



Australian Government
Department of Education,
Science and Training



Department of
Education

Commonwealth History Project

Learning Circle

Circle name:	Cross –sector network developing curriculum materials for VCE Revolutions
Venue:	Kew High School
Date /time:	12/7/06 4.30-6.30pm
Facilitator:	Jan Molloy
Minutes:	Jan Molloy

Present: Christian Bickham (University HS), Robyn Ryan (St Catherines), Jan Molloy (Kew HS), Janine Goodrope (Alphington GS), Graham O'Rourke (Xavier), Anne Seares (CGCS), Alicia Senkic (Lyndhurst Secondary), Sheryl Kerwick (MGC), Lisa Philips (Korowa), Ian Jenkin (Forest Hills College)

Apologies: Josephine Foxcroft (Carey), Penny Evans (PEGS), Peter Houlihan, Peter Crewe

Meeting Minutes

Agenda Item	Description	Facilitator	Action
1	Assessment Items AOS1 Unit 4	Jan Molloy	Distributed assessment items between attendees.
	Discussion of generic model – How to approach the creation of an assessment task.	Jan Molloy	See attached
	General discussion. Participants who have been markers of the exam shared their experiences of marking the 2005 exam.		
	Next meeting WEDNESDAY 30 th August Topics: Assessment tasks AOS2 and revision activities. Please bring examples to share.		



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CREATING ASSESSMENT TASKS FOR UNIT 4 REVOLUTIONS

Produced by Learning Circle participants, 12th July
2006

The following set of generic guidelines is presented as a model to guide the creation of Assessment tasks for Area of Study One Unit 4 Revolutions.

All planning of assessment tasks needs to take into account the student cohort and the way in which the unit has been taught.

The **assessment criteria**, as published by VCAA, should create the focus for the intent of the task. Whether you choose the historiographical exercise, the short essay or the Analysis of a Visual/Commentary, criteria establishes the limits of the task.

FORMAT OF TASK

It is important to mirror the exam in structure. Each style of assessment task should adopt a similar structure to the tasks on the exam, however the scope of assessment tasks will be extended, for example, two or more documents for analysis, a longer essay.

ANALYSIS OF VISUAL & COMMENTARY

- use a format which provides lines for students to write on
- use more than one source and mimic exam question structure but provide opportunity for more in depth responses.

Possible structures

- one visual plus two short contemporary accounts of same event
- one image (contemporary)
- two images and one commentary.

Possible structures

Five specific questions for each /only document ranging from:

1. Name the groups/ events represented in this image

2. What does the relationship between the objects /individuals in the document suggest about the situation in XXXX at the time?
3. How did this/these (events – tensions) contribute to downfall of Ancien Regime, according to the document?
4. Using your own knowledge discuss the contribution of the event depicted in bringing about Revolutionary change?
5. To what extent is this image (helpful,useful) in determining the significance of XXXX during this period?

OR

A series of four broad questions which address the content of the document /s:

1. Why did this –happen, take place, occur
2. Use source X & Y to identify ideas, tensions, conflicts
3. What does source X suggest about revolutionary ideas and leadership?
4. To what extent is document XXX useful in determining the significance of

SHORT ESSAY

- essay completed in 90 minutes
- question will have the following intent *Was Revolution generated by uprising of new ideas or old society imploding?*
- students given topic – research time in library, then write Essay in class.

HISTORIOGRAPHICAL EXERCISE

- use a range of extracts – combination of print and visual – and construct five questions developing from knowledge to analysis and allocate lined space for each response
- use questions as detailed for Analytical Task with addition of specific such as:
 - Can you identify the position this Historian is taking with regard to XXX?
 - Who else has presented a similar interpretation of these events?
 - What has been omitted from this interpretation?