



History

Years 7–10

Advice on Programming and Assessment

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Published by
Board of Studies NSW
GPO Box 5300
Sydney NSW 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

February 2003

ISBN 1 7409 9856 1

2003580

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1 Introduction

This support document has been designed to help teachers understand key aspects of the revised *History Years 7–10 Syllabus* and to provide guidance for implementation. The document shows how these aspects can be incorporated in teaching and learning programs, and how these programs are underpinned by the principles of *assessment for learning* (*History Years 7–10 Syllabus*, pp 71–72).

The document provides advice about constructing a program that will cover the scope of History for a stage. It sets out a process for planning and sequencing units of work, and developing teaching and learning activities.

The sample stage program plans and the sample units of work in this document demonstrate ways in which teachers can build a teaching and learning program and develop units of work to ensure coverage of the scope of the syllabus.

The document contains seven sample units of work:

Stage 4 Mandatory Units

- Topic 2: Societies and Civilisations of the Past
- Topic 3: Aboriginal and Indigenous Peoples, Colonisation and Contact History

Stage 5 Mandatory Units

- Topic 3: Australia between the Wars
- Topic 6: Changing Rights and Freedoms
- Topic 7: People Power and Politics in the Post-war Period

Stages 4 and 5 Elective Units

- Topic 1: Constructing History
- Topic 3: World Myths and Legends

These sample units can be used as models for planning units of work. They include:

- relevant outcomes and content
- assessment activities that have been designed and integrated into the units of work
- different types of possible feedback
- a variety of teaching and learning experiences
- opportunities for student reflection.

An assessment activity from each unit has been selected to show how assessment can fit into teaching and learning sequences. They are described in some detail to illustrate the process of *assessment for learning*. Teachers would not provide this level of detail in day-to-day classroom situations. The units of work and activities may be modified or amended to suit the needs, interests and abilities of students.

For a small percentage of students with special education needs who are undertaking Life Skills outcomes and content, support materials will be provided which will assist in the development of a meaningful and relevant program of study related to the *History Years 7–10 Syllabus*. Units of work adapted for students undertaking History Life Skills will be included in a consolidated document that will be distributed to schools early in 2004.

2 Establishing a Scope and Sequence Plan

2.1 Sample Stage 4 Mandatory Scope and Sequence Plans

Model 1: This scope and sequence plan shows a teaching and learning program in which each of the four topics is allocated equal time of 25 hours per topic. In a semestral system, Topics 1 and 2 would be taught in Year 7, Topics 3 and 4 in Year 8.

Topic	Hours			
	25	25	25	25
1 <i>Investigating History</i> (with site study) Outcomes: 4.4, 4.5, 4.6, 4.10				
2 <i>Societies and Civilisations of the Past</i> Outcomes: 4.1, 4.5, 4.8, 4.10				
3 <i>Aboriginal and Indigenous Peoples, Colonisation and Contact History</i> Outcomes: 4.2, 4.3, 4.7, 4.9, 4.10				
4 <i>Optional Study: The Shaping of the Modern World</i> Outcomes: 4.1, 4.5, 4.7, 4.8				

Model 2: This scope and sequence plan provides for greater depth of study of Topics 2 and 3. In a semestral system, Topics 1 and 2 would be taught over 50 hours for Year 7 and Topics 3 and 4 would be taught over 50 hours in Year 8. The skills of historical method introduced in Topic 1 would be integrated and developed throughout the remaining topics. Topic 4 could be devoted to individual/group research and presentations to encourage more independent learning and the opportunity for students to apply the skills of historical inquiry developed throughout Stage 4.

Topic	Hours				
	10	40		40	10
1 <i>Investigating History</i> (with site study) Outcomes: 4.4, 4.5, 4.6, 4.10					
2 <i>Societies and Civilisations of the Past</i> Outcomes: 4.1, 4.5, 4.8, 4.10		Group A study (20 hours)	Group B study (20 hours)		
3 <i>Aboriginal and Indigenous Peoples, Colonisation and Contact History</i> Outcomes: 4.2, 4.3, 4.7, 4.9, 4.10				Section A or B (20 hours)	Section B or A (20 hours)
4 <i>Optional Study: The Shaping of the Modern World</i> Outcomes: 4.1, 4.5, 4.7, 4.8					

2.2 Sample Stage 5 Mandatory Scope and Sequence Plans

2.2.1 Sequential/Chronological

The following scope and sequence plan is an example of a program that reflects a chronological approach to the study of 20th century Australian history with equal time allocated to each topic. 12 hours (approximately) or 6 weeks of 2 x 1 hour lessons per week, have been allocated to the study of each of the eight syllabus topics. The mandatory site study would be integrated within the relevant topic.

Model 1: Sequential/Chronological

Topic	Hours							
	12	12	12	12	12	12	12	12
1 Australia to 1914 Outcomes: 5.1, 5.3, 5.5, 5.8, 5.9								
2 Australia and World War I Outcomes: 5.2, 5.4, 5.5, 5.6, 5.7, 5.10								
3 Australia between the Wars Outcomes: 5.1, 5.4, 5.5, 5.6, 5.7, 5.8								
4 Australia and World War II Outcomes: 5.2, 5.3, 5.4, 5.5, 5.7								
5 Australia in the Vietnam War Era Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.7								
6 Changing Rights and Freedoms Outcomes: 5.1, 5.3, 5.8, 5.9, 5.10								
7 People Power and Politics in the Post-war Period Outcomes: 5.1, 5.2, 5.3, 5.7, 5.8, 5.10								
8 Australia's Social and Cultural History in the Post-war Period Outcomes: 5.1, 5.2, 5.4, 5.5, 5.6, 5.7								

Model 2

In this model, the chronological approach has been largely retained. 12 hours (or 12 x 1-hour lessons) have been allocated to the teaching and learning of all topics except Topic 6, Changing Rights and Freedoms. An additional 4 hours is recommended for this topic to allow adequate time for the teaching and learning of the mandatory component, Changing Rights and Freedoms (of Aboriginal Peoples), and for the elective option, Changing Rights and Freedoms (of EITHER migrants OR women). The mandatory site study can be integrated into the relevant topic.

Topic	Hours							
	12	12	12	12	12	12	16	12
1 Australia to 1914 Outcomes: 5.1, 5.3, 5.5, 5.8, 5.9								
2 Australia and World War I Outcomes: 5.2, 5.4, 5.5, 5.6, 5.7, 5.10								
3 Australia between the Wars Outcomes: 5.1, 5.4, 5.5, 5.6, 5.7, 5.8								
4 Australia and World War II Outcomes: 5.2, 5.3, 5.4, 5.5, 5.7								
9 Australia's Social and Cultural History in the Post-war Period Outcomes: 5.1, 5.2, 5.4, 5.5, 5.6, 5.7								
5 Australia in the Vietnam War Era Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.7								
6 Changing Rights and Freedoms Outcomes: 5.1, 5.3, 5.8, 5.9, 5.10								
7 People Power and Politics in the Post-war Period Outcomes: 5.1, 5.2, 5.3, 5.7, 5.8, 5.10								

Model 3

This model has chronological approach and integrates Topic 5 (Australia in the Vietnam War Era) and Topic 8 (Australia’s Social and Cultural History in the Post-war Period). Teachers may choose to integrate these topics with a focus on the 1960s or the 1970s. 16 hours are suggested for the study of this integrated unit.

Topic	Hours						
	10	10	10	10	16	12	12
1 Australia to 1914 Outcomes: 5.1, 5.3, 5.5, 5.8, 5.9							
2 Australia and World War I Outcomes: 5.1, 5.4, 5.5, 5.6, 5.7, 5.8							
3 Australia between the Wars Outcomes: 5.1, 5.4, 5.5, 5.6, 5.7, 5.8							
4 Australia and World War II Outcomes: 5.2, 5.3, 5.4, 5.5, 5.7							
5 and 8 Australia in the Vietnam War Era and Social and Cultural History in the Post-war Period Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7							
6 Changing Rights and Freedoms Outcomes: 5.1, 5.3, 5.8, 5.9, 5.10							
7 People Power and Politics in the Post-war Period Outcomes: 5.1, 5.2, 5.3, 5.7, 5.8, 5.10							

2.2.2 Thematic

Model 1: The following scope and sequence plan is an example of a teaching and learning program that reflects a thematic approach to the study of 20th century Australian history. This program is based on the choice of migrants as the additional study in Topic 6: Changing Rights and Freedoms. 25 hours have been allocated to the study of each of the four themes. In a semestral system, two themes could be covered in each of the 50 hours. The mandatory site study would be integrated within the relevant topic.

Theme	Stage 5 syllabus topic							
	1 Australia to 1914	2 Australia and WWI	3 Australia between the Wars	4 Australia and WWII	5 Australia in the Vietnam War Era	6 Changing Rights and Freedoms	7 People Power and Politics...	8 Australia's Social and Cultural History ...
<p><i>Social & Cultural History</i></p> <p>Outcomes: 5.1, 5.4, 5.5, 5.6, 5.7, 5.8, 5.10</p>	<ul style="list-style-type: none"> Living and working conditions at Federation Composition of population 	<ul style="list-style-type: none"> Australia's commemoration of WWI over time 	<p><i>A Group</i> Unemployed</p> <p><i>B Individual</i> Sir Charles Kingsford-Smith</p>	<ul style="list-style-type: none"> Changing roles of Australian women 	<ul style="list-style-type: none"> Impact of war on Australian culture (see Topic 8) 	<p>Migrants <i>Change over Time</i> Changing patterns of migration 1945–2000</p> <p><i>Events/Issues</i> 1970s boat people</p>		<ul style="list-style-type: none"> <i>Post-war Australia</i> Impact of changing technology on everyday life
<p><i>Changing Rights and Freedoms</i></p> <p>Outcomes: 5.1, 5.3, 5.8, 5.9, 5.10</p>	<ul style="list-style-type: none"> Voting rights of Australians at Federation 	<ul style="list-style-type: none"> Experiences of persons of German descent (Topic 6: Migrants) 	<p><i>C Event</i> Aboriginal Day of Mourning</p>	<ul style="list-style-type: none"> Wartime controls: <ul style="list-style-type: none"> – manpower – rationing – censorship 		<p>Aboriginal Peoples <i>Change over Time</i> Changing gov't policies</p> <p><i>Group</i> Stolen generations</p> <p><i>Events/Issues</i> Land Rights (link to Topic 7: P.M. Whitlam)</p>	<p>Migrants <i>Issue/event</i> Multiculturalism</p> <p><i>B People Power</i> <i>Issues/Indiv.</i> One Nation and Pauline Hanson (link to multiculturalism)</p>	

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Theme	Stage 5 syllabus topic							
	1 Australia to 1914	2 Australia and WWI	3 Australia between the Wars	4 Australia and WWII	5 Australia in the Vietnam War Era	6 Changing Rights and Freedoms	7 People Power and Politics...	8 Australia's Social and Cultural History ...
<p><i>Australia's International Relationships</i></p> <p>Outcomes: 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.10</p>	<ul style="list-style-type: none"> • <i>Immigration Restriction Act</i> 	<ul style="list-style-type: none"> • British Empire • Gallipoli • Anzac 		<ul style="list-style-type: none"> • Australia and WWII • Kokoda • Changing relations with GB and USA 	<ul style="list-style-type: none"> • Response to threat of communism in Asia: Korea, ANZUS, SEATO 		<p><i>A Australia as a global citizen</i></p>	<p><i>Decade study</i> Impact of US culture on Australia in the Vietnam era, eg 1960s</p>
<p><i>Political Developments</i></p> <p>Outcomes: 5.1, 5.2, 5.3, 5.5, 5.7, 5.8, 5.10</p>	<ul style="list-style-type: none"> • Federation • Constitution 	<ul style="list-style-type: none"> • Conscription debate 	<p><i>D Political development</i> Dismissal of Jack Lang</p>	<ul style="list-style-type: none"> • Conscription 	<ul style="list-style-type: none"> • Referendum on Communist party • Petrov affair • Moratorium 		<p><i>C Prime ministers and policies</i> Whitlam and Land Rights (link to Topic 6)</p>	

Model 2: This plan shows a combined chronological and integrated approach to programming teaching and learning in Stage 5. Topics 1–4 (10 hours per topic) are studied chronologically, followed by an integrated study of topics 5–8 by decade. In a semestral program of 50 hours per semester, Topics 1–5 could be covered in the first 50 hours and Topics 5–8 in the second 50 hours.

Integrated by decade	
<p>1950s (12 hours)</p> <p>Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.9, 5.10</p>	<p><i>International relations:</i> Response to threat of communism (i) in Asia: Korea, ANZUS, SEATO; Colombo Plan (ii) within Australia: Prime Minister Menzies and Referendum to ban Communist Party; Petrov Affair</p> <p><i>Migrants:</i> Overview: changing patterns of migration 1945–2000; Snowy Mountains Scheme; migrant workers</p> <p><i>People Power and Politics:</i> Australia as a global citizen: founding of United Nations, including UNESCO; and UN conventions</p> <p><i>Social and Cultural:</i> Impact of main technological changes on everyday life: housing, appliances, entertainment</p>
<p>1960s (12 hours)</p> <p>Outcomes: 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.9</p>	<p><i>Changing Rights and Freedoms:</i> Overview: changing government policies towards Aboriginal people – protection, assimilation, 1967 Referendum</p> <p><i>International Relations:</i> Australia’s involvement in the Vietnam War; differing views of Australia’s involvement: conscientious objectors</p> <p><i>Decade Study:</i> Fashion, music, entertainment, sport, USA influences on popular culture</p> <p><i>Social and Cultural:</i> Impact of main technological changes on everyday life: housing, appliances, entertainment</p>
<p>1970s (12 hours)</p> <p>Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.10</p>	<p><i>Changing Rights and Freedoms:</i> Changing government policies towards Aboriginal people: integration, Aboriginal Land Rights</p> <p><i>International Relations/People Power:</i> Australia as a global citizen/Relations with Asia: Australian policy in East Timor</p> <p><i>People Power and Politics:</i> Green bans and Jack Mundy</p> <p><i>Social and Cultural:</i> Impact of main technological changes on everyday life: housing, appliances, entertainment</p>
<p>1980s (6 hours)</p> <p>Outcomes: 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8</p>	<p><i>Changing Rights and Freedoms:</i> NSW <i>Aboriginal Land Rights Act</i></p> <p><i>Vietnam Era/Migration/International Relations:</i> Impact of Vietnam war on Indo-Chinese refugees</p> <p><i>Social and Cultural:</i> Impact of main technological changes on everyday life: housing, appliances, entertainment</p>
<p>1990s (6 hours)</p> <p>Outcomes: 5.1, 5.2, 5.3, 5.7, 5.9, 5.10</p>	<p><i>People Power and Politics:</i> Australia as a global citizen: peacekeeping in Cambodia & East Timor</p> <p><i>Changing Rights and Freedoms:</i> Changing government policies: self-determination, Stolen Generations, Mabo and Native Title, Wik</p> <p><i>Social and Cultural:</i> Impact of main technological changes on everyday life: housing, appliances, entertainment</p>

2.3 Sample Stages 4 and 5 Elective Scope and Sequence Plans

2.3.1 Sample Stages 4 and 5 Elective – 100 hours

This model allows for teaching of Topics 1 and 2 in the first 50 hours. Teachers may wish to integrate Topics 1 and 2 to maximise opportunities for depth studies. The 50 hours allocated for Topic 3 may also be programmed to integrate Topics 1 and/or 2; or teachers may wish to treat more than one thematic study in the time available and/or encourage independent learning through individual or group research projects.

Topic	Hours		
	20	30	50
1 Constructing History* Outcomes: E5.1, E5.2, E5.6, E5.7, E5.8			
2 Ancient, Medieval and Early/Modern Societies Outcomes: E5.1, E5.3, E5.4, E5.8, E5.10			
3 Thematic Studies Outcomes: E5.1, E5.5, E5.6, E5.8, E5.9, E5.10			

2.3.2 Sample Stages 4 and 5 Elective – 200 hours

This model allows for the introduction of skills in the first 50 hours, with opportunity for depth studies in the following units. Teachers should note that the syllabus requires the methodologies introduced in Topic 1, Constructing History, to be consistently applied and developed throughout subsequent topics.

Topic	Hours				
	25	25	50	50	50
1 Constructing History* Outcomes: E5.1, E5.2, E5.6, E5.7, E5					
2 Ancient, Medieval and Early Modern Societies Outcomes: E5.1, E5.3, E5.4, E5.8, E5.10					
3 Thematic Studies Outcomes: E5.1, E5.5, E5.6, E5.8, E5.9, E5.10					
4 Additional study from Topics 1, 2, or 3					
5 Additional study from Topics 1, 2 or 3					

* The sample unit of work Constructing History is described in detail on pages 55–57.

3 Advice on Assessment

3.1 Assessment for Learning

The Board’s revised syllabuses advocate *assessment for learning*. Assessment that enhances learning recognises that learners use their current understanding to discover, develop and incorporate new knowledge, understanding and skills. *Assessment for learning* helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment occurs as an integral part of teaching and learning. Teacher instruction and assessment influence student learning and learning processes. This involves using assessment activities to clarify student understanding of concepts, and planning ways to remedy misconceptions and promote deeper understanding.

Assessment for learning encourages self-assessment and peer assessment. Students can develop and use a range of strategies to actively monitor and evaluate their own learning and the learning strategies they use.

The feedback that students receive from completing assessment activities will help teachers and students decide whether they are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills. Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

By integrating learning and assessment, the teacher can choose which aspects of a student’s performance to record. These records can be used to monitor the student’s progress, determine what to teach next and decide the level of detail to be covered. At key points, such as the end of the year, this information is also available for the teacher to use to form a judgement of the student’s performance against levels of achievement. This judgement can be used to inform parents, the next teacher and especially the student, of the student’s progress. Consequently, teachers using their professional judgement in a standards-referenced framework are able to extend the process of *assessment for learning* into the assessment of learning.

Principles of assessment for learning

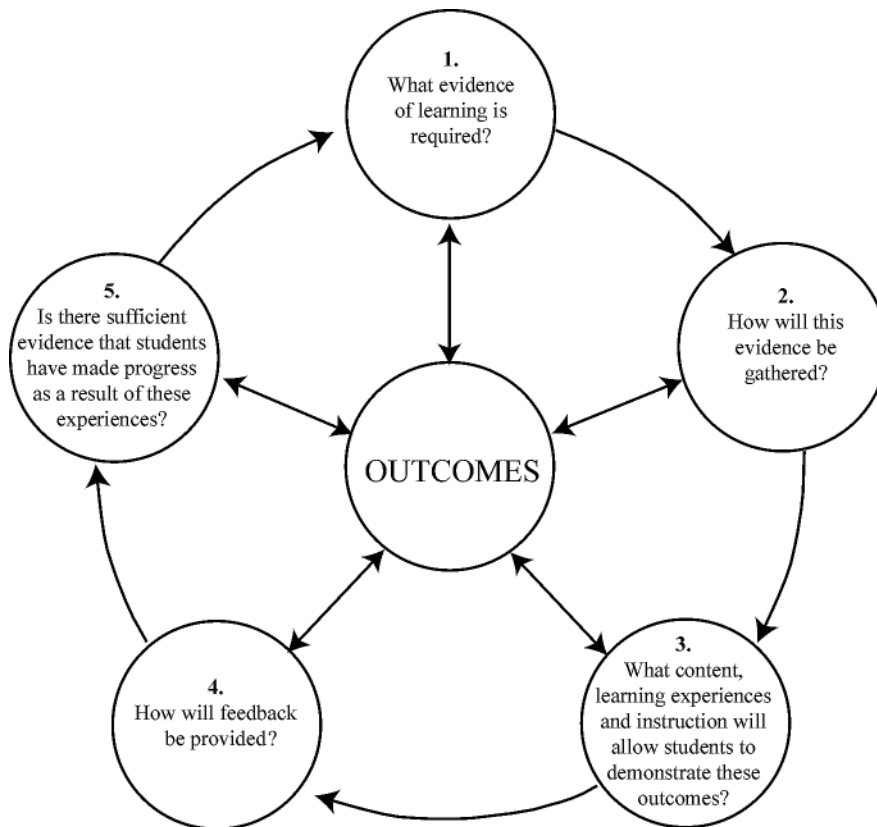
Assessment for learning:

- AP1 emphasises the interactions between learning and manageable assessment strategies that promote learning
- AP2 clearly expresses for the student and teacher the goals of the learning activity
- AP3 reflects a view of learning in which assessment helps students learn more effectively, rather than just achieve a better mark
- AP4 provides ways for students to use feedback from assessment
- AP5 helps students take responsibility for their own learning
- AP6 is inclusive of all learners.

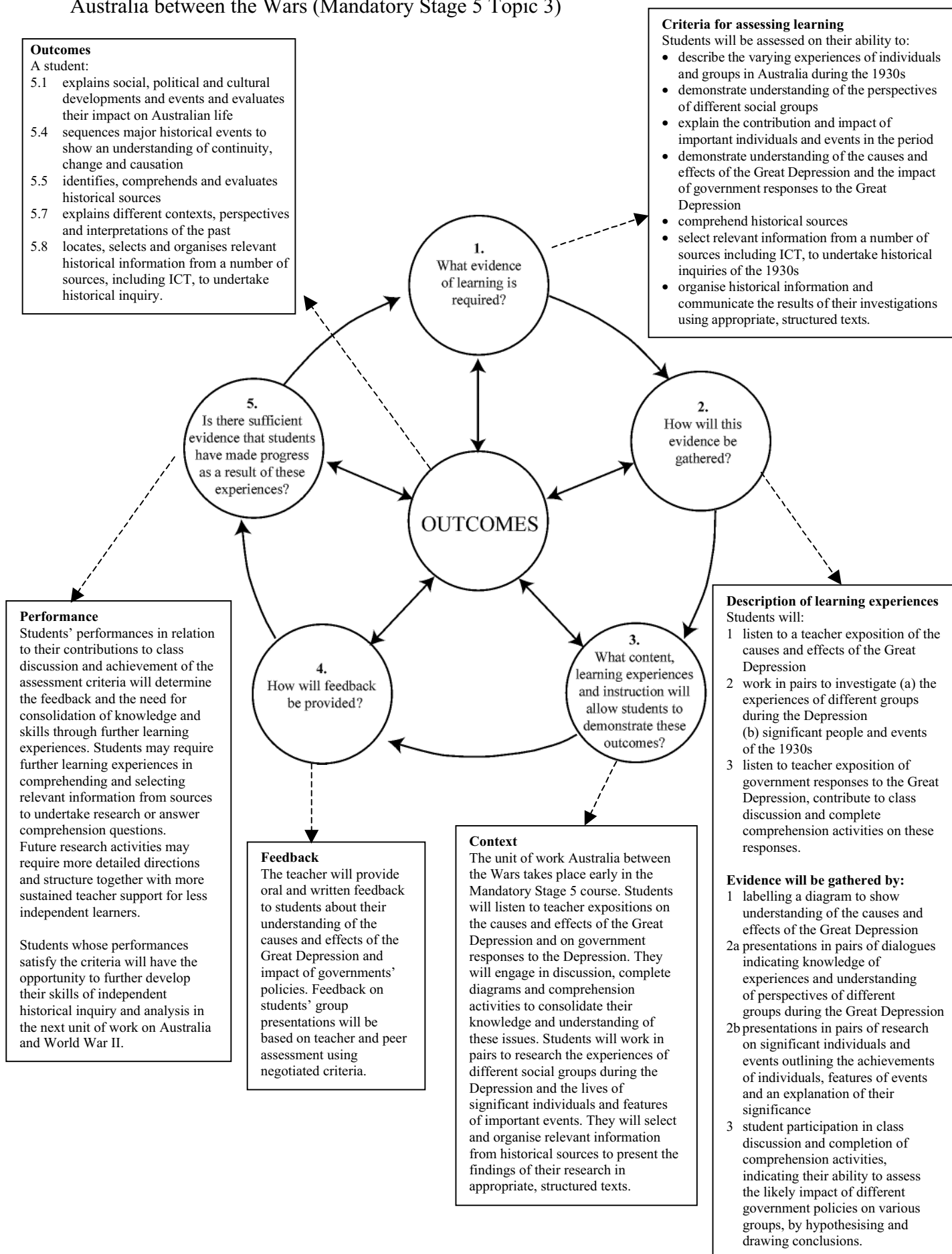
Details on how these principles translate in practice can be found on page 72 of the *History Years 7–10 Syllabus*. One activity in this document has been annotated to show how the principles of *assessment for learning* feature in that activity. It can be found on page 15.

3.2 Planning for Effective Learning and Assessment

The diagram below summarises a model for integrating learning and assessment. It emphasises that outcomes are central to the decisions teachers make about the learning to be undertaken and the evidence of learning that needs to be collected. This evidence enables teachers to determine how well students are achieving in relation to the outcomes and to provide students with feedback on their learning. Evidence of learning assists teachers and students to decide if students are ready for the next phase of learning or if teachers need to adapt programs to provide further learning experiences to consolidate students' knowledge, understanding and skills.



The diagram below shows how this process has been applied in the design of the sample unit Australia between the Wars (Mandatory Stage 5 Topic 3)



3.3 Designing Effective Learning and Assessment

Designing effective learning experiences requires the selection of activities that develop students' knowledge, understanding and skills and that allow evidence of learning to be gathered. Methods of gathering evidence could include informal teacher observation, questioning, peer evaluation and self-evaluation, as well as more structured assessment activities. Assessment should be an integral part of each unit of work and should support student learning.

When designing assessment activities, teachers should consider whether the activity:

- has explicitly stated purposes that address the outcomes
- is integral to the teaching and learning program
- shows a clear relationship between the outcomes and content being assessed
- allows students to demonstrate the extent of their knowledge, understanding and skills
- focuses on what was taught in class and what students were informed would be assessed
- provides opportunities to gather information about what further teaching and learning is required for students to succeed
- provides valid and reliable evidence of student learning and is fair.

3.4 Annotated Assessment for Learning Activity

The *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices. The Stage 5 sample assessment activity *Experiences of the Great Depression: Dialogues* has been annotated to show these principles.

Sample assessment for learning activity: Experiences of the Great Depression: Dialogues

Context

This activity is part of Topic 3: Australia between the Wars in the Mandatory Stage 5 course and focuses on the experiences of different social groups during the Great Depression and the impact of the Depression on their lives. Students have previously learned about the experiences of different groups during World War I. For this activity, students have learned about the causes and effects of the Great Depression and have examined primary source material to investigate the experiences of different social groups.

Activity builds on previous learning.
AP2

The activity is appropriate for the outcomes being addressed.
AP1

Outcomes

A student:

- 5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life
- 5.6 uses sources appropriately in an historical inquiry
- 5.7 explains different contexts, perspectives and interpretations of the past
- 5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences.

Specific knowledge and skills outcomes to be addressed.
AP1

Students are given clear instructions and support to facilitate their learning.
AP2

Description of activity

Students work in pairs and create a dialogue between two characters who had different experiences of the Great Depression. The characters can be fictional but their experiences must reflect actual historical circumstances. Possible pairs of characters can be suggested, eg a child from a family that was evicted from their home and a child whose family was not adversely affected by the Depression; an Aboriginal unemployed person and a non-Aboriginal person; a city person and a country person. Dialogues may be presented as live performance, script, audio tape, videotape, cartoon or story board, exchange of letters.

Criteria for assessing learning

(These criteria would normally be communicated to students with the activity)

Students will be assessed on their ability to:

- describe the different experiences of the chosen characters
- explain the impact of the Great Depression on the chosen characters
- use relevant historical information from a number of sources
- select and use appropriate forms to communicate effectively about the past.

Activity has capacity to engage the learner.
AP3

The activity is inclusive in providing for different kinds of learners.
AP6

Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Marking guidelines provide meaningful information about performance relative to the outcomes to be gathered and reported.
AP4

Range	A student in this range:
16–20 (Very High)	<ul style="list-style-type: none"> • presents an accurate and detailed description of the different experiences of the chosen characters • explains the impact of the Great Depression on the chosen characters • uses a range of specific and relevant historical information • displays originality in selection and use of an appropriate text to communicate the results of their research
12–15 (High)	<ul style="list-style-type: none"> • presents an accurate description of the different experiences of the chosen characters • describes the impact of the Great Depression on the chosen characters • uses specific and relevant historical information • selects an appropriate text to communicate the results of their research
7–11 (Satisfactory)	<ul style="list-style-type: none"> • presents a description of the different experiences of the chosen characters • shows some understanding of the impact of the Great Depression on the chosen characters • uses some relevant historical information • demonstrates some use of an appropriate text to communicate the results of their research
1–6 (Progressing)	<ul style="list-style-type: none"> • presents limited or inaccurate description of the different experiences of the chosen characters • displays little awareness of the impact of the Great Depression on the chosen characters • uses irrelevant or inaccurate information • presents a poorly-structured text report.

Peer assessment forms an integral part of the teaching and learning process and encourages students to take responsibility for their own learning.
AP5

Feedback

Peer assessment of oral presentations, based on criteria negotiated between class and teacher, would be a very useful way for students to reflect on their learning in this activity. Written feedback from the teacher commenting on the student’s oral or written reports could include comments about their ability to present an interesting and detailed description of the different experiences of the chosen characters; understanding of the impact of the Great Depression on the chosen characters; use of a range of specific and relevant historical information; originality/choice of format to accurately reflect the experiences of the chosen characters.

Future directions

This activity could be used to reinforce previous learning about federal and state areas of responsibility for the living and working conditions of its citizens (Topic 1: Australia to 1914) and the ways in which historical events affect different social groups in different ways. Students’ understanding of differing perspectives and interpretations of the past is a key skill for development in the Stage 5 course. The extent to which students have demonstrated achievement of this criterion in the present activity will enable the teacher to make a judgement about the ways this skill can be reinforced in subsequent teaching and learning activities.

Evidence of learning provides the basis for the design of future activities to target areas for further development.
AP1

3.5 Sharing Learning and Assessment Intentions

Students must be aware of what they need to do to demonstrate evidence of learning. This information could be conveyed informally or formally by the teacher, as appropriate for the learning activity. Students should be informed of the criteria that will be used to assess their learning. They should be clear about the meaning of the language used, and the subject-specific terminology. They also need to be clear about any sources or stimulus material that are appropriate to the activity.

It may be helpful to give students models of good responses and templates, or procedures to help them demonstrate the extent of their knowledge, understanding and skills.

3.6 Effective Feedback to Students

The aim of feedback is to communicate to students how well their knowledge, understanding and skills are developing in relation to the outcomes. Feedback enables students to recognise their strengths and areas for development, and to plan with their teacher the next steps in their learning. They are then given opportunities to improve and further develop their knowledge, understanding and skills.

Teacher feedback about student work is essential for students and is integral to the teaching and learning process. Student self-reflection and peer evaluation can also provide valuable feedback to students. Students should be provided with regular opportunities to reflect on their learning.

Feedback should:

- focus on the activity and what was expected
- be constructive, providing meaningful information to students about their learning
- correct misunderstandings
- identify and reinforce students' strengths and state clearly how students can improve.

Forms of feedback include:

- oral discussion with class, groups or individual students
- written annotations
- general comments to the class about those aspects of the activity in which students excelled and those aspects that still need addressing
- examples of good responses
- peer evaluation and self-evaluation.

3.7 Recording Evidence for Assessment

Recording student performance needs to be manageable. Teachers should make decisions about which aspects of student performance on an activity should be recorded, and in what format. The teacher can use this information to ascertain students' progress, what needs to be taught next and to what level of detail, and to form a judgement of student achievement at key points.

Record-keeping should reflect the reporting processes of the school and may take the form of individual comments or notations, marks, grades or visual representations for the activities.

A scale such as the one below may be a useful way to summarise the extent of students' learning. This example shows how individual students performed on the same assessment activity.

Student	Activity – Experiences of the Great Depression		
A			x
B			x
C		x	
D	x		
E		x	
F	x		
	Progressing	Satisfactory	High

This method can be adapted to capture evidence of an individual student's strengths and weaknesses on various elements of one activity, or the performance of a particular student, class, group or cohort of students, across a range of assessment activities.

4 Programming Units of Work

The sample units of work have been developed using the following process:

- 1 identify the outcomes that will be addressed in the unit
Note that the outcomes selected for each syllabus topic and for the work units presented here are recommended as a focus for teaching and learning. Teachers may choose to select other outcomes for the relevant stage of learning that are appropriate for the learning activity.

A specific aspect of an outcome may also be a focus for a unit of work or activity (with other aspects of the outcome being addressed in another unit or activity, thus ensuring that all outcomes are addressed by the end of the course). For example, Outcome 5.1 in Stage 5 requires a student to ‘explain social, political and cultural developments and events and evaluate their impact on Australian life’. For the purpose of a specific learning activity, eg dismissal of the Whitlam government (Topic 7: People Power and Politics in the Post-war Period), this outcome could be used to ask a student to ‘explain political developments in Australia’s history’. The other aspects of Outcome 5.1 could be addressed in Topic 5: Australia in the Vietnam War Era or Topic 8: Australia’s Social and Cultural History in the Post-war Period, where a student might be required to ‘explain social and cultural developments and evaluate their impact on Australian life’.

- 2 decide on the focus of the unit of work
- 3 decide on the evidence of learning that will be required, how students will demonstrate learning in relation to the outcomes and how this evidence will be gathered and recorded
- 4 select the relevant syllabus content for the identified outcomes relating to the knowledge, understanding and skills that students will develop
- 5 plan the learning experiences and instruction, and identify the *assessment for learning* strategies that will provide the evidence of learning, checking that:
 - a range of assessment strategies is used
 - meaningful feedback in a variety of forms can be given to students. Suggestions for feedback included in the sample units of work for History 7–10 reflect a range of formal and informal, oral and written methods that can be used. Of particular value are the opportunities for peer assessment, especially in group work when students are presenting to the class. Students often focus more effectively on the learning goals of an activity if they have had an opportunity to (i) negotiate the criteria for assessment with the teacher and (ii) assess their peers on the same criteria. Most of the sample units of work provided here offer suggestions for peer assessment
 - opportunities are provided to reflect on student progress and modify future learning experiences accordingly.

5 Sample Units of Work

The sample units of work that follow are designed to assist teachers in planning for the implementation of the revised *History Years 7–10 Syllabus*. The units provide programming ideas for selected syllabus content.

The sample units show ways in which teachers can meet the needs, interests and abilities of their students, while assessing their progress towards a demonstration of outcomes. The sample units also illustrate ways in which assessment activities may be integrated into the teaching and learning sequence. They will assist teachers to understand the importance of:

- being explicit about the outcomes and content they are addressing
- being explicit about the evidence required to demonstrate student learning
- providing meaningful feedback to students
- adapting teaching and learning programs to students' demonstrated needs
- having a sound basis for modifying future teaching and learning programs (in light of students' demonstrated needs).

The sample units provide opportunities for students to engage in questioning and dialogue, self-assessment, peer assessment and reflection. Through these activities students can become clear about their own learning, understanding and needs.

Note that the assessment activities are described here in some detail to illustrate the process of *assessment for learning*. Teachers would not provide this level of detail in day-to-day classroom situations.

5.1 Stage 4 Mandatory Sample Unit of Work: Societies and Civilisations of the Past

<p>Unit description: In this unit, students have the opportunity to develop their understanding of key historical concepts and build on the skills of historical inquiry introduced in Unit 1 ‘Investigating History’ through an investigation of the society and civilisation of ancient Egypt. Teachers may choose to vary the sequence of themes presented here.</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What can we learn about societies and civilizations of the past? • What have been the legacies of past societies and civilizations? <p>Suggested time allocation: 20 hours (see Scope and Sequence Plan, Model 2 on page 6)</p>		<p>Resources:</p> <p>In addition to resources already being used by teachers for this topic, the following websites are also recommended:</p> <ul style="list-style-type: none"> • www.sis.gov.au/pharo/html/front.htm (comprehensive treatment of daily life) • http://touregypt.net/magazine/ancientegyptculture.htm (as above) • http://touregypt.net/kids/History.htm (also has competitions and games that will appeal to Stage 4 students) • http://members.aol.com/egyptart/mytho.html (gods, goddesses and myths) 	
<p>Targeted outcomes:</p> <p>The student:</p> <p>4.1 describes and explains the nature of history, main features of past societies and period and their legacy identifies the meaning, purpose and context of historical sources</p> <p>4.8 locates, selects and organises relevant information from a number of sources, including ICT, to conduct basic historical research</p> <p>4.10 selects and uses appropriate oral, written and other forms including ICT, to communicate effectively about the past</p>		<p>Working historically:</p> <p>Historical skills to be integrated into this topic:</p> <ul style="list-style-type: none"> • sequencing events within the specific period of time • using historical terms and concepts in appropriate contexts • identifying different types of sources relevant to this study • drawing conclusions about the usefulness of sources for an historical inquiry <p>ICT skills appropriate for this topic may include:</p> <ul style="list-style-type: none"> • locating, selecting and organising information from a range of sources, including a website • using an image bank to gather relevant images for an historical inquiry • communicating effectively about the past through a desktop-published document 	
Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
<ul style="list-style-type: none"> • the origins of the society or period 	<ul style="list-style-type: none"> • identify the origins of the society or historical period 	<p>Teacher brainstorms with the class what they already know about ancient Egypt to create mindmap of significant features of ancient Egyptian civilisation.</p> <p>Teacher exposition locating Egypt on the world map and identifying important sites, geographical features, neighbouring countries, eg Nile River, Upper and Lower Egypt etc.</p> <p>Map activity: students complete their own maps, colour-coding and illustrating key sites and features, eg pyramid sites.</p> <p>Teacher exposition to locate ancient Egypt in time by sequencing and explaining features of key periods, eg origins in the Neolithic period, Predynastic, Old, Middle and New Kingdoms.</p>	<p>Student responses indicate their level of knowledge about ancient Egypt.</p> <p>Feedback: Teacher provides oral clarification and positive reinforcement of student responses.</p> <p>Feedback: Teacher provides oral feedback on students’ accuracy and illustration of the map.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
		Teacher models note-making skills and students complete a note-making activity on a timeline to identify the key features and developments of each period.	Student note-making demonstrates their ability to extract and accurately record relevant information in brief point form. Feedback: Oral feedback from teacher commenting on accuracy and formatting of notes. Teacher moving around the class to monitor student work.
<ul style="list-style-type: none"> beliefs and values of the people of the society or historical period 	<ul style="list-style-type: none"> explain the beliefs and values of the society 	<p>Teacher issues class with a chart of the main gods and goddesses explaining their roles, regalia and importance.</p> <p>Students compile notes about each god on their chart from teacher exposition.</p> <p>In groups, or individually, students research famous myths, eg creation, Osiris, Re and the battles of Horus and Seth.</p> <p>Class presents their findings as an oral or written recount of the myth, explaining what it reveals about Egyptian beliefs and values.</p> <p>Teacher explains the concept of <i>Maat</i> and its importance.</p>	<p>Feedback: Class discussion of beliefs and values from student reports; teacher provides written response in the case of a written report.</p>
<ul style="list-style-type: none"> daily life of men and women in the society or period 	<ul style="list-style-type: none"> describe how both men and women lived in the society or period locate, select and organise relevant information from a number of sources, including ICT, to conduct basic historical research select and use appropriate oral, written and other forms, including ICT, to communicate about the past 	<p>Class brainstorms the concept of social classes and how they are distinguished, eg in the contemporary Australian society.</p> <p>In groups, the class discusses and constructs a pyramid of the hierarchy within their school and shares the results with the class.</p> <p>Teacher exposition (or video) of the social pyramid of ancient Egypt to identify key groups in ancient Egyptian society.</p> <p>Assessment for learning activity – Source-based Research:</p> <p>In groups, students research the role and activities of men and women in each social class; teacher provides a resource bank (and relevant websites) for each social class including primary sources, eg tomb reliefs of everyday life and written sources. Students use categories such as work, sport and leisure, food, clothing, housing and jewellery to structure their research.</p> <p>Groups may present their work in one of the following formats: costumed role-play, PowerPoint presentation, travel brochure, or other format, eg each group could design a poster in the style of a typical tomb relief to create a class display.</p> <p>Each group designs a short quiz to test the class on what they have learned from the presentations, eg a cloze passage, question and answer, true or false, a crossword or wonderword of key terms.</p> <p>Teacher and class compile a list of important terms and concepts learned during research.</p>	<p>Students’ contributions to brainstorm and group social pyramid activity demonstrates their understanding of the concept of social hierarchy.</p> <p>Students’ research demonstrates their ability to comprehend and select relevant information from sources, and organise information from sources to present research findings</p> <p>Students’ presentations demonstrate their ability to: select an appropriate format to present the results of their research; work collaboratively to allocate, complete tasks and present research.</p> <p>Group quizzes demonstrate students’ knowledge and understanding of relevant aspects of daily life.</p> <p>Feedback: Teacher and/or peer evaluation of presentations based on criteria set by the teacher and/or negotiated with class.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
	<ul style="list-style-type: none"> explain the beliefs and values of the society 	Class discussion of the myth of Osiris to explain afterlife beliefs and practices of Egyptians; teacher explanation of the role of important concepts, eg <i>ka</i> , and gods Osiris, Isis, Anubis, the importance of mummification and tomb building.	
		Students construct a sequence chart of the mummification process and apply their knowledge using a marrow, zucchini or other appropriate object. The class could design a ‘travel brochure’ to describe the journey to the afterlife, or collate their knowledge of death and burial in a re-enactment of a mummification ritual and funeral procession.	Students’ sequence charts indicate their understanding of the mummification process. Students’ knowledge and understanding of death and burial indicated by the accuracy of their re-enactment or travel brochure.
	<ul style="list-style-type: none"> select and use appropriate oral, written and other forms including ICT, to communicate effectively about the past 	Importance of the Nile River in the lives of the people of Ancient Egypt. Teacher builds on student learning from the research activity to explain the importance of the Nile to life in ancient Egypt: religious and economic significance of the annual inundation, agriculture, natural resources and related activities, eg fishing, trade, leisure. Students complete a table recording details of each category. Teacher models a descriptive report scaffold. Assessment for learning activity – Descriptive Report (see page 29) Students use the descriptive report scaffold to write a descriptive empathy report as a vizier on a journey of inspection along the Nile River.	Feedback: Teacher provides oral feedback commenting on the accuracy and detail of students’ table. Students’ reports demonstrate their ability to accurately describe activities and resources of the Nile and structure a descriptive report using the scaffold provided.
<ul style="list-style-type: none"> civics and citizenship in the society or period 	<ul style="list-style-type: none"> describe the way in which the people of the society or period were governed 	Teacher brainstorms with the class ideas about government and citizenship to gauge their understanding of concepts such as monarchy, democracy and the importance of written records. Teacher draws on students’ recent learning to find out what they understand about government in ancient Egypt, eg the social hierarchy and the roles of the pharaoh, officials and <i>Maat</i> .	Students’ responses to brainstorm indicate their understanding of key political concepts.

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Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
<ul style="list-style-type: none"> the skills to undertake the process of historical inquiry 	<ul style="list-style-type: none"> use sources appropriately in an historical inquiry 	<p>Assessment for learning activity – Source Comprehension Teacher issues visual and written sources illustrating the administrative roles of the pharaoh as a god-king, viziers, priests, scribes, and the duties and responsibilities of each class in the functioning of the centralised state. Students use the sources to write answers to questions about the roles, responsibilities and importance of these different groups.</p> <p>Teacher tells the story of the Rosetta Stone and Jean-Francois Champollion’s decipherment of Egyptian hieroglyphs. Teacher issues the class with a simple hieroglyphic chart and explains its significance and use. Students design their own name cartouches for display in a frieze around the classroom. Students translate each other’s cartouches.</p>	<p>Students’ responses to questions reflect their ability to recall knowledge and demonstrate an understanding of Egyptian government. Students’ answers demonstrate their ability to comprehend and extract relevant information from sources and draw conclusions about the roles and relative importance of different social groups.</p> <p>Students’ translation of cartouches demonstrates their understanding of simple hieroglyphic signs. Feedback: Oral feedback and reinforcement from teacher on accuracy of cartouches.</p>
<ul style="list-style-type: none"> rights and freedoms 	<ul style="list-style-type: none"> describe the rights and freedoms of different groups in the society or period 	<p>Students use their knowledge of the social class structure and government to write and/or role-play dialogues between members of different social groups, in order to describe the different rights and freedoms of each group, eg between the pharaoh and officials, officials and peasants or craftsmen, etc.</p>	<p>Students’ role-plays demonstrate their understanding of the rights and freedoms and differing perspectives of different social groups. Feedback: Teacher and class discussion of what the various role-plays reveal of rights and freedoms.</p>
<ul style="list-style-type: none"> impact of significant people and/or events 	<ul style="list-style-type: none"> explain the impact made by significant people and/or events on the society or period 	<p>Assessment for learning activity – Biographical Recount Students research famous people from ancient Egypt. Categories for research include: family background and status, important life events; achievements and contribution to ancient Egypt. Findings may be presented in either (a) a written report or (b) an oral report. (a) Students use a biographical recount scaffold (modelled by the teacher) to present their research. (b) In groups, students conduct a ‘this is your life’ interview with the famous person they have researched.</p>	<p>Student recounts or interviews demonstrate their:</p> <ul style="list-style-type: none"> knowledge of the lives of significant Egyptians ability to clearly explain their significance and/or contribution ability to effectively communicate their understanding using the scaffold provided. <p>Feedback: Written and/or oral feedback commenting on students’ achievements in relation to the assessment criteria.</p>
<ul style="list-style-type: none"> contacts with other peoples 	<ul style="list-style-type: none"> outline the contacts that the society had with other peoples 	<p>Teacher brainstorms ideas about contacts between nations, eg the nature of Australia’s relationships with other nations to create categories of contact such as trade, diplomacy and warfare. Teacher and class revisit the map of ancient Egypt; and identify her important neighbours. Teacher issues class with a simple timeline of significant contacts between Egypt and her neighbours, eg the reign of Cleopatra VII to explain key developments.</p>	<p>Students’ contributions to class discussion demonstrate their level of understanding of key concepts.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
		<p>Students classify information on Egypt’s contacts according to the categories discussed; they formulate simple definitions of key concepts based on teacher exposition and class discussion.</p> <p>Students complete a quiz on key events and concepts, eg a cloze passage, mix and match terms and definitions, a map quiz to identify neighbours.</p>	<p>Students’ classification of Egypt’s contacts demonstrate their understanding of concepts discussed.</p> <p>Students’ answers to the quiz demonstrate their knowledge and understanding of events and concepts.</p> <p>Feedback: written corrections/comments from teacher</p>
<ul style="list-style-type: none"> the legacy of the ancient, medieval and early modern world 	<ul style="list-style-type: none"> assess the legacy of the society or period for our world cultural heritage 	<p>Class discussion of the concept of ‘legacy’ and its significance and a review of prior learning about the concept of ‘heritage’.</p> <p>Model-making activity: students make a model of an artifact, tomb relief or other evidence of the legacy of Ancient Egypt for class/school display. Examples include: pyramids, statues, tomb or temple models, tomb reliefs, mummies, pottery, jewellery, etc.</p> <p>Students label their model and write a short explanation which includes an explanation of (i) what the model represents or was used for (ii) what it tells us about the legacy of ancient Egypt.</p> <p>Class debate a heritage issue, eg ‘There is more to Egypt than the pyramids’.</p>	<p>Students’ contributions to discussion indicate their understanding of legacy and heritage issues.</p> <p>Students’ models and explanatory notes indicate their understanding of the legacy of ancient Egypt.</p> <p>Feedback: Written evaluation of students’ models based on criteria set by the teacher.</p> <p>Class and teacher discussion/evaluation of arguments presented in the class debate.</p>

5.1.1 Sample assessment for learning activity: Nile River: Descriptive Report

Context

This *assessment for learning* activity is part of the Mandatory Stage 4 syllabus, Topic 2: Societies and Civilisations of the Past. Students are learning about the main features of civilisation in Ancient Egypt. They have investigated the Nile River as part of their study of the daily life of the men and women of ancient Egypt. The teacher has issued the class with a descriptive report scaffold and has explained the purpose of the task to the class.

Outcomes

A student:

- 4.1 describes and explains the nature of history, the main features of past societies and periods and their legacy
- 4.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past.

Description of activity

Students are to write a one-page descriptive report of life along the Nile. They are an Egyptian official working for the pharaoh and have returned from a sailing trip down the Nile. Students have been issued with a descriptive report scaffold. The report should include paragraphs on the following: introduction, farming, wildlife, leisure activities, conclusion.

Criteria for assessing learning

(These criteria would normally be communicated to students with the activity)

Students will be assessed on their ability to:

- describe the main activities and features of the Nile river
- use the descriptive report scaffold to structure their answer.

Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student's work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
High	<ul style="list-style-type: none"> • presents a detailed and accurate description of the main activities and features of the Nile River • effectively communicates knowledge making appropriate use of the descriptive report scaffold
Satisfactory	<ul style="list-style-type: none"> • presents an accurate description of the main activities and features of the Nile river • communicates knowledge making use of the descriptive report scaffold
Progressing	<ul style="list-style-type: none"> • presents a simple description of some features/activities of the Nile river • presents a simple structured report, with teacher guidance.

Feedback

Oral feedback from the teacher could include discussion of the best features of the students' reports and student sharing of their reports with the class. Written feedback to the students could include comments about their accuracy and detail in the description of activities and features of the Nile and their ability to make effective use of the descriptive report scaffold.

Future directions

Teacher assesses students' readiness for the next stage of learning based on their performance in this activity. Review and reinforcement of previous learning may be appropriate if students have experienced difficulty with aspects of the activity, eg further modelling of the descriptive report may be needed. Another assessment for learning activity in this unit will enable students to further develop skills in structuring their responses by using a biographical recount scaffold.

Resources

Descriptive report scaffold issued to students.

5.2 Stage 4 Mandatory Sample Unit of Work: Aboriginal and Indigenous Peoples, Colonisation and Contact History

<p>Unit description: Students will explore the main features of Aboriginal and Aztec culture prior to colonisation. They will also learn about the nature and impact of colonisation and contact between Aboriginal, non-Aboriginal and indigenous peoples. Teachers may choose to study Section B first (another indigenous culture) followed by Section A (Aboriginal peoples).</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What can we learn about Aboriginal and indigenous peoples? • What has been the nature and impact of colonisation on Aboriginal, indigenous and non-indigenous peoples? <p>Suggested time allocation: 40 hours – 20 hours for each of Sections A and B (See Scope and Sequence Plan, Model 2 on page 6)</p>		<p>Resources:</p> <p>Websites:</p> <ul style="list-style-type: none"> • www.frogandtoad.com.au/aborigines/land.html (Aboriginal history) • www.pbs.org/opb/conquistadors/home.htm (Aztec history) <p>Video Series:</p> <ul style="list-style-type: none"> • <i>Women of the Sun</i>, Episode 1 ‘Alinta the Flame’ and Episode 2 ‘Maydina’, Ronin Films, 1981. • Wood, M, <i>Conquistadors</i>, PBS. • <i>Archaeology</i> series, ‘City of the Gods’. • * See also the Resources list for the sample unit of work Changing Rights and Freedoms, page 42. 	
<p>Targeted outcomes:</p> <p>A student:</p> <p>4.2 describes significant features of Aboriginal and indigenous cultures, prior to colonisation</p> <p>4.3 explains the ways indigenous and non-indigenous peoples of the world have responded to contact with each other</p> <p>4.7 identifies different contexts, perspectives and interpretations of the past</p> <p>4.9 uses historical terms and concepts in appropriate contexts</p> <p>4.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past.</p>		<p>Working historically:</p> <p>Historical skills to be integrated into this topic:</p> <ul style="list-style-type: none"> • use historical terms and concepts in appropriate contexts • identify origin, purpose and context of historical sources • distinguish between fact and opinion • plan historical research to suit the purpose of an investigation • locate, select and organise information from a variety of sources <p>ICT skills appropriate for this topic may include:</p> <ul style="list-style-type: none"> • identify origin, purpose and context of historical sources, including ICT sources • practise ethical behaviour when using the internet during an historical inquiry • choose appropriate software relevant for historical research 	
Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
<ul style="list-style-type: none"> • Australia 1788–1900: the nature and impact of colonisation and contact 			
<ul style="list-style-type: none"> • pre-contact Aboriginal culture 	<ul style="list-style-type: none"> • recall the main features of Aboriginal cultures prior to British colonisation 	<p>Students construct personal mind maps on what they already know about pre-contact Aboriginal culture.</p> <p>In pairs, groups, or with the whole class, students share their mind maps.</p> <p>Teacher prepares a range of sources showing Aboriginal and non-Aboriginal relationship to the land (eg www.frogandtoad.com.au/aboriginies/land.html,</p>	<p>Student mind maps and discussion demonstrate the level of knowledge and understanding of pre-contact culture.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
<ul style="list-style-type: none"> Aboriginal and non-Aboriginal perspectives of the relationship to land and country 	<ul style="list-style-type: none"> compare the Aboriginal and non-Aboriginal relationship to land and country 	<p>newspaper clips on the property market, videotaped segment from programs such as <i>Backyard Blitz</i> or <i>Hot Auctions</i>. Teacher collates student responses in a mind map. Students take notes on what the sources reveal about the different ideas of land value; what ‘owning land’ means; the purpose of land ownership; the relationship between people and land. Students compare and refine their responses.</p> <p>Assessment for learning activity – Poster Work Using the sources and notes students work in groups to create posters expressing the differing Aboriginal and non-Aboriginal perspectives on land for class/school display.</p>	<p>Feedback: Oral feedback from teacher and class discussion.</p> <p>Student notemaking indicates their ability to comprehend and extract relevant information from sources and their understanding of different cultural perspectives of Aboriginal and non-Aboriginal peoples. Feedback: Teacher-guided class discussion on each of the questions. Student posters reveal their understanding of the differing Aboriginal and non-Aboriginal perspectives on land. Feedback: Class evaluation of posters using a feedback grid with criteria negotiated with the class.</p>
<ul style="list-style-type: none"> British contact with Aboriginal peoples to 1820 differing experiences of contact between Aboriginal and non-Aboriginal peoples from 1820-1900. These could include: <ul style="list-style-type: none"> – impact of disease – land disputes – dispossession – massacres and Frontier Wars 	<ul style="list-style-type: none"> recall the nature of early British contact with Aboriginal peoples to 1820 describe some of the differing aspects of contact between Aboriginal and non-Aboriginal peoples from 1820-1900 explain the results of colonisation on Aboriginal peoples 	<p>Class discussion of prior knowledge of early British contact with Aboriginal peoples to 1820. Student makes notes on key aspects of early contact.</p> <p>Students read the sources on pages 32–35 of ‘The Myth of Terra Nullius’ booklet in the teaching kit: <i>Invasion and Resistance: untold stories</i>, (Board of Studies, 1995). Students complete ‘Investigating the Sources’ comprehension activities on pages 32–35.</p> <p>In groups, students research one aspect or consequence of contact. Students should: (i) identify key events or developments, giving specific examples (ii) describe the key features of the aspect researched (iii) explain the impact on both Aboriginal and non-Aboriginal peoples giving specific examples. Teacher moves around class to provide advice and monitor student activity.</p>	<p>Student participation in discussion and written notes indicate knowledge of key events and issues.</p> <p>Students’ written responses indicate their understanding of the sources and how they reveal different perspectives. Feedback: Oral or written feedback based on class discussion or teacher marking of written responses.</p> <p>Teacher observation of group research indicates: <ul style="list-style-type: none"> • whether students are on task • research skills • understanding of relevant concepts and issues. Feedback: Informal oral feedback from teacher.</p>

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Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
<ul style="list-style-type: none"> the skills to communicate their understanding of history 	<ul style="list-style-type: none"> select and use appropriate oral, written and other forms including ICT, to communicate effectively about the past 	<p>Assessment for learning activity – Research Presentation</p> <p>Students use the information they have gathered to present their findings to the class in a form of their choosing, eg PowerPoint presentation, role-play or re-enactment, investigative current affairs report, songs or performance poems.</p> <p>Students must prepare a summary sheet and short quiz for the class on their research topic.</p>	<p>Student presentations and summary sheet/quiz demonstrate their: understanding of key issues, events and concepts; ability to explain the differing impacts of colonisation; skills of communication in their chosen presentation format and delivery; negotiation and research skills in working as part of a group.</p>
<ul style="list-style-type: none"> differing experiences of contact between Aboriginal and non-Aboriginal peoples from 1820–1900. 	<ul style="list-style-type: none"> explain how Aboriginal peoples outside the Sydney regions responded to the invasion of their lands 	<p>Teacher reviews issues of fact, opinion, bias, usefulness and reliability of sources as preparation for the following activity.</p> <p>Assessment for learning activity – Newspaper Report</p> <p>Case Study: Myall Creek Massacre</p> <p>Students use sources from <i>Discovering Democracy Kit</i>, Australian Reader: Lower Secondary Collection, pp 17–19 and internet source to: (i) recount the events (ii) examine different perspectives (iii) create an ICT-based text to report on their findings.</p>	<p>Student reports demonstrate their knowledge and understanding of the events, issues and perspectives and ability to make appropriate use of ICT applications.</p> <p>Feedback: Teacher evaluation of the above.</p>
<ul style="list-style-type: none"> increasing government control of the lives of Aboriginal peoples 	<ul style="list-style-type: none"> outline the developments in governments’ policies towards Aboriginal peoples 	<p>Students construct a class annotated timeline identifying and describing government policies towards Aboriginal people between 1820–1900.</p> <p>Students complete a cloze passage selecting relevant terms and concepts that have been covered in class, eg land, dispossession, indigenous, non-indigenous, massacre, invasion, colonisation, <i>terra nullius</i>, contact, genocide.</p>	<p>Contribution to class timeline demonstrates students’ knowledge and understanding of key events and what they reveal about government policies.</p> <p>Student answers indicate knowledge of key terms and concepts.</p> <p>Feedback: Class discussion of possible correct answers to reinforce learning.</p>
<ul style="list-style-type: none"> the consequences of colonisation 	<ul style="list-style-type: none"> explain the results of colonisation for Aboriginal and non-Aboriginal peoples to 1900. 	<p>Class forum: Students take part in ‘chat show’ style forum on the question: ‘What were the effects of British colonisation of Australia?’</p> <p>Students take the following roles in the forum:</p> <ul style="list-style-type: none"> panel of ‘experts’ who give information and opinions eyewitnesses from selected events (both Aboriginal and non- Aboriginal), eg Myall Creek, individuals suffering from disease, people affected by land disputes, government officials, famous historical figures (Pemulwy, Phillip, Cook, Bennelong). audience members (rest of class) prepare questions and comments for the forum <p>Teacher or a student acts as moderator.</p>	<p>Students’ participation in the forum demonstrates their grasp of relevant issues and ability to communicate their understanding.</p> <p>Feedback: Informal class and teacher response to discuss and offer positive reinforcement of student contributions.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
<ul style="list-style-type: none"> the skills to communicate their understanding of history 	<ul style="list-style-type: none"> select and use appropriate oral, written and other forms including ICT to communicate effectively about the past 	<p>Assessment for learning activity – Exposition</p> <p>Students write a report using an exposition text-type scaffold to: ‘Explain the effects of British colonisation of Australia’.</p> <p>Teacher should model the text type with the class. The report should cover disease, land disputes, dispossession, massacres and wars, Aboriginal responses, increasing government control.</p>	<p>Students’ reports indicate their ability to explain the impact of British colonisation and demonstrate the appropriate use of exposition text type.</p> <p>Feedback</p> <p>Teacher provides written response and evaluation of student reports commenting on their ability to explain the effects of colonisation and use the appropriate text type.</p>
<ul style="list-style-type: none"> the nature of colonisation in Central America the features of a pre-colonial indigenous culture 	<ul style="list-style-type: none"> define the concept colonisation describe the main features of the indigenous culture prior to colonisation locate select and organise relevant information from a number of sources, including ICT, to conduct research 	<p>Review the concept of colonisation.</p> <p>Assessment for learning activity – Group Research</p> <p>Students choose one aspect of Aztec society to research and select relevant primary sources to describe Aztec life, eg social structure, religion, government, warfare and everyday life.</p> <p>Students present an illustrated report on their research, eg a tourist brochure or travel guide.</p>	<p>Students’ contribution to class discussion demonstrates their recall of the concept.</p> <p>Students demonstrate research skills and the ability to select the relevant source to describe the main features of a society.</p> <p>Feedback: Written teacher response commenting on selection of sources, accuracy of information, originality of presentation.</p>
	<ul style="list-style-type: none"> identify the meaning, purpose and context of historical sources draw conclusions about the usefulness of sources as evidence in an inquiry 	<p>Assessment for learning activity – Source Analysis (see page 36)</p> <p>Students analyse two sources on Aztec sacrifice in which they must (i) use a source to describe Aztec sacrifice (ii) compare information provided by different sources (iii) use two sources to construct a short recount (iv) draw conclusions about the usefulness of sources as evidence in an inquiry.</p>	<p>Student responses demonstrate their ability to comprehend and extract relevant information from sources; use sources to reconstruct the past and assess the usefulness and reliability of sources as evidence in a historical inquiry.</p> <p>Feedback: Written comments from the teacher on achievement in relation to the criteria with suggestions for further skill development.</p>

History Years 7–10: Advice on programming and Assessment

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
	<ul style="list-style-type: none"> sequence people and events within a specific period of time 	<p>Students create a flow chart showing the sequence of events from the beginning of the year One Reed (1519) up to the defeat of the Aztecs</p>	<p>Students demonstrate the ability to correctly sequence relevant events.</p>
<ul style="list-style-type: none"> the responses of indigenous and non-indigenous peoples to colonisation 	<ul style="list-style-type: none"> explain how indigenous and non-indigenous peoples responded to colonisation 	<p>Class discussion of key events and the Aztec response to the Spanish. Empathy task: students create a role-play of the first meeting between Cortes and Montezuma.</p> <p>Structured note-making activity on the reasons why the Spanish defeated the Aztecs under the following headings: Spanish weapons and resources; Spanish strategies; Aztec problems; cultural factors.</p> <p>Assessment for learning activity – Explanation Teacher models explanation text. Students use notes to write an explanation text: ‘How did a small Spanish Army conquer the Aztecs?’.</p>	<p>Student discussion and role-play demonstrate their ability to draw conclusions and their understanding of differing perspectives of the past.</p> <p>Note-making activity demonstrates students’ understanding of the reasons for the Spanish defeat of Aztecs.</p> <p>Feedback: Teacher and peer checking of notes.</p> <p>Student responses demonstrate their ability to communicate their understanding of history using a structured text. Feedback: Written evaluation by the teacher on students’ performances in relation to set criteria.</p>
<ul style="list-style-type: none"> the consequences of colonisation 	<ul style="list-style-type: none"> explain the results of colonisation for indigenous and non-indigenous peoples 	<p>Brainstorm results of colonisation for both the Aztecs and the Spanish. Teacher and class collate information into a mind map.</p>	<p>Students’ contributions to brainstorm demonstrates their ability to draw valid conclusions. Feedback: Informal teacher discussion/ reinforcement of student discussion.</p>
<ul style="list-style-type: none"> the experiences of colonisation 	<ul style="list-style-type: none"> compare the Aboriginal experiences of colonisation with those of the indigenous culture 	<p>Class debate: ‘Who suffered more from colonisation – the Aztecs or Aboriginal peoples?’. Class can be divided into two groups to prepare the case for each side. Students choose members from each group to act as an adjudication panel.</p>	<p>Students’ participation in the class debate demonstrates their ability to use evidence to support a point of view, clearly communicate their understanding of history, synthesise information from sources. Feedback: Teacher and peer response to contributions in class debate. Student reflection on own learning and understanding after debate.</p>

5.2.1 Sample assessment for learning activity: The Aztecs: Source Analysis

Context

This activity is part of the Mandatory Stage 4 syllabus, Topic 3: Aboriginal and Indigenous Peoples, Colonisation and Contact History. Students may have completed their study of Aboriginal culture and the impact of colonisation on Aboriginal peoples. In this section of the unit, students are learning about the main features of another indigenous culture – the Aztecs. For this activity, students are analysing sources on Aztec sacrifice. They are familiar with the concepts of primary and secondary sources, fact, opinion and bias in sources.

Outcomes

A student:

- 4.1 describes and explains the nature of history, the main features of past societies and periods and their legacy
- 4.5 identifies the meaning, purpose and context of historical sources
- 4.6 draws conclusions about the usefulness of sources as evidence in an inquiry.

Description of activity

Students are issued with two primary sources about Aztec human sacrifice. One is a written account of 1590 from a Spanish eyewitness; the other contains images from Aztec codices. They are to study the sources and write short answers to four questions requiring them to (a) use a source to describe Aztec sacrifice (b) compare information provided by different sources (c) use two sources to construct a short recount (d) draw conclusions about the usefulness of sources as evidence in an inquiry.

Criteria for assessing learning

(These criteria would normally be communicated to students with the activity)

Students will be assessed on their ability to:

- describe a visual source in their own words
- extract relevant information from sources to answer historical questions
- use sources to construct a recount of Aztec sacrifice
- draw conclusions about the usefulness of sources on Aztec human sacrifice.

Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student's work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
High	<ul style="list-style-type: none">describes with accuracy and detail what is depicted in Source Bselects relevant information from Source B to clearly explain how it supports the account provided in Source Apresents an accurate recount of Aztec sacrifice using Sources A and Bdraws valid conclusions about the usefulness and reliability of the sources
Satisfactory	<ul style="list-style-type: none">describes what is depicted in Source Bselects some information from Source B to explain how it supports the account in Source Apresents a recount of Aztec sacrifice using Sources A and Bdraws at least one valid conclusion about the usefulness and/or reliability of the sources
Progressing	<ul style="list-style-type: none">describes one or two features of Source Bselects one example from Source B to explain how it supports the account in Source Apresents a simple recount of Aztec sacrifice using Source A or Source Battempts to draw a conclusion about the usefulness or reliability of the sources.

Feedback

Feedback from the teacher could include oral discussion of the students' achievements in relation to the assessment criteria and sharing of answers with the rest of the class to reinforce learning and model quality responses. Written feedback could include comments about individual student's achievements in relation to the criteria and suggestions for improvement.

Future directions

This source analysis activity forms the basis for further teaching and learning in this unit. A follow up activity requires students to work in groups to select different sources about the Aztec response to Spanish colonisation and to design similar questions. Groups will swap their work, complete the activity and discuss their answers with the class. Teacher assessment of students' understanding of source analysis, eg drawing conclusions about the usefulness and/or reliability of sources, may suggest the need for further modelling and reinforcement of this more challenging aspect of source analysis.

Resources

Source A and Source B for this activity from Kiem, P and Smithson, M, 2001, *Colonial and Contact History – Studies in History 2*, Longman, pp 43 and 44.

5.3 Stage 5 Mandatory Sample Unit of Work: Australia between the Wars

<p>Unit description: This unit of work focuses on Australia’s social, cultural and political development during the 1930s. It enables students to explore the experiences of individuals, groups and significant events of the period.</p> <p>Focus questions:</p> <ul style="list-style-type: none"> • What were the differing experiences of various groups during the interwar period? • What was the contribution and significance of at least ONE Australian, ONE important event and ONE political development during the interwar period? <p>Suggested time allocation: 10 hours (see Scope and Sequence Plan, Model 3 on p 9)</p>		<p>Resources:</p> <ul style="list-style-type: none"> • Lowenstein, Wendy, 1978 <i>Weevils in the Flour</i>, Hyland House, Melbourne. (Film also) • Caddie, 1966, <i>Caddie: an autobiography written by herself</i>, Sun Books, Melbourne. • Anthony Buckley Productions, 1974, <i>Caddie</i> (video). <p>Websites:</p> <ul style="list-style-type: none"> • http://greatdepression.deep-ice.com/diffexp.html • www.htansw.asn.au/teach/teach.html 	
<p>Targeted outcomes: A student:</p> <p>5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life</p> <p>5.4 sequences major historical events to show an understanding of continuity, change and causation</p> <p>5.5 identifies, comprehends and evaluates historical sources</p> <p>5.6 uses sources appropriately in an historical inquiry</p> <p>5.7 explains different contexts, perspectives and interpretations of the past</p> <p>5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry</p>		<p>Working historically: Historical skills to be integrated into this topic:</p> <ul style="list-style-type: none"> • sequence events within the time period • identify, comprehend and evaluate a range of sources • identify perspectives of different individuals or groups • plan historical research to suit the purpose of an inquiry • select appropriate forms of communication for specific purposes <p>ICT skills appropriate for this topic may include:</p> <ul style="list-style-type: none"> • identify, comprehend and evaluate a range of sources, including ICT 	
Students learn about:	Students learn to:	Integrated teaching, learning & assessment	Evidence of learning/feedback
<ul style="list-style-type: none"> • Australia in the 1930s 		<p>Teacher exposition on causes and effects of the Great Depression to establish historical context for this unit.</p> <p>Students label a diagram showing the main causes and effects.</p>	<p>Students accurately label the diagram to show their understanding of main causes and effects.</p> <p>Feedback:Teacher checks diagrams for accurate labelling.</p>
<ul style="list-style-type: none"> • the varying experiences of the unemployed, the wealthy, stolen children etc 	<ul style="list-style-type: none"> • describe the experiences of the chosen groups 	<p>Working in groups, students use primary source material to investigate the experiences of one of the following: the unemployed; wealthy, stolen children, rural dwellers.</p>	<p>Students select relevant information to complete note-making scaffold.</p>

Students learn about:	Students learn to:	Integrated teaching, learning & assessment	Evidence of learning/feedback
<ul style="list-style-type: none"> the skills to undertake the process of historical inquiry the skills to communicate their understanding of history 	<ul style="list-style-type: none"> explain different contexts, interpretations and perspectives of the past select and use appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences 	<p>Assessment for learning activity – Dialogues (see page 41) Working in pairs students create a dialogue between two people who had different experiences of the Depression, eg a child from a family that was evicted from their home and a child whose family was not adversely affected by the Depression; an Aboriginal unemployed person and a non-Aboriginal person; a city person and a country person. Dialogues may be presented as live performance, script, audio tape, videotape, cartoon or story board, exchange of letters.</p>	<p>Feedback: Teacher monitors pairs’ discussion to provide guidance where needed and positive comments on student work.</p> <p>Students’ dialogues demonstrate their understanding of different experiences and perspectives of the Great Depression and their ability to select and use an appropriate form for effective communication of their dialogues.</p>
<ul style="list-style-type: none"> the contribution and significance of an important individual and event of the 1930s the skills to undertake the process of historical inquiry 	<ul style="list-style-type: none"> outline the achievements of the chosen individual and the main features/developments of the chosen event identify, comprehend and evaluates historical sources explain the contribution and significance of the chosen individual/event to Australian history 	<p>Assessment for learning activity – Research Students work in pairs and (i) Choose a personality or an event to research using a range of sources including ICT. Students must outline the achievements of the chosen individual or the main features of the chosen event and explain their contribution/significance to Australian history (ii) Evaluate a relevant website used, based on criteria discussed with the class (written copy provided by teacher). See the section on ‘analysing a website’ in History, Sources and Evidence on page 69.</p> <p>Students may present the results of their research on the individual/event to the class as: a poster, a PowerPoint presentation, a ‘this is your life’ role-play or other format. Each pair presents a written evaluation of a relevant website using criteria provided by teacher.</p> <p>Class shares results of pairs’ research as follows: each student completes a summary table focusing on the significance of two personalities and two events presented to the class.</p>	<p>Feedback: Teacher monitors pairs’ research to provide guidance where needed and positive comments on student work.</p> <p>Feedback: Teacher supports pairs’ website evaluation by providing guidance, eg offering comments on a draft evaluation.</p> <p>Student presentations demonstrate their ability to present a clear outline of the main achievements or features, and explain the significance of the personality or event to Australian history. Students’ website reports indicate their ability to evaluate a website making appropriate use of the guidelines provided by the teacher. Feedback: Teacher and/or peer assessment according to set criteria. Class discussion of website evaluations.</p>

History Years 7–10: Advice on programming and Assessment

Students learn about:	Students learn to:	Integrated teaching, learning & assessment	Evidence of learning/feedback
<ul style="list-style-type: none"> the significance of the responses of governments to the Great Depression 	<ul style="list-style-type: none"> outline the main developments and/or features of governments' responses to the Great Depression 	<p>Teacher exposition of federal and state government responses to the Great Depression. Class discussion of the difference between federal and state approaches.</p> <p>In groups, students hypothesise the likely effect of each strategy on different sectors of society.</p> <p>Each group reports back to the class on their discussion.</p> <p>Assessment for learning activity – Comprehension Students complete comprehension activities on the responses of governments to the Great Depression.</p>	<p>Student responses to teacher-led discussion demonstrate their understanding of differences between federal and state responses to the Depression.</p> <p>Group discussions demonstrate students' ability to hypothesise and assess the likely impact of various strategies on different social groups. Feedback: Teacher circulates among the groups to support discussion.</p> <p>Feedback: Teacher responds orally to group reports.</p> <p>Students' written answers demonstrate understanding of government responses to the Great Depression. Feedback: Teacher checks students' answers and reinforces learning with class discussion.</p>

5.3.1 Sample assessment for learning activity: Experiences of the Great Depression: Dialogues

Context

This activity is part of Topic 3: Australia between the Wars, in the Mandatory Stage 5 course and focuses on the experiences of different social groups during the Great Depression and the impact of the Depression on their lives. Students have previously learned about the experiences of different groups during World War I. For this activity, students have learned about the causes and effects of the Great Depression and have examined primary source material to investigate the experiences of different social groups. Teachers should note that the ICT component of Outcome 5.10 below, is not a compulsory requirement for this activity. However, this aspect of the outcome would need to be addressed in another activity by the end of the course.

Outcomes

A student:

- 5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life
- 5.6 uses sources appropriately in an historical inquiry
- 5.7 explains different contexts, perspectives and interpretations of the past
- 5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences.

Description of activity

Students work in pairs and create a dialogue between two characters who had different experiences of the Great Depression. The characters can be fictional but their experiences must reflect actual historical circumstances. Possible pairs of characters can be suggested, eg a child from a family that was evicted from their home and a child whose family was not adversely affected by the Depression; an Aboriginal unemployed person and a non-Aboriginal person; a city person and a country person. Dialogues may be presented as a live performance, script, audio tape, videotape, cartoon or story board, exchange of letters.

Criteria for assessing learning

(These criteria would normally be communicated to students with the activity)

Students will be assessed on their ability to:

- describe the different experiences of the chosen individuals
- explain the impact of the Great Depression on the chosen individuals
- use relevant historical information from a number of sources
- select and use appropriate forms to communicate effectively about the past.

Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
16–20 (Very high)	<ul style="list-style-type: none">• presents an accurate and detailed description of the different experiences of the chosen individuals• clearly explains the impact of the Great Depression on the chosen individuals• uses a range of specific and relevant historical information• displays originality in selection and use of an appropriate text to communicate the results of research
12–15 (High)	<ul style="list-style-type: none">• presents an accurate description of the different experiences of the chosen individuals• explains the impact of the Great Depression on the chosen individuals• uses specific and relevant historical information• selects an appropriate text to communicate the results of research
7–11 (Satisfactory)	<ul style="list-style-type: none">• presents a description of the different experiences of the chosen individuals• shows some understanding of the impact of the Great Depression on the chosen individuals• uses some relevant historical information• demonstrates some use of an appropriate text to communicate results of research
1–6 (Progressing)	<ul style="list-style-type: none">• presents limited or inaccurate description of the different experiences of the chosen individuals• displays little awareness of the impact of the Great Depression on the chosen individuals• uses irrelevant or inaccurate information• presents a poorly-structured text report.

Feedback

Peer assessment of oral presentations, based on criteria negotiated between class and teacher, would be a very useful way for students to reflect on their learning in this activity. Written feedback from the teacher commenting on the students oral or written reports could include comments about their:

- ability to present an interesting and detailed description of the different experiences of the chosen individuals
- understanding of the impact of the Great Depression on the chosen individuals
- use of a range of specific and relevant historical information
- originality/choice of format to accurately reflect the experiences of the chosen individuals.

Future directions

This activity could be used to reinforce previous learning about federal and state areas of responsibility for the living and working conditions of its citizens (Topic 1: Australia to 1914) and the ways in which historical events affect different social groups in different ways. Students’ understanding of differing perspectives and interpretations of the past is a key skill for development in the Stage 5 course. The extent to which students have demonstrated achievement of this criterion in the present activity will enable the teacher to make a judgement about the ways this skill can be reinforced in subsequent teaching and learning activities.

5.4 Stage 5 Mandatory Sample Unit of Work: Changing Rights and Freedoms

<p>Unit description: This unit focuses on the compulsory Section A of this topic: the struggle of Aboriginal peoples to gain recognition and human rights. Teachers choose either Section B (Migrants) or Section C (Women) as their second study to complete this topic.</p> <p>Focus question:</p> <ul style="list-style-type: none"> How have the rights and freedoms of Aboriginal peoples and other groups in Australia changed during the post-war period? <p>Suggested time allocation for Section A: 12 hours – total time suggested for this topic is 16 hours, allowing 4 hours for study of Section B or C. (See Scope and Sequence Plan, Model 2 on page 8)</p>		<p>Resources:</p> <ul style="list-style-type: none"> Barlow, Alex, Hill, Marji (ed) 2000, <i>The Macmillan Encyclopedia of Australia's Aboriginal Peoples</i>, Macmillan Education Australia, South Yarra. Entries on policies, events and key individuals. Horton, David (ed), 1994, <i>Encyclopedia of Aboriginal Australia</i>, Aboriginal Studies Press, Canberra. <i>Discovering Democracy, Middle Secondary Units</i>, pp 55–56. Simplified version of the Universal Declaration of Human Rights. 'The Constitution, the Franchise Act 1902 and Aboriginal citizenship', <i>Discovering Democracy Lower Secondary Units</i>, pp 92–98. <p>Video:</p> <ul style="list-style-type: none"> <i>Women of the Sun</i>, Episode 3 'Nerida Anderson', Ronin Films, 1981. Cumeragunja walk-off. <p>Film:</p> <ul style="list-style-type: none"> <i>Rabbit Proof Fence</i> <p>Songs:</p> <ul style="list-style-type: none"> 'Brown Skin Baby' and 'Took The Children Away' <p>Websites:</p> <ul style="list-style-type: none"> www.austlii.edu.au/au/special/rsjproject/rsjlibrary/hreoc/stolen www.atsic.gov.au/native Bringing them home – case studies through 'Children's Experiences' link. <p>Documentary:</p> <ul style="list-style-type: none"> Ronin Films, 1982, <i>Lousy Little Sixpence</i>, Canberra. <i>Bring them Home</i> Go to website www.humanrights.gov.au/bth <i>Cry from the Heart</i> (ABCTV) 	
<p>Targeted outcomes:</p> <p>A student:</p> <p>5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life</p> <p>5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia</p> <p>5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry</p> <p>5.9 uses historical terms and concepts in appropriate contexts</p> <p>5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences.</p>		<p>Working historically:</p> <p>Historical skills to be integrated into this topic:</p> <ul style="list-style-type: none"> use historical terms and concepts appropriately explain continuity and change over time in the chosen topic interpret history within the context of the actions, values, attitudes and motives of individuals or groups identify and explain perspectives of different individuals and groups sequence key events/developments in each study <p>ICT skills appropriate for this study may include:</p> <ul style="list-style-type: none"> locate, select and organise historical information from relevant websites for the purpose of an historical investigation select appropriate computer based applications, e.g. Publisher, PowerPoint, to communicate the results of an historical inquiry. 	
<p>Students learn about:</p> <ul style="list-style-type: none"> changing government policies towards Aboriginal peoples over time, including: <ul style="list-style-type: none"> protection assimilation integration self-determination 	<p>Students learn to:</p> <ul style="list-style-type: none"> account for continuity and change over time 	<p>Integrated teaching, learning and assessment</p> <p>Working in pairs, students create an annotated timeline of government policies toward Aboriginal people in the 20th century.</p> <p>Pairs swap timelines and compare their notes.</p> <p>Assessment for learning activity – Terms and Concepts</p> <p>Comprehension activity on the purpose and features of each of the policies.</p>	<p>Evidence of learning/feedback</p> <p>Students correctly sequence government policies toward Aboriginal peoples in 20th century.</p> <p>Students accurately describe the main features of these policies identifying similarities and differences.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
	<ul style="list-style-type: none"> explain social, political and cultural developments and events and evaluate their impact on Australian life explain the changing rights and freedoms of Aboriginal peoples 	<p>Students review the Universal Declaration of Human Rights and discuss which rights are denied and which are guaranteed under the various policies. General class discussion of findings.</p> <p>Working in groups, students construct a cause and effect table on the impact of government policies on the rights of Aboriginal peoples. Group tables are displayed for class discussion.</p>	<p>Student discussion demonstrates their understanding of which rights are denied and guaranteed.</p> <p>Students’ tables demonstrate their understanding of cause and effect in relation to government policies. Oral feedback: Teacher and peer evaluation of information provided in student’s tables.</p>
<ul style="list-style-type: none"> the varying experiences of the stolen generations 	<ul style="list-style-type: none"> examine the experiences of the stolen generations using a range of sources 	<p>Teacher exposition on the stated reasons for the removal of Aboriginal children. Teacher explains how so much is known about the Stolen Generations. Class discussion to identify different sources of evidence about the Stolen Generations.</p>	<p>Students’ discussion reveals their knowledge of the kinds of evidence for the Stolen Generations.</p>
	<ul style="list-style-type: none"> explain social, political and cultural developments and events and evaluate their impact on Australian life 	<p>Class compiles evidence mind map to be added to throughout the unit; pairs share the findings from their dossiers with the class. Students complete structured listening task based on the presentations.</p> <p>Group’s analysis of the source material about the Stolen Generations including: written accounts, oral testimony, songs, artworks, documentaries and feature films; pairs then compile a dossier, using structured guidelines, on the experiences of an individual who was removed.</p>	<p>Feedback: Teacher checks listening sheets for identified criteria.</p> <p>Oral responses and discussion demonstrate students’ understanding of positive and negative experiences of removed people.</p>
<ul style="list-style-type: none"> the skills to communicate their understanding of history 	<ul style="list-style-type: none"> explain the changing rights and freedoms of Aboriginal peoples select and use appropriate oral, written and other forms including ICT, to communicate effectively about the past for different audiences 	<p>Teacher exposition on the work of Link-Up in reuniting removed people. View and discuss video <i>Bringing them Home</i>.</p> <p>Assessment for learning activity – Structured Argument (see page 47) Students write a reply to a Letter to the Editor which claimed that Aboriginal children were removed for their own good and were treated no differently from other children who were taken from their families for welfare reasons.</p>	<p>Student responses to teacher exposition and video indicates their understanding of changing rights and freedoms.</p> <p>Students’ letters demonstrate knowledge and understanding of the government policy of removal and its impact on the lives of those who were removed.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
		<p>The letter of reply is to be presented as a word-processing document and must: (i) comment on all claims made in the letter and be based on information from a range of sources (ii) explain how and why Aboriginal children were removed from their families (iii) provide overview of the government policy of removal between 1920–1960 (iv) describe the impact of removal on members of the Stolen Generation, based on specific case studies.</p>	<p>Feedback: Teacher provides written feedback according to task criteria including: use of relevant historical terms and appropriate language and text type. Sharing and discussion of letters.</p>
<ul style="list-style-type: none"> the role of the 1967 Referendum in the struggle of Aboriginal peoples for rights and freedoms 	<ul style="list-style-type: none"> outline the important developments in the nominated events and issues explain the significance of the 1967 Referendum for the changing rights and freedoms of Aboriginal peoples 	<p>Teacher reviews the:</p> <ul style="list-style-type: none"> Constitution as it applied to Aborigines position of Aborigines in Australian society in the 1950s and early 1960s. <p>Teacher poses a question: ‘How could people go about changing the constitution to improve the position of Aboriginal people in Australian society?’ Groups brainstorm activities on how to gain public support for the referendum. Record lists on butcher’s paper and share results with the other groups/rest of class.</p>	<p>Oral responses to the question demonstrates students’ understanding of the position of Aboriginal people in the Australian Constitution at beginning of 20th century and in 1950s and early 1960s.</p> <p>Feedback. Oral from teacher.</p>
<ul style="list-style-type: none"> the skills to undertake the process of historical inquiry 	<ul style="list-style-type: none"> locate, select and organise relevant historical information from a number of sources, including ICT, to undertake historical inquiry 	<p>Assessment for learning activity – Structured Research Structured research activity on 1967 Referendum under headings: Who was involved? What were their aims? What methods did they use? What was the outcome? Why was the referendum important for Aboriginal peoples?</p>	<p>Feedback: Teacher checks research scaffolds and provides written comments.</p>
<ul style="list-style-type: none"> the role of Land Rights and Native Title in the struggle of Aboriginal peoples for rights and freedoms 	<ul style="list-style-type: none"> outline the important developments in the nominated events and issues explain the significance of the nominated events and issues for the changing rights and freedoms of Aboriginal people 	<p>Assessment for learning activity – Terms and Concepts Class constructs an annotated timeline of Aboriginal activism on Land Rights. Groups research and prepare annotations and pictures on Yolngu Bark Petition, Wave Hill Walk-Off, Gove Land Rights Case and Aboriginal Tent Embassy. Comprehension activities on events surrounding the introduction and working of two key Land Rights Acts. Students choose one of following:</p> <ul style="list-style-type: none"> 1976 <i>Aboriginal Land Rights Act</i> (NT) 1983 <i>Aboriginal Land Rights Act</i> (NSW) 	<p>Students correctly match terms and meanings from a jumbled list to demonstrate their understanding of key terms and concepts. Feedback: Teacher provides oral feedback on completed timeline.</p> <p>Students’ answers demonstrate their knowledge and understanding of how one Land Rights Act works and what it provides for Aboriginal peoples in the relevant state or territory. Feedback: Written feedback from the teacher.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
<ul style="list-style-type: none"> • the skills to undertake the process of historical inquiry • the skills to communicate their understanding of history 	<ul style="list-style-type: none"> • locate, select and organise relevant historical information from a number of sources, including ICT, to undertake historical inquiry • explain different contexts, perspectives and interpretations of the past • select and use appropriate oral, written and other forms including ICT, to communicate effectively about the past 	<p>Structured note-making on:</p> <ul style="list-style-type: none"> – Mer (Murray) Island – Mabo v State of Queensland – <i>Native Title Act</i> – Who can claim Native Title? – Reaction to the <i>Native Title Act</i> – Wik Decision – <i>Native Title Amendment Act</i> <p>Assessment for learning activity – Perspectives on Native Title Working in groups, students research different perspectives on Native Title, eg:</p> <ul style="list-style-type: none"> – farmer with pastoral lease, hostile to Native Title – Aboriginal person removed from their land many years ago – Aboriginal person whose family has always lived on their traditional land – chairperson of a mining company wanting to mine on Native Title land – leaseholder with no objection to Aboriginal people having access to sites <p>Students present their findings either as a dialogue between two opposing views or as a forum of different views.</p>	<p>Students’ notes demonstrate knowledge and understanding of events leading to the <i>Native Title Act</i>, the meaning of Native Title and the limits of its application.</p> <p>Feedback: Class sharing/discussion of information and oral and/or written feedback from teacher.</p> <p>Feedback: Teacher circulates among groups to support learning.</p> <p>Group presentations demonstrate understanding of different perspectives.</p> <p>Feedback: Teacher evaluates group presentations according to set criteria, eg perspective, empathy, argument.</p>

5.4.1 Sample assessment for learning activity: Stolen Generations: Structured Argument

Context

This activity involves an investigation of the experiences of the stolen generations. Students have learned about pre-contact Aboriginal cultures and the consequences of colonisation during the 19th century in Stage 4. In this unit, students have examined changing government policies towards Aboriginal peoples, including protection, assimilation, integration and self-determination.

Outcomes

A student:

- 5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia
- 5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
- 5.9 uses historical terms and concepts in appropriate contexts
- 5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences.

Description of activity

Students write a letter of 300–500 words, using a word-processing application, in reply to a letter to the editor of a newspaper on the subject of the Stolen Generations. The letter should be based on a range of sources selected from individual research and must address the following: how and why Aboriginal children were removed from their families, government policy on removal between the years 1920–1960, experiences of Stolen Generations, the impact of removal on members of the Stolen Generation based on specific case studies.

Criteria for assessing learning

(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:

- explain the government policy of the removal of Aboriginal children from their families
- demonstrate an understanding of the varying experiences of the Stolen Generation
- select relevant information about the Stolen Generations from different sources
- use relevant historical terms and concepts appropriately
- communicate in a well-structured letter to the editor, an argument supported by evidence, and demonstrating appropriate use of a word-processing application.

Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

(a) Knowledge and inquiry skills /15

Range	A student in this range:
13–15 (Very high)	<ul style="list-style-type: none"> clearly explains the government policy of removal of Aboriginal children accurately describes the varying experiences of the Stolen Generations uses a range of relevant sources to illustrate and support the argument
9–12 (High)	<ul style="list-style-type: none"> describes the government policy of removal of Aboriginal children describes some experiences of the Stolen Generations uses relevant sources to illustrate and support the argument
5–8 (Satisfactory)	<ul style="list-style-type: none"> makes some reference to the government policy of the removal of Aboriginal children identifies some of the experiences of the Stolen Generations refers to a relevant source
1–4 (Progressing)	<ul style="list-style-type: none"> displays limited understanding of the government policy of the removal of Aboriginal children demonstrates limited awareness of the experiences of the Stolen Generations makes limited or no use of sources.

(b) Communication skills /10

9–10 (Very high)	<ul style="list-style-type: none"> uses a range of relevant terms and concepts in appropriate contexts presents a sustained, well-structured argument, supported by a range of relevant sources and with appropriate and accurate use of a word-processing application
7–8 (High)	<ul style="list-style-type: none"> uses relevant terms and concepts in appropriate contexts presents a coherent, well-structured argument, supported by relevant sources, with appropriate use of a word-processing application
4–6 (Satisfactory)	<ul style="list-style-type: none"> uses some relevant terms and concepts presents a logical, structured argument supported by at least one source and with use of a word-processing application
1–3 (Progressing)	<ul style="list-style-type: none"> refers to at least one relevant term or concept presents a basic argument, with or without use of sources and with limited use of a word-processing application.

Feedback

Written feedback from the teacher could include comments about students’ performance in relation to the criteria for assessment. Oral feedback could include reading and discussion of quality responses and comparison of the variety of experiences and perspectives which have emerged from students’ work, as well as a consideration of the sources used.

Future directions

Students’ understanding of the issues relating to the Stolen Generations will help to inform their investigation of the struggle of Aboriginal peoples to achieve rights and freedoms in the next two topics set for study in this unit: the 1967 Referendum and Land Rights. The teacher may wish to provide further opportunities for students to refine their skills of word processing and presentation in future activities.

5.5 Stage 5 Mandatory Sample Unit of Work: People Power and Politics in the Post-war Period

<p>Unit description: This unit explores issues of civics and citizenship at global, regional, national and local levels. Students will develop an understanding of Australia’s role, as a member of the United Nations, in international affairs in the post-war period and the ways in which individuals and groups can influence the political process.</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What role has Australia played in international affairs in the post-war period? • What have been some important political developments in post-war Australian history? • How have significant individuals and groups exercised their democratic rights in the post-war period? <p>Suggested time allocation: 12 hours (See Scope and Sequence Plan, Model 3 on page 9)</p>		<p>Resources: Publication: • <i>Discovering Democracy</i>, Middle Secondary resource kit, Curriculum Corporation, 1998. Websites: • www.un.org/aboutun/history.htm • evatt.labor.net.au/about_evatt • www.time.com/time/magazine/intl/article/0,9171,1107991025-33698,00.html • www.awm.gov.au/peacekeeping/cambodia/australia.htm • guardian.co.uk/higher/news/story/0%2C9830%2C532844%2C00.html • www.apecsec.org.sg/ • www.aph.gov.au/library/parl/hist/primmins.htm • primeministers.naa.gov.au/ • www.nma.gov.au/primeministers/ • old.smh.com.au/news/specials/natl/f-deration/pmgallery.html • www.naa.gov.au/publications/fact_sheets/fs70.html</p>	
<p>Targeted outcomes: A student: 5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life 5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia 5.7 explains different contexts, perspectives and interpretations of the past 5.8 locates, selects and organizes relevant historical information from a number of sources, including ICT, to undertake historical inquiry 5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences.</p>		<p>Working historically: Historical skills to be integrated into this topic: • outline key developments in Australia’s role within the United Nations • interpret history within the context of the actions, values, attitudes and motives of people from the past • locate, select and organise information from a variety of sources • distinguish between fact and opinion. ICT skills appropriate for this topic may include: • use knowledge, understandings and relevant evidence to create an appropriate historical text, using ICT.</p>	
Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
<p>A. Australia as a global citizen</p> <ul style="list-style-type: none"> • Australia’s role in the United Nations, including UNESCO and UN conventions 	<ul style="list-style-type: none"> • outline key developments in Australia’s role within the UN in the post-war period 	<p>Teacher brainstorms with class; students present knowledge of UN. Using the website provided, students, in pairs, create a basic timeline of the events surrounding the formation of the UN. Source: www.un.org/aboutun/history.htm Students investigate the role played by Herbert V. Evatt in the formation and early operations of the UN by locating and selecting and organising information from a variety of sources, including the internet. Students write a short response explaining Evatt’s role and share it with the class. Suitable websites include: http://evatt.labor.net.au/about_evatt/ and www.time.com/time/magazine/intl/article/0,9171,1107991025-33698,00.html</p>	<p>Student responses to discussion indicates their level of knowledge regarding the UN. Feedback: Oral class/teacher discussion. Student’s responses demonstrate ability to locate, select relevant information from sources and explain role of Evatt in the founding of the UN. Feedback: Oral feedback from the teacher and class discussion of student responses.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
<p>A. Australia as a Global Citizen</p> <ul style="list-style-type: none"> • Australia’s role in regional agreements, including Colombo Plan, APEC • the skills to communicate their understanding of history 	<ul style="list-style-type: none"> • explain the purpose of Australia’s regional agreements • select and use appropriate oral, written forms, including ICT, to communicate effectively about the past 	<p><u>Regional agreements</u></p> <p>Students use relevant sources to explain the purpose of the Colombo Plan and APEC and Australia’s role in both. Student note-making is based on class discussion and information selected from relevant sources, eg education.guardian.co.uk/higher/news/story/0%2C9830%2C532844%2C00.html and www.apecsec.org.sg/</p> <p>Assessment for learning activity – Oral Report</p> <p>You are Australia’s ambassador to the United Nations in the Year 2000. Give a three minute speech (of about 350 words) in which you (i) briefly explain Australia’s role in the founding of the UN (ii) outline the contribution of Australia to the work of the UN since 1945, with reference to specific activities (iii) make special mention of what you consider Australia’s most significant achievement/s.</p>	<p>Students’ oral responses and note-making indicate their understanding of purpose of each regional agreement.</p> <p>Feedback: Teacher and class sharing and discussion of student note-making.</p> <p>Students’ reports demonstrate their knowledge and understanding of the purpose of the UN and Australia’s role within the UN; ability to draw conclusion/s based on evidence; ability to effectively communicate their understanding of history.</p> <p>Feedback: Oral feedback from teacher and peers.</p>
<p>B. People Power</p> <p>Events and individuals:</p> <ul style="list-style-type: none"> – Freedom Rides and Charles Perkins – Women’s liberation and Germaine Greer – Green Bans and Jack Munday – John Kerr and Whitlam dismissal – Bob Brown and Green politics – Paul Keating and Republicanism 	<ul style="list-style-type: none"> • examine the role of the significant individual in the chosen study • assess the significance of the chosen study for Australia in the post-war period 	<p>Teacher chooses one event and individual for class study and establishes a historical context for the study. Teacher prepares a range of sources for analysis and identifies key issues or focus questions for class examination, using the sources to direct student reading and discussion. The class outlines and sequences key developments in the chosen study and career of relevant individual, highlighting (i) problems or opposition faced (ii) their achievements in the relevant event/issue (iii) how their career demonstrates the exercise of democratic rights.</p> <p>Class completes a follow-up written activity, eg source-based comprehension and evaluation.</p> <p>In groups, students research the other events and individuals, using the methods modeled by the teacher for the previous study.</p> <p>Groups could report on their research findings in a variety of formats, eg design a website (with 2 or 3 links); a newspaper report; a PowerPoint presentation etc.</p> <p>Students examine a range of sources presenting different and/or conflicting perspectives and interpretations of the role of the individual and the significance of the chosen study. Possible methods of presentation include a class forum (with a moderator) for students to role-play conflicting views; a formal or informal debate on one or more case studies.</p>	<p>Student notes and timelines indicate their ability to identify, outline and sequence key developments in the chosen study and the career of relevant individual.</p> <p>Student responses to the comprehension activity demonstrates their knowledge and understanding of key events and issues.</p> <p>Group reports indicate ability to effectively communicate research findings in an appropriate format.</p> <p>Feedback: Written and/or oral from teacher.</p> <p>Student participation in the forum/debate indicates their understanding of the nature of history as reflecting different perspectives/interpretations of the past and an ability to construct a coherent argument.</p> <p>Feedback: Teacher and peer evaluation.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
<p>C. Prime Ministers and Policies – One Prime Minister in the post-war period</p>	<ul style="list-style-type: none"> • outline and explain a major policy or issue of the term of office of the chosen PM • assess the contribution of the chosen PM to Australia’s post-war development • identify, comprehend and evaluate historical sources 	<p>Assessment for learning activity – Research Report In groups, or individually, students research one or more prime ministers and a relevant policy, using websites and/or material prepared by the teacher. Students choose an appropriate format for a presentation, eg a written biographical recount, a ‘this is your life’ role-play of the career of the chosen PM; an interview with the Prime Minister for broadcast on radio.</p> <p>Political cartoons as historical sources. Teacher exposition on cartoons as historical sources, using appropriate examples (See Analysing a Cartoon on pp 67–68). In groups, or individually, students analyse a range of political cartoons. Students apply their understanding by designing a cartoon to depict the prime minister they have investigated in a way appropriate for their assessment of his achievements. Each group posts its cartoon for display and invites other groups to analyse and evaluate the cartoon. Websites: www.aph.gov.au/library/parl/hist/primmins.htm primeministers.naa.gov.au/ www.nma.gov.au/primeministers/ old.smh.com.au/news/specials/natl/f-deration/pmgallery.html www.naa.gov.au/publications/fact_sheets/fs70.html</p>	<p>Student reports demonstrate their knowledge and understanding of the career of the chosen PM and their ability to explain the relevant policy issue and its significance in his term of office.</p> <p>Feedback: Written and or oral feedback from peer/and or teacher using set criteria.</p> <p>Student analysis and design demonstrates their ability to comprehend and evaluate political cartoons as historical sources.</p> <p>Feedback: Oral – teacher and student discussion and evaluation of students’ cartoons.</p>

5.5.1 Sample assessment for learning activity: Australia and the United Nations: Research Report

Context

This activity forms part of Topic 7: People Power and Politics in the Post-war Period in the Mandatory Stage 5 History syllabus and provides an opportunity to study civics and citizenship in a global context. Students have used relevant sources to learn about the founding of the United Nations and Australia's role in its formation. They have gained some understanding of the purpose of the UN from their reading of excerpts from the UN Charter.

Outcomes

A student:

- 5.2 assesses the impact of international events and relationships on Australia's history
- 5.4 sequences major historical events to show an understanding of causation, continuity and change
- 5.8 locates, selects and organizes relevant historical information from a number of sources, including ICT, to undertake historical inquiry
- 5.10 selects and uses appropriate oral, written and other forms, to communicate effectively about the past for different audiences.

Description of activity

Students use a chart showing the principal agencies of the United Nations (www.un.org/aboutun/chart.html). Using website addresses, they investigate, either individually or in pairs or groups, one of the agencies on the chart. Students then outline the aims and achievements of the chosen agency and Australia's role in the agency; construct a timeline of the main activities of the agency between 1945–2000; present a one-page structured report in a format of their own choosing, indicating sources used.

Criteria for assessing learning

(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:

- outline the aims and achievements of the agency and Australia's role in the agency in the post-war period
- sequence the main activities of the agency between 1945–2000
- locate and select relevant historical information from ICT sources
- present the results of their research in an appropriate, structured text.

Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
16–20 (Very high)	<ul style="list-style-type: none"> • presents a clear outline of the aims and achievements of the relevant UN agency and Australia’s role in the agency • accurately sequences a range of relevant activities of the agency • locates and selects relevant information from a range of ICT sources • presents research using an appropriate, well-structured text
11–15 (High)	<ul style="list-style-type: none"> • presents an outline of the aims and achievements of the relevant agency and Australia’s role in the agency • accurately sequences some relevant activities of the agency • locates and selects relevant information from ICT sources • presents research using an appropriate, structured text
6–10 (Satisfactory)	<ul style="list-style-type: none"> • identifies some of the aims and achievements of the relevant agency and/or Australia’s role in the agency • sequences some activities of the agency • selects information from ICT sources • presents research using an appropriate text
1–5 (Progressing)	<ul style="list-style-type: none"> • identifies some of the aims and/or achievements of the agency • identifies and/or sequences some of the activities of the agency • needs guidance to locate and select basic information from ICT sources • presents a basic report with limited structure/editing.

Feedback

Student’s could report orally to the class on their research and compare their findings with other students. Student work could be displayed around the class to allow for sharing of information. Feedback from teacher may be oral or written. Peer evaluation based on criteria negotiated by the teacher and class would also be a useful way to encourage students to deepen their knowledge of the different UN agencies, while also reflecting on their own learning.

Future directions

An oral follow-up activity could involve a class debate or forum on Australia’s role in the UN. A guest speaker representing one of the agencies could be invited to share insights and experiences. Students could make email or other contact with the agency. In the next part of this unit, students move on to a case study of Australia’s peacekeeping role in Cambodia. Future assessment for this unit will require students to present the text of a speech for a meeting of the UN Assembly explaining and assessing Australia’s role in the UN between 1945–2000.

5.6 Stage 5 Elective Sample Unit of Work: Constructing History

<p>Unit Description: Students explore the varying ways in which history can be constructed, focusing in this unit on local history and oral history investigations. Students apply their understanding of historical methodology by undertaking individual and group investigations of the local area. Students will have the opportunity to display the knowledge and skills learned in this unit by presenting the results of their class research in an integrated project.</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> How does the study contribute to our understanding of the nature of history and the ways in which historical meanings can be constructed? <p>Suggested time allocation: 20 hours (See Scope and Sequence Plan 2.3.1 on p 13)</p>		<p>Resources:</p> <p>Publications:</p> <ul style="list-style-type: none"> Board of Studies NSW, 1992, <i>History Years 7–10 Part 1 Mandatory Australian History Preliminary Support Document</i>, Board of Studies NSW, Sydney, p 49. Board of Studies NSW, 1993, <i>Australian History Years 7–10 Teaching Kit, Part 1, The Process of Historical Inquiry</i>. Board of Studies NSW, 2001, <i>Working with Aboriginal Communities</i>, Board of Studies NSW, Sydney. Lowenthal, D, 1986, <i>The Past is a Foreign Country</i>, Cambridge University Press. Inglis, K, 1999, <i>Sacred Places. War Memorials in the Australian Landscape</i>, The Miegunyah Press. Department of Education and Training NSW, 2001, <i>By Word of Mouth: Conducting Oral Histories</i>, DET, Sydney. Thompson, P, 1978, <i>The Voice of the Past: Oral History</i>. Oxford University Press. 	
<p>Targeted outcomes:</p> <p>A student:</p> <p>E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry</p> <p>E5.2 examines the ways in which historical meanings can be constructed through a range of media</p> <p>E5.6 identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry</p> <p>E5.7 explains different contexts, perspectives and interpretations of the past</p> <p>E5.8 locates, selects and organizes relevant historical information from a number of sources, including ICT, to undertake historical inquiry.</p>		<p>Working historically:</p> <p>Historical skills to be integrated into this topic:</p> <ul style="list-style-type: none"> identify different types and varieties of sources identify the content, origin, purpose and context of historical sources, including relevant website locate, select and organise information from a variety of sources. <p>ICT skills appropriate for this topic may include:</p> <ul style="list-style-type: none"> locate, select and organise information from a variety of sources including ICT communicate effectively using oral, written, computer-based or other forms appropriate to an historical investigation. 	
<p>Students learn about:</p> <ul style="list-style-type: none"> the nature of history, heritage, and archaeology varying constructions of historical meaning 	<p>Students learn to:</p> <ul style="list-style-type: none"> explain the features of history, heritage, and archaeology examine the varying constructions of historical meaning 	<p>Integrated teaching, learning and assessment</p> <p>Teacher and students brainstorm what students know about the nature of history, sources, heritage and archaeology.</p> <p>Class brainstorm varying ways of constructing history, eg site study, oral history, film study, family history, museums, visual sources etc.</p> <p>Teacher collates mind map showing different historical constructions.</p> <p>Teacher exposition and issue to class of details of methods and protocols required for (i) an oral history interview (ii) a site study.</p>	<p>Evidence of learning/feedback</p> <p>Student discussion reveals ability to recall features of heritage etc from previous learning</p> <p>Students' contribution to brainstorm demonstrates their knowledge and understanding of varying constructions of history.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
		<p>Assessment for learning activity – Oral History: Migrant Interview Report (see page 58) Students apply the methods of oral history research by interviewing a migrant from the local community, applying relevant protocols, completing a procedural log/checklist and writing a report based on the interview (see the information on oral history on pages 75–76).</p>	<p>Student reports indicate their ability to apply methods and protocols of oral history research. Feedback: Oral/written comments from teacher; class discussion/comparison of methods and results of research.</p>
<ul style="list-style-type: none"> • varying constructions of historical meaning 	<ul style="list-style-type: none"> • examine the varying constructions of historical meaning 	<p>Assessment for learning activity – War Memorial Site Study Students visit and investigate a local war memorial site to complete an activity requiring a description of a monument; recording of information from inscriptions etc; identification and explanation of relevant preservation and conservation issues; explanation and/or evaluation of role of the site in the local community; use of other sources to reconstruct history relevant to the site. Students submit the structured report.</p>	<p>Students’ reports demonstrate their performance in relation to set criteria. Feedback: Teacher and class discussion of students’ reports, highlighting quality responses and addressing areas for further development.</p>
<ul style="list-style-type: none"> • the range of historical sources available for historical inquiry 	<ul style="list-style-type: none"> • identify and assess the range of sources used in investigating history, heritage or archaeology, including websites 	<p>Class discuss findings of research and consider what other kinds of sources are needed to construct the history of the whole local area. Students work in groups to construct a chart summarising the strengths, weaknesses and limitations of each of the following modes of constructing history: heritage and/or an archaeological site, oral history, family history, historical film, historical fiction. Groups compare charts in general discussion.</p>	<p>Students’ contribution to discussion indicates their knowledge and understanding of historical sources. Students’ charts indicate their understanding of the nature and limitations of varying historical constructions.</p>
<ul style="list-style-type: none"> • the methodology of historians and archaeologists • the skills to undertake the process of historical inquiry 	<ul style="list-style-type: none"> • examine the varying constructions of historical and archaeological investigations • locate, select and organise relevant historical information from a number of sources, including ICT, to undertake historical inquiry 	<p>In groups, the class conduct a research project on ‘Our Town: Constructing a History’, applying appropriate methods of historical inquiry. Each group chooses ONE of the modes of constructing history, including a monument, a street, a cemetery, oral history, local archives (eg newspapers), photographs and family history. Groups conduct research and collate findings for the final product. ‘Our Town: Constructing a History’ could be presented as a website (with relevant links); a PowerPoint or other ICT application, a video, a local history guidebook, a collage or other display.</p>	<p>Feedback: Teacher conferences with each group to support the choice and design of the research activity. Feedback: Teacher meets with groups during research to support and offer suggestions/directions. Student research demonstrates understanding of the methodology of historians and ability to apply these methods in their own investigations.</p>

History Years 7–10: Advice on programming and Assessment

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
	<ul style="list-style-type: none"> select and use appropriate written and other forms, including ICT, to communicate effectively about the past 	<p>Students negotiate the format for presentation and share the preparation and presentation of the project.</p> <p>Students approach the local business community to sponsor a publication/display of the project; they invite community groups/leaders to view the project or take it to them.</p>	<p>Group negotiation of project presentation indicates ability to work effectively in groups.</p> <p>Feedback: Teacher/peer/community evaluation of project.</p>
<ul style="list-style-type: none"> the range of historical sources available for historical inquiry 	<ul style="list-style-type: none"> identify and assess the range of sources used in investigating history, heritage or archaeology, including websites 	<p>Teacher and class review class project to examine the range of information and complete a summary chart collating the evidence under headings such as social life, work, migrant, heritage etc.</p> <p>Class discussion to focus on the issues/problems of evidence, eg gaps in the evidence. Students suggest which modes of constructing history could be used to address issues/problems.</p>	<p>Students' contribution to discussion indicates their ability to identify, categorise and assess the range of sources available for their local history research.</p> <p>Feedback: Teacher and peer evaluation.</p> <p>Students' discussion demonstrates their ability to evaluate historical sources.</p>
<ul style="list-style-type: none"> features of change and continuity 	<ul style="list-style-type: none"> explain the significance of features of change and continuity 	<p>Each group identifies and explains features of continuity and change relevant to their investigation, eg streetscapes, monuments, attitudes to migrants etc.</p> <p>Class discussion to assess the significance of the features.</p>	<p>Group reports demonstrate students' ability to identify and explain the significance of change and continuity in the relevant investigation.</p>
<ul style="list-style-type: none"> preservation and conservation of the past 	<ul style="list-style-type: none"> analyse the significance of preservation and conservation issues 	<p>Groups design a tourist style brochure, information booklet, to advertise the historical features of the local area OR raise awareness of heritage/preservation/conservation issues that have emerged from the class project. They invite a guest speaker from the Heritage Commission or local historical society.</p>	<p>Student brochures and advertising campaigns demonstrate their understanding of relevant issues and their ability to communicate effectively about these issues for different audiences.</p> <p>Feedback: Teacher/peer/community evaluation.</p>

5.6.1 Sample assessment for learning activity: Oral History: Migrant Interview Report

Context

This activity is part of Topic 1: Constructing History in the Elective Stages 4 and 5 syllabus. In this unit students develop their understanding of the way in which oral history can be used to construct a history of the local area through an investigation of the experiences of migrants. Students are familiar with the protocols for conducting oral history interviews. (See the oral history guidelines on pages 75–76). Over a five-week period, students design a questionnaire and conduct an interview with a person who has migrated to Australia. They transcribe the interview and check its accuracy with the person interviewed. The written report which is then presented is the focus of this work sample.

Outcomes

A student:

- E5.3 sequences major historical events or heritage features to show an understanding of continuity, change and causation
- E5.6 identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry
- E5.7 explains different contexts, perspectives and interpretations of the past
- E5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences.

Description of activity

Students submit a 300–500 word report using the information they have gathered and organised from their oral history research interview with a person who has migrated to Australia in the 20th century.

Criteria for assessing learning

(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:

- sequence key events in the migrant’s experience
- use oral sources appropriately in an historical inquiry
- explain a migrant’s perspective
- communicate effectively about the past in a well-structured report.

Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student's work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
16–20 (Very High)	<ul style="list-style-type: none">competently sequences a variety of key events in the migrant's experiencemakes effective and specific use of a range of relevant informationdemonstrates a perceptive and detailed understanding of the migrant's perspectiveeffectively communicates an understanding of the migrant's experience in a well-structured report
12–15 (High)	<ul style="list-style-type: none">competently sequences key events in the migrant's experienceuses a range of specific and relevant informationdemonstrates a sound understanding of the migrant's perspectivecommunicates an understanding of the migrant's experience in a well-structured report
8–11 (Satisfactory)	<ul style="list-style-type: none">sequences key events in the migrant's experienceuses a range of relevant informationdemonstrates some understanding of the migrant's perspectivecommunicates an understanding of the migrant's experience in a structured report
1–7 (Progressing)	<ul style="list-style-type: none">describes key events in the migrant's experienceuses some appropriate informationdescribes some aspects of the migrant's experiencespresents a report with some attempt at structure.

Feedback

Written feedback from the teacher commenting on the students could include comments about their:

- ability to sequence a range of key events in the migrant's experience
- selection and use of interesting, relevant and/or specific information
- explanation/understanding of the migrant perspective
- ability to describe the migrant's experience in a well-structured report.

This written feedback could be supplemented and reinforced by class discussion of the written reports and the students' oral presentations in terms of the above criteria. Students could compare the experiences of the people they interviewed and the methods they used to conduct their research.

Future directions

Student research could be used to design and compile a class database of migrant stories and as the basis for further local history or other research. This activity could also be programmed into the Mandatory Stage 5 course, Topic 6: Changing Rights and Freedoms for a study of the post-World War II migrant experience.

5.7 Stage 5 Elective Sample Unit of Work: Thematic Studies: World Myths and Legends

<p>Unit description: In their study of this unit, students have the opportunity to enjoy learning about some of the great myths and legends of the world. They will explore the concepts of myth and legend and examine the historical roots of the story of Theseus and the Minotaur. They then use the skills they have learned to analyse other world myths and legends.</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> How can a knowledge and understanding of the nature of history and the methods of historical inquiry be applied to the study of a thematic issue? <p>Suggested time allocation: 10 hours (See sample scope and sequence plan 2.3.1 on page 13. This unit could be one of several covered in the suggested time.)</p>		<p>Resources:</p> <p>Publications:</p> <ul style="list-style-type: none"> Story of Theseus and the Minotaur from any collection of myths and legends. Collection of archaeological sources compiled from <i>The Minoans and the Mycenaeans</i> by Gae Callender, eg the plan of the palace of Knossos, the horns of consecration, the Bull’s Head Rhyton, the Toreador Fresco etc. Written sources compiled from Kenworthy et. al, 1996, <i>Examining the Evidence</i>, Jacaranda and Plutarch’s <i>Life of Theseus</i>. Mary Renault’s <i>The King Must Die</i> and <i>The Bull from the Sea</i> (historical fiction) Collections of world myths and legends at http://dir.yahoo.com/Society_and_Culture/mythology_and_folklore/ 	
<p>Targeted outcomes:</p> <p>A student:</p> <p>E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry</p> <p>E5.6 identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry</p> <p>E5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry</p> <p>E5.9 uses historical terms and concepts in appropriate contexts</p> <p>E5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences.</p>		<p>Working historically:</p> <p>Historical skills to be integrated into this topic:</p> <ul style="list-style-type: none"> explain change and continuity over time use and evaluate historical sources for the purposes of historical inquiry locate, select, organise and communicate historical information from a number of sources use knowledge, understanding and relevant evidence to create appropriate historical texts. <p>ICT skills appropriate for this topic may include:</p> <ul style="list-style-type: none"> locate, select, organise and communicate historical information from a number of sources, including ICT. 	
Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
<ul style="list-style-type: none"> historical themes and concepts 	<ul style="list-style-type: none"> identify historical themes and concepts in appropriate historical contexts 	<p>Class brainstorms features of myths and legends using their knowledge of popular examples, eg exaggeration, hero, supernatural people and events, explanation of origins etc. Teacher collates responses using a mind map for each. Students formulate definitions of myth and legend.</p>	<p>Students accurately identify and explain the key features of myths and legends.</p> <p>Feedback: Teacher provides oral feedback to student responses.</p>
		<p>Teacher narrates the story of Theseus and the Minotaur. Students construct a diagram outlining the main characters and events of the story. Students compare the story with their definitions and determine the genre (ie myth or legend).</p>	<p>Students clearly explain how the example matches the definition.</p> <p>Feedback: Teacher provides oral feedback to student response.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment	Evidence of learning/feedback
<ul style="list-style-type: none"> the nature of historical inquiry 	<ul style="list-style-type: none"> evaluate usefulness of sources as evidence for an historical inquiry locate, select, organise and communicate historical information from a number of sources to address historical problems and issues apply an understanding of the methods of historical inquiry 	<p>Assessment for learning activity – Analysing Myths and Legends (see page 62) Students (i) identify the exaggerated and irrational elements in the story (ii) examine the archaeological/written sources provided and explain how they support or do not support relevant aspects of the story (iii) construct a written, rational recount of the events of the story based only on archaeological and written sources.</p> <p>In groups, students read a range of other ancient myths and legends from a variety of ancient cultures, eg the Epic of Gilgamesh, the Myth of Osiris, The Trojan War, Jason and the Argonauts, Romulus and Remus. Students apply the same analytical tools to the story as used for the Minotaur legend.</p>	<p>Students’ written responses demonstrate their ability to accurately identify the ‘fantastic’ elements of the story, draw valid conclusions about the usefulness of the sources, identify and use appropriate sources to construct a rational version of the story.</p> <p>Students’ analysis of the new legend demonstrates their ability to apply methods of historical analysis to a new inquiry.</p> <p>Feedback: Peer and teacher discussion and evaluation of group presentation based on assessment criteria.</p>
<ul style="list-style-type: none"> the skills to communicate their understanding of history 	<ul style="list-style-type: none"> select and use appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences 	<p>Each group presents its findings to the class in an ICT format which contains images from an image bank or other source, eg PowerPoint presentation, newspaper or magazine feature story, or other format using Publisher etc.</p>	<p>Student presentations demonstrate their ability to select and use appropriate ICT format/s.</p> <p>Feedback: Class and teacher discussion of presentations; peer evaluation of presentations based on criteria agreed with teacher and class.</p>
<ul style="list-style-type: none"> historical change and continuity 	<ul style="list-style-type: none"> outline and explain change and continuity within a specific historic context 	<p>Using myths and legends from a range of cultures, teacher and class explore different elements of ancient myth or legend, eg the role of the hero and how it has developed over time. The class can choose modern mythic heroes, males and females (eg from films and books such as <i>Star Wars</i>, <i>Xena the Warrior Princess</i>, <i>Lara Croft</i>, <i>Terminator</i>, <i>Harry Potter</i> etc.)</p> <p>Students discuss and complete a comparative chart noting and accounting for the main similarities and differences of myths over time.</p>	<p>Student contribution to class discussion indicates their understanding of the essential features of myths and the ways in which they have remained the same or changed over time.</p> <p>Student discussion demonstrates their ability to draw conclusions and construct generalisations to show an understanding of change and continuity.</p> <p>Feedback: Teacher provides oral support for student discussion.</p>

5.7.1 Sample assessment for learning activity: Analysing Myths and Legends

Context

This activity forms part of Topic 3: Thematic Studies in the Elective Stage 5 syllabus. Students have explored the concepts of myth and legend and will apply their skills of historical analysis to the story of Theseus and the Minotaur. For this activity, the teacher has narrated the story to the class. Students have completed a diagram of the key personalities and events of the story. They have identified a range of exaggerated or irrational elements in the story and have been given a selection of archaeological and written sources relevant to the story.

Outcomes

A student:

- E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- E5.6 identifies, comprehends and evaluates historical sources and uses them appropriately in a historical inquiry
- E5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences.

Description of activity

Students are required to offer a rational explanation of a range of exaggerated and irrational elements in the story of Theseus and the Minotaur. They are to use the archaeological and written sources provided to explain how the sources can (or cannot) be used to help explain these elements. Students then construct a written, rational recount of the story.

Criteria for assessing learning

(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:

- apply their understanding of the methods of historical inquiry by offering a rational explanation of exaggerated or irrational elements in the story
- use relevant archaeological and written sources to support their explanation
- present a structured, rational recount of the story.

Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student's work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
13–15 (Very high)	<ul style="list-style-type: none">• presents a coherent and rational explanation of a range of exaggerated and irrational elements in the story• makes specific and relevant use of a range of archaeological and written sources• presents a detailed, well-structured rational recount of the story
10–12 (High)	<ul style="list-style-type: none">• presents a rational explanation of the exaggerated and/or irrational elements in the story• uses a range of relevant archaeological and written sources• presents a well-structured rational recount of the story
6–9 (Satisfactory)	<ul style="list-style-type: none">• presents a rational explanation of at least one or two of the exaggerated or irrational elements in the story• refers to some relevant sources• presents a structured, rational recount of the story
1–5 (Progressing)	<ul style="list-style-type: none">• experiences difficulty in explaining the exaggerated or irrational elements in the story• makes limited use of sources• presents a simple recount of the story with some attempt at rationalisation.

Feedback

Oral feedback could include the sharing of quality responses with the class – teacher and class discussion of relevant features of the story. Written feedback from the teacher could include comments on the strengths of the responses in relation to the assessment criteria with suggestions, eg possible alternative explanations, use of evidence where needed.

Future directions

Students will work in groups to apply the methods of historical inquiry used in analysing the story of Theseus and the Minotaur to other myths or legends of their choice and present a rational recount of the chosen myth/legend, in either oral or written form. The teacher's assessment of students' skills of source analysis and evaluation, will form the basis for ongoing activities designed to strengthen this important aspect of historical investigation.

6 Supplementary Support Materials

6.1 History, Sources and Evidence

At its most basic level, History is everything that has happened in the past. However, it is never possible to determine exactly what happened in the historical past. History is also an inquiry or investigation into what happened in the past. An investigation into the past requires historians to ask questions to discover what happened.

The finished product of historians' inquiries is also called history. Such histories are really historians' interpretations of what happened in the past, based on their investigations and research. These histories are shaped by the kind of questions asked about the past and by the sources selected or available to the historian.

Questions asked by historians

- How do we know what happened?
- What evidence is left?
- What's fact and what's opinion?
- Whose version of what happened is reliable?
- Is there more than one perspective to examine?
- Why did particular events happen?
- Is there more than one explanation?
- What were the consequences?
- Were the consequences the same for everyone?
- How have past events and their consequences helped shape Australia and/or the world as it is today?

Historical viewpoints or perspectives

Each historian writes about the past from a particular point of view. New research and varying perspectives ensure that History is never static and unchanging. History is an ongoing intellectual debate between historians and students need to be aware of a range of viewpoints and perspectives. Historians could be influenced by their gender, age, family and cultural background, education, religion, values and political beliefs, their life experiences and the time in which they live.

Until the 1970s, Australian history's focus was mainly political and military history revolving around powerful and influential males. The histories of Aboriginal people, women, migrants, convicts, workers, the local area and social history were often ignored. However, gradually historians began to include these perspectives in their investigations, allowing more voices to be heard. Histories written from a range of perspectives help to provide a more complete picture of Australia's past.

A national history needs to include a balance of political, military and social perspectives and to include the experiences of a range of people, not just the prominent and powerful. Our country's history includes successes and failures. An understanding of all perspectives of our history can help us see how Australia came to be the nation it is today.

Sources and Evidence

Historians base their research on **sources** that are relevant to their inquiry. They need to analyse them to discover if they hold any evidence that will be relevant to their particular historical inquiry. The **evidence** is the information contained in the source and historians can retrieve it by asking relevant questions. Thus a source is not the same as evidence. A source becomes evidence if it is used to answer a question on the past. It may be evidence for one aspect of history but not for another. Some sources contain useful information but often **not** all of the evidence that is needed in the inquiry. Sources may be **primary** or **secondary**.

Primary sources

Primary sources are those produced at the time of the event or period under investigation. Australian historical primary sources include a very broad range, depending on what survived from the period:

- personal sources such as letters, diaries, personal narratives, photographs (after 1850s), paintings, memoirs and oral history
- official sources such as newspapers, government publications and archives, speeches, birth and death certificates, shipping lists, court records, council records, maps, military records such as enlistment papers
- artifacts such as grave stones, buildings, war memorials, foundation plaques, war medals, tools, household implements.

Questions to ask of a primary source

- Is it really a primary source? Is it authentic?
- Who wrote/drew/made it?
- When was it written/made?
- Where was it found?
- Why was it written/made?
- How reliable is it?
- Who was its intended audience?
- What sources were used to write it?
- What else was found with it?

Secondary sources

Secondary sources are those sources produced after the period or event under investigation. They may include histories written over one hundred years after the event, later newspaper accounts, biographies, documentaries, political commentaries and encyclopedias.

Secondary sources may provide an overview of an event or issue, different opinions and/or interpretations of events, access to statistics, photographs, maps and other sources and provide the latest research and scholarship on a particular historical subject.

Questions to ask of a secondary source

- Who wrote it?
- When was it written?
- What sources were used to write it?
- Are these sources reliable?
- What has been omitted?
- Why was it written?
- Who was the intended audience?

- Have any facts been omitted?
- Have emotive phrases or words been used?
- Has the writer any reason to be one-sided?

Analysing sources

Students require the skills to analyse historical sources as an integral part of their historical research and inquiry. A simple process to encourage students in their analysis may include the following:

- 1 *What* Identify the type of source.
 - Is it a letter, newspaper article, photograph, personal letter?
 - Is it a primary or secondary source?
- 2 *When* was the source written, produced, made?
 - At the time of events described or later?
 - How much later – 5 years or 100?
- 3 *Who* wrote, produced or made it?
 - Is it an eyewitness, someone involved in events described or someone writing about what they've heard or researched?
 - From whose perspective is the source written?
- 4 *Why* was it written or produced?
 - Are there personal motives, eg letter to parents?
 - Are there political reasons, eg censored newspaper article?
 - Is it propaganda, eg recruitment poster?
- 5 *How* is it written or produced?
 - Does it give a particular point of view?
 - Does it give a detached, balanced account?
 - Is it biased either for or against the issue?
 - How useful is it for an historian researching a particular aspect of history?
- 6 *Context* What historical event/issue/personality is it describing?
 - What else is happening in Australia or the world at the time?

Types of sources

Visual sources

Visual sources may include:

- *paintings* – portraits, social events or scenes, political occasions
- *engravings/drawings* – may contain attitudes/perceptions of the time
- *artifacts* – statues, war memorials, plaques, everyday objects, weapons
- *diagrams* – WWI trenches
- *posters/postcards* – World War I postcards, recruitment posters
- *photographs* – portraits, social scenes or events, political occasions, propaganda
- *maps* – the Pacific in World War II, tramways of Sydney in the 1930s
- *cartoons* – of political satire, symbolism, propaganda.

Analysing a photograph

- Who took the photo?
- Where was it found?
- Where was it published?
- What is its date? Location?
- What is its caption?
- What is written about it?
- Why was it taken?
- Was it posed?
- What further questions do you need to ask?

If we know very little about a photo, it will be difficult to use as a reliable source; we need to know its origin or **provenance**.

Photos can also provide much information about objects or people in the background.

Analysing an artifact

- What is it?
- What is it made from?
- What size is it?
- Where did it come from?
- When was it made and by whom?
- What was its function?
- What is its significance?
- How has this source been interpreted by others?
- Is this type of artifact still in use today? If not, what is used in its place?
- What else was found with it?
- What does it tell about its society?

Analysing a building or monument

- What is its location/address?
- What type of building/monument is it?
- When was it built?
- What materials is it made from?
- What was its original purpose?
- How is it used today?
- How has it changed over time?
- How is it decorated or what symbols are on it? What do they mean?
- What condition is it in now?
- What is the future of the building?
- How important is it as a heritage building?
- How does it contribute to our understanding of Australian history?

- 1 When and where was the cartoon published?
A *It was published in the 'Bulletin' in 1909.*
- 2 Identify the characters in the cartoon.
A *The boy represents Australia, often portrayed as a naïve little boy overwhelmed or overawed by other 'adult' nations. The Chinese figures represent Chinese migrants.*
- 3 What further clue is provided on the house wall?
A *'Deficient Immigration Laws' is written on the walls.*
- 4 Describe what is happening in the cartoon.
A *Inside an Australian home, a defenceless and frightened little boy is confronted by Chinese men forcing their way into the house unnaturally through walls, chimney-place and the floor.*
- 5 What is the meaning of the caption?
A *'Prohibited Chow Pest' refers to Chinese migrants as if they were invading plagues of prohibited animals or insects.*
- 6 How are the characters portrayed?
A *The young boy (Australia) looks frightened and alone. The invading Chinese look sinister and capable of violence.*
- 7 In your own words, what is the message of the cartoon?
A *Australians, represented by the small boy, are not safe in their own homes. Due to insufficiently effective migration laws, illegal and dangerous Chinese migrants are entering their homeland. The cartoon is criticising the inefficiency of Australia's immigration laws in 1909 in being unable to keep Asians out of Australia.*
- 8 What viewpoint is expressed by the cartoonist? How does the cartoonist attempt to influence the reader?
A *The cartoonist is criticising Australia's immigration laws in 1909 for allowing in Asian migrants. The cartoonist attempts to influence the reader by:*
- *referring to the underlying fear of our own home being invaded*
 - *portraying Australia as a young, defenceless child*
 - *having the young child outnumbered by the sinister-looking Chinese men who are violently breaking into his home, seemingly through impenetrable barriers such as walls and floors.*

Analysing a website

The internet contains an enormous amount of useful information for the historian. It can provide access to libraries, museums and history experts throughout the world. The internet also contains a lot of irrelevant material that students often use indiscriminately. Students need to be aware that each site is constructed by an individual or an organisation for a purpose. There is little, if any, editing, quality control or censorship of websites. History students need to evaluate a website to know whether the information it contains is useful and reliable.

The following five criteria are useful for evaluating websites. After applying the criteria, the material contained in the site can be more closely evaluated using the criteria for analysing historical sources.

1 Decode the URL

The first step in evaluating a site is to decode its uniform resource locator or URL. This indicates what type of site it is such as government, commercial or educational:

URL	Type of site	Example	URL decoded
edu	education	hsc.csu.edu.au	HSC Online
gov	government agency	awm.gov.au	Australian War Memorial
net	network related	abc.net.au	Australian Broadcasting Commission
com	commercial	smh.com.au	Sydney Morning Herald
org	non-profit and research organisations	greenpeace.org	Greenpeace

2 Identify the author or creator of the site

- Does the site show the author or creator?
- Does the site show the author’s qualifications or experience?
- Does the site include an email address for contacting the author?

Most legitimate and reliable sites include details of the author or creator.

3 Links

- Is the site linked to other sites related to the topic?

Most quality sites link to other related sites.

4 Purpose

- Why does the site exist?

Is it to provide information, to sell something, to persuade you to think a particular way, to promote a particular cause? Identifying the site purpose is an important step in the evaluation process.

5 Currency

- Are there dates on the page to indicate when the page was written or last updated?

Site reliability checklist

Could be unreliable	Should be reliable
Site produced by a private individual but no information is given about them	Site produced by well qualified individuals, eg from universities or respected journalists
Site where no information is given about the author or agency	Public organisation which has a clear ethical charter, eg Amnesty International
Site where no author or agency is shown	Government, educational sites or non-profit organisation and research sites
Site which uses racist, sexist or violent language to get its message across	Sites which present information objectively rather than emotionally
Site which biased or feature stereotypes, distortions and exaggerations	Sites which provide a statement of intent which will help you detect a point of view and bias
Site which takes extreme viewpoints without providing verifiable evidence	Sites which provide both sides of a discussion, supported by verifiable evidence
Site which is not dated.	Sites which are dated and recently updated.

The National Centre for History Education has a very useful website for teachers of history: www.hyperhistory.org

6.2 Civics and Citizenship in History Years 7–10

There is a connection between history and the cultivation of citizenship, but it depends more upon the habits of free enquiry and debate, a critical reconstruction and analysis of the national past, than it does upon rote knowledge of the facts of Australian history. Considered in its wider bearings, historical enquiry calls for the exercise of independent judgement, clear speech and argument, a weighing of alternative courses of action, a sense of responsibility to the community.

Davison, G, 2000, *The Use and Abuse of Australian History*, pp 273–274

Citizenship ... encompasses a whole range of educational processes, formal or informal, that encourage and inform participation by citizens in community activities and public affairs.

Civics Expert Group

Civics and citizenship content is a key focus of the *History Years 7–10 Syllabus*. Students will develop an understanding of the roles of citizens and their governments in ancient, medieval and early modern societies. They will also investigate Australian democracy in action since Federation and the rights and freedoms of various groups within Australian society in the 20th century. The involvement and engagement of citizens in a participatory democracy, for example, their varying responses to wars and reactions to government controls and decisions are also studied.

Mapping Civics and Citizenship

Stage 4

Topic 2: Societies and Civilisations of the Past

- describe the way in which people of the society governed themselves
- explain the beliefs and values of the society
- assess the legacy of the society or period for our world cultural heritage.

Topic 3: Aboriginal and Indigenous Peoples, Colonisation and Contact History

- recall the main features of Aboriginal culture prior to British colonisation
- recall the nature of early British contact with Aboriginal people to 1820
- describe some of the differing aspects of contact between Aboriginal and non-Aboriginal peoples from 1820 to 1900
- outline the developments in governments' policies toward Aboriginal people
- explain the results of colonisation for Aboriginal and non-Aboriginal people to 1900
- define the concept of colonisation
- explain why and how colonisation occurred
- describe the key aspects of contact between the indigenous and non-indigenous

Stage 5

Two objectives in Stage 5 include content that is specifically relevant for issues concerning Civics and Citizenship:

- a knowledge and understanding of significant developments in Australia's social, political and cultural history
- a knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia.

Specific content relevant to Civics and Citizenship in topics includes:

Topic 1: Australia to 1914

- the reasons for Federation
- the Australian Constitution
- social legislation from 1901–1914
- voting rights of different groups in 1901
- origins and implementation of the *Immigration Restriction Act 1901*.

Topic 2: Australia and World War I

- Australia as a member of the British Empire
- social and political division within Australia during WWI
- how Australians commemorate WWI.

Topic 3: Australia between the Wars

- significance of one political development in the 1920s
- differing experiences of various groups in the Depression
- removal of Aboriginal children
- significance of one political development in the 1930s

Topic 4: Australia and World War II

- experiences of Australians serving in WWII
- impact of the war on Australian civilians
- wartime government controls
- changing roles of women
- changing relations with Britain and the USA during WWII.

Topic 5: The Vietnam Era

- Australia's response to the threat of communism
- responses of various groups to Australia's involvement in the Vietnam War
- impact of the war on Vietnam veterans.

Topic 6: Changing Rights and Freedoms

- 1967 referendum and its significance
- Land Rights and Native Title
- the Stolen Generation and reconciliation

AND

- changing patterns of migration
- experiences of migrants
- contributions of migrants
- multiculturalism

OR

- rights and freedoms of women in 1945
- aims and methods of the women's movement
- impact of the women's movement

Topic 7: People Power and Politics in the Post-war Period

- Australia's role as a member of the United Nations
- people power: significant events and issues and the role played by groups and individuals in the democratic process
- prime ministers and their policies

Values and attitudes – students will value and appreciate:

- History as a study of human experience
- the nature of history as reflecting different viewpoints
- the opportunity to contribute to a just society through informed citizenship
- the contribution of past and present peoples to our shared heritages.

6.3 Lest We Forget: War Memorial Site Studies

A local war memorial is an easy and accessible site in the local area to investigate. All Australian cities, most small country towns and suburbs have war memorials to remember soldiers who died in previous wars. Most memorials commemorate World War I, often with names of those who fought in World War II added at a later date.

Types of monuments

The majority of memorials are funded and built by the local community. There are a range of monuments and memorials including:

- small commemorative plaques to remember individual soldiers, often placed in a church or local place
- honour boards listing local men who enlisted and/or died in the war, often placed in public places such as churches, schools, town halls, sporting clubs and workplaces
- buildings such as arches, towers, columns, pillars, obelisks, cenotaphs, avenues of honour
- captured ‘trophies’ such as large guns.

Location of monuments

Most memorial monuments are located in a prominent place such as a public park, near a school or in a town’s main street, intersection or square.

Symbols

Common symbols representing various ideals of bravery, sacrifice and love of country are often included on the monuments including:

- a soldier on a pedestal either standing to attention, at ease, on guard, helping a fallen comrade or more rarely, in action
- a female figure representing peace, victory or grief
- a cross.

Listed names

Names are generally listed alphabetically and may include men who have been killed and/or men who returned. Those killed are often marked by a cross or asterisk.

Common inscriptions

Popular inscriptions include:

- Lest We Forget
- The Fallen Heroes
- They Answered the Call
- God Bless Them All
- Their Name Liveth Forevermore

The most comprehensive and authoritative book on Australian war memorials from which the above overview is drawn is: Inglis, K, 1999, *Sacred Places. War Memorials in the Australian Landscape*, The Miegunyah Press.

6.4 Oral History

Why oral history?

Oral history is a legitimate method of gathering and recording historical material and provides active student engagement and learning through their historical environment.

- Oral history involves inquiry – learning by doing!
- Students gain experience in gathering evidence through interviewing and recording.
- It helps students to recognise that history involves ordinary people, not necessarily only the powerful, rich and famous.
- It develops students' identification with their local area and empathy with people, through personal contact.
- It personalises history and brings with it a human face. This is an important exercise in challenging stereotypes and preconceptions of the past.
- It helps to demonstrate the subjectivity of historical interpretation in both oral and written accounts of the past.
- It develops in students an awareness of the process of historical construction.

Sensitivities and words of caution

- Students need to be aware that evidence gathered through oral history must be subjected to the same evaluative process that is applied to other sources. Material may be subject to half-truths, inaccuracies, bias and faulty memory.
- It will take time for students to develop the appropriate skills.
- Start in a small way such as bringing a guest speaker into the classroom for discussion.
- Obviously, much will depend on the maturity and ability of your students.
- Practise questioning technique, use of equipment and role-playing in class.
- Some subjects may have been approached many times before, so may be reluctant to do so again. Students will need to respect that.
- There may be a reticence to speak on some topics. Be aware of cultural barriers and if students wish to research on aspects of Aboriginal history, consult with the local Aboriginal community first. Confidence will need to be gained and this will take time.
- Check the language of questions, keep them simple, avoid slang and jargon and practise open-ended questions.
- Common courtesy is needed and dress should be appropriate.
- Some memories will not be shared, as they may be too sensitive and private.

The Process of Gathering Oral History: A Guide for Students

Before the interview

- Be specific about your topic, set clear aims and know the purpose of the exercise. What do you mean to achieve?
- How will you locate your subject? Why have they been chosen?
- What do you know of the subject?
- Consult with the local community.
- Construct your questionnaire and the types of questions to be asked. Develop open-ended questions that will provide more detailed responses.
- Establish contact with your subject by letter, phone or email.
- Arrange an initial meeting before the interview. Provide the subject with an overview of your research and the questions to be asked.
- Decide on an interview venue – quiet, but where the subject will feel relaxed.
- Locate photos, maps, and newspaper articles to jog memories.

- Does the subject object to the use of a tape-recorder?
- Check all the necessary equipment. Does the tape-recorder have a pause button for interruptions? A tape-counter for locating a particular section later? Do you have spare tapes? Is there a power source nearby?
- Before the interview, record a brief introduction with name of subject, interviewer, date, place, and topic.

The interview

- Group your questions under broad headings.
- Two hours is a useful rough guide for an interview.
- As the interviewer, you do not have to stick rigidly to the prepared questions. You may wish to follow up on other interesting material raised by the subject. Further probing and encouragement may be needed.
- Give the subject time to think and to respond.
- Try not to interrupt.
- Show interest and courtesy during the interview. Negative body language will be picked up by the subject.
- Be sensitive to topics that the subject does not wish to discuss.
- Provide an opportunity for the subject to listen to the tape and change parts if necessary.
- Later, present the subject with a thankyou letter and copy of the tape or transcript of the interview.
- Honour any agreement with your subject regarding publication or access to material.

Post-interview

- How will you present your findings?
- How and where will the information be stored?
- Label the tape with name, date, location, interviewer, and topic.

References and Further Reading

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