

History

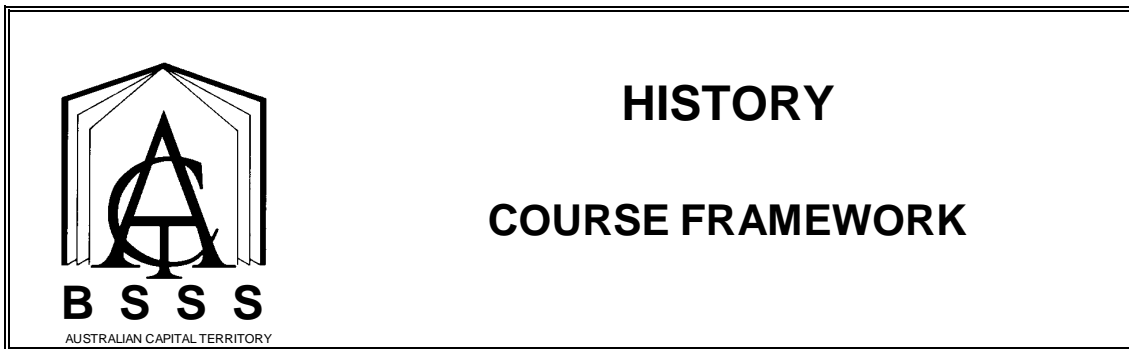
History

Course

Framework

2008 Edition

For courses accredited from 2010



INTRODUCTION

All programs of study for the ACT Year 12 Certificate should enable students to become:

- creative and critical thinkers
- enterprising problem-solvers
- skilled and empathetic communicators
- informed and ethical decision-makers
- environmentally and culturally aware citizens
- confident and capable users of technologies
- independent and self-managing learners
- collaborative team members

and provide students with:

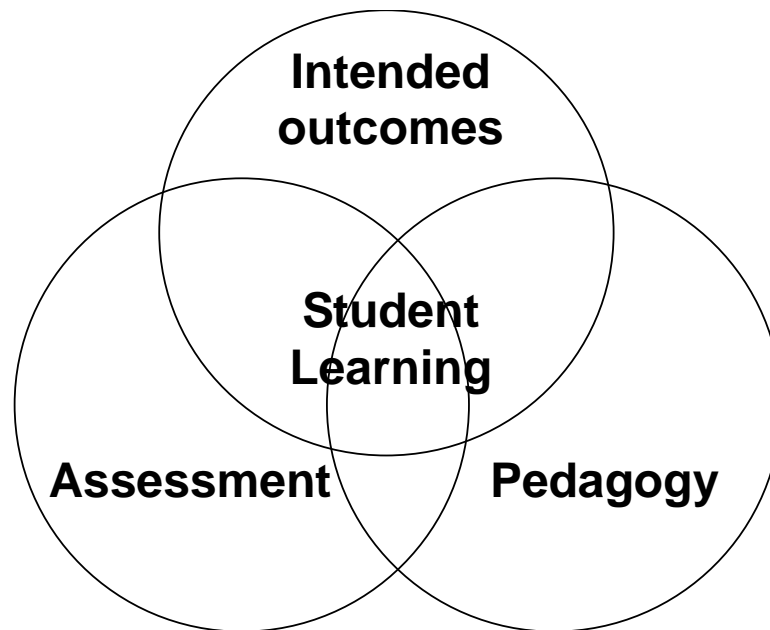
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society

*Examples of these student capabilities are provided at **Appendix B**.*

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)

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 of others.

The exploration of History facilitates students' understandings of cultural heritages and notions of identity. It helps them to understand why nations and people hold certain values, and why values and belief systems vary from one group to another. This knowledge is crucial to the development of effective citizens locally, nationally and globally.

Students develop their cognitive skills of investigation, interpretation and communication by asking meaningful questions to allow them to discern what is significant in historical events. They will be able to locate, select, analyse and evaluate evidence in order to present arguments. They critically assess sources of information about the past, and statements made about it, and come to realise that knowledge is problematic.

Students will become aware of the different ways in which historians can approach the study of History and should recognise that these different perspectives shape their enquiry and analysis. Students will be encouraged to look at alternate histories such as those of the marginalised, indigenous, feminist, Marxist, post-modernist and liberal.

Contemporary History is also an evidence-based study of how individuals, institutions and societies attempt to solve their problems in specific contemporary contexts, especially issues related to power, conflict and human development, informed by some understanding of the historical events that have shaped these individuals, institutions and societies.

In the fullest sense, History is relevant to every person through the development of self-knowledge. It provides a way of exploring the intersections between ideas, experiences, literature and cultures that assist in explaining the human condition. Hence, students become critically aware and 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 individuals, social groups, places, events and technologies of the past and/or present
- be aware of the environmental impact of historical events
- 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 and/or present
- appreciate the perspectives from which history and/or contemporary events is recorded
- think analytically, critically and creatively
- argue and communicate according to the conventions of the discipline.

In addition, the following goal is relevant to the study of contemporary history courses:

- understand the terminology, concepts, structure, operation and functions of political systems

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 (A, T or M, including vocational programs), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

It is envisaged that Politics courses could be written under this History framework as they would encompass many/most aspects of Contemporary History.

Essential Concepts and Skills

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

Concepts

- Continuity and change
- Causation and resolution
- Social relationships and structures
- Forces of change
- Power structures
- Voices and omission

Skills

- Investigation
- Interpretation
- Communication

Recommended Content

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

Vocational Courses

There are no vocational courses under this Course Framework.

PEDAGOGY

Teaching Strategies

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

Investigation and interpretation of evidence through reading:

- **primary and secondary sources** – e.g. diaries, speeches, photos, posters, letters, print resources – e.g. magazines, newspapers, paintings, PhotoStory, textbooks, historical novels, periodicals, biographies and feature films and documentaries, maps, charts, graphs, databases, internet searches and webquests

Interpretation of evidence and communication of findings through writing:

- note taking exercises
- essay writing
- document studies
- **empathetic writing** based on primary and secondary sources, showing a discriminating use of such sources to create an effective viewpoint – e.g. diary of a Roman legionary in Britain, a Spartacist speech given in Berlin in January 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 (e.g. Australian War Memorial, National Museum of Australia, National Archives of Australia, Museum of Australian Democracy at Old Parliament House), cemeteries, Parliament House, PEO, ACT Legislative Assembly, AEC, 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
- conferencing
- 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

- presentations using PowerPoint or similar packages

Additional teaching and learning strategies

- group work/cooperative learning
- quizzes
- teacher exposition
- videos/DVDs
- surveys of current affairs and events
- problem solving
- case studies
- what ifs – counterfactuals
- future studies and predications
- National History Challenge
- My Classes
- use of publishing programs – e.g. for publishing newspapers
- on-line forums
- interactive computer-based modules
- designing a web site
- blogging

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 that indicates levels of student performance against each criterion.

Assessment Task Types

For A Units:

- For a 1.0 unit:
 - a minimum of 3 and a maximum of 5 assessment items is recommended
 - at least one assessment item from each task type.
 - one item from Empathetic/Critical Response **must** be an oral presentation/performance/seminar
- For a 0.5 unit:
 - a minimum of 2 and a maximum of 3 items of different task types is recommended
 - one item **must** be the Historical Investigation/Depth Study
- 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 8 – 10 minutes
- A minimum of 40% must be completed in class

Task Type	Historical Investigation/Depth Study	Document Study/Source Analysis	Empathetic and/or Critical Response
	Written	Written	Written or Oral
Examples	Research Task 800 - 1000 words (at home) Essay 600 - 1000 words (in class) In class task (600 - 800 words)	In or out of class response	Empathetic Writing * see page 5 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
1.0 units	30% - 60%	20% - 40%	20% - 40%
0.5 units	50%	50%	
Any of the task types could be assessed as an exam or test			

For T Units:

- For a 1.0 unit:
 - a minimum of 3 and a maximum of 5 assessment items is recommended
 - at least one assessment item from each task type.
 - one item from Empathetic/Critical Response **must** be an oral presentation/performance/seminar
- For a 0.5 unit
 - a minimum of 2 and a maximum of 3 items is recommended
 - one item **must** be the Historical Investigation/Depth Study
- Where two 0.5 units are in the one year:
 - an oral is to be in one and a document study is to be in the other
 - all task types must be addressed in these two units
- 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 10-15 minutes
- A minimum of 40% must be completed in class

Task Type	Historical Investigation/Depth Study	Document Study/Source Analysis	Empathetic and/or Critical Response
	Written	Written	Written or Oral
Examples	Research Essay/ Depth Study 1000 - 1500 words (at home) Essay 800 - 1000 words (in class) In class task (800 - 1000 words)	In or out of class response	Empathetic Writing* see page 5 Diaries Journalism Oral Performance/ Presentation/ Seminar Field reports Debates Interviews Artefact(s) and their significance Models (supported by research and reflection)
1.0 units	30% - 60%	20% - 40%	20% - 40%
0.5 units	50%	50%	
Any of the task types could be assessed as an exam or test			

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 Rubrics have been developed for some 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 show these relationships.

GOALS	ASSESSMENT TASK TYPES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • demonstrate knowledge, awareness and understanding of some significant people, places and events of the past • demonstrate 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 • appreciate the perspectives from which history is recorded • think analytically, critically and creatively • argue and communicate according to the conventions of the discipline. 	<p>Historical Investigation/Depth Study</p> <p>Document Study/Sources Analysis</p> <p>Empathetic/Critical Response</p>	<p>Investigation</p> <p>Interpretation</p> <p>Communication</p>

All goals are embedded in all of the assessment task types and generally all the criteria used to assess each of these.

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

Unit Grade Descriptors for T courses			
	Investigation	Interpretation	Communication
A student who achieves an A grade typically	<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"> 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"> communicates findings with clarity, vitality and imagination, using diverse and effective methods of presentation engages in dynamic exchanges of ideas in examining historical issues
A student who achieves a B grade typically	<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"> 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"> communicates in an articulate and thoughtful manner using diverse methods of presentation engages in exchange of ideas in examining historical issues
A student who achieves a C grade typically	<ul style="list-style-type: none"> uses appropriate and obvious information when locating, selecting recording and acknowledging sources 	<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"> communicates coherently and competently, sometimes varying the methods of presentation participates in exchanges of ideas in examining historical issues
A student who achieves a D grade typically	<ul style="list-style-type: none"> locates and records obvious information and has limited acknowledgment of sources 	<ul style="list-style-type: none"> shows awareness of perspectives produces responses which are descriptive based on research has limited recognition of values and cultures 	<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
A student who achieves an E grade typically	<ul style="list-style-type: none"> relies on assistance to locate and record obvious information and lacks acknowledgement of sources 	<ul style="list-style-type: none"> produces responses which are descriptive 	<ul style="list-style-type: none"> communicates with limited fluency and structure

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 judgments.

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.

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 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.

BIBLIOGRAPHY

References for Curriculum Development

Websites from Australian State curriculum bodies:

New South Wales: <http://www.boardofstudies.nsw.edu.au/>

Victoria: <http://www.vcaa.vic.edu.au/vce/studies/index.html>

Queensland: <http://www.qsa.qld.edu.au/>

South Australia: <http://www.ssabsa.sa.edu.au/teacher/teachersubject.php>

Tasmania: <http://www.tqa.tas.gov.au/>

Western Australia: <http://www.det.wa.edu.au/education/>

Other references

Every Chance to Learn: <http://activated.act.edu.au/ectl/>

Department of Veterans' Affairs: <http://www.dva.gov.au/>

National Museum: <http://www.nma.gov.au/index.html>

Parliamentary Education Office: <http://www.peo.gov.au/>

National Archives: <http://www.naa.gov.au/>

Curriculum Corporation: <http://www.curriculum.edu.au/ccsite/>

War Memorial: <http://www.awm.gov.au/education/>

National Library: <http://www.nla.gov.au/education/>

AIATSIS – Australian Institute of Aboriginal and Torres Strait Islander Studies: <http://www.aiatsis.gov.au/>

Civics and Citizenship: <http://www.civicsandcitizenship.edu.au/cce/>

US Department of State: <http://www.state.gov/youthandeducation/>

World History: <http://www.hyperhistory.com/>

COURSE FRAMEWORK DEVELOPMENT GROUP

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Liz McGinnis	Marist College
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The group gratefully acknowledges the work of previous groups who developed and revised the History Course Framework.

Rubrics for A course Research Essay/Assignment

Name of School: _____ Unit: _____ Student Name: _____ Grade: _____ Score: _____

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
<p>Investigation</p> <ul style="list-style-type: none"> ◦ accurate, detailed comprehension evidenced by locating, selecting, recording and acknowledging sources ◦ accurate, detailed comprehension in the classification, analysis and evaluation of information 	<ul style="list-style-type: none"> • shows initiative • makes informed choices • displays a familiarity with a diversity of sources • accurately cites sources in bibliography and footnotes/in-text citation 	<ul style="list-style-type: none"> • demonstrates a practical grasp of key sources • cites sources in bibliography and footnotes/in-text citation 	<ul style="list-style-type: none"> • responds to obvious features or differences within a limited range of sources • provides some citation of sources and bibliography 	<ul style="list-style-type: none"> • relies on a minimal sources • provides limited citation of sources and bibliography 	<ul style="list-style-type: none"> • relies on received information
<p>Interpretation</p> <ul style="list-style-type: none"> ◦ accurate, detailed understanding of perspective and drawing conclusions from sources ◦ imagination and independence in hypothesising, synthesising, constructing arguments and assess the available evidence ◦ empathetic understanding of values and cultures 	<ul style="list-style-type: none"> • shows sound understanding of the question and awareness of its scope • adequately integrates information from a range of sources • independently analyses and assesses the evidence • demonstrates an empathetic understanding of values and cultures 	<ul style="list-style-type: none"> • shows some understanding of the question and awareness of its scope • integrates some information from key sources • assesses the evidence with consultation • demonstrates some understanding of values and cultures 	<ul style="list-style-type: none"> • shows some understanding of the question • integrates some information from a limited range of sources • makes some comparison of sources but is largely descriptive • acknowledges some differences in values and cultures 	<ul style="list-style-type: none"> • shows limited understanding of the question • produces incomplete or inconsistent information from sources. • achieves partial application or duplicates sources 	<ul style="list-style-type: none"> • requires assistance in understanding the purpose of the task • produces negligible information from sources • repeats received points of view
<p>Communication</p> <ul style="list-style-type: none"> ◦ fluency and clarity using historical conventions ◦ the exchange of ideas in examining historical issues 	<ul style="list-style-type: none"> • writes clearly and effectively with appropriate expression • demonstrates sense of direction and purpose; showing a skillful grasp of style and structure • communicates findings independently, and with a sure sense of audience 	<ul style="list-style-type: none"> • mostly writes with clear and effective expression • writes purposefully with a sense of appropriate style and structure • communicates personal perspectives with a sense of audience 	<ul style="list-style-type: none"> • writes with partial control of the technical aspects of language. • writes with some sense of appropriate style and structure • communicates personal perspectives with some sense of audience 	<ul style="list-style-type: none"> • writes with limited control of the technical aspects of language • achieves limited organisation of ideas • communicates with a limited sense of audience or personal perspective 	<ul style="list-style-type: none"> • writes with little control of technical aspects • employs little style or structure • communicates with little sense of audience
Comment:					
Length of Presentation:					

Rubrics for A course Empathetic Task

Name of School: _____ Unit: _____ Student Name: _____ Grade: ____ Score: _____

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
<p>Investigation</p> <ul style="list-style-type: none"> ◦ <i>accurate, detailed comprehension evidenced by locating, selecting, recording and acknowledging sources</i> ◦ <i>accurate, detailed comprehension in the classification, analysis and evaluation of information.</i> 	<ul style="list-style-type: none"> • shows initiative • makes informed choices • displays a familiarity with a diversity of sources • cites accurately sources in bibliography and footnotes/in-text citation 	<ul style="list-style-type: none"> • demonstrates a practical grasp of key sources • cites sources in bibliography and footnotes/in-text citation 	<ul style="list-style-type: none"> • responds to obvious features or differences within a limited range of sources • provides some citation of sources and bibliography 	<ul style="list-style-type: none"> • relies on a minimal sources • provides limited citation of sources and bibliography 	<ul style="list-style-type: none"> • relies on received information
<p>Interpretation</p> <ul style="list-style-type: none"> ◦ <i>accurate, detailed understanding of perspective and drawing conclusions from sources</i> ◦ <i>imagination and independence in hypothesising, synthesising, constructing arguments and assess the available evidence</i> ◦ <i>empathetic understanding of values and cultures</i> 	<ul style="list-style-type: none"> • shows sound understanding of the task and awareness of its scope • adequately integrates information from a range of sources • shows insight or perspective in an authentic voice • demonstrates an empathetic understanding of values and cultures 	<ul style="list-style-type: none"> • shows some understanding of the task and awareness of its scope • integrates some information from key sources • shows some insight or perspective in an appropriate voice • demonstrates some empathetic understanding of values and cultures 	<ul style="list-style-type: none"> • shows some understanding of the task • integrates some information from obvious sources • shows some insight or perspective • acknowledges some differences in values and cultures 	<ul style="list-style-type: none"> • shows limited understanding of the task • produces incomplete or inconsistent information from limited sources • imitates received or clichéd points of view • shows limited awareness of differences in values and cultures 	<ul style="list-style-type: none"> • requires assistance in understanding the purpose of the task • produces negligible information from sources • repeats received points of view
<p>Communication</p> <ul style="list-style-type: none"> ◦ <i>fluency and clarity using historical conventions</i> ◦ <i>the use of diverse methods of presentation</i> ◦ <i>the exchange of ideas in examining historical issues</i> 	<ul style="list-style-type: none"> • communicates clearly and effectively with appropriate expression • demonstrates sense of direction and purpose showing a skilful use of the medium • communicates findings in and independent voice and with a sure sense of audience 	<ul style="list-style-type: none"> • communicates mostly with clear and effective expression • communicates purposefully with an appropriate use of the medium • communicates personal perspectives with a sense of audience 	<ul style="list-style-type: none"> • communicates with partial control of the technical aspects of language • communicates with some sense of purpose and sound use of the medium • communicates personal perspectives with some sense of audience 	<ul style="list-style-type: none"> • communicates with limited control of the technical aspects of language • achieves limited organisation of ideas in the medium used • communicates with a limited sense of audience or personal perspective 	<ul style="list-style-type: none"> • communicates with little control of technical aspects • employs little understanding of the use of the medium • communicates with little sense of audience
Comment:					
Length of Presentation:					

Rubrics for A course Oral/Performance/Seminar

Name of School: _____ Unit: _____ Student Name: _____ Grade: _____ Score: _____

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
<p>Investigation</p> <ul style="list-style-type: none"> ◦ accurate, detailed comprehension evidenced by locating, selecting, recording and acknowledging sources ◦ accurate, detailed comprehension in the classification, analysis and evaluation of information. 	<ul style="list-style-type: none"> • shows initiative • makes informed choices when selecting sources • demonstrates comprehension • clearly acknowledges sources • provides bibliography 	<ul style="list-style-type: none"> • shows some initiative • selects key sources • demonstrates comprehension • adequately acknowledges sources • provides bibliography 	<ul style="list-style-type: none"> • uses obvious sources • demonstrates some comprehension • some reference to sources • provides bibliography 	<ul style="list-style-type: none"> • relies on received information • shows a partial grasp of sources 	<ul style="list-style-type: none"> • relies on minimal sources • relies on prompts from audience
<p>Interpretation</p> <ul style="list-style-type: none"> ◦ accurate, detailed understanding of perspective and drawing conclusions from sources ◦ imagination and independence in hypothesising, synthesising, constructing arguments and assess the available evidence ◦ empathetic understanding of values and cultures 	<ul style="list-style-type: none"> • shows sound understanding of the topic and awareness of its scope • adequately integrates information from a range of sources • argues a valid case showing insight • demonstrates an empathetic understanding of values and cultures 	<ul style="list-style-type: none"> • shows understanding of the topic and awareness of its scope • adequately integrates information from sources • argues a case with some insight, with emphasis on narrative • demonstrates some empathetic understanding of values and cultures 	<ul style="list-style-type: none"> • shows some understanding of the topic • refers from obvious sources • constructs a descriptive narrative • acknowledges some differences in values and cultures 	<ul style="list-style-type: none"> • shows limited understanding of the topic • produces incomplete or inconsistent information from limited sources • imitates received or clichéd points of view • shows limited awareness of values and cultures 	<ul style="list-style-type: none"> • requires assistance with understanding the topic • produces negligible information from sources • repeats received points of view
<p>Communication</p> <ul style="list-style-type: none"> ◦ fluency and clarity using historical conventions ◦ the use of diverse methods of presentation ◦ the exchange of ideas in examining historical issues 	<ul style="list-style-type: none"> • communicates clearly and effectively with appropriate expression • demonstrates clear sense of direction and purpose and logical sequencing • demonstrates a sense of audience • demonstrates a confident approach • communicates with skilful management of resources, generating discussion and offering thoughtful responses to questions 	<ul style="list-style-type: none"> • mostly communicates with clear and effective expression • demonstrates sense of direction and purpose • demonstrates some sense of audience • demonstrates some confidence • communicates with purposeful management of resources, generating some discussion and offering responses to questions 	<ul style="list-style-type: none"> • communicates with some informal expression • demonstrates a partial sense of direction and purpose • demonstrates a limited sense of audience • communicates with some management of resources, offering responses to questions 	<ul style="list-style-type: none"> • communicates with informal expression • has limited acknowledgment of audience • relies on prompts from audience 	<ul style="list-style-type: none"> • communicates with informal expression • has little acknowledgment of audience • relies on prompts from audience
Comment:					
Time of Presentation:					

Rubric for T course Research Essay

Name of School: _____ Unit: _____ Student Name: _____ Grade: _____ Score: _____

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
<p>Investigation</p> <ul style="list-style-type: none"> ◦ <i>accurate, detailed comprehension evidenced by locating, selecting, recording and acknowledging sources</i> ◦ <i>accurate, detailed comprehension in the classification, analysis and evaluation of information.</i> 	<ul style="list-style-type: none"> • shows initiative • makes informed, accurate choices when selecting from a range of sources with different perspectives • demonstrates detailed comprehension • always clearly and accurately cites sources in bibliography and footnotes/in-text citation 	<ul style="list-style-type: none"> • shows some initiative • makes informed, accurate choices when selecting from a range of sources • demonstrates comprehension • clearly and accurately cites sources in bibliography and footnotes/in-text citation 	<ul style="list-style-type: none"> • selects appropriate sources • demonstrates comprehension • adequately cites sources in bibliography and footnotes/in-text citation 	<ul style="list-style-type: none"> • responds to appropriate sources • demonstrates some comprehension • inconsistently cites sources in bibliography and footnotes/in-text citation 	<ul style="list-style-type: none"> • relies on minimal sources • inadequately citation
<p>Interpretation</p> <ul style="list-style-type: none"> ◦ <i>accurate, detailed understanding of perspective and drawing conclusions from sources</i> ◦ <i>imagination and independence in hypothesising, synthesising, constructing arguments and assess the available evidence</i> ◦ <i>consideration of alternative approaches and understanding of historiography</i> ◦ <i>empathetic understanding of values and cultures</i> 	<ul style="list-style-type: none"> • shows full awareness of the scope, complexities, implications and subtleties of the question • shows outstanding integration and synthesis from a range of sources and perspectives • achieves an insightful and convincing argument which resolves complexity or conflict in the sources • considers alternative approaches demonstrating an understanding of historiography • demonstrates a sophisticated empathetic understanding of values and cultures 	<ul style="list-style-type: none"> • shows awareness of the scope, complexities and implications of the question • successfully integrates and synthesises from a range of sources and perspectives • achieves a clear and convincing argument showing some awareness of complexity or conflict in the sources • demonstrates some understanding of alternative approaches and historiography • demonstrates an empathetic understanding of values and cultures 	<ul style="list-style-type: none"> • shows sound understanding of the question and awareness of its scope • adequately integrates ideas from a range of sources • constructs an argument based on simple analysis of sources • understands differences in values and cultures 	<ul style="list-style-type: none"> • shows some understanding of the question • refers to obvious sources • constructs a descriptive narrative • has limited recognition of values and cultures 	<ul style="list-style-type: none"> • shows limited understanding of the question • constructs a descriptive narrative
<p>Communication</p> <ul style="list-style-type: none"> ◦ <i>fluency and clarity using historical conventions</i> ◦ <i>the exchange of ideas in examining historical issues</i> 	<ul style="list-style-type: none"> • writes concisely with accuracy, clarity, vitality and maturity of expression • demonstrates strong sense of direction and purpose; paragraphs linked; outstanding introduction and conclusion; historical conventions • demonstrates a sure sense of audience and a confident and distinctive voice 	<ul style="list-style-type: none"> • writes concisely with accuracy, clarity and maturity of expression • demonstrates clear sense of direction and purpose; paragraphs linked; effective introduction and conclusion; historical conventions • demonstrates a sense of audience and a confident voice 	<ul style="list-style-type: none"> • writes effectively with appropriate expression • demonstrates sense of direction and purpose; paragraphs linked; introduction and conclusion linked to question; historical conventions • demonstrates a sense of audience 	<ul style="list-style-type: none"> • writes with some informal expression • demonstrates partial grasp of essay structure; historical conventions • demonstrates a limited sense of audience 	<ul style="list-style-type: none"> • writes with informal expression • experiences difficulty with essay structure
Comment:					
Length of Presentation:					

Rubric for T course Empathetic Task

Name of School: _____ Unit: _____ Student Name: _____ Grade: _____ Score: _____

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
<p>Investigation</p> <ul style="list-style-type: none"> ◦ accurate, detailed comprehension evidenced by locating, selecting, recording and acknowledging sources ◦ accurate, detailed comprehension in the classification, analysis and evaluation of information. 	<ul style="list-style-type: none"> • shows initiative • makes informed, accurate choices when selecting sources from a range of perspectives • demonstrates detailed comprehension • always clearly and accurately cites sources in bibliography and footnotes/in-text citation 	<ul style="list-style-type: none"> • shows some initiative • makes informed, accurate choices when selecting sources • demonstrates comprehension; clearly • cites accurately sources in bibliography and footnotes/in-text citation 	<ul style="list-style-type: none"> • selects appropriate sources • demonstrates comprehension • adequately cites sources in bibliography and footnotes/in-text citation//in-text citation 	<ul style="list-style-type: none"> • responds to appropriate sources • demonstrates some comprehension • inconsistently cites sources in bibliography and footnotes//in-text citation 	<ul style="list-style-type: none"> • relies on minimal sources • inadequate citation
<p>Interpretation</p> <ul style="list-style-type: none"> ◦ accurate, detailed understanding of perspective and drawing conclusions from sources ◦ imagination and independence in hypothesising, synthesising, constructing arguments and assess the available evidence ◦ consideration of alternative approaches and understanding of historiography ◦ empathetic understanding of values and cultures 	<ul style="list-style-type: none"> • shows full awareness of the scope, complexities, implications and subtleties of the task • shows outstanding integration and synthesis from a range of sources and perspectives • shows fresh insights or new perspectives in an authentic voice • shows an informed approach, demonstrating an understanding of historiography • demonstrates a sophisticated, empathetic understanding of values and cultures 	<ul style="list-style-type: none"> • shows awareness of the scope, complexities and implications of the question • successfully integrates and synthesises from a range of sources and perspectives • shows insight or perspective in an authentic voice • demonstrates some understanding of alternative approaches and historiography • demonstrates an empathetic understanding of values and cultures 	<ul style="list-style-type: none"> • shows sound understanding of the task and awareness of its scope • adequately integrates from a range of sources • shows some insight or perspective • understands differences in values and cultures 	<ul style="list-style-type: none"> • shows some understanding of the task • refers to obvious sources • shows limited insight or perspective • constructs a descriptive narrative • has limited recognition of values and cultures 	<ul style="list-style-type: none"> • shows limited understanding of the task • constructs a descriptive narrative
<p>Communication</p> <ul style="list-style-type: none"> ◦ fluency and clarity using historical conventions ◦ the use of diverse methods of presentation ◦ the exchange of ideas in examining historical issues 	<ul style="list-style-type: none"> • communicates concisely with accuracy, clarity, vitality, flair, imagination and maturity of expression • demonstrates strong sense of direction and purpose; linked paragraphs; historical conventions • demonstrates a sure sense of audience and a confident and distinctive voice 	<ul style="list-style-type: none"> • communicates concisely with accuracy, clarity, some imagination and maturity of expression • demonstrates clear sense of direction and purpose; linked paragraphs; historical conventions • demonstrates a sense of audience and a confident voice 	<ul style="list-style-type: none"> • communicates effectively with appropriate expression • demonstrates sense of direction and purpose; linked paragraphs; some acknowledgement of historical conventions • demonstrates a sense of audience 	<ul style="list-style-type: none"> • communicates with some informal expression • demonstrates partial grasp of historical conventions • demonstrates a limited sense of audience 	<ul style="list-style-type: none"> • communicates with informal expression • experiences difficulty with delivery
Comment:					
Length of Presentation:					

Rubric for T course Oral/Performance/Seminar

Name of School: _____ Unit: _____ Student Name: _____ Grade: _____ Score: _____

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
<p>Investigation</p> <ul style="list-style-type: none"> ◦ accurate, detailed comprehension evidenced by locating, selecting, recording and acknowledging sources ◦ accurate, detailed comprehension in the classification, analysis and evaluation of information. 	<ul style="list-style-type: none"> • shows initiative • makes informed accurate choices when selecting sources • demonstrates detailed comprehension • always clearly and accurately acknowledges sources • provides detailed and accurate bibliography 	<ul style="list-style-type: none"> • shows some initiative • makes informed accurate choices when selecting sources • demonstrates comprehension; • clearly and accurately acknowledge sources • provides detailed and accurate bibliography 	<ul style="list-style-type: none"> • selects appropriate sources • demonstrates comprehension • adequately acknowledges sources • provides adequate bibliography 	<ul style="list-style-type: none"> • uses limited sources • demonstrates some comprehension • some reference to sources • provides bibliography 	<ul style="list-style-type: none"> • relies on minimal sources
<p>Interpretation</p> <ul style="list-style-type: none"> ◦ accurate, detailed understanding of perspective and drawing conclusions from sources ◦ imagination and independence in hypothesising, synthesising, constructing arguments and assess the available evidence ◦ consideration of alternative approaches and understanding of historiography ◦ empathetic understanding of values and cultures 	<ul style="list-style-type: none"> • shows full awareness of the scope, complexities, implications and subtleties of the topic • shows outstanding integration and synthesis from a range of sources and perspectives • achieves an insightful and convincing argument which resolves complexity or conflict in the sources • considers alternative approaches demonstrating an understanding of historiography • demonstrates a sophisticated empathetic understanding of values and cultures 	<ul style="list-style-type: none"> • shows awareness of the scope, complexities and implications of the topic • successfully integrates and synthesises from a range of sources and perspectives • achieves a clear and convincing argument showing some awareness of complexity or conflict in the sources • demonstrates some understanding of alternative approaches and historiography • demonstrates an empathetic understanding of values and cultures 	<ul style="list-style-type: none"> • shows sound understanding of the topic and awareness of its scope • adequately integrates from a range of sources • constructs an argument based on simple analysis of sources • understands differences in values and cultures 	<ul style="list-style-type: none"> • shows some understanding of the topic • refers to obvious sources • constructs a descriptive narrative • has limited recognition of values and cultures 	<ul style="list-style-type: none"> • shows limited understanding of the topic • repeats received points of view
<p>Communication</p> <ul style="list-style-type: none"> ◦ fluency and clarity using historical conventions ◦ the use of diverse methods of presentation ◦ the exchange of ideas in examining historical issues 	<ul style="list-style-type: none"> • communicates articulately with clarity, vitality and maturity of expression • demonstrates strong sense of direction and purpose; fluent and logical sequencing • demonstrates a sure sense of audience • demonstrates a confident and appropriate manner • communicates with skilful management of resources, generating meaningful discussion and offering thoughtful and accurate responses to questions 	<ul style="list-style-type: none"> • communicates with accuracy, clarity, vitality and maturity of expression • demonstrates clear sense of direction and purpose; logical sequencing • demonstrates a sense of audience • demonstrates a confident manner • communicates with purposeful management of resources, generating discussion and offering thoughtful responses to questions 	<ul style="list-style-type: none"> • communicates effectively with clarity and appropriate expression • demonstrates sense of direction and purpose • demonstrates some sense of audience • demonstrates confidence • communicates with effective management of resources, generating some discussion and offering responses to questions 	<ul style="list-style-type: none"> • communicates with some informal expression • demonstrates a partial sense of direction and purpose • demonstrates a limited sense of audience • communicates with some management of resources and offers responses to questions 	<ul style="list-style-type: none"> • communicates with informal expression • has limited acknowledgment of audience • relies on prompts from audience

Comment:

Time of Presentation:

All programs of study for the ACT Year 12 Certificate should enable students to become:

	The examples are indicative and not exhaustive. Those in bold relate particularly to the Employability Skills; those in <i>italics</i> to the Across Curriculum Perspectives.
<ul style="list-style-type: none"> creative and critical thinkers 	exploring, imagining, observing, predicting, thinking laterally, generating ideas, inquiring and researching , interrogating, conceptualising, collecting and analysing data and information, classifying , interpreting, formulating hypotheses, generalising, synthesising, reflecting , justifying conclusions, understanding different perspectives, understanding and application of different thinking strategies, understanding of scientific and mathematical language, using scientific and mathematical techniques (eg estimating, reading and interpreting data, interpolation and extrapolation)
<ul style="list-style-type: none"> enterprising problem-solvers 	showing initiative, resourcefulness , resilience, persistence, assessing and taking risks, recognising and seizing opportunities, problem-posing, problem-identification, problem clarification , being practical, being innovative , using mathematical techniques, using appropriate technologies, working independently and/or collaboratively to achieve a solution, testing assumptions and solutions, modifying approaches
<ul style="list-style-type: none"> skilled and empathetic communicators 	oral and written skills in Standard Australian English, matching communication to audience and purpose , using terminology and style appropriate to particular disciplines, using mathematical language , creating and communicating meaning using multi-modal forms, imagining the feelings and views of others , respecting and valuing diversity
<ul style="list-style-type: none"> informed and ethical decision-makers 	finding information and using evidence as the basis for judgements and decisions, developing awareness of differing perspectives , having integrity, taking action, exploring and critically reflecting on own values, attitudes and beliefs
<ul style="list-style-type: none"> environmentally and culturally aware citizens 	understanding <i>the interconnectedness of the natural and constructed world</i> ; the <i>multicultural nature of Australian society</i> ; <i>Indigenous perspectives</i> ; and global economic, social and <i>environmental</i> issues; <i>respecting difference</i> , exercising rights and responsibilities, acting in the public sphere , understanding consequences of choices and decisions
<ul style="list-style-type: none"> confident and capable users of technologies 	having a range of IT skills , accessing and evaluating <i>information</i> , designing and making, communicating using technologies, choosing most appropriate technologies for the task , refining processes, willingness to learn new skills
<ul style="list-style-type: none"> independent and self-managing learners 	eg understanding self (<i>including gender</i>), having personal goals, evaluating and monitoring own performance, taking responsibility , flexibility in adapting course of action, openness to new ideas, managing time and resources, planning and organising
<ul style="list-style-type: none"> collaborative team members 	eg contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths (<i>including contributions of boys and girls</i>), skills in negotiation and compromise, sustaining commitment to achieve group goals

and provide students with:

<ul style="list-style-type: none"> a comprehensive body of specific knowledge, principles and concepts 	through subjects, cross-disciplinary courses and/or projects, work experience
<ul style="list-style-type: none"> a basis for self-directed and lifelong learning 	through understanding and managing self, developing capabilities and modelling an approach ('taking stock, taking steps') that prepares for a social and economic environment of greater individual responsibility
<ul style="list-style-type: none"> personal attributes enabling effective participation in society 	developing social skills and capabilities for citizenship, work experience and recognition of outside learning ; through understanding of a globalised knowledge society