

# VCE HISTORY CONFERENCE

## AND EXAMINATION REPORTS

FRI 25 FEB 2022

|

ONLINE

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#htavVCEcon22

### SESSION DESCRIPTIONS AND BIOGRAPHIES

BRING AN ADDITIONAL  
DEVICE

| TIME              | SESSION  |
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| 9.50am - 10.00am  | <b>DELEGATES GET READY: LOG INTO CONFERENCE</b>  |
| 10.00am-10.05am   | <b>ACKNOWLEDGEMENT OF TRADITIONAL OWNERS</b>   |
| 10.05am-10.15am   | <p><b>WELCOME AND HOUSEKEEPING</b></p> <p>Context and themes for the conference</p> <p>How do I:</p> <ul style="list-style-type: none"> <li>▶ navigate through the virtual conference platform?</li> <li>▶ attend my sessions?</li> <li>▶ network with colleagues?</li> <li>▶ meet the exhibitors?</li> <li>▶ ask questions?</li> </ul>  |
| 10.20am - 11.10am | <b>SESSION 1:</b> Please choose <u>one</u> workshop from this session.   |
| 1.1               | <p><b>Was the Soviet Union an Empire? A Recent Debate</b><br/><i>Professor Mark Edele, The University of Melbourne</i></p> <p>VCE UNITS 1/2 - EMPIRES AND MODERN HISTORY   CONTENT KNOWLEDGE</p> <p>The Soviet Union was the successor state to the Russian Empire. Like its precursor, this was a multi-national state with an integrated imperial economy, where the periphery provided raw materials to the centre, where they were refined, processed, or exported. Unlike the Romanov Empire, the Soviet Union was also officially devoted to decolonization, affirmative action for non-Russian minorities. Historians differ on how to interpret this paradox of an anti-imperial empire. Some have seen it as a simple continuity of the Romanov empire: a 'prison house of nations,' in Lenin's phrase. Others have described it as an 'affirmative action empire' or an 'empire of nations.' Others, still, have questioned if the concept of 'empire' fits the Soviet experience. This presentation introduces this debate. It provides additional knowledge relevant to <i>Units 1 &amp; 2: Empires</i> by expanding background information on the Russian empire prior to its successor state.</p> <p><i>Professor Mark Edele is a historian of the Soviet Union and its successor states, in particular Russia. A former Australian Research Council (ARC) Future Fellow, he is the inaugural Hansen Professor in History at the University of Melbourne. He was trained as a historian at the Universities of Erlangen, Tübingen, Moscow and Chicago. His publications include Soviet Veterans of the Second World War (2008), Stalinist Society (2011), Stalin's Defectors (2017), Shelter from the Holocaust: Rethinking Jewish Survival in the Soviet Union (with Atina Grossmann and Sheila Fitzpatrick, 2017), The Soviet Union. A Short History (2019), Debates on Stalinism (2020); with Martin Crotty and Neil Diamant, The Politics of Veteran Benefits in the Twentieth Century. A Comparative History (2020); and Stalinism at War. The Soviet Union in World War II (2021). He is a Chief Investigator on ARC Discovery Grant DP200101728, 'KGB Empire: State Security Archives in the former Eastern Bloc,' (December 2020-December 2023); and ARC DP200101777, 'Aftermaths of War: Violence, Trauma, Displacement, 1815-1950,' (June 2020 - June 2024). He teaches the histories of the Soviet Union, of the Second World War, and of dictatorship and democracy in the nineteenth and twentieth centuries.</i></p> |

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| 1.2 | <p><b>Australian History: Navigating Outcomes in the New Study Design</b><br/> <i>Bill Lewis, Haileybury</i></p> <p>VCE UNITS 3/4 - AUSTRALIAN HISTORY   TEACHING IDEAS   BYOD</p> <p>This workshop will present teaching ideas for sequencing and assessing the new study design in Australian History, including ideas for SACs and suggestions for the classroom.</p> <p><i>Bill Lewis is an experienced teacher of senior History at Haileybury and frequent presenter for HTAV at conferences and student lectures. He is a contributing author to Analysing Australian History: Power &amp; Resistance (Cambridge UP) and in 2018 was recognised by the HTAV for outstanding contribution to History teaching and the HTAV.</i></p>  |
| 1.3 | <p><b>Command Words, Extended Responses and SAQs in History</b><br/> <i>Russell Quill, Padua College</i></p> <p>VCE GENERAL   TEACHING IDEAS</p> <p>This workshop will explore approaches to developing Extended Response and Short Answer Question based assessment. It will also look at the development of strategies for students to read, understand and respond effectively to these questions. This session will also explore a range of resources available to us in adapting our assessment to the new study design.</p> <p><i>Russell Quill teaches VCE History at Padua College and has over a decade of experience (including 20th Century History, Revolutions and Ancient History) across the State, Catholic and Independent sectors. Russell has developed an interest in the methods of assessment used across subjects and how students respond to them.</i></p>   |
| 1.4 | <p><b>Was the French Revolution 'Inevitable'?</b><br/> <i>Emeritus Professor, Peter McPhee AM, The University of Melbourne</i></p> <p>VCE UNITS 3/4 - REVOLUTIONS: FRANCE   CONTENT KNOWLEDGE</p> <p>The advantages of hindsight may lead us to imposing on the past a pattern of inexorability, even inevitability. There seem to be so many 'revolutionary' causes of the French Revolution of 1789 that it is often understood as 'inevitable'? Instead, this presentation will distinguish between those financial, social and cultural dimensions of a political crisis and the actions that finally triggered a revolution that was not foreseen.</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, most recently Robespierre: a Revolutionary Life (2012); and Liberty or Death: the French Revolution (2016). He was the University's first Provost in 2007-09 and chaired the Victorian Curriculum and Assessment Authority in those years. He is currently the Chair of the History Council of Victoria, the state's peak body for history.</i></p>  |
| 1.5 | <p><b>Proxy Wars and Conflicts: Picking Your Context/s</b><br/> <i>Stephanie Murphy, Mount Erin College</i></p> <p>VCE UNITS 1/2 - MODERN HISTORY   CONTENT KNOWLEDGE</p> <p>Modern History Unit 2 Outcome 1 requires the selection of one or more proxy wars or conflicts to focus on. This workshop will give you background knowledge on each of the contexts. This workshop is for teachers who are yet to select their focus or who would like to gain some general knowledge about the proxy wars and conflicts listed in the study design.</p> <p><i>Stephanie Murphy has almost a decade of History teaching experience, most of which is based on Modern History and Revolution courses. Returning to the classroom following a year of maternity leave, Stephanie stayed engaged with History education in 2021 through supporting the implementation of the new study design and presenting at HTAV's New to Teaching (Modern History) session.</i></p>   |
| 1.6 | <p><b>Tackling Challenging Concepts and 'Niggly' Dot Points: Resourcing Ancient History Units 3 &amp; 4</b><br/> <i>Raquel Fenby, Suzanne Cory High School and Isabella Webster, Loreto Mandeville Hall</i></p> <p>VCE UNITS 3/4 - ANCIENT HISTORY   TEACHING IDEAS</p> <p>In this workshop we will be discussing teaching and learning activities to help make the content of Ancient History accessible to students, across all three civilisations studied at VCE Units 3&amp;4. We will also be sharing information and sources for some of the dot points in the Study Design which can be challenging to resource. This workshop will explore how to respond to questions which may appear on these topics and possible links to other topics, key themes, or key individuals. There will be an opportunity for participants to share ideas and pool resources on different topics.</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>Isabella Webster teaches History at Loreto Mandeville Hall. She has taught VCE Ancient History and VCE Renaissance Italy History. She has contributed to History Alive 8 as well as writing for the HTAV. She is particularly interested in developing teaching and learning strategies which scaffold students' critical understanding. She holds a Bachelor of Arts (Hons), Graduate Diploma in Education and a Masters Degree in Education</i></p> |

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| 1.7               | <div style="text-align: right;"></div> <p><b>Facilitating Historical Evaluation Through Student Led Discussion</b><br/>Yvonne Karfakis, Loreto Mandeville Hall Toorak</p> <p>VCE GENERAL   TEACHING IDEAS   BYOD</p> <p>This workshop will present practical class discussion strategies aimed at encouraging students to evaluate historical sources and construct historical arguments. These will include strategies that promote the skills of and facilitate student confidence in historical inquiry as well as engaging with and debating historical interpretations.</p> <p><i>Yvonne Karfakis has been teaching History for almost a decade and has experience in both government and independent schools. She has a passion for equipping her students with the skills to engage critically and compassionately with the world and believes that there is no better way to make sense of, and connect with the world, than through an understanding of the past and in the tolerance of different perspectives and experiences. Yvonne holds a Bachelor of Arts Degree (History and International Studies) and her postgraduate studies include a Master of Teaching (Secondary).</i></p>   |
| 11.10am – 11.25am | <b>DISCOVER RESOURCES AND SERVICES</b>  |
| 11.30am – 12.40pm | <p><b>KEYNOTE</b></p> <p><b>'My Story about Telling Stories in History'</b><br/>Emeritus Professor Richard Broome AM, HTAV Patron</p> <p>Teaching history to the Study Design requires a balance between the big picture and the microcosm, and both levels especially the latter demand story-telling. Stories create an immediacy for students by providing vivid ways of representing the past but work best when they provide deeper meaning as well. Vividness and meaning is vital to teaching history well in a world awash with stories. I will reveal how the Historian E P Thompson and the Anthropologist Clifford Geertz used stories to show deeper meanings in their subjects. I will also tell my own 'thick description' story about Jack Johnson who boxed/performed in Australia in the Age of Race.</p> <p><i>Emeritus Professor Richard Broome AM is HTAV's inaugural patron. He has contributed significantly to the life and work of HTAV since the late 1970s, having begun as a regular and popular presenter early in his tertiary career at HSC/VCE student lectures in metropolitan Melbourne and on history 'safaris' to regional centres. Never compromising on intellectual integrity, he has established a reputation for thoughtfully tailoring his scholarship to the needs of senior secondary school students and teachers while meeting the specific requirements of different versions of the HSC and the VCE.</i></p> <p><i>He has been an engaging keynote speaker and presenter at many HTAV conferences over time, drawing principally on his ground-breaking book <i>Aboriginal Australians</i> (5th ed. 2019); the award-winning <i>Aboriginal Victorians</i> (2005) and the impressive <i>Arriving</i> (1984) volume one of the official Victorian Government sesquicentennial history, <i>The Victorians</i>. His recent books include <i>Fighting Hard. The Victorian Aborigines Advancement League</i> (2015), <i>Colonial Experience. The Port Phillip District/Victoria 1835-1860 4th edition</i> (2016), <i>Naga Odyssey. Visier's Long Way Home</i> (2017), <i>Mallee Country. A Social and Environmental History with three others</i> (2020).</i></p> <p><i>Richard Broome is a highly respected and powerful advocate for the teaching and learning of history in Australian schools – he is now the general editor with Ashley Keith Pratt of the four volume <i>Analyzing Australian History</i> (Cambridge 2021).</i></p> <p><b>Note: This keynote is a special celebration of Richard Broome's work from 2013-2022 as HTAV's Patron</b></p> |
| 12.40pm – 12.55pm | <b>DISCOVER RESOURCES AND SERVICES</b>  |
| 1.00pm – 1.50pm   | <b>SESSION 2:</b> Please choose <u>one</u> workshop from this session.  |
| 2.1               | <p><b>'Environmental Management and Mismanagement: Deep Time to Federation'</b><br/>Emeritus Professor Richard Broome AM, La Trobe University</p> <p>VCE UNITS 3/4 – AUSTRALIAN HISTORY   CONTENT KNOWLEDGE</p> <p>This workshop will cover some of the key events that shaped land use and management by Aboriginal people before colonisation, including the use of fire, hydraulic engineering, seed culture and quarrying. It will also cover key events in settler land use to 1901 including pastoralism, gold mining and the early conservation movement. It will examine the underlining Indigenous and settler ideas of land and how these ideas interacted and competed. It will discuss the consequences of settler land use practices for Aboriginal people.</p> <p><i>Richard Broome AM, current but soon-to-be-past Patron of the HTAV (2013-2022), 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 a contributor to <i>Agora</i>, and the author of fifteen books including <i>Arriving</i> (1984); the award-winning <i>Aboriginal Victorians</i> (2005); <i>Aboriginal Australians</i> (5th ed. 2019), and <i>Colonial Experience</i> in four editions (1997-2016). His recent books include <i>Naga Odyssey. Visier's Long Way Home</i> (2017) (written with Visier Meyasetsu Sanyū) and an <i>Indian</i> edition (2018); and <i>Mallee Country. A Social and Environmental History</i> (2020) with three colleagues. He is the co-editor and author with Ashley Keith Pratt of the new four-volume <i>Analyzing Australian History</i> (Cambridge, 2021).</i></p>  |

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| <p>2.2</p> | <p><b>Preparing Students for SACs and the Exam in VCE History: Revolutions</b><br/> <i>Ian Lyell, Camberwell Girls Grammar School</i></p> <p>VCE UNITS 3/4 - REVOLUTIONS   TEACHING IDEAS   BYOD</p> <p>In this workshop, Ian will discuss possible approaches to developing SAC questions for the 2022-2026 Study Design, and how teachers can design learning activities to prepare students for the new exam format. Ian will share a range of sample assessment tasks and ideas for supporting learning activities. He will draw mostly on examples of questions, activities and student writing about the Russian Revolution, but the advice and activities are equally applicable to all four revolutions.</p> <p><i>Ian Lyell is Head of History at Camberwell Girls Grammar School. He has 12 years' experience teaching History at every level from Years 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 to HTAV's Study and Exam Guides.</i></p>   |
| <p>2.3</p> | <p><b>New to VCE? Everything you need to know!</b><br/> <i>Ashley Keith Pratt, Melbourne Girls Grammar</i></p> <p>VCE GENERAL   TEACHING IDEAS   BYOD</p> <p>It is 2022, the pandemic is over and we are back to teaching a 'normal year'... but you have discovered at the last minute that you have to teach VCE History, with a brand new study design as well! This workshop will look at the what a new teacher of VCE History needs to know if you have not taught VCE History before, or just need a refresher. It will look at the structure of the study, how to develop a teaching and learning plan, and what you should be assessing (and how!).</p> <p><i>Ashley Keith Pratt is Vice-President of the History Teachers' Association of Victoria (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 the HTAV on pedagogical-content knowledge within the History discipline.</i></p>    |
| <p>2.4</p> | <p><b>The Inexpressible: Holocaust Survivor Testimony in the Classroom</b><br/> <i>Dr Simon Holloway, Jewish Holocaust Centre</i></p> <p>VCE UNITS 1/2 - MODERN HISTORY   TEACHING IDEAS</p> <p>While the principles of historiography require us to be critical in our analysis of sources, testimonial sources pose unique challenges. On the one hand, they are descriptive, and it is tempting for students to take them at face value. On the other hand, we all appreciate the fragility of memory, and the impact of trauma on a person's recollections. What are ways in which we can honour the survivor (or the survivor's memory), without sacrificing the need for critical engagement? This workshop will explore the nature of this particular challenge, and will present teachers with a framework that they can utilise in the classroom.</p> <p><i>Dr Simon Holloway spent six years as an Education Officer at the Sydney Jewish Museum, where he delivered seminars on Nazi racial science, Jewish resistance and the history of the Holocaust. While there, he had the great privilege of working very closely with a number of Holocaust survivors, whom he interviewed for students and for film. Simon currently serves as the Head of Education at Melbourne's Jewish Holocaust Centre.</i></p>  |
| <p>2.5</p> | <p><b>Athenian Political Structures: It's All Greek to Me</b><br/> <i>Raquel Fenby and Christopher Parkinson, Suzanne Cory High School</i></p> <p>VCE UNITS 3/4 - ANCIENT HISTORY: GREECE   CONTENT KNOWLEDGE   BYOD</p> <p>Despite the conceptual simplicity of Athens' democracy, in practice, Athenian politics was a web of councils and offices. Furthermore, political upheavals in Athens from the 6th through the 3rd centuries resulted in regular reforms which restructured the powers, organisation, and size of these political bodies. This workshop aims to present an accessible overview of this complex and changing political system and to provide resources, both ancient and modern, to simplify this discussion in your classrooms.</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 Masters 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 Ottoson 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>  |

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| 2.6   | <p><b>Equity, Engagement and Excellence in Culturally Diverse Classrooms</b><br/> <i>Dannielle Vrontou, Brett White and Nyree Wilson, Dandenong High School</i></p> <p>VCE GENERAL   TEACHING IDEAS</p> <p>For the past three years, the Senior History Team at Dandenong High School have been drawing on evidence from the school's moderation process to develop a more inclusive and equitable approach to teaching VCE History subjects. Our action inquiry approach resulted in the development of an assessment rationale that aligns Units 1 &amp; 2 with a skill focused approach in order to support students' ability to grapple with the content loaded curriculum of Units 3 &amp; 4. We will share our assessment rationale and the differentiated strategies we use to support students to develop their historical skills, access content knowledge, and to evidence and assess their learning.</p> <p><i><b>Dannielle Vrontou</b> is an Assistant House Leader at Dandenong High School and senior History teacher with a particular interest in Revolutions. She is a firm believer in achieving excellence in public education and has been supporting culturally diverse learners for 10 years. Danni is committed to sharing practices that support all learners to engage with the richness of Historical knowledge and skills.</i></p> <p><i><b>Brett White</b> is a Learning Leader and senior History teacher at Dandenong High School. Through his role as Learning Leader, Brett has been using his expertise as a senior History teacher to align learning sequences from year 7-10 in ways that ensure the effective embedding of all aspects of the Humanities curriculum, and the scaffolding of key skills and knowledge to support engagement with senior History subjects.</i></p> <p><i><b>Nyree Wilson</b> is a Learning Specialist at Dandenong High School, through her role as a curriculum developer, classroom teacher and provider of professional learning, she strengthens the use of inclusive teaching practices to support students from a highly diverse and aspirational community that represents approximately 80 different language groups. She is a senior teacher of History, Global Politics and Literature. With a strong focus on equity, inclusion and excellence, Nyree is focused on engaging young people with historical knowledge and skills to support their ability to critically engage with the narratives of the past and empower them to shape the future.</i></p> |
| 2.7   | <p><b>The Tricky Bits of the French Revolution</b><br/> <i>Olivia Heaton, Carey Baptist Grammar School</i></p> <p>VCE UNITS 3/4 - REVOLUTIONS: FRANCE   CONTENT KNOWLEDGE   BYOD</p> <p>This workshop is aimed at those who are new to teaching the French Revolution or those who would like to refresh their knowledge on aspects of the revolution – according to the new Study Design - that students are likely to find more complex. Attendees will be provided with clear content knowledge and some useful ideas and resources for the classroom, allowing them to become more confident in their approach and to provide engaging lessons that help students develop key knowledge.</p> <p><i><b>Olivia Heaton</b> is a Leading Teacher and has been teaching VCE History for the past 6 years in Melbourne. She has written trial exams and SACs on the French revolution for QATs. Olivia enjoys supporting colleagues – especially teachers new to VCE History – in developing their content knowledge and practical pedagogical approaches in teaching VCE Revolutions, with a particular interest in the French revolution.</i></p>   |
| 2.00pm – 2.40pm <b>SESSION 3:</b> Please choose <u>one</u> option from this session.  |   |
| 3.1   | <p><b>VCE History Examination Reports 2021 – VCAA Panel Presentation and Q&amp;A</b></p> <p>Join Gerry Martin, VCAA Curriculum Manager, Civics and History, and the VCAA Chief Assessors for History who will present some commentary on student performance in the 2021 VCE History Examinations. The panel will share insights that teachers may consider when preparing students for VCE History Study Design 2022 – 2026 end of year examinations.</p> <p>The panel will cover topics such as:</p> <ul style="list-style-type: none"> <li>▶ the assessing process</li> <li>▶ patterns observed in student responses</li> <li>▶ what assessors look for in essays</li> <li>▶ the use of historical sources as evidence</li> </ul> <p>Gerry will also manage a Q&amp;A on end of year VCE History Examinations 2022-2026. Attendees should watch the Examination Specifications and On-demand video prior to attending which can be found on the VCAA website <a href="#">VCE Advice for Teachers Implementation Videos</a>.</p>  |
| 3.2   | <p><b>Cultural Organisation Experience</b></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 History studies. Teachers will have the opportunity to hear from the:</p> <ul style="list-style-type: none"> <li>▶ Shrine of Remembrance</li> <li>▶ Hellenic Museum</li> </ul>  |
| <p>2.50pm–3.50pm <b>SOCIAL HOUR – NETWORKING FOR CONFERENCE PARTICIPANTS</b></p> <p>Join colleagues and make new connections during Zoom Virtual Networking. 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 community.</p> |   |