

HISTORY

**Course
Framework**

From 2014



HISTORY COURSE FRAMEWORK

INTRODUCTION

All courses of study for the ACT Year 12 Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical behaviour
- Intercultural understanding.

Courses of study for the ACT Year 12 Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities:

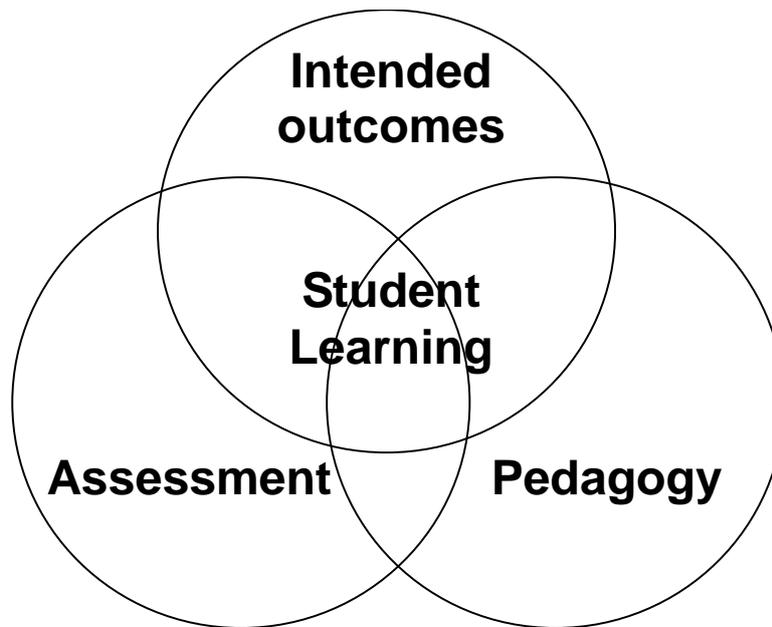
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

Elaboration of these student capabilities and priorities is available on the ACARA website at: www.australiancurriculum.edu.au.

COURSE FRAMEWORKS

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.



Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.

Learning principles

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 affects 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)

Scope of History Course Framework

The scope of the History Course Framework includes, but is not limited to, the following senior secondary Australian Curriculum courses:

- Ancient History
- Modern History.

This document should be read in conjunction with the senior secondary History Australian Curriculum courses. Copies of these documents are available at www.australiancurriculum.edu.au.

A, T, and M courses may be developed under this framework. Eligibility to study an M course is determined by BSSS Modified course policy. Modified courses/units are designed for students:

- who satisfy the Education and Training Directorate Disability Criteria accepted as a common definition for census and other system processes by all sectors, public and non-government,
- where the principal has deemed exceptional circumstances due to the students' significant needs and previous levels of support.

Provisions for students with special needs are outlined in the *BSSS Equitable Assessment and Special Consideration in Assessment in Years 11 and 12* guidelines.

RATIONALE

History is the study of forces that have shaped today's world based on the analysis and interpretation of physical and written remains. The study of History stimulates students' curiosity and imagination and their empathetic appreciation of larger themes, humanity, individuals, movements, events and ideas that have shaped the time and place.

Students pose complex questions about the past and use their historical inquiry skills, analytical skills and interpretation of sources to formulate reasoned answers to those questions.

Students develop transferable skills associated with the process of historical inquiry. These include critical literacy skills for example interpreting, analysing and weighing evidence; the ability to synthesise evidence from a variety of sources; and developing reasoned and evidence-based arguments that assess accepted theories.

Students are introduced to the complexities of reconstructing the past using often fragmentary evidence from a range of literary, documentary, architectural and archaeological sources, and the skills associated with the analysis and evaluation of historical sources. From their analysis of interpretations and representations of the past, students develop increasingly sophisticated historiographical skills and historical understanding.

History is relevant to every person through the development of self-knowledge, awareness of legacies of the past and an engaged citizenship for the future. It provides a way of exploring the intersections between ideas, experiences, literature and cultures that assist in explaining the human condition.

GOALS

All courses based on this Course Framework aim to develop students’:

- knowledge and understanding of particular individuals, institutions, social structures, events, ideas, movements and developments that have shaped our world
- capacity to undertake historical inquiry, including skills in close reading, inquiry and research, interpretation using sources, evidence-based arguments, and communicate according to the conventions of the discipline
- analytical and critical thinking using key historical concepts including evidence, continuity and change, cause and effect, significance, empathy, perspectives, interpretations, representations and contestability
- capacity to be informed citizens with the skills, including analytical and critical thinking, to participate in debates
- appreciation of the origins, impact and legacy of ideas, beliefs and values.

Literacy in History

Literacy is of fundamental importance in the study of History. Students access historical content through a variety of print, oral, visual, spatial and electronic forms, including inscriptions, reliefs, accounts of the past, photographs, films, artefacts, sites and archival material. They learn to interpret and extrapolate meaning from a variety of sources to identify evidence. They analyse and evaluate texts for authority, reliability, relevance and accuracy.

Students have opportunities to create a wide range of texts to communicate, explore, discuss, explain and argue a point of view, selecting and employing text structure and language knowledge to express their thoughts and ideas logically and fluently, supported by evidence. They learn to monitor their own language use for accuracy in the use of historical terms, clarity of ideas and explanations, conciseness of expression and use language effectively to articulate a position.¹

Numeracy in History

Numeracy is useful in the historical inquiry process, which requires students to recognise patterns and relationships chronologically and spatially through the use of scaled timelines and maps. Students have opportunities to support their views with data, some of which is numerical in nature. They develop numeracy when they analyse, interpret and draw conclusions from statistical information, for example in relation to change over time.²

¹ Senior Secondary History Australian Curriculum

² Senior Secondary History Australian Curriculum

Concepts, Knowledge and Skills

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

Concepts and Knowledge

- causation, change and continuity
- historical terms
- primary and secondary sources
- origin, purpose, value and limitation of historical sources
- different perspectives of groups and individuals
- different historical interpretations of the past
- provisional and contestable nature of historical knowledge
- ethical scholarship

Skills

- research and plan for inquiry
- formulate, test and modify propositions
- analyse, interpret and synthesise evidence
- assess the reliability and usefulness of sources
- evaluate contested views about the past
- develop texts that integrate evidence from a range of sources
- communicate a sustained historical argument
- apply referencing techniques

Vocational Courses

There are no vocational courses under this Course Framework.

TEACHING STRATEGIES

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles and encompass quality teaching. Pedagogical techniques and assessment tasks should promote intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences.

Teaching strategies that are particularly relevant and effective in History include, but are not limited to the following techniques.

Review prior learning

- brainstorming
- individual, pair and group work
- student reflection about relevant concepts and skills

Introduce new material

- exposure to quality visual imagery/materials through a variety of media
- read relevant texts

Provide demonstration, guided practice and application

- teacher demonstration, modelling and peer tutoring
- teacher scaffolding to facilitate analysis of visual material and texts
- engagement with relevant professionals
- simulation activities
- teacher modelling of critical use of online resources
- visits to museums and cultural institutions
- demonstration of empathetic understanding

Promote independent practice and application

- research strategies and time management
- problem solving strategies
 - practice and reinforcement of learning by way of revision, worksheets, tests and demonstrations
- regular and meaningful feedback
- discussions, debates and student presentations

Link to next task or skill area

- reinforcing connections with other skill and learning areas

For Modified courses, teaching strategies should be underpinned by the principles of the Disability Discrimination Act and reflect contemporary pedagogical practices in meeting the needs of students with specific learning deficits or disabilities.

ASSESSMENT

The identification of assessment criteria and assessment tasks types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

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 must use all of these criteria to assess student performance, but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix A). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics use the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

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

Investigation

- accurate, detailed comprehension evidenced by locating, selecting, recording and acknowledging sources
- accurate, detailed comprehension in the classification, analysis and evaluation of information.

Interpretation

- accurate, detailed understanding of perspective and drawing conclusions about historical significance from sources
- imagination and independence in hypothesising, synthesising, constructing arguments and assessing the available evidence
- consideration of alternative approaches and understanding of historiography (T only)
- empathetic understanding of values and cultures

Communication

- fluency and clarity using historical conventions
- the use of diverse methods of presentation
- the exchange of ideas in examining historical issues

Assessment Task Types

Assessment for A Units

Task Type		Examples	1.0 units (3-5 tasks)	0.5 units (2-3 tasks)
Historical Investigation/Depth Study	Written	Research Essay/Depth Study 800 - 1000 words (at home) Essay 600 - 1000 words (in class) In-class task (600-800 words)	20-60%	0-60%
Document Study/Source Analysis	Written	In-class response	20-40%	0-50%
Empathetic and/or Critical Response	Written or Oral	Empathetic writing Diaries Journalism Keepsake box (with contextual reflection) Role play Book and film review Oral performance/presentation/ seminar Podcast/vodcast Field reports Debates Interviews Artefact(s) and their significance Models (supported by research and reflection)	20-40%	0-50%

Additional Assessment Advice for A Courses:

- For a 1.0 unit:
 - a minimum of **three** and a maximum of **five** assessment items is recommended
 - at least one assessment item from each task type.
- Where only one 0.5 unit is studied in a year:
 - a minimum of **two** and a maximum of **three** items is recommended.
- 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.
- Recommendation for orals is 8 – 10 minutes Year 11 and 10-12 minutes for Year 12.
- A minimum of 40% of the assessment for 1.0 and 0.5 units must be completed in class.

Assessment for T Units

Task Type		Examples	1.0 units (3-5 tasks)	0.5 units (2-3 tasks)
Historical Investigation/ Depth Study	Written	Research Essay/Depth Study 1000 - 1500 words (at home) Essay 800 - 1000 words (in class)	30-60%	0-60%
Document Study/Source Analysis	Written	In-class response	20- 40%	0-50%
Empathetic and/or Critical Response	Written or Oral	Empathetic writing Diaries Journalism Oral performance/presentation/ seminar Podcast/vodcast Field reports Debates Interviews Artefact(s) and their significance Models (supported by research and reflection)	20 – 40%	0-50%

Additional Assessment Advice for T Units:

- For a 1.0 unit:
 - a minimum of **three** and a maximum of **five** assessment items is recommended
 - at least one assessment item from each task type.
- Where only one 0.5 unit is studied in a year:
 - a minimum of **two** and a maximum of **three** items is recommended.
- 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.
- Recommendation for orals is 10 – 12 minutes Year 11 and 12-15 minutes for Year 12.
- A minimum of 40% of the assessment for 1.0 and 0.5 units must be completed in class.

Assessment for M Units

Task Type		Examples	1.0 units (3-5 tasks)	0.5 units (2-3 tasks)
Historical Investigation/Depth Study	Written	Short answer responses Narrative tasks	10 - 80%	0 - 80%
Document Study/Source Analysis	Written	In-class response	10 - 80 %	0 - 80%
Empathetic and/or Critical Response	Written or Oral	Empathetic writing Diaries Journalism Oral performance/presentation/seminar Podcast/vodcast Field reports Interviews Artefact(s) Models	10 - 80%	0 - 80%

Additional Assessment Advice for M units

- For a 1.0 unit:
 - a minimum of three and a maximum of five assessment items is recommended
 - at least one assessment item from each task type.
- Where only one 0.5 unit is studied in a year:
 - a minimum of **two** and a maximum of **three** items is recommended.
- Empathetic/Critical Response items require students to use sources and develop a point of view.

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** that describe generic standards of student achievement across all courses.

	Unit Grade Descriptors for A courses				
	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Investigation	<ul style="list-style-type: none"> • makes apt and thoughtful application of information from sources. 	<ul style="list-style-type: none"> • accesses relevant information from obvious sources. 	<ul style="list-style-type: none"> • reflects some use of relevant materials 	<ul style="list-style-type: none"> • relies heavily on few sources. 	<ul style="list-style-type: none"> • accesses relevant sources when assisted and repeats supplied information
Interpretation	<ul style="list-style-type: none"> • appreciates differences in perspective, argues a case or is imaginative where appropriate • considers alternative approaches demonstrating an understanding of historiography • demonstrates an empathetic understanding of values and cultures 	<ul style="list-style-type: none"> • recognises differences in perspective and comprehends key issues • demonstrates some understanding of alternative approaches and historiography 	<ul style="list-style-type: none"> • demonstrates an empathetic awareness of values and cultures • shows simple comprehension of the key issues 	<ul style="list-style-type: none"> • has awareness of differences in values and cultures • shows limited comprehension with variable accuracy 	<ul style="list-style-type: none"> • has limited recognition of differences in values and cultures • shows little comprehension of information
Communication	<ul style="list-style-type: none"> • communicates in a coherent and articulate manner • uses a range of effective methods of presentation 	<ul style="list-style-type: none"> • participates in exchanges of ideas in examining historical issues • communicates in a coherent manner 	<ul style="list-style-type: none"> • uses a range of methods of presentation • participates in some exchanges of ideas in examining historical issues 	<ul style="list-style-type: none"> • communicates with adequate fluency and structure • uses simple methods of presentation 	<ul style="list-style-type: none"> • communicates with basic fluency and structure; reliant on guidance • communicates with little fluency

	Unit Grade Descriptors for T courses				
	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Investigation	<ul style="list-style-type: none"> displays confidence, flexibility and initiative in locating, selecting, analysing, recording and acknowledging sources 	<ul style="list-style-type: none"> is accurate, analytical, and attentive to detail in locating, selecting, recording and acknowledging sources 	<ul style="list-style-type: none"> uses appropriate and obvious information when locating, selecting recording and acknowledging sources 	<ul style="list-style-type: none"> locates and records obvious information and has limited acknowledgment of sources 	<ul style="list-style-type: none"> relies on assistance to locate and record obvious information and lacks acknowledgement of sources
Interpretation	<ul style="list-style-type: none"> shows insight and a critical awareness of alternative perspectives in resolving complex issues assesses evidence to construct independent hypotheses and arguments has a sophisticated empathetic understanding of values and cultures 	<ul style="list-style-type: none"> shows some insight and critical awareness of perspectives in resolving issues assesses evidence to attempt hypotheses and construct arguments has an empathetic understanding of values and cultures 	<ul style="list-style-type: none"> shows awareness of perspectives in resolving issues constructs arguments based on the evidence understands differences in values and cultures 	<ul style="list-style-type: none"> shows awareness of perspectives produces responses which are descriptive based on research 	<ul style="list-style-type: none"> has limited recognition of values and cultures produces responses which are descriptive
Communication	<ul style="list-style-type: none"> communicates findings with clarity, vitality and imagination, using diverse and effective methods of presentation engages in dynamic exchanges of ideas in examining historical issues 	<ul style="list-style-type: none"> communicates in an articulate and thoughtful manner using diverse methods of presentation engages in exchange of ideas in examining historical issues 	<ul style="list-style-type: none"> communicates coherently and competently, sometimes varying the methods of presentation participates in exchanges of ideas in examining historical issues 	<ul style="list-style-type: none"> communicates with basic fluency, structure and methods of presentation participates in some exchanges of ideas in examining historical issues 	<ul style="list-style-type: none"> communicates with limited fluency and structure

	Unit Grade Descriptors for M courses				
	<i>A student who achieves an A grade typically, independently</i>	<i>A student who achieves a B grade typically, with some assistance</i>	<i>A student who achieves a C grade typically, with occasional assistance</i>	<i>A student who achieves a D grade typically, with continuous guidance</i>	<i>A student who achieves an E grade typically, with direct instruction</i>
Investigation	<ul style="list-style-type: none"> locates answers in appropriate sources 	<ul style="list-style-type: none"> locates answers in sources 	<ul style="list-style-type: none"> locates answers in sources 	<ul style="list-style-type: none"> locates answers in sources 	<ul style="list-style-type: none"> locates answers in sources
Interpretation	<ul style="list-style-type: none"> summarises key features and structures of societies develops historical accounts using evidence from sources summarises simple causes of change and continuity in particular contexts summarises change over time in different places 	<ul style="list-style-type: none"> describes key features and structures of societies develops historical accounts using some evidence from sources describes simple causes of change and continuity in particular contexts describes change over time in different places 	<ul style="list-style-type: none"> identifies features and structures of societies develops historical accounts from sources identifies some causes of change and continuity in particular contexts recounts change over time in different places 	<ul style="list-style-type: none"> identifies some features of societies develops historical accounts from sources identifies basic causes of change and continuity in particular contexts identifies change over time 	<ul style="list-style-type: none"> identifies minimal features of societies develops historical accounts from sources identifies basic causes of change and continuity in particular contexts identifies change over time
Communication	<ul style="list-style-type: none"> communicates simple ideas and arguments with referencing 	<ul style="list-style-type: none"> communicates simple ideas and arguments with referencing 	<ul style="list-style-type: none"> communicates simple ideas with referencing 	<ul style="list-style-type: none"> communicates basic ideas with some referencing 	<ul style="list-style-type: none"> communicates basic ideas with minimal referencing

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 Grades 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 judgements.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A and T course and any M units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

Teachers of C courses are required to present portfolios of student work for verification that units are taught and assessed as documented and validation that assessments meet industry standards. The Moderation Officer will report any concerns to the Board.

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 Office of the Board through memoranda to colleges
- a set of student portfolios containing marked and/or graded written and non-written 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.

COURSE FRAMEWORK GROUP

Name	College
Bernadette Mearns	Trinity Christian School
Murray Chisholm	The Canberra College
Christopher Kenna	Hawker College
Elizabeth McGinnis	Marist College

Common curriculum elements assist in the development of high quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
investigate	issues, problems	
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategies,develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Achievement Standards for (A) Ancient History Units 1 and 2

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> explains the significance of issues associated with the use of sources and evidence for the ancient world explains key features and structures of ancient societies and how they shaped people’s lives and actions in the past explains the significance of individuals, events, features and developments of the ancient world 	<ul style="list-style-type: none"> discusses the significance of some issues associated with the use of sources and evidence for the ancient world discusses key features and structures of ancient societies and how they shaped people’s lives and actions in the past discusses the significance of individuals, events and developments of the ancient world 	<ul style="list-style-type: none"> describes some of the issues associated with the use of sources and evidence for the ancient world describes key features and structures of ancient societies describes the significance of individuals and events of the ancient world 	<ul style="list-style-type: none"> responds to sources for the ancient world identifies key features of ancient societies identifies individuals and events of the ancient world 	<ul style="list-style-type: none"> identifies a source for the ancient world identifies ancient societies identifies some individuals and events of the ancient world
Skills	<ul style="list-style-type: none"> undertakes an historical inquiry selecting and using relevant evidence based on an evaluation of reliable and useful sources discusses different historical interpretations and representations using available evidence develops convincing historical arguments drawing on evidence from different sources communicates ideas and arguments effectively using appropriate language and accurate referencing 	<ul style="list-style-type: none"> undertakes an historical inquiry selecting and using relevant evidence based on a range of reliable and useful sources describes historical interpretations and representations using available evidence develops reasoned historical arguments using evidence from different sources communicates ideas and arguments using appropriate language and some accurate referencing 	<ul style="list-style-type: none"> undertakes an historical inquiry selecting and using evidence from some appropriate sources identifies some historical interpretations and representations using available evidence develops an historical argument using evidence from sources communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> researches an historical inquiry and locates answers in sources, with guidance identifies one historical interpretation and representation develops historical accounts using evidence communicates ideas, with guidance 	<ul style="list-style-type: none"> researches a topic and locates answers, with assistance identifies one viewpoint about the past recounts historical events communicates information, with assistance

Achievement Standards for (A) Ancient History Units 3 and 4

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> explains causes contributing to change and continuity in the particular contexts of ancient societies explains the possible motivations, and the responses of different people to events and developments explains the significance of issues associated with the evidence for historical periods 	<ul style="list-style-type: none"> discusses causes contributing to change and continuity in the particular contexts of ancient societies discusses the possible motivations, and the responses of different people to events and developments discusses the significant issues associated with the evidence for an analysis for historical periods 	<ul style="list-style-type: none"> describes causes contributing to change and continuity in the particular contexts of ancient societies describes the possible motivations, and the responses of different people to events describes the significant issues associated with the evidence for an analysis of historical periods 	<ul style="list-style-type: none"> identifies some causes contributing to change and continuity in the particular contexts of ancient societies identifies the responses of people to events identifies some issues associated with the evidence for events 	<ul style="list-style-type: none"> identifies examples of change and continuity in the particular contexts of ancient societies identifies the individuals and groups involved in events identifies some sources for an historical period
Skills	<ul style="list-style-type: none"> undertakes an historical inquiry selecting and using relevant evidence based on an evaluation of reliable and useful sources discusses different historical interpretations and representations using available evidence develops convincing historical arguments drawing on evidence from different sources communicates ideas and arguments effectively using appropriate language and accurate referencing 	<ul style="list-style-type: none"> undertakes an historical inquiry selecting and using relevant evidence based on a range of reliable and useful sources describes historical interpretations and representations using available evidence develops reasoned historical arguments using evidence from different sources communicates ideas and arguments using appropriate language and some accurate referencing 	<ul style="list-style-type: none"> undertakes an historical inquiry selecting and using evidence from some appropriate sources identifies some historical interpretations and representations using available evidence develops an historical argument using evidence from sources communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> researches an historical inquiry and locates answers in sources, with guidance identifies one historical interpretation and representation develops historical accounts using evidence communicates ideas, with guidance 	<ul style="list-style-type: none"> researches a topic and locates answers, with assistance identifies one viewpoint about the past recounts historical events communicates information, with assistance

Achievement Standards for (A) Modern History Units 1 and 2

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> explains the important causes and impact of change and continuity in particular contexts in the modern world explains how different people’s perspectives shaped their lives and actions in the past explains the significance of ideas, events and developments 	<ul style="list-style-type: none"> discusses important causes and impact of change and continuity in particular contexts in the modern world discusses how different people’s perspectives shaped their lives and actions in the past discusses ideas, movements, events and developments 	<ul style="list-style-type: none"> describes causes of change and continuity in particular contexts in the modern world describes how different people’s perspectives shaped their lives and actions in the past describes ideas, movements, events and developments 	<ul style="list-style-type: none"> identifies some causes of change and continuity in the modern world identifies how different people’s perspectives shaped their lives and actions in the past identifies ideas, movements, events and developments 	<ul style="list-style-type: none"> identifies some aspects of change and continuity in the modern world identifies a person’s perspective identifies movements and events
Skills	<ul style="list-style-type: none"> undertakes an historical inquiry selecting and using relevant evidence based on an evaluation of reliable and useful sources discusses different historical interpretations and representations using available evidence develops convincing historical arguments drawing on evidence from different sources communicates ideas and arguments effectively using appropriate language and accurate referencing 	<ul style="list-style-type: none"> undertakes an historical inquiry selecting and using relevant evidence based on a range of reliable and useful sources describes historical interpretations and representations using available evidence develops reasoned historical arguments using evidence from different sources communicates ideas and arguments using appropriate language and some accurate referencing 	<ul style="list-style-type: none"> undertakes an historical inquiry selecting and using evidence from some appropriate sources identifies some historical interpretations and representations using available evidence develops an historical argument using evidence from sources communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> researches an historical inquiry and locates answers in sources, with guidance identifies one historical interpretation and representation develops historical accounts using evidence communicates ideas, with guidance 	<ul style="list-style-type: none"> researches a topic and locates answers, with assistance identifies one viewpoint about the past recounts historical events communicates information, with assistance

Achievement Standards for (A) Modern History Units 3 and 4

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> explains change over time in different places and discusses its significance for societies in the modern world explains causes contributing to change and continuity in particular contexts explains the different perspectives and responses of individuals and groups to ideas, movements and developments 	<ul style="list-style-type: none"> discusses change over time in different places and describes its significance for societies in the modern world discusses causes contributing to change and continuity in particular contexts discusses the different responses of individuals and groups to ideas, movements and developments 	<ul style="list-style-type: none"> describes change over time in different places in the modern world describes causes contributing to change and continuity in particular contexts describes different responses of individuals and groups to ideas, movements and developments 	<ul style="list-style-type: none"> identifies changes over time in the modern world identifies causes contributing to change and continuity in particular contexts identifies different responses of individuals and groups to developments 	<ul style="list-style-type: none"> identifies some changes over time in the modern world identifies some examples of change and continuity in particular contexts identifies different developments
Skills	<ul style="list-style-type: none"> undertakes an historical inquiry selecting and using relevant evidence based on an evaluation of reliable and useful sources discusses different historical interpretations and representations using available evidence develops convincing historical arguments drawing on evidence from different sources communicates ideas and arguments effectively using appropriate language and accurate referencing 	<ul style="list-style-type: none"> undertakes an historical inquiry selecting and using relevant evidence based on a range of reliable and useful sources describes historical interpretations and representations using available evidence develops reasoned historical arguments using evidence from different sources communicates ideas and arguments using appropriate language and some accurate referencing 	<ul style="list-style-type: none"> undertakes an historical inquiry selecting and using evidence from some appropriate sources identifies some historical interpretations and representations using available evidence develops an historical argument using evidence from sources communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> researches an historical inquiry and locates answers in sources, with guidance identifies one historical interpretation and representation develops historical accounts using evidence communicates ideas, with guidance 	<ul style="list-style-type: none"> researches a topic and locates answers, with assistance identifies one viewpoint about the past recounts historical events communicates information, with assistance

Achievement Standards for (T) Ancient History Units 1 and 2

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> evaluates the significance of issues associated with the use of sources and evidence for the ancient world evaluates key features and structures of ancient societies and how they shaped people’s lives and actions in the past assesses the significance of individuals, events, features and developments of the ancient world analyses the contestable nature of different interpretations and representations related to a site, event or change, individual or group, and evaluates their usefulness in explaining the past 	<ul style="list-style-type: none"> assesses the significance of issues associated with the use of sources and evidence for the ancient world explains key features and structures of ancient societies and how they shaped people’s lives and actions in the past explains the significance of individuals, events and developments of the ancient world explains the contestable nature of different interpretations and representations related to a site, event or change, individual or group, and analyses their usefulness in explaining the past 	<ul style="list-style-type: none"> explains the issues associated with the use of sources and evidence for the ancient world describes key features and structures of ancient societies and how they shaped people’s lives describes the significance of individuals, events and developments of the ancient world describes contested views of a site, event or change, individual or group, and their usefulness in explaining the past 	<ul style="list-style-type: none"> identifies the issues associated with the use of sources for the ancient world identifies key features of ancient societies identifies individuals and events of the ancient world describes different interpretations and representations of the past 	<ul style="list-style-type: none"> identifies sources for the ancient world identifies ancient societies identifies some individuals and events of the ancient world identifies interpretations and representations of the past
Skills	<ul style="list-style-type: none"> undertakes an historical inquiry selecting and using relevant evidence based on a critical evaluation of reliable and useful sources critically evaluates alternative historical interpretations and representations by selecting and using relevant evidence from a range of sources develops convincing historical arguments with valid and sustained reasoning by synthesising relevant evidence from different sources, and by acknowledging alternative interpretations communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> undertakes an historical inquiry selecting and using relevant evidence based on an assessment of reliable and useful sources analyses different historical interpretations and representations selecting and using relevant evidence from a range of sources develops convincing historical arguments with valid reasoning by synthesising relevant evidence from different sources, and by acknowledging different interpretations communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> undertakes an historical inquiry selecting and using evidence from a range of appropriate sources explains different historical interpretations and representations using available evidence develops reasoned historical arguments using evidence from different sources, and with reference to some interpretations communicates ideas and arguments using appropriate language and accurate referencing 	<ul style="list-style-type: none"> researches a historical inquiry and locates answers in sources identifies historical interpretations and representations develops historical accounts using evidence from a limited number of sources communicates a limited argument with referencing 	<ul style="list-style-type: none"> researches a topic and locates answers identifies different viewpoints about the past recounts historical events communicates information with minimal referencing

Achievement Standards for (T) Ancient History Units 3 and 4 (continued next page)

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> evaluates the extent of change and continuity related to the key institutions, structures and features of ancient societies and the significance of change for society analyses causes contributing to change and continuity in particular contexts and assesses their relative importance evaluates the possible motivations, and the responses of different people to events and developments, and how they were influenced by the historical context within which they lived assesses the significance of issues associated with the evidence for historical periods evaluates representations and interpretations to explain historical issues and to evaluate contestability, validity and usefulness 	<ul style="list-style-type: none"> explains the extent of change and continuity related to the key institutions, structures and features of ancient societies and analyses the significance of change for society analyses causes contributing to change and continuity in particular contexts and their relative importance explains and accounts for the possible motivations, and the responses of different people to events and developments explains the significant issues associated with the evidence for an analysis for historical periods analyses representations and interpretations to explain historical issues and to identify contestability, validity and usefulness 	<ul style="list-style-type: none"> explains the extent of change and continuity related to the key institutions, structures and features of ancient societies and the impact of change on society describes causes contributing to change and continuity in particular contexts and their relative importance explains and accounts for the possible motivations, and the responses of different people to events and developments explains the significant issues associated with the evidence for an analysis of historical periods describes representations and interpretations to identify contestability, validity and usefulness 	<ul style="list-style-type: none"> describes the key institutions, structures and features of ancient societies and how they changed over time describes causes contributing to change and continuity in particular contexts identifies the responses of people to events and developments identifies some issues associated with the evidence for events and developments describes interpretations and representations 	<ul style="list-style-type: none"> identifies features of ancient societies identifies examples of change and continuity in particular contexts identifies the individuals and groups involved in events and developments identifies some sources for a historical period identifies interpretations and representations

Achievement Standards for (T) Ancient History Units 3 and 4 (continued)

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Skills	<ul style="list-style-type: none"> • develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods • selects and applies relevant evidence based on substantiated evaluation of the reliability and usefulness of sources • evaluates different historical interpretations and representations with analysis of the strength of the evidence • develops convincing historical arguments and synthesises evidence from different sources, to support particular claims with valid and sustained reasoning, and with an assessment of alternative interpretations • communicates complex ideas with coherent and sustained arguments with analysis of evidence, using appropriate language and accurate referencing 	<ul style="list-style-type: none"> • develops focus questions to frame an inquiry and conducts research using a range of sources and methods • selects and applies relevant evidence based on evaluation of the reliability and usefulness of sources • evaluates different historical interpretations and representations by selecting and using relevant evidence from a range of sources • develops convincing historical arguments and synthesises evidence from different sources, with valid reasoning, and with an explanation of alternative interpretations • communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> • develops focus questions for an inquiry and conducts research using sources and methods • selects and applies relevant evidence based on evaluation of sources • analyses different historical interpretations and representations by selecting and using relevant evidence • develops reasoned historical arguments using and synthesising evidence from different sources, and with reference to some interpretations • communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> • uses inquiry questions to conduct research derived from sources • uses evidence derived from sources • describes historical interpretations and representations using evidence • develops historical accounts using evidence from a limited number of sources • communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> • uses inquiry questions to conduct research • uses sources to research • identifies viewpoints about the past • recounts historical events and identifies a limited number of sources • communicates ideas and information with minimal referencing

Achievement Standards for (T) Modern History Units 1 and 2 (continued next page)

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> evaluates the extent of change and continuity how it affected the lives of individuals and groups in different times and places evaluates the important causes of change and continuity in particular contexts analyses how different perspectives and responses to ideas, movements and developments shaped people’s lives and actions in the past evaluates the significance of ideas, movements, events and developments at the time and to the contemporary world 	<ul style="list-style-type: none"> explains change and continuity and analyses how the lives of individuals and groups were affected in different times and places explains important causes of change and continuity in particular contexts explains the different perspectives and responses to ideas, movements and developments that shaped people’s lives and actions in the past explains ideas, movements, events and developments and their significance at the time and to the contemporary world 	<ul style="list-style-type: none"> describes change and continuity and the impact on the lives of individuals and groups describes important causes of change and continuity in particular contexts describes different perspectives and responses to ideas, movements and developments shaping people’s lives describes ideas, movements, events and developments and their significance 	<ul style="list-style-type: none"> identifies change and continuity and how individuals and groups were affected identifies some causes of change and continuity in particular contexts identifies different responses to ideas, movements and developments describes ideas, movements, events and developments 	<ul style="list-style-type: none"> identifies how some aspects of the past changed and how others remained the same identifies why some aspects of the past changed and why others remained the same identifies responses to ideas, movements and developments identifies ideas, movements, events and developments
	<ul style="list-style-type: none"> analyses the contestable nature of different interpretations and representations of events, movements and developments, and evaluates their usefulness in explaining the past 	<ul style="list-style-type: none"> explains the contestable nature of different interpretations and representations of events, movements and developments and analyses their usefulness in explaining the past 	<ul style="list-style-type: none"> describes contested views of events, movements, developments and their usefulness in explaining the past 	<ul style="list-style-type: none"> describes different interpretations and representations of past events 	<ul style="list-style-type: none"> identifies interpretations and representations of past events

Achievement Standards for (T) Modern History Units 1 and 2 (continued)					
	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Skills	<ul style="list-style-type: none"> • undertakes an historical inquiry selecting and using relevant evidence based on a critical evaluation of reliable and useful sources • critically evaluates alternative historical interpretations and representations by selecting and using relevant evidence from a range of sources • develops convincing historical arguments with valid and sustained reasoning by synthesising relevant evidence from different sources, and by acknowledging alternative interpretations • communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> • undertakes an historical inquiry selecting and using relevant evidence based on an assessment of reliable and useful sources • analyses different historical interpretations and representations selecting and using relevant evidence from a range of sources • develops convincing historical arguments with valid reasoning by synthesising relevant evidence from different sources, and by acknowledging different interpretations • communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> • undertakes an historical inquiry selecting and using evidence from a range of appropriate sources • explains different historical interpretations and representations using available evidence • develops reasoned historical arguments using evidence from different sources, and with reference to some interpretations • communicates ideas and arguments using appropriate language and accurate referencing 	<ul style="list-style-type: none"> • researches a historical inquiry and locates answers in sources • identifies historical interpretations and representations • develops historical accounts using evidence from a limited number of sources • communicates a limited argument with referencing 	<ul style="list-style-type: none"> • researches a topic and locates answers • identifies different viewpoints about the past • recounts historical events • communicates information with minimal referencing

Achievement Standards for (T) Modern History Units 3 and 4 (continued next page)

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> explains change over time in different places, evaluates the significance of change for societies, and for the relationships between different groups analyses causes contributing to change and continuity in particular contexts and assesses their relative importance analyses how different perspectives and responses of individuals and groups to ideas, movements and developments, and how they were influenced by time and place evaluates the significance of ideas, movements, events and developments over time from the perspective of different groups evaluates representations and interpretations to explain historical issues and to evaluate contestability, validity and usefulness 	<ul style="list-style-type: none"> explains change over time in different places, analyses the significance of change for societies, and for the relationships between different groups analyses causes contributing to change and continuity in particular contexts and their relative importance explains the different perspectives and responses of individuals and groups to ideas, movements and developments, and how they were influenced by time and place explains the significance of ideas, movements, events and developments over time from the perspective of different groups analyses representations and interpretations to explain historical issues and to identify contestability, validity and usefulness 	<ul style="list-style-type: none"> describes change over time in different places, and the impact of change on societies and different groups describes causes contributing to change and continuity in particular contexts and their relative importance describes different perspectives and responses of individuals and groups to ideas, movements and developments, and how they were influenced by events at the time explains the significance of ideas, movements, events and developments over time describes representations and interpretations to explain historical issues and to identify contestability, validity and usefulness 	<ul style="list-style-type: none"> identifies changes over time and how societies were affected describes causes contributing to change and continuity in particular contexts identifies different responses of individuals and groups to ideas, movements and developments describes significant ideas, movements, events and developments in the past describes interpretations and representations 	<ul style="list-style-type: none"> identifies changes that affected society identifies examples of change and continuity in particular contexts recounts the different responses of individuals and groups to ideas, movements and developments identifies significant ideas, movements, events and developments in the past identifies interpretations and representations

Achievement Standards for (T) Modern History Units 3 and 4 (continued)					
	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Skills	<ul style="list-style-type: none"> develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods selects and applies relevant evidence based on substantiated evaluation of the reliability and usefulness of sources evaluates different historical interpretations and representations with analysis of the strength of the evidence develops convincing historical arguments and synthesises evidence from different sources, to support particular claims with valid and sustained reasoning, and with an assessment of alternative interpretations communicates complex ideas with coherent and sustained arguments with analysis of evidence, using appropriate language and accurate referencing 	<ul style="list-style-type: none"> develops focus questions to frame an inquiry and conducts research using a range of sources and methods selects and applies relevant evidence based on evaluation of the reliability and usefulness of sources evaluates different historical interpretations and representations by selecting and using relevant evidence from a range of sources develops convincing historical arguments and synthesises evidence from different sources, with valid reasoning, and with an explanation of alternative interpretations communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> develops focus questions for an inquiry and conducts research using sources and methods selects and applies relevant evidence based on evaluation of sources analyses different historical interpretations and representations by selecting and using relevant evidence develops reasoned historical arguments using and synthesising evidence from different sources, and with reference to some interpretations communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> uses inquiry questions to conduct research derived from sources uses evidence derived from sources describes historical interpretations and representations using evidence develops historical accounts using evidence from a limited number of sources communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> uses inquiry questions to conduct research uses sources to research identifies viewpoints about the past recounts historical events and identifies a limited number of sources communicates ideas and information with minimal referencing

Achievement Standards for M History Units 1- 4					
	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> summarises key features and structures of societies, with explicit instruction and occasional assistance summarises some causes of change and continuity in particular contexts, with explicit instruction and occasional assistance summarises change over time in different places, with explicit instruction and occasional assistance 	<ul style="list-style-type: none"> describes key features and structures of societies, with explicit instruction and occasional assistance describes some causes of change and continuity in particular contexts, with explicit instruction and occasional assistance describes change over time in different places, with explicit instruction and occasional assistance 	<ul style="list-style-type: none"> recounts features and structures of societies, with explicit instruction and regular assistance recounts some causes of change and continuity in particular contexts, with explicit instruction and regular assistance recounts change over time in different places, with explicit instruction and regular assistance 	<ul style="list-style-type: none"> identifies some features of societies, with explicit instruction and direct instruction identifies some causes of change and continuity in particular contexts, with explicit instruction and direct instruction identifies change over time, with explicit instruction and direct assistance 	<ul style="list-style-type: none"> identifies some features of societies, with continuous and direct instruction identifies causes of change and continuity in particular contexts, with continuous and direct instruction identifies change over time, with continuous and direct instruction
Skills	<ul style="list-style-type: none"> locates answers in appropriate sources, with explicit instruction and occasional assistance develops historical accounts using evidence from sources, with explicit instruction and occasional assistance communicates ideas and arguments with referencing, with explicit instruction and occasional assistance 	<ul style="list-style-type: none"> locates answers in sources, with explicit instruction and occasional assistance develops historical accounts using some evidence from sources, with explicit instruction and occasional assistance communicates ideas, with explicit instruction and occasional assistance 	<ul style="list-style-type: none"> locates sources, with explicit instruction and regular assistance develops historical accounts from sources, with explicit instruction and regular assistance communicates ideas, with explicit instruction and regular assistance 	<ul style="list-style-type: none"> locates sources, with explicit instruction and regular assistance develops historical accounts from sources, with explicit instruction and direct assistance communicates ideas, with explicit instruction and direct assistance 	<ul style="list-style-type: none"> locates sources, with continuous and direct instruction develops limited historical accounts from sources, with continuous and direct instruction communicates ideas, with continuous instruction and direct assistance