Twentieth Century History is his favourite subject to teach. He has spoken at HTAV events on related subjects including Nazi Germany and the Cold War. His main interest is involving students in the study of history.</i></p>

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	<p>1.7 Refreshing Revolutionary Russia (R) (L)</p> <p><i>Maddi Schmidt, St Francis Xavier College</i></p> <p>In this presentation, Maddi will provide a thematic overview of the Russian Revolution focusing on the complex characteristics and causes of the Russian Revolution as well as the challenges, changes and compromises that arose. This session is primarily targeted towards those teaching the Russian Revolution for the first time.</p> <p>BYOD VCE UNITS 3 & 4 - REVOLUTIONS: RUSSIA CONTENT KNOWLEDGE</p> <p><i>Maddison Schmidt teaches VCE History and is the Differentiated Learning Activities Leader at St Francis Xavier College, Beaconsfield. Maddi regularly presents for HTAV at both student lectures and teacher conferences with a focus on Revolutions, assessment strategies and differentiation in the classroom.</i></p>
	<p>1.8 Using both Ancient and Modern Sources for Ancient History (R)</p> <p><i>Lindsay Brunsdon, Genazzano FCJ College</i></p> <p>VCE Ancient History teachers and students need to use both primary sources from the Ancient World and contemporary historians. In what ways can these sources complement each other? What are the pitfalls with using these sources? How can we help our students navigate a clear and productive path through the vast volume of available literature?</p> <p>VCE UNITS 3 & 4 - ANCIENT HISTORY CONTENT KNOWLEDGE</p> <p><i>Lindsay Brunsdon is a VCE Ancient History teacher and in September 2020 Lindsay was invited to be part of the HTAV HistoryEDge podcast series. He has taught History Years 7 through to 12 for many years and has also taught VCE Music Performance.</i></p>
11.10am – 11.25am	<p>DISCOVER RESOURCES AND SERVICES</p>
11.25 am – 11.45 am	<p>VCAA ADVISORY SESSION - VCE History Study Design 2022-2026</p> <p><i>Gerry Martin, Curriculum Manager (History and Civics), Victorian Curriculum and Assessment Authority (VCAA)</i></p> <p>VCE History 2022–2026 will be implemented in schools in 2022. Firstly, this session will give an overview of the new VCE History Study Design and changes you need be aware of. Secondly, this session will outline the Study Design implementation workshops that will take place during 2021. Finally, it will discuss planning and assessing for the VCE History 2022–2026.</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>
11.50 am – 12.40 pm	<p>SESSION 2: Please choose <u>one</u> workshop from this session.</p>
	<p>2.1 Maxim Gorky and Lenin; History and Memory (R)</p> <p><i>Associate Professor (retired) Adrian Jones OAM, La Trobe University</i></p> <p>The Russian socialist novelist, Maxim Gorky, had a testy relationship with Lenin, admiring and chiding him in 1917-19. This paper offers some materials, of-the-time and retrospective (history and memory), exploring participants' assumptions about, and consequences of, the Bolshevik seizure of power in October 1917.</p> <p>VCE UNITS 3 & 4 - REVOLUTIONS: RUSSIA CONTENT KNOWLEDGE</p> <p><i>Associate Professor Adrian Jones OAM, recently retired, taught Russian history at La Trobe University for 35 years. Adrian has been closely involved in curriculum and examination development for the VCE Revolutions course.</i></p>

	<p>2.2 What is to be done? about improving Student Writing Ⓜ Ⓜ Ⓜ</p> <p><i>Maddi Schmidt, St Francis Xavier College</i></p> <p>Have you got students who love history but struggle when they see the amount of work they have to do? Or do you have students who can tell you everything about World War I but find it challenging to answer a specific question. In this presentation, Maddi shares her favourite differentiated learning activities for the Revolutions classrooms as well as strategies that she employs to improve students writing.</p> <p>BYOD GENERAL CLASSROOM IDEAS</p> <p><i>Maddison Schmidt teaches VCE History and is the Differentiated Learning Activities Leader at St Francis Xavier College, Beaconsfield. Maddi regularly presents for HTAV at both student lectures and teacher conferences with a focus on Revolutions, assessment strategies and differentiation in the classroom.</i></p>
	<p>2.3 Profaning the Mysteries: The Philosophy, Pharmakon and Cultural Forces that formed Athenian Elites Ⓜ</p> <p><i>Raquel Fenby and Christopher Parkinson, Suzanne Cory High School</i></p> <p>Ancient history is often studied as a narrative of the key individuals who impacted it most. These figures, however, were often more a product of the cultural forces that formed them than of congenital genius. This workshop will explore the role that religious, educational, and social practices had in forming the minds of elite Athenians during the fifth century. It will do this through the lens of their participation in the Eleusinian Mysteries, philosophical schools (in particular the Socratic school), and symposia. It will use, as a case study, Alcibiades and other noble Athenians to examine how they became the people who have held so much sway over our study of history.</p> <p>VCE UNITS 3 & 4 - ANCIENT HISTORY: GREECE CONTENT KNOWLEDGE</p> <p><i>Raquel Fenby teaches VCE History at Suzanne Cory High School as well as English Language and Economics. She has taught VCE Ancient History, Revolutions and Global Empires. Raquel enjoys visiting historical sites around the world and has travelled to approximately 100 countries. Raquel has a Bachelor of Arts (Hons) in History, a Graduate Diploma of Education and a Master of TESOL from the University of Melbourne and has written for both HTAV and the VCAA.</i></p> <p><i>Christopher Parkinson teaches History and Latin at Suzanne Cory High School. He has a Classics degree from Emory University in Atlanta and a Master's Degree in both Classics and Education (Language Acquisition and Classic Humanities) from Tufts University in Boston. Christopher knows both Ancient Greek and Latin. He has taught Classics at Tufts University (Boston), Latin at Ottonos Middle School in Boston and also in Atlanta. Christopher now lives in Australia and is known to his students as identifying strongly with Dionysus.</i></p>
	<p>2.4 Preparing for the 2022-2026 Study Design Ⓜ Ⓜ</p> <p><i>Ashley Keith Pratt, Melbourne Girls Grammar</i></p> <p>This session will unpack the new 2022-2026 History Study Design with a focus on what has changed and what you need to know to prepare for 2022. It will focus on two different aspects of the new Study Design: 1. the Study Design's articulation of Historical Thinking and 2. the new structures and options for content across every option for study, specifically focusing on the two areas with major changes (Empires and Australian History).</p> <p>GENERAL CLASSROOM IDEAS</p> <p><i>Ashley Keith Pratt is Vice-President of HTAV and Executive Director of Curriculum, Pedagogy, and Innovation at Melbourne Girls Grammar. Ashley recently completed his Master of Education at the University of Melbourne with a focus on Historical Thinking and curriculum theory. Ashley is a regular presenter for HTAV on pedagogical-content knowledge within the History discipline.</i></p>

	<p>2.5 Communism and Capitalism in the Interwar Period </p> <p><i>Ian Lyell, Camberwell Girls Grammar School</i></p> <p>Most VCE teachers choose to explore Weimar and Nazi Germany for Unit 1 History: Twentieth Century, because it is well-resourced and engaging. In this session, Ian will make the case for why you should consider undertaking a comparative study of the USA and USSR in the interwar period instead. He will provide resources and ideas that can serve as the basis of a concise, highly engaging unit of work that addresses both Outcome 1 Ideology and Conflict and Outcome 2 Social and Cultural Change. These depth studies will help your students explore how race, class, religion and gender shape our experience of contemporary society, how the experiments of the twentieth century changed our expectations of governments in providing for welfare and prosperity, and will directly contextualise their study of the Cold War in Unit 2. The information in this session can also inform teacher planning for Unit 1 of the new VCE Modern History Study Design.</p> <p>VCE UNITS 1 & 2 - TWENTIETH CENTURY HISTORY CLASSROOM IDEAS</p> <p><i>Ian Lyell is Head of History at Camberwell Girls Grammar School. He has eleven years' experience teaching History at every level from 7 to 12 and is particularly passionate about how a better understanding of modern history helps equip students to understand and respond to injustice in the contemporary world. Ian is a contributing author for HTAV's Study and Exam Guides.</i></p>
	<p>2.6 Australia's Involvement in the Vietnam War and Equality for Women  </p> <p><i>Jo Leech, Carey Baptist Grammar School</i></p> <p>The focus of this session will be on VCE Australian History, Unit 4 AOS 2, Australia's involvement in the Vietnam War and Equality for Women. In the current Study Design, you are required to choose two topics for study 1965-2000. Why did I choose to teach these two topics and what have I learnt over the past five years from delivering this course? If you are wanting to reinvigorate or recreate your final topics for Unit 4, this session will have some innovative ideas for face-to-face and on-line teaching and learning. How to create a concise 3-week unit for each choice, total six weeks. How to decode past exam questions. What resources are useful? What are some ideas for SAC 4? Bring along your Study Guide and ideas for sharing.</p> <p><i>Please note, these content areas are also covered in Outcome 2 of the new Australian History Study Design, in the units on Power and Resistance and War and Upheaval.</i></p> <p>BYOD VCE UNIT 4 - AUSTRALIAN HISTORY CLASSROOM IDEAS</p> <p><i>Jo Leech is a senior History teacher at Carey Baptist Grammar School and experienced in teaching both VCE Australian and IB History. She is an experienced lecturer and presenter, and has written a number of History chapters and books for HTAV and other publications. Jo is passionate and innovative in her curriculum development and is passionate and committed in her implementation of engaging teaching and learning units and lessons.</i></p>

	<p>2.7 Creating Student Engagement in VCE History Revolutions (I)</p> <p><i>Sophia Marsden-Smith, Williamstown High School and Amanda Stefancic, Wesley College</i></p> <p>Sophia and Amanda worked collaboratively in 2020 to create engagement, passion and wonder in their respective Year 12 VCE Revolutions classes. They saw success with their innovative ideas and want to share some of these strategies with their colleagues. Some strategies include: interactive, tactile timelines, embodied pedagogies for key events, daily revision routines, early morning teas while watching historical movies, PowerPoints, graphic organisers, using Google Meet to give individual feedback on SACs, and honeycomb activities.</p> <p>VCE UNITS 3 & 4 - REVOLUTIONS CLASSROOM IDEAS</p> <p><i>Sophia Marsden-Smith is a passionate History teacher in her seventh year of teaching. She previously studied VCE Revolutions: France and Russia at school, then went on to study a BA majoring in English Literature and History at the University of Melbourne, writing her Honours thesis on Shakespeare. Sophia studied the French Revolution with Emeritus Professor Peter McPhee AM and the Russian Revolution with Professor Stephen Wheatcroft, and tutored privately and at the university's residential colleges while she was studying.</i></p> <p><i>Amanda Stefancic is a History teacher at Wesley College. After her passion for History was sparked as a VCE Revolutions student, she completed a Bachelor of Arts with Honours in History at the University of Melbourne. She has curriculum leadership experience in the International Baccalaureate Diploma Programme. Amanda is keenly interested in best-practice pedagogy and developing student engagement in History.</i></p>
	<p>2.8 French Revolution – Why are we still confused about its Causes? (R)</p> <p><i>Dr Darius von Güttner, The University of Melbourne</i></p> <p>This session will explore historians' debates about the origins of the French Revolution. It will focus on similarities and differences between interpretations offered by historians as to the long and short causes of the revolutionary crisis that envelop France in the final decade of the eighteenth century.</p> <p>VCE UNITS 3 & 4 - REVOLUTIONS: FRANCE CONTENT KNOWLEDGE</p> <p><i>Dr Darius von Güttner is a historian whose work concentrates on military and religious aspects of European history and in particular on violence and the transmission of ideas. His publications include a number of academic books on religiously motivated warfare and historical writing. In addition to publications on the Crusades, he is the author of The French Revolution (Nelson Cengage) and HTAV's French Revolution Study and Exam Guide. Darius is also a tour leader of biennial history study tours of Austria, Germany, Italy and Poland.</i></p>
	<p>2.9 Did Black Lives Matter in the French Revolution? (R)</p> <p><i>Dr Katrina Burge, The University of Melbourne</i></p> <p>The abolition of slavery was one of the most significant consequences of the French Revolution but its antecedents are complex. The successful revolution by the enslaved people of Haiti shook the French revolutionaries and called into question just who the 'Declaration of the Rights of Man and the Citizen' was really for. Session participants will be introduced to a curated collection of online material to support the study of this fascinating topic.</p> <p>VCE UNITS 3 & 4 - REVOLUTIONS: FRANCE CONTENT KNOWLEDGE</p> <p><i>Dr Katrina Burge is a medieval historian and her university teaching encompasses King Arthur, vikings, witches, plague and the Renaissance. Katrina is also a professional editor who loved her time editing Agora at HTAV. The HTAV community inspired her to become a History teacher and she is currently a second-year teacher candidate at the University of Melbourne.</i></p>

	<p>2.10 Afghanistan: A Rise and Fall of Ideologies (R)</p> <p><i>Aaron Carassiti, Mentone Grammar</i></p> <p>Situated on the southern fringe of the Soviet Union, 1970s Afghanistan became the nexus for the last half century's most influential ideologies; Communism, Capitalism, and Islamism. Bounding through three distinct eras in the space of only 20 years, Afghanistan grew more violent and more oppressive as the decades passed. In the late 1970s through to the early '90s it was Communism, Capitalism, and Islamism. In the mid-1990's it was Islamic nationalism, and from the mid-1990s it was the fundamentalism of the Taliban. It was amidst these climates that an empire collapsed, terrorism found a home, and the western world edged closer to a new war against a new enemy. Afghanistan is one of the contexts that can be explored in the new VCE Modern History Study Design.</p> <p>VCE UNITS 1 & 2 - TWENTIETH CENTURY HISTORY CONTENT KNOWLEDGE</p> <p><i>Aaron Carassiti has taught various histories for over a decade and has led Humanities Faculties across both Independent and Government schools. It is the twentieth century where Aaron's interests have come to be most piqued. The rise and fall of the dictatorships, social systems, and ideologies that best summarise the course of the previous century can be best seen in a single country, Afghanistan. To this end, Afghanistan has come to be the focus of a variety of courses that Aaron has taught over recent years.</i></p>
12.40 pm – 1.00 pm	DISCOVER RESOURCES AND SERVICES
1.00 pm – 2.00 pm	SESSION 3: Please choose one examination report or the VCE History Units 1 & 2 Cultural Organisation Experience from this session.
	<p>3.1 VCE Australian History – Examination Reports</p> <p><i>Pauline Westmore, VCAA Deputy Assessor</i></p> <p>This session will report on students' performance in the 2020 VCE Australian History examination.</p>
	<p>3.2 VCE Ancient History – Examination Reports</p> <p><i>Jeremy Daly, VCAA Chief Assessor</i></p> <p>This session will report on students' performance in the 2020 VCE Ancient History examination.</p>
	<p>3.3 VCE Revolutions – Examination Reports</p> <p><i>Deborah Erikson, VCAA Chief Assessor</i></p> <p>This session will report on students' performance in the 2020 VCE Revolutions examination.</p>
	<p>3.4 Cultural Organisation Experience</p> <p><i>Hellenic Museum, Old Treasury Building and Sovereign Hill Museum</i></p> <p>Join experts online who will showcase how their virtual tours or resources or a visit to their setting can support teachers and students with their VCE Units 1-4 studies.</p>
2.00 pm – 3.00 pm	<p>SOCIAL HOUR – NETWORKING FOR CONFERENCE PARTICIPANTS</p> <p>Join colleagues and make new connections during Zoom Virtual Drinks. Delegates and presenters can continue their conversations online after the conference. Why not grab a drink and some nibbles whilst you relax and share chat time with your history tribe.</p>