



INTRODUCTION

The History Course Framework provides the essential basis for the development and accreditation of senior secondary courses in History. The History Course Framework describes components essential to the development of courses in History and related disciplines at senior secondary level. It also provides a common basis for assessment and reporting of student outcomes in courses based on this Course Framework.

It is expected that individual schools and colleges will include content and assessment appropriate to their clientele, inclusive of all course classifications and of the full range of students who may study a course written under this Course Framework.

RATIONALE

The study of History allows students to place themselves in a range of cultural and intellectual contexts. It allows students to satisfy their natural curiosity about the diversity of human experiences through time. Through this study, students gain perspectives and understandings that encourage them to value diversity and develop empathetic understanding and tolerance of others.

The exploration of History facilitates students' understandings of cultural heritages and notions of identity. Through an examination of the past, students are encouraged to develop a set of values, so that they will live as effective citizens, locally, nationally and globally.

Students develop their cognitive skills by asking meaningful questions, presenting arguments, and by sifting, analysing and evaluating evidence gaining self-knowledge in the process. They develop skills in investigation, interpretation and communication. They critically assess sources of information about the past, and statements made about it, and come to realise that knowledge is problematic.

In the fullest sense, History is relevant to every person, as it provides a way of exploring the intersections between ideas, experiences, literature and cultures that assist in explaining the human condition. Hence, students learn to locate themselves within a broad perspective.

GOALS

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students to:

- demonstrate knowledge, awareness and understanding of some significant people, places and events of the past
- demonstrate a comprehension of change, continuity, diversity, unity, chance and chaos as factors in history
- demonstrate skills necessary in solving problems of evidence, acknowledging sources and achieving independence in researching
- recognise recurring or unifying themes in the subject matter of history
- critically examine a diversity of voices about the past
- think analytically, critically and creatively
- argue and communicate according to the conventions of the discipline.

GUIDE TO THE SELECTION OF CONTENT

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (M, A or T), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Essential concepts and skills

All courses developed under this Framework will be based on the essential concepts and skills inherent in the subject area, as outlined below.

The key concepts and content identified below define the broad, essential elements of the subject area and are a focus for development of all courses based on the Framework:

The Past

This concept is intrinsic to the study of history and includes considerations of issues of causation; change over time, ideology, heritage and environmental factors.

The Sources

Content in history courses includes evidence, both primary and secondary, of the human past that may be written, physical, visual, oral, or graphic in nature.

The Processes

Investigation, interpretation and communication are the key processes for the study of history.

Recommended content

There are no specific prerequisites or recommended content for this course.

VOCATIONAL COURSES

There are currently no vocational courses under this Course Framework.

RELATIONSHIP TO KEY COMPETENCIES

A number of work-related competencies have been accepted at national level as being important for all young Australians.

These are:

- Collecting and analysing information (KC1)
- Communicating ideas and information (KC2)
- Planning and organizing activities (KC3)
- Working with others in teams (KC4)
- Using mathematical ideas and techniques (KC5)
- Solving problems (KC6)
- Using technology (KC7)

Teachers are encouraged to incorporate these competencies into their courses.

ACROSS CURRICULUM PERSPECTIVES

Nine Across Curriculum Perspectives have been identified by the Department of Education and Training as important societal and educational issues, which cross curriculum boundaries. The Board has adopted these perspectives for inclusion where possible in courses of study at senior secondary level. These perspectives are:

- Aboriginal and Torres Strait Islander Education
- Australian Education
- Environment Education
- Gender Equity
- Information Access
- Language for Understanding
- Multicultural Education
- Special Needs Education
- Work Education

Details about the Across Curriculum Perspectives and advice on how to use them are available at <http://www.decs.act.gov.au/publicat/acpframeworks.htm>.

PEDAGOGY

Learning Principles

The following *Learning Principles* have been developed by the BSSS Secretariat to support ACT senior secondary curriculum.

Learning is a complex process of constructing and applying knowledge and of developing and applying skills. This set of learning principles is premised on the belief that learning is a partnership between students and teachers, that all students are able to learn and that teachers are responsible for advancing student learning.

1. Learning builds on existing knowledge, understandings and skills.
(*Prior knowledge*)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(*Deep knowledge and connectedness*)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(*Metacognition*)
4. Learners' sense of self and motivation to learn affect learning.
(*Self-concept*)
5. Learning needs to take place in a context of high expectations.
(*High expectations*)
6. Learners learn in different ways and at different rates.
(*Individual differences*)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
(*Socio-cultural effects*)
8. Learning is a social and collaborative function as well as an individual one.
(*Collaborative learning*)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(*Explicit expectations and feedback*)

Teaching Strategies

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles. A range of strategies is required to achieve the goals of this Framework. Some strategies are more suited to certain courses/units, but most could be adapted to suit any content under consideration. The strategies are designed to provide opportunities for students to develop competency in the skills highlighted in the Framework Assessment Criteria.

Teaching strategies that are particularly relevant and effective in the History framework include:

Investigation and interpretation of evidence through reading

- primary sources – eg diaries, speeches, photos, posters, letters, print resources – eg magazines, newspapers, paintings
- secondary sources – eg texts, historical novels, periodicals, biographies and feature films and documentaries
- statistical data - eg maps, charts, graphs, databases etc.

Interpretation of evidence and communication of findings through writing

- note taking exercises
- essay writing
- document studies
- empathetic exercises based on primary and secondary sources, showing a discriminating use of such sources to create an effective viewpoint – eg diary of a Roman legionary in Britain, a Spartacist speech given in Berlin in Jan 1919, letters of a soldier from the Western Front in 1916, the first chapter of a historical novel, a transcript of a 1913 Suffragette meeting, poems written by a dissident in a Stalinist gulag, a review of *One Day in the Life of Ivan Denisovich* published in *Pravda*, a recreation of an artefact or piece of art appropriate to a given historical period or personality, construction of a piece of propaganda, construction of a children's book.

Investigation and interpretation of evidence through kinaesthetic activities

- model making (supported by research and reflection)
- visits to institutions (eg Australian War Memorial, National Museum of Australia, National Archives of Australia), cemeteries, historical sites
- attending films, plays etc of historical significance
- use of audio-visual kits
- archaeological digs
- historical games
- dance
- role plays
- history camps
- fieldwork.

Investigation and interpretation of evidence, and communication of findings through oral and aural activities

- oral reports
- group work
- seminars

- class discussion
- debating
- role plays
- re-enactments and simulations
- oral histories
- evaluation of non-written sources
- questioning
- listening to guest speakers
- attending conferences, lectures etc
- analysis of film, propaganda, music
- delivery of a piece of propaganda.

Investigation and interpretation of evidence, and communication of findings through using information and communication technologies

- internet searches
- web quests
- analysis of statistical information using spreadsheets and charts
- presentations using Powerpoint or similar packages
- use of word processors and publishing programs – eg for publishing newspapers
- bulletin boards
- email
- interactive computer-based modules
- computer games.

Additional teaching and learning strategies

- group work/cooperative learning
- quizzes
- teacher exposition
- videos
- surveys of current affairs and events
- problem solving
- case studies
- what ifs – counterfactuals
- future studies and predications
- National History Challenge.

ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

Assessment Task Types (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Rubrics draw on the general course framework criteria to develop assessment criteria for a task type and a continuum, which indicates levels of student performance against each criterion.

Assessment Task Types

For A Units:

- For a 1.0 unit, students must complete a minimum of 4 and a maximum of 6 items, which must include at least one item from either Historical Investigation/Depth Study or Document Study/Sources Analysis, and an oral presentation/performance/seminar.
- For a 0.5 unit, students must complete a minimum of 2 and a maximum of 3 items, including an item from Historical Investigation/Depth Study or Document Study/Sources Analysis. The weightings indicated should be doubled for half units.
- The items listed below in columns are examples, and are not exhaustive.
- Empathetic/Critical Response items require students to make discriminating use of primary and/or secondary sources to develop an effective, situated point of view. Alternatively, they may develop an analysis of a point of view. All responses must have an historical perspective that is informed by investigation and interpretation.
- All empathetic items must include a written rationale, up to a maximum of 500 words, and must include a bibliography.

| Historical Investigation/Depth Study | Document Study/Sources Analysis | Empathetic/Critical Response |
|--|--|---|
| Written | Written | Written or Oral |
| Research Study 800-1000 words (at home) Essay 600-1000 words (in class) | In or out of class response | Imaginative Response (any mode) Empathetic Writing (see Teaching and Learning strategies) Diaries Journalism Keepsake Box (with contextual reflection) Role Play Book or film review Oral Performance/Presentation/Seminar Field reports Debates Interviews Web quests Models Costumes |
| 20% - 40% | 20% - 30% | 30% - 60% |
| Any of the columns could be assessed as an exam or test | | |

For T Units:

- For a 1.0 unit, students must complete a minimum of 4 and a maximum of 6 items, at least one assessment type from each column.
- One item from Empathetic/Critical Response MUST be an oral presentation/performance/seminar.
- For a 0.5 unit, students must complete a minimum of 2 and a maximum of 3 items, including an item from Historical Investigation/Depth Study. The weightings indicated should be doubled for half units.
- The items listed below in columns are examples, and are not exhaustive.
- Empathetic/Critical Response items require students to make discriminating use of primary and/or secondary sources to develop an effective, situated point of view. Alternatively, they may develop an analysis of a point of view. All responses must have an historical perspective that is informed by investigation and interpretation.
- All empathetic items must include a written rationale, to a maximum of 500 words, and must include a bibliography.

| Historical Investigation/Depth Study | Document Study/ Sources Analysis | Empathetic/Critical Response |
|---|---|--|
| Written | Written | Written or Oral |
| Research Essay/ Depth Study 1000-1500 words (at home) Essay 600-1000 words (in class) | In or out of class response | Imaginative Response (any mode) Empathetic Writing (see Teaching and Learning Strategies) Diaries Journalism Book or film review Oral Performance/Presentation/Seminar Field reports Debates Interviews Web quests Models (supported by research and reflection) Costumes |
| 30% - 50% | 30% - 40% | 20% - 40% |
| Any of the columns could be assessed as an exam or test | | |

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

Investigation

- accuracy, thoroughness, comprehension and appreciation of perspective in locating, selecting, recording and acknowledging relevant data from sources
- accuracy, thoroughness and comprehension in the classification, analysis and evaluation of information.

Interpretation

- accuracy, thoroughness and comprehension in detecting bias and drawing conclusions from sources
- imagination, independence and discipline in hypothesising, synthesising, constructing arguments and testing assumptions against the available evidence
- consideration of alternative approaches and explanations and facility in responding empathically to specific questions demonstrating metacognitive skills.

Communication

- fluency, clarity and literacy using the conventions of historical representation
- competence and imagination in the use of a variety of media such as writing, oral presentation, role play, debate, music, film, models, statistics
- the capacity to exchange ideas, share tasks and consult with others in examining historical problems.

Assessment Rubrics

Assessment rubrics have been developed for most of the Task Types. These are included at Appendix A.

Relating Assessment Task Types And Assessment Criteria To The Course Framework Goals

The congruence between goals, assessment task types (the evidence) and the assessment criteria (the basis for judging the evidence) is vital in teaching and learning. The following table(s) show these relationships.

| Goals | Assessment Criteria | Assessment Tasks |
|--|--|--------------------------------------|
| <ul style="list-style-type: none"> • All goals may be assessed using this task type. | <ul style="list-style-type: none"> • Investigation • Interpretation • Communication | Historical Investigation/Depth Study |
| <ul style="list-style-type: none"> • All goals may be assessed using this task type. | <ul style="list-style-type: none"> • Investigation • Interpretation • Communication | Document Study/Sources Analysis |
| <ul style="list-style-type: none"> • All goals may be assessed using this task type, in particular. • Critically examine a diversity of voices about the past. • Think analytically, critically and creatively. | <ul style="list-style-type: none"> • Investigation • Interpretation • Communication | Empathetic/Critical Response |

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A-E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors** which describe generic standards of student achievement across all courses.

Unit Grade Descriptors for A Courses

| Grade | Descriptor |
|---|---|
| A student who achieves the grade A typically | <ul style="list-style-type: none">• Makes apt and thoughtful application of information from sources.• Appreciates differences in perspective, argues a case or is imaginative where appropriate.• Is coherent and articulate in communication. |
| A student who achieves the grade B typically | <ul style="list-style-type: none">• Accesses relevant information from obvious sources.• Showing comprehension of key issues.• Recognising differences in perspective.• Is coherent in communication. |
| A student who achieves the grade C typically | <ul style="list-style-type: none">• Produces outcomes, which are heavily reliant on a single source.• Partially identifies differences in values with simple comprehension of the range of possibilities.• Generally coherent in simple analysis or response. |
| A student who achieves the grade D typically | <ul style="list-style-type: none">• Responds to sources and concepts with variable accuracy and limited comprehension of values.• Reflecting some use of relevant materials and communicating adequately in structured or guided forms. |
| A student who achieves the grade E typically | <ul style="list-style-type: none">• Accesses relevant sources when assisted and records and repeats given information.• Showing limited comprehension of values and key concepts. |

Unit Grade Descriptors for T Courses

| Grade | Descriptor |
|---|--|
| A student who achieves the grade A typically | <ul style="list-style-type: none"> • Displays confidence, flexibility and initiative in selection and use of sources. • Showing insight and a critical awareness of alternative perspectives in resolving complex issues. • Expressing a sophisticated grasp of content, values and cultures. • Communicating findings with clarity, vitality and imagination. |
| A student who achieves the grade B typically | <ul style="list-style-type: none"> • Is accurate, analytical and attentive to detail, identifying the key features of essential sources in arguing a case. • Perceiving the significance of key values, and is thoughtful and articulate in communication. • Demonstrating a sense of audience and purpose and a firm grasp of content. |
| A student who achieves the grade C typically | <ul style="list-style-type: none"> • Selects appropriate information derived from obvious sources. • Identifies significant differences in values, showing comprehension of key issues in simple analysis. • Coherent and competent in communication, displaying a basic grasp of content. |
| A student who achieves the grade D typically | <ul style="list-style-type: none"> • Produces responses to tasks which are descriptive rather than analytical, dealing with events rather than concepts. • Partially identifying different values, and performs competently only at short or guided forms of communication. • Showing a limited grasp of content. |
| A student who achieves the grade E typically | <ul style="list-style-type: none"> • Accesses relevant sources when assisted and records and repeats given information. • Showing limited comprehension of values and key concepts. |

MODERATION

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grade Descriptors for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the Unit Grade Descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

Preparation for Structured, Consensus-based Peer Review

Towards the end of each year, for each M, A and T course offered by the school, the Semester 2 assessment portfolios of a sample of Year 11 students, each typical of the required Unit Grade Descriptor, are sent to the ACTBSSS Secretariat. This material is considered at the first moderation day in March of the following year.

Towards the end of semester 1 each year, the same requirement applies for the Semester 1 assessment portfolios of a sample of Year 12 students. This material is considered at the second moderation day in August of the same year.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- A folder containing supporting documentation as requested by the Board Secretariat through memoranda to colleges.
- A set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios. Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

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WEB SITES

<http://www.awm.gov.au>

http://www.aiatsis.gov.au/rsrch/ntru/ntru_hm.htm

<http://www.nla.gov.au/oz/histsite.html>

<http://www.usinfo.state.gov/>

<http://www.curriculum.edu.au/democracy/index.htm>

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<http://www.spartacus.schoolnet.co.uk/REV/history.htm>

COURSE FRAMEWORK DEVELOPMENT GROUP

2004 Course Framework Development Group

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Appendix A

EMPATHETIC RESPONSE STANDARDS DESCRIPTORS: HISTORY A UNITS

| GRADE | A STUDENT WHO ACHIEVES THIS GRADE | | | | |
|---|---|---|--|--|--|
| CRITERIA | A | B | C | D | E |
| INVESTIGATION: Selection and engagement with appropriate sources; comprehension and appreciation of perspective. | Shows initiative, makes accurate choices and displays a detailed familiarity with key sources. | Demonstrates a practical grasp of key sources and recognizes differences in perspectives. | Responds to and makes use of obvious features in sources. | Relies on a single source. | Relies on received information. |
| INTERPRETATION: Empathetic insight: comprehension and appreciation of the values of the studied group or individual; expression of own values. Synthesis of sources. Imagination and originality. | Comprehends and appreciates the significance of different values; articulates and explains own feelings and perspectives. Successfully integrates a range of appropriate source materials. Presents relevant and credible alternative perspectives. | Identifies significant differences between contending values; discusses own feelings and perspectives. Incorporates comparisons or cross-referencing of sources. Proposes interesting alternative perspectives. | Identifies contradictory or contending values; expresses own feelings and opinions. Makes simple or limited comparison of sources. Recognises alternative perspectives. | Shows partial comprehension of contending values; expresses own feelings when prompted. Makes little or no comparison of sources. Imitates received or clichéd points of view. | Shows limited comprehension of values. Duplicates source in whole or in parts. Repeats received points of view. |
| COMMUNICATION: A command of the technical aspects of language Control of the medium. [non-written components, including role play or oral performance]. A distinctive style. | Communicates findings with clarity, vitality and imagination. Engages audience effectively, generating a positive response through effective use of the medium. Exercises an independent voice, and communicates with a sure sense of audience and style. | Communicates with generally accurate control of language. Communicates with a sense of audience and in a manner consistent with the medium. Communicates with a sense of audience and in an appropriate style. | Communicates with mostly accurate expression. Communicates in a manner consistent with the medium but with partial engagement of audience. Communicates with some sense of audience and style. | Communicates with partial control of technical aspects. Communicates with limited engagement of audience. Communicates with little sense of appropriate style. | Communicates with little control of technical aspects. Responds when prompted. Chooses an inappropriate style of delivery. |

Definition of Terms: *Empathetic insight* = a capacity to identify with the feelings, values and experiences of others, based on cues taken from historical sources; *authentic voice* = authoritative, original, reliable, valid [e.g. one could believe that a synthetic eye-witness account of events is genuine]; *cultures* = in this context clusters of values and beliefs [e.g. of the Puritans]; *generating a positive response* = during the performance the audience clearly understands and appreciates the concepts/information/perspectives delivered; *sense of audience* = writing or performing to engage a particular audience e.g. voters, women, children, academic, fellow students; *consistent with the medium* = eg. a poster should be visually engaging; a skit may require costume or appropriate props.

Appendix A

EMPATHETIC RESPONSE STANDARDS DESCRIPTORS: HISTORY T UNITS

| GRADE | A STUDENT WHO ACHIEVES THIS GRADE | | | | |
|--|--|---|--|--|---|
| CRITERIA | A | B | C | D | E |
| INVESTIGATION: Selection and engagement with appropriate sources; comprehension and appreciation of perspective. | Shows initiative, in making informed and accurate choices, and an acute awareness of bias and perspective in the sources. | Displays detailed familiarity with key sources and a critical grasp of different perspectives. | Demonstrates a practical grasp of key sources and recognizes differences in perspectives. | Responds to obvious differences in sources. | Relies on a single source. |
| INTERPRETATION: Empathetic insight: comprehension and appreciation of the values of the subject group or individual. Synthesis of sources. Imagination and originality. | Achieves a sophisticated, sensitive grasp of values or cultures; comprehends own biases or feelings as factors in interpretation. Successfully extends or enhances the original field of view through a variety of sources. Delivers fresh insights or new perspectives in an authentic voice. | Comprehends and appreciates the significance of different values; articulates own feelings and perspectives. Successfully integrates a range of appropriate source materials. Presents relevant and credible alternative perspectives. | Identifies significant differences between contending values; shows awareness of own feelings and perspectives. Incorporates comparisons or cross-referencing of sources. Proposes interesting alternative perspectives. | Shows partial identification of contradictory or contending values. Makes simple comparison of sources. Imitates received or clichéd points of view. | Shows limited comprehension of values. Duplicates source in whole or in parts. Repeats received points of view. |
| COMMUNICATION: A command of the technical aspects of language. Control of the medium [non-written components, including role play or oral performance]. A distinctive style. | Communicates findings with clarity, vitality and imagination. Fully engages audience; expressive and impressive application of the medium; clear, vital or imaginative in delivery. Communicates with a sure sense of audience, displays vitality and maturity of expression, writes with a distinctive voice. | Writes with a well developed control of language. Engages audience effectively, generating a positive response through effective use of the medium. Exercises an independent voice, and communicates with a sure sense of audience and style. | Writes with generally accurate expression. Communicates with a sense of audience and in a manner consistent with the medium. Communicates with a sense of audience and in an appropriate style. | Writes with partial control of the technical aspects of language. Communicates with limited engagement of audience. Communicates with a sense of audience but inappropriate style. | Writes with little control of the technical aspects. Responds to questions when prompted. Chooses an inappropriate style of delivery. |

Definition of Terms: *Empathetic* showing a capacity to identify with the feelings, values and experiences of others, based on cues taken from historical sources; *authentic voice* = authoritative, original, reliable, valid [e.g. one could believe that a synthetic eye-witness account of events is genuine]; *cultures* = in this context clusters of values and beliefs [e.g. of the Puritans]; *original field of view* = a common perception established by key sources [e.g. that most people suffered privations during the Great Depression of the 1930s]; *generating a positive response* = during the performance the audience clearly understood and appreciated the concepts/information/perspectives delivered; *sense of audience* = writing or performing to engage a particular audience e.g. voters, women, children, academic, fellow students; *consistent with the medium* = eg. a poster should be visually engaging; a skit may require costume or appropriate props.

Appendix A

HISTORY ESSAY STANDARDS DESCRIPTORS: HISTORY A UNITS

| CRITERIA | A STUDENT WHO ACHIEVES THIS GRADE | | | | |
|---|--|---|---|--|--|
| | A | B | C | D | E |
| INVESTIGATION: Selection and engagement with appropriate sources; comprehension and appreciation of perspective. | Shows initiative, makes informed choices and displays a detailed familiarity with a diversity of sources. | Demonstrates a practical grasp of key sources, recognising different perspectives. | Responds to obvious features or differences within a limited range of sources. | Relies on a single source. | <i>Relies on received information.</i> |
| INTERPRETATION: Accuracy and thoroughness in analysis of sources. Application and integration of sources in response to a question. Independence and originality in testing hypotheses or drawing conclusions from sources. | Is accurate, systematic and attentive to detail in a variety of sources. Identifies and applies key elements of essential sources, making effective use of evidence. Argues a valid case based on the analysis of several sources. | Generally accurate in drawing information from several sources. Accesses and refers to key sources. Argues a valid case based on simple analysis of sources. | Produces generally accurate descriptions from sources. Makes some comparison of sources but is descriptive rather than analytical. Describes or imitates relevant points of view. | Produces incomplete or inconsistent information from sources. Achieves partial application or duplicates sources. Describes or imitates relevant but received points of view. | <i>Requires assistance in analysis.</i> <i>Achieves negligible application.</i> Repeats received points of view. |
| COMMUNICATION: Command of the technical aspects of language. Achievement of essay style and structure; organisation of ideas. Capacity to exchange ideas and convey a point of view. | Writes accurately and fluently, demonstrating firm control of language. Achieves effective organisation of ideas, showing a skilful grasp of style and structure. Communicates findings with clarity and independence, and a sure sense of audience. | Writes with generally accurate and purposeful expression. Writes purposefully with a sense of appropriate style and structure. Communicates personal perspectives with a sense of audience. | Writes with mostly accurate expression and control. Achieves organisation of ideas with some sense of appropriate style. Communicates personal perspectives with a sense of audience. | Writes with partial control of the technical aspects of language. Achieves partial organisation of ideas. Communicates with a limited sense of audience or personal perspective. | Writes with little control of technical aspects. Employs an inappropriate style or structure. Communicates with a limited sense of audience. |

Definition of Terms: *Essay* - should normally refer to a written response of between 500 and 1000 words, the product of either independent or supervised research; *essay style and structure* – a coherent and objectively written argument, organised by an introductory paragraph supported by several others which discuss and make reference to evidence or illustration from relevant sources, and a concluding paragraph which sums up and resolves the argument in answer to the original question; *sense of audience* = responsiveness to the expectations of an intended readership; *practical grasp* = sufficient knowledge or command for present purposes; *simple analysis* = overlooking complexities or ambiguities or conflicting evidence; *received points of view* = copied or repeated from unidentified sources; *duplicates sources* = recites the source verbatim without paraphrase or quotation.

Appendix A

HISTORY ESSAY STANDARDS DESCRIPTORS: HISTORY T UNITS

| CRITERIA | A STUDENT WHO ACHIEVES THIS GRADE | | | | |
|---|---|--|---|---|--|
| | A | B | C | D | E |
| INVESTIGATION: Selection and engagement with appropriate sources; comprehension and appreciation of perspective. | Shows initiative, makes informed choices, and demonstrates an acute awareness of bias and perspective. | Displays detailed familiarity with key sources and a critical grasp of different perspectives. | Demonstrates a practical grasp of key sources and recognizes different perspectives. | Responds to obvious features or differences in sources. | Relies on a single source. |
| INTERPRETATION: Accuracy and thoroughness in analysis of sources. Application and integration of sources in response to a question. Independence and originality in testing hypotheses or drawing conclusions from sources. | Shows a confident, accurate and sophisticated grasp of information drawn from a variety of sources. Successfully integrates and synthesizes from a range of sources and perspectives. Achieves an insightful and convincing argument, which resolves complexity or conflict in the sources. | Is accurate, analytical and attentive to detail in applying information from compared sources. Identifies and applies key elements of essential sources. Argues a valid case based on the analysis of different perspectives, making effective use of evidence. | Generally accurate in applying information drawn from sources. Accesses and refers to relevant sources. Argues a valid case based on a simple analysis of sources. | Produces partial or inconsistent summaries or descriptions from sources. Makes some comparison of sources but is descriptive rather than analytical. Describes or imitates relevant but received points of view. | Requires assistance in analysis. Achieves partial application or duplicates sources. Repeats received points of view. |
| COMMUNICATION: Command of the technical aspects of language. Achievement of essay style and structure; organisation of ideas. Capacity to exchange ideas and convey a point of view. | Writes concisely with accuracy, clarity, vitality and maturity of expression. Demonstrates high levels of organisation and flexible application of essay style and structure. Communicates findings definitively, with sure sense of audience and a confident or distinctive voice. | Writes accurately and fluently, demonstrating firmly established control of language. Achieves effective organisation of ideas, showing skilful grasp of style and structure. Communicates findings with clarity and independence, and a sure sense of audience. | Writes with generally accurate and purposeful expression. Writes purposefully and with a sense of appropriate style and structure. Communicates personal perspectives with a sense of audience. | Writes with partial control of the technical aspects of language. Achieves partial organisation of ideas with some sense of appropriate style. Communicates with a limited sense of audience or personal perspective. | Writes with little control of technical aspects. Employs an inappropriate style or structure. Communicates with a limited sense of audience. |

Definition of Terms: *Essay* - should normally refer to a written response of between 750 and 1500 words, the product of either independent or supervised research; *essay style and structure* – a coherent and objectively written argument, organised by an introductory paragraph supported by several others which discuss and make reference to evidence or illustration from relevant sources, and a concluding paragraph which sums up and resolves the argument in answer to the original question; *sense of audience* = responsiveness to the expectations of an intended readership; *practical grasp* = sufficient knowledge or command for present purposes; *simple analysis* = overlooking complexities or ambiguities or conflicting evidence; *received points of view* = copied or repeated from unidentified sources; *duplicates sources* = recites the source verbatim without paraphrase or quotation.

Appendix A

*RESEARCH [DOCUMENT STUDY] STANDARDS DESCRIPTORS: HISTORY A UNITS

| CRITERIA | A STUDENT WHO ACHIEVES THIS GRADE | | | | |
|--|--|--|--|---|--|
| | A | B | C | D | E |
| INVESTIGATION: Identification and choice of appropriate sources. Comprehension and appreciation of historical context. | Shows initiative, making appropriate choices and nominating key sources from a diverse range. Identifies and comprehends the significance of historical contexts. | Makes appropriate selection from a choice of sources. Recognizes relevant historical contexts. | Chooses sources from a limited range. Recognises the most obvious historical contexts. | Adopts the most obvious or convenient sources. Recognises the most obvious contexts when prompted. | Relies on prescribed sources. Relies on advice or directions. |
| INTERPRETATION: Comprehension and appreciation of bias and perspective. Accuracy and thoroughness in comprehension of sources. Application and integration of sources in response to a question. | Recognises and responds to bias and perspective as factors in interpretation. Is accurate, attentive to detail and systematic. Compares and applies essential sources to support a hypothesis. | Identifies and responds to bias and differences in perspective. Is generally accurate and thorough. Employs relevant sources to illustrate a point or perspective. | Responds to obvious perspectives. Is mostly accurate. Acknowledges similarities and differences between sources. | Shows partial recognition of perspective. Achieves partial or inconsistent comprehension. Refers to selected sources when prompted. | Requires assistance to identify perspective. Responds only to guided comprehension tasks. Duplicates sources or repeats received points of view. |
| COMMUNICATION: Command of the technical aspects of language. Capacity to exchange ideas and convey a point of view. | Writes and paraphrases accurately and fluently, showing a firm control of language. Communicates findings with clarity, confidence and independence, and a sure sense of audience. | Writes and paraphrases with generally accurate expression. Communicates informed views with a sense of audience and purpose. | Writes or paraphrases with mostly accurate expression. Communicates own views with a sense of audience. | Writes with partial accuracy and control of content. Is competent in guided forms of reporting. | Writes with little control of technical aspects. Requires support to communicate effectively. |

***Definition of Terms:** This grid can be applied to in-class studies of selected documentary sources, out-of-class research or fieldwork, or to the rationales attached to empathetic or imaginative responses; *guided forms* = pro forma study guides, short answer tests or a seminar prompted by a sequence of questions; *from a limited range* = where a diversity of sources are available, the student relies on an unrepresentative sample *sense of audience* = responsiveness to the expectations or mood of readers or listeners.

Appendix A

*RESEARCH [DOCUMENT STUDY] STANDARDS DESCRIPTORS: HISTORY T UNITS

| | A STUDENT WHO ACHIEVES THIS GRADE | | | | |
|--|---|---|--|--|--|
| CRITERIA | A | B | C | D | E |
| <p>INVESTIGATION: Identification and choice of appropriate sources.</p> <p>Comprehension and appreciation of historical context.</p> | <p>Shows initiative in making informed and apt selection from a wide range of sources.</p> <p>Locates sources in their appropriate historical and historiographical contexts.</p> | <p>Makes appropriate choices and nominates key sources.</p> <p>Accurately identifies historical contexts.</p> | <p>Makes accurate choice of sources from a limited range.</p> <p>Recognizes historical contexts.</p> | <p>Identifies and adopts obvious sources.</p> <p>Identifies obvious features.</p> | <p>Requires assistance.</p> <p>Relies on a single source.</p> |
| <p>INTERPRETATION: Comprehension and appreciation of bias and perspective.</p> <p>Accuracy and thoroughness in comprehension of sources.</p> <p>Application and integration of sources in response to a question.</p> | <p>Demonstrates acute awareness of the influence of bias and perspective.</p> <p>Shows confident, accurate and comprehensive grasp of information from a variety of sources.</p> <p>Successfully integrates and synthesizes from a range of sources and perspectives.</p> | <p>Recognises and evaluates bias and perspective as factors in interpretation.</p> <p>Is accurate, analytical and attentive to detail, using a several sources.</p> <p>Compares, discusses and applies key elements of essential sources.</p> | <p>Identifies salient differences in perspective.</p> <p>Is generally accurate in comprehension and application of sources.</p> <p>Refers to relevant sources to illustrate a point.</p> | <p>Responds to obvious differences in sources.</p> <p>Mostly accurate in application of information from sources.</p> <p>Makes some comparison of sources but is descriptive rather than analytical.</p> | <p>Requires assistance.</p> <p>Achieves partial or inconsistent comprehension.</p> <p>Duplicates sources in whole or in parts, or repeats received points of view.</p> |
| <p>COMMUNICATION: Command of the technical aspects of language.</p> <p>Capacity to exchange ideas and convey a point of view.</p> | <p>Writes and paraphrases concisely with accuracy, clarity and a sophisticated command of content and expression.</p> <p>Communicates findings concisely, but knowledgeably and definitively, with a sure sense of audience in a confident, independent voice.</p> | <p>Writes and paraphrases accurately and fluently, with a firm control of language and content.</p> <p>Communicates findings with clarity, confidence and independence, and a sure sense of audience.</p> | <p>Writes or paraphrases with generally accurate expression and grasp of content.</p> <p>Communicates informed views with a sense of audience and purpose.</p> | <p>Writes with partial accuracy and control of content.</p> <p>Communicates with a limited sense of audience or purpose, but is competent in guided forms of reporting.</p> | <p>Writes with little control of technical aspects.</p> <p>Communicates with a limited sense of audience.</p> |

***Definition of Terms:** This grid can be applied to in-class studies of selected documentary sources, out-of-class research or fieldwork, or to the rationales attached to empathetic or imaginative responses; *guided forms* = pro forma study guides or short answer tests.

Appendix A

HISTORY SEMINAR [ORAL PERFORMANCE] STANDARDS DESCRIPTORS: HISTORY A UNITS

| CRITERIA | A STUDENT WHO ACHIEVES THIS GRADE | | | | |
|--|--|--|--|---|---|
| | A | B | C | D | E |
| <p>INVESTIGATION: Selection and knowledge of appropriate sources.</p> <p>Thoroughness in preparation.</p> | <p>Shows initiative and specific background knowledge; identifies and concentrates on key sources.</p> <p>Is well organised and rehearsed to focus effectively on topic and task.</p> | <p>Shows a practical grasp of key sources and makes appropriate selection.</p> <p>Is well prepared to complete the task with fluency and confidence.</p> | <p>Shows a basic grasp of sources from a limited selection.</p> <p>Achieves sufficient preparation to complete the task.</p> | <p>Shows a partial grasp of sources from a limited selection.</p> <p>Is sufficiently prepared to begin the task.</p> | <p>Relies on a single source.</p> <p>Relies on prompts from audience.</p> |
| <p>INTERPRETATION: Application or integration of sources in response to a question.</p> <p>Analytical skill in drawing conclusions from sources.</p> <p>Empathetic engagement with sources or subjects.</p> | <p>Selectively applies key elements of essential sources to support a point of view.</p> <p>Argues a valid case based on analysis of different perspectives.</p> <p>Comprehends bias and significance of key values, demonstrating empathetic awareness.</p> | <p>Applies or refers to information drawn from relevant sources to illustrate a point of view.</p> <p>Argues a valid case based on a simple analysis.</p> <p>Recognises the influence of perspective or values within sources.</p> | <p>Refers to information drawn from relevant sources.</p> <p>Presents a case based on limited information.</p> <p>Acknowledges significant values or perspectives.</p> | <p>Makes some references to appropriate sources.</p> <p>Describes or imitates relevant but received points of view.</p> <p>Shows partial recognition of values or perspectives.</p> | <p>Makes no specific reference to relevant sources.</p> <p>Repeats received points of view.</p> <p>Shows limited recognition of values or perspectives.</p> |
| <p>ORAL COMMUNICATION: Command of the technical aspects: fluency, clarity, projection.</p> <p>Use of resources or media.</p> <p>Engagement with audience: capacity to share ideas and convey a point of view.</p> | <p>Is fluent, accurate and articulate, adopting appropriate tone and presence, and demonstrating firm control.</p> <p>Engages audience through skilful management of resources.</p> <p>Communicates findings with confidence, clarity and a sure sense of audience; offers thoughtful and accurate responses to questions.</p> | <p>Is clear, audible and coherent in delivery, demonstrating a practical grasp of technique.</p> <p>Makes purposeful application through competent management.</p> <p>Is responsive, communicating with confidence, clarity and a sense of audience.</p> | <p>Is coherent and competent.</p> <p>Makes limited application of resources.</p> <p>Is responsive, providing answers to specific questions.</p> | <p>Demonstrates partial command of technique.</p> <p>Makes inappropriate application of resources.</p> <p>Communicates with a limited sense of audience; achieves some positive response through prompts and questions.</p> | <p>Demonstrates a limited grasp of technique.</p> <p>Employs inadequate resources.</p> <p>Communicates with a limited sense of audience and depends on prompts from audience.</p> |

Definition of Terms: This grid may be applied in full or in parts to any formal in-class oral performance; *sense of audience* = responsiveness to the expectations or mood of the listeners; *empathetic awareness* = a capacity to identify with the feelings, values and experiences of others; *practical grasp* = sufficient knowledge for present purposes; *simple analysis* = overlooking complexities or ambiguities or conflicting evidence; *prompts* = questions or directions from teacher, adjudicator, chairperson etc.

Appendix A

HISTORY SEMINAR [ORAL PERFORMANCE] STANDARDS DESCRIPTORS: HISTORY T UNITS

| CRITERIA | A STUDENT WHO ACHIEVES THIS GRADE | | | | |
|--|--|--|--|--|---|
| | A | B | C | D | E |
| <p>INVESTIGATION: Selection and knowledge of appropriate sources.</p> <p>Thoroughness in preparation.</p> | <p>Shows initiative and a comprehensive knowledge of relevant sources, making informed and appropriate selection.</p> <p>Shows independence, and is highly organised, well rehearsed and sharply focused on topic and task.</p> | <p>Shows specific background knowledge; identifies and concentrates on key sources.</p> <p>Is well organised or rehearsed, and effectively focused on topic and task.</p> | <p>Shows a practical grasp of key sources and makes appropriate selection.</p> <p>Achieves sufficient preparation to complete the task.</p> | <p>Achieves partial grasp and selection of appropriate sources.</p> <p>Is sufficiently prepared to begin the task.</p> | <p>Relies on a single source.</p> <p>Relies on prompts from audience.</p> |
| <p>INTERPRETATION: Application or integration of sources in response to a question.</p> <p>Analytical skill in drawing conclusions from sources.</p> <p>Empathetic engagement with sources or subjects.</p> | <p>Successfully integrates a range of sources to elucidate a point of view.</p> <p>Achieves an insightful and convincing argument which resolves complexity.</p> <p>Demonstrates a sensitive grasp of values and an acute awareness of bias, perspective and cultural issues.</p> | <p>Selectively applies key elements of essential sources to support a point of view.</p> <p>Argues a valid case based on analysis of different perspectives.</p> <p>Perceives the significance of key values demonstrating empathetic awareness.</p> | <p>Applies or refers to information drawn from relevant sources to illustrate a point of view.</p> <p>Argues a valid case based on a simple analysis or summary.</p> <p>Recognizes bias and significant differences between values or cultural perspectives.</p> | <p>Makes some references to sources but is descriptive rather than analytical.</p> <p>Describes or imitates relevant but received points of view.</p> <p>Shows partial recognition of the significance of values or cultural experience.</p> | <p>Achieves partial application or duplicates sources.</p> <p>Repeats received points of view.</p> <p>Shows limited comprehension of values, bias or perspective.</p> |
| <p>ORAL COMMUNICATION: Command of the technical aspects: fluency, clarity, projection.</p> <p>Use of resources or media.</p> <p>Engagement with audience: capacity to share ideas and convey a point of view.</p> | <p>Is concise and well focused in vital or polished delivery; establishing a positive vocal presence and confident command of technique.</p> <p>Sustains an imaginative or stimulating presentation through flexible and expert management.</p> <p>Establishes a confident, authoritative but flexible presence with a keen sense of audience; self-assured and persuasive in response to questions.</p> | <p>Is fluent, accurate and articulate, adopting appropriate tone and presence, and demonstrating firm control.</p> <p>Engages audience through skilful management of resources.</p> <p>Communicates findings with confidence, clarity and a sure sense of audience; offers thoughtful and accurate responses to questions.</p> | <p>Is clear, audible and coherent in delivery, demonstrating a practical grasp of technique.</p> <p>Makes purposeful application through competent management.</p> <p>Is responsive, communicates with a sense of audience, providing accurate in answers to specific questions.</p> | <p>Demonstrates partial command of technique.</p> <p>Achieves partial or inappropriate application of resources.</p> <p>Communicates with a limited sense of audience; achieves some positive response through prompts and questions.</p> | <p>Achieves coherence through prompts, demonstrating a limited command of technique.</p> <p>Employs inappropriate or inadequate resources.</p> <p>Communicates with a limited sense of audience and depends on prompts from audience.</p> |

Definition of Terms: This grid may be applied in full or in parts to any formal in-class oral performance; *sense of audience* = responsiveness to the expectations or mood of the listeners; *empathetic* showing a capacity to identify with the feelings, values and experiences of others; *practical grasp* = sufficient knowledge for present purposes; *simple analysis* = overlooking complexities or ambiguities or conflicting evidence; *prompts* = questions or directions from teacher, adjudicator, chairperson etc.