



History Stages 4-5 Support Material Part A

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FOREWORD

Purpose of the support material

This document is Part A of material provided by the Board of Studies and is designed to support teachers in the effective implementation of the Stages 4–5 History Syllabus. Part A is designed to further clarify the specific features of the syllabus and provide advice as a starting point to assist teachers as they develop teaching and learning programs from the syllabus. Part B provides additional information about assessment and the Australian History, Geography, Civics and Citizenship School Certificate Test, and civics and citizenship.

The advice provided in the material is intended to complement other activities supporting the implementation of the syllabus conducted by school sectors and professional associations. Part A and Part B are not designed as specific programs or units of work. They are designed to identify and expand on the links within the syllabus between the key features of perspectives, civics and citizenship, key competencies, literacy and site studies, and the content of the Topic Areas.

Part A of the support material is structured in the following way:

Section 1 Introduction

General advice about key aspects of the syllabus:

- 1.1 Outcomes
- 1.2 Content

Section 2 Key features of the syllabus

Advice and sample material in relation to:

- 2.1 Perspectives
- 2.2 Civics and Citizenship
- 2.3 Key Competencies
- 2.4 Literacy in History
- 2.5 Site Studies

Section 3 Programming the syllabus

Advice and sample material in relation to:

- 3.1 Designing teaching/learning units around course outcomes
- 3.2 An approach to planning a teaching and learning program from the syllabus

Section 4 Assessment

- 4.1 Assessment for assigning the School Certificate grade
- 4.2 The School Certificate Test

Section 5 Other support materials available to teachers

A list of some useful resource materials available to teachers.

1 Introduction

The 1998 History (Stages 4 – 5) syllabus replaces the 1992 syllabus. It incorporates:

- History (Mandatory) Stage 4 – World History
- History (Mandatory) Stage 5 – Australian History
- History (Elective) Stage 4 and/or 5.

The syllabus has:

- a rationale, aim and objectives which outline the importance of History, and its study, within the school curriculum, and which identify the specific goals of learning in terms of knowledge and understanding, skills, and values and attitudes
- outcomes, which express the specific intended results of teaching and learning in the syllabus and which are derived from the syllabus objectives and related to the syllabus content
- content, which includes:
 - ⇒ Focus Issues
 - ⇒ Topics with related areas of study and inquiry questions
 - ⇒ Skills

1.1 Outcomes

The new syllabus emphasises outcomes (Syllabus, pages 14 –16). Outcomes are derived from the syllabus objectives and provide clear statements of the knowledge and understanding, skills, values and attitudes that students are expected to gain by the conclusion of each Stage.

In the syllabus, the outcomes:

- are organised in relation to the objectives
- are linked explicitly to the syllabus content
- cater for the full range of students.

1.2 Content

The content is derived from the outcomes, which provide the expectations about what students need to **learn about** and **learn to do**. What students **learn about** is provided through focus issues and related topics. The focus issues provide the thematic links across all the topics of the course. Individual topics are then organised into areas of study and inquiry questions.

What students **learn to do** in all courses is provided through the skills content (Syllabus: page 4 – Mandatory Stage 4; page 26 – Mandatory Stage 5; pages 38-39 – Elective History Stages 4 and 5). This content is drawn from the objectives and outcomes related to skills of interpretation, analysis and empathy, research, and communication.

Stage 4 History (Mandatory) has four mandatory topics and one optional topic. There are four focus issues, designed as questions, which link all topics. To reinforce this link, inquiry questions derived from the focus issues are included in each topic.

Stage 5 History (Mandatory) has seven mandatory topics, focusing on the study of Australian History from 1901 to the present. There are five focus issues, designed as questions, which link all topic areas.

While there are no prescribed time allocations for individual topics, school programs should reflect a balanced coverage of the mandatory topics.

History (Elective) Stages 4-5 may be designed by teachers from two topics, *Pre-modern Societies* and *The Modern World*, and associated areas of study. At least 50% of the course must be developed from Topic 2: *The Modern World*, and the entire course may be developed from this topic. The courses must be designed so that significant overlap with areas of study from History (Mandatory) or Stage 6 Ancient History or Modern History does not occur. There are four focus issues, which form the basis of students' knowledge and understanding of the Areas of Study within each topic.

2 Key features of the syllabus

Described below are key features taken into account when developing the syllabus outcomes and content. They are not additional items for teachers to program, but are embedded in the outcomes and content, and developed through the teaching and learning activities teachers will use to help students achieve the outcomes.

2.1 Perspectives

A variety of perspectives, or points of view from which historical events, problems and issues can be analysed, is encouraged throughout the syllabus in order to address potential bias in the curriculum (Syllabus, page 8). These perspectives are those of indigenous people, especially Aboriginal and Torres Strait Islander peoples, gender, multicultural, socio-economic, religious and local, national and international (global) perspectives.

The perspectives themselves are embedded within content and teachers should not feel that presenting students with a variety of viewpoints is something they must do **in addition to** exploring the issues and content of the unit under study. For example, in Topic 2: *Australia and World War I*, the Inquiry Questions *How did the conscription debates divide Australians?* and *What were the arguments for and against conscription?* provide teachers with the opportunity to explore religious, gender and socioeconomic perspectives on the conscription issue, as well as government and army perspectives.

In Topic 6: *Social and Political Issues from the 1970s to the 1990s*, a variety of perspectives are implicit in all the areas of study. As teachers program areas of study, the Inquiry Questions allow them to present students with an issue from a range of perspectives. For example, the changing role of women within Australian society can be explored from the different perspectives of feminist activists, religious leaders, parliamentarians, and ordinary men and women. Gender perspectives on this issue cross both sides of the debate and it is interesting for students to explore women's liberation ideas being proposed by both men and women, and also the resistance to the women's movement as expounded by both men and women. This can also provide an opportunity for teachers and students to examine the perspectives of Aboriginal women and women from different socioeconomic groups in relation to the women's movement.

It is important to note that all perspectives do not need to be drawn out for all topics. The important thing is that, over the course, students gain an understanding of how different perspectives can be brought to bear on any issue.

2.2 Civics and Citizenship

Civics and citizenship education terms and concepts are integrated throughout the syllabus content. While students may have different experiences and understanding of citizenship to which teachers need to be sensitive, civics and citizenship education in the History syllabus is underpinned by the following values:

- a sense of the students' own worth as participants in Australian society
- respect for the rights and dignity of all people
- respect for their own culture and the culture of others
- appreciation of the value of students' own heritage and the heritage of others
- commitment to democratic processes, including freedom of speech, association and religion
- commitment to social justice
- commitment to ecological sustainability
- commitment to active and responsible participation in community and public affairs
- commitment to critical evaluation of ideas, norms and values.

Civics and citizenship allows students to develop understanding about 'civic life' as distinct from private and personal life, and to this end, the content embedded in the syllabus is focused on three broad areas:

- Australian identity
- rights and responsibilities
- decision-making and democratic processes.

2.2.1 Civics and Citizenship education in the History Syllabus

Civics and citizenship education terms and concepts are integrated throughout the syllabus outcomes and content, deriving from the study of key aspects of political, social and cultural history, particularly of Australia. Civics and citizenship education is grounded in the knowledge and understanding, and skills development explicit in the History syllabus and has a number of dimensions.

While civics and citizenship is embedded throughout the syllabus, some outcomes have a more specific and explicit focus. In Stage 4, outcome M4.4 (*describes people's differing experiences of citizenship*) and in Stage 5 outcomes M5.6 (*explains political events and evaluates their impact on civic life in Australia*), M5.11 (*identifies various marginalised groups who have struggled for rights and freedoms*) and M5.12 (*accounts for how and why the rights and freedoms of various groups in Australian society have changed*) relate specifically to civics and citizenship education. It is important that teachers, when programming the course, provide both the relevant content and the teaching/learning activities that allow students to achieve these outcomes.

In terms of what students **learn about**, civics and citizenship includes the study of:

- government, constitutions, institutions, the rule of law and the rights and responsibilities of citizens, and
- political heritage and the democratic process.

In terms of what students **learn to do**, the syllabus provides opportunities to develop the skills needed for active and informed citizenship, such as critical reflection and inquiry, how to make and suspend judgement in an informed way, solving problems and negotiating conflict, communicating information, ideas and viewpoints and co-operating with others. Underpinning the knowledge and skills is a set of values associated with democratic citizenship and civil society, including values in social justice and equality, democratic processes, social cohesion, ethical behaviour, intercultural understanding and tolerance of difference.

Civics and citizenship education must be explored through the context of syllabus outcomes and content. The following pages provide examples from Topic 5 of how a focus on civics and citizenship can be addressed when exploring specific inquiry questions.

Topic 5

<p>Area of Study: Citizenship and Aboriginal Australians</p> <p>Background exploration of the Inquiry Question: <i>What issues did the 1967 referendum address?</i> (Syllabus, page 24)</p>	<p>Students learn about</p> <ul style="list-style-type: none"> the role of a referendum in Australian democracy the Australian Constitution <p>Targeted Outcome: M5.6: explains political events and evaluates their impact on civic life in Australia</p>	<p>As part of their learning, students might consider:</p> <ul style="list-style-type: none"> What is a referendum? What is its purpose? What are the processes that must be pursued before a referendum is held? <p>During the course of teaching this, teachers can explore the concept of lobbying and other forms of political action, which were applicable to the 1967 referendum. It would also be appropriate to use the 1999 referendum as a starting point for discussion (thus dealing with aspects of Topic 7).</p>
<p>Content exploration of the Inquiry Question: <i>What issues did the 1967 referendum address?</i> (Syllabus, page 24)</p>	<p>Students learn about the 1967 referendum.</p> <p>Targeted Outcomes: M5.9: recounts some major events in Aboriginal and non-Aboriginal relations</p> <p>M5.12: accounts for how and why the rights and freedoms of various groups in Australian society have changed</p>	<p>As part of their learning, students might consider:</p> <ul style="list-style-type: none"> What events led up to the 1967 referendum? What issues from the past were being addressed? Who was involved? What was the reaction of the government of the day? What was the result of the referendum? What powers did the referendum actually give the Commonwealth government? How could the government use these powers? What was the Aboriginal response? What was the non-Aboriginal response? Did social change result? What impact has the 1967 referendum had on Aboriginal and non-Aboriginal relations today?

In the same way, through the Area of Study: **Anti-communism and the Vietnam War** students can explore the civics and citizenship concept of direct action and its role within a participatory democracy, using the Moratorium demonstrations as a focus.

Topic 5

<p>Area of Study: Anti-communism and the Vietnam War</p> <p>Inquiry Questions: <i>How did the Australian government respond to the threat of communism in Australia?</i> <i>Why was Australia involved in the Vietnam War?</i></p>	<p>Students learn about</p> <ul style="list-style-type: none"> • Australia's foreign policy • fear of communism • the events leading up to the Vietnam War • the role of the government <p>Targeted Outcome: M5.4: explains the impact of international events on Australia's contribution to world affairs</p>	<p>As part of their learning, students might consider:</p> <ul style="list-style-type: none"> • What impact did the fear of communism have on the development of Australia's foreign policy? • What is foreign policy? Why do we need it? Who develops it? • What was Australia's relationship with the United States? • How did the Australian government react to events in Vietnam? Why? • Why did the Australian government enter the war? • What arguments did the government put forward to justify its decision?
<p>Inquiry Question: <i>How did various groups respond to Australia's involvement in the Vietnam War?</i></p>	<p>Students learn about</p> <ul style="list-style-type: none"> • conscription • government decisions • rights of the individual versus the demands of the state <p>Targeted Outcome: M5.6: explains political events and evaluates their impact on civic life in Australia</p>	<p>As part of their learning, students might consider:</p> <ul style="list-style-type: none"> • What divisions occurred in society as a result of Australia entering the war? • What is conscription? Who thought we should have it and why? • How was the law passed? • How did people respond to conscription? • How much did their response to conscription affect their attitudes to the war?
<p>Through the above Inquiry Questions, civics and citizenship education about freedom of speech and action can be explored.</p>	<p>Students learn about</p> <ul style="list-style-type: none"> • the role of direct action in a participatory democracy <p>Targeted Outcome: M5.6: explains political events and evaluates their impact on civic life in Australia</p>	<p>As part of their learning, students might consider:</p> <ul style="list-style-type: none"> • In a democratic society, what actions can people take to determine their future? • How can people express their protests legally? • What rights and responsibilities do people have when expressing dissent in a democracy? • What power do the police have in response to organised dissent? • How can individuals make a difference? ('People power', interest groups, pressure groups, direct action, lobbying, etc.) • How do individuals and groups use the media to influence government policy?

Teachers could use this syllabus content to illustrate to students that the Moratorium demonstrations provided opportunities for politically marginalised groups to access the political process. Examples of such groups would be 17-20 year olds who were old enough to be called-up, but too young to vote and thus unable to express their views about the Vietnam War via the ballot box, and Aborigines who weren't counted in the Australian census, but who could be called up to fight for Australia.

2.3 Key Competencies

Key competencies are developed by what students **are doing** in the classroom, as well as by what they **are learning about** by doing. Key competencies are not developed by teachers attempting to 'teach' them in isolation. The most critical aspect of developing these competencies is the way in which the teaching and learning activities are structured. For example, chronology is a concept that is essential for students to grasp in the study of History. This concept can be taught using time lines, both teacher-generated and student-generated, by students mapping events in chronological order, and by students creating event tables and flow charts, etc. Participation in these activities contributes to students' development of the key competencies of *Collecting, analysing and organising information*, *Communicating ideas and information* and *Using mathematical ideas and techniques*.

Through the activities designed to assist them develop an understanding of the concept of chronology, students are developing the key competency of *Collecting, analysing and organising information*. In order to determine the chronological order of events, students must first collect the relevant information (*Collecting*). When they put the information into a sequential order, they are *organising information*. As they master the concept that a timeline demands equidistant spacing of time intervals (whether these be single years or decades or fifty year intervals, etc) students are applying *mathematical ideas*, and, as they place the time intervals on the timeline at the appropriate points, they are *using mathematical techniques* by measuring the intervals. The finished timeline is itself one way the student is able to *communicate ideas and information*. If the activity were to be a group task, it would also develop the key competency *Working with others and in teams*.

An important aspect of developing key competencies is reflection by students about what they are doing, and what skills they are applying to the learning situation. For this reason it is important that teachers, as they engage students in these activities, explicitly draw their attention to the fact that they are actively using mathematical concepts and techniques, or the skills of collecting, organising and communicating information. The finished product, in this case, the timeline, is one way of *Communicating ideas and information*. It is important that students realise that they are demonstrating this key competency, and that this particular form of *Communicating ideas and information* is as valid, in terms of the key competency, as writing a report or giving an oral presentation about a sequence of historical events.

As part of the core activity of historical inquiry, students participate in research in a variety of ways, from accessing information in library books to creating media files and gathering data from the internet or CD ROMs. Through their completion of such research activities, students are gaining the key competencies of *Collecting, analysing and organising information* and *Using technology*. When teachers design scenarios for students to hypothesise solutions to an historical issue or problem, they are assisting students to develop the key competency of *Solving problems*. When teachers design research activities as group tasks and require students to present their findings in an oral, diagrammatic or written form, students are developing the key competencies of *Working with others and in teams*, *Planning and organising activities*, and *Communicating ideas and information*. It is important that teachers allow opportunities for students to reflect upon the processes involved in group work. Reflecting on such processes allows students to refine their understanding of the various skills involved in these key competencies and to develop strategies for improving their skills the next time they are given a similar task. For example, when engaged in a group task, students should be given opportunities to reflect on the processes involved in group work, such as:

- allocation of tasks to group members
- mutual dependence and effort
- difficulties faced finding appropriate information and how these were overcome
- the extent to which each member's participation was fair and effective
- any conflict that arose and why, and how conflict was resolved
- how successful the final group product was.

2.4 Literacy in History

Literacy skills of reading, writing, listening, speaking and critically assessing media are developed during the acquisition of knowledge and skills in History. The objective: *A student develops skills in communication* is expressed explicitly in the outcome M4.13 (*uses appropriate written, oral and graphic forms to communicate clearly for specific purposes to familiar audiences in structured situations*) and M4.14 (*creates texts using evidence to retell, describe explain and argue with guidance*.) In Stage 5, this objective is expressed in M5.18 and M5.19 (Syllabus, page 15). The knowledge and understanding outcomes of Stages 4 and 5 also develop literacy skills as students *recount, explain, describe* etc. It might also be useful for teachers to refer to the Glossary of Key Words in *The New Higher School Certificate Assessment Support Document*, which is designed to clarify what students are expected to do when they are 'explaining', 'discussing', 'describing' etc.

Research and communication, explicit in the History Syllabus, provide students with opportunities to develop their literacy skills. Students should have experience with different text types, both in terms of their exposure to varied text types and their own creation of them. Texts, forms and possible tasks that will offer students a variety of experiences are listed in the Syllabus on page 9. Computer literacy skills should also be developed as students

interact with issues and content. The activities, texts, technologies and media students interact with as they acquire literacy skills are also developing their acquisition of key competencies.

2.5 Site Studies

A site study is a means to understand the historic environment and the nature of historical inquiry. The study of an historic place helps students to:

- understand chronology and how aspects of the past link with each other
- offer explanations on causation
- use different kinds of evidence
- acquire knowledge
- locate, select and organise historical information
- explore different perspectives on the past.

Historic places help students to interpret various aspects of the past, recognise how occupation has changed over time and gain understanding about the context in which changes occurred.

Used selectively and with appropriate historical inquiry, a site study also offers an enjoyable and innovative means to understand citizenship and how this has changed over time. A site study can be used to allow students to consider either their own community's sense of the past or how the region's or nation's sense of the past has changed over time.

Site studies should be embedded within the course as an integrated part of the students' acquisition of knowledge and skills. Site studies enable students to gain practical or first-hand experience of the historical concepts they are exploring in the classroom. A site study can be used to lead into the study of focus issues, topics and areas of study, or as a means to emphasise them. For example, a site study of the Quarantine Station in Sydney might provide a vehicle through which students could study topics related to Australia's immigration policies and their impact, the dispossession of Aboriginal peoples and the changing nature of the Australian identity. Site studies should not be learning experiences that take place in isolation, simply for the sake of meeting the site study requirement of the syllabus. They should be considered carefully to ensure contextual integrity, in order to maximise the knowledge and skills outcomes gained by the students.

The Board of Studies has a Heritage website (www.teachingheritage.nsw.edu.au) which includes about thirty locations that offer learning experiences designed around the Stage 5 syllabus. With 2,500 pages of teacher resources and 750 photographs, the website offers teachers a wealth of suggestions that ground possible site study experiences within the content of the syllabus.

Depending on proximity to, or purpose of, the site study, teachers can arrange an experience for students that will complement their classwork and help them develop competencies associated with practical experiences of this nature (for example, teamwork, problem-solving, etc.)

3 Programming the Syllabus

The 100 hour Stage 4 and 5 History and Geography courses are designed to be complementary. While the integrity of both subjects needs to be maintained, it is possible to design programs to minimise any content overlap and maximise student exposure to complementary concepts.

The Board of Studies indicates topics on which Part A of the History section of the School Certificate Australian History, Civics and Citizenship test will focus each year. It is therefore logical for schools to program with this emphasis in mind (see page 18 of this document for the list of focus topics and the relevant year). Other factors to consider when designing appropriate teaching/learning units will be teacher expertise, existing resources, potential site study experiences accessible to the school, and student interest and ability.

3.1 Designing teaching and learning units around course outcomes

The sample material in this document is provided to illustrate an approach to programming using syllabus outcomes.

The outcomes in the Stages 4–5 History syllabus are designed to:

- provide clear expectations of student achievement at the end of each stage
- identify the progress that is expected in student achievement from Stage 4 to Stage 5
- assist development of teaching and learning programs
- provide a focus for assessment
- allow clear reporting of achievement.

When programming the course, planning units of work and developing an assessment program, it is important that teachers ensure that the **outcomes of the course are being comprehensively and appropriately addressed**.

The following pages describe possible approaches to planning teaching and learning programs that address syllabus outcomes.

3.2 Issues to consider when planning a teaching and learning program from the syllabus for the Stage 5 Mandatory course

The Areas of Study within the syllabus are broad and allow considerable flexibility in terms of programming. The following suggestions are offered to assist teachers to develop their own teaching and learning programs that are outcomes-based.

Step 1: Determining syllabus requirements, selection of topics and time allocation

Content in History (Mandatory) Stage 5 is divided into seven topics, each of which contains a number of areas of study, each with appropriate inquiry questions to define the scope of the study. To assist students to develop a coherent understanding of Australian history from 1901, there are five focus issues that provide the links across all topics.

It is important that the course is “packaged” into manageable teaching/learning units that can be comfortably programmed within the 100 hours. The topics are all mandatory and should be programmed so that students’ learning experiences span the whole century. There is, however, no prescription regarding depth of coverage for each topic area. While all seven topics need to be covered within the 100 hours, it is obvious that all content areas will not be able to receive the same depth and breadth of coverage. Areas of Study chosen across the Topics should provide the students with a wide coverage of Australian history from 1901 to the present day and should ensure that all course outcomes are targeted.

For example, Topics 1 and 6 are identified as the topics for Part A of the Trial School Certificate test in 2001. Because of this, it would make sense to allocate 20% of course time to each of these topics, to ensure a depth and breadth of coverage of all areas of study and each inquiry question within these two topics. Nevertheless, teachers need not give equal time to each area of study, or each inquiry question. How teachers organise the time spent on each part of these topics will be determined by the nature of the teaching and learning activities.

For example, in Topic 1, teacher exposition may cover the inquiry question: *How and why did Federation occur?* A class activity involving small groups looking at the Australian Constitution might come up with shared notes in response to: *What are the main features of Australia’s Constitution?* This activity might be completed within the time allocation of one lesson.

When looking at the Area of Study: *Living and working conditions*, teachers may decide that a research task is appropriate. This could take the form of a group or an individual research project, which might include some library lessons, video or film viewing and analysis and research outside school, which might even include a visit to an appropriate display (such as in a museum) if any is available or accessible to the school. The end product of the research could be presented in an oral, written or dramatic form, or in any format that suits the targeted outcomes.

For example, the teacher may determine that the students should work towards achievement of the following outcomes:

- M5.7: describes major features of social and cultural life at different times in Australia’s history
- M5.14: explains the meaning, purpose and context of historical sources in order to deduce their usefulness for the purposes of an inquiry

- M5.16: locates, selects and organises historical information from a number of different sources, utilising a variety of technological processes to address complex historical problems and issues, with some independence
- M5.18: selects and uses appropriate written, oral and graphic forms to communicate effectively about the past for different audiences, with clear purpose

If so, the activity could take the following format:

Research topics could be allocated to small groups, each researching a different aspect of life in Australia at the beginning of the 20th century. As an introduction, the whole class could view a film or video documentary and then break into their research groups for discussion. At this point, the group members could plan their research project and allocate tasks within their groups. Library lessons could follow so that the groups can access relevant resources. Because outcome M5.14 has been targeted for the task, students will need to find sources from the early 20th century which illustrate life at that time. Newspaper clippings, advertisements, and cartoons would be suitable for student analysis and evaluation. If students cannot access technology outside school, it would be appropriate for the teacher to take students to a computer lab so that they can access the internet or a CD ROM as part of their research (M5.16). The groups would then plan their presentation to the rest of the class. Depending on time, creativity, etc, the groups might choose to present what they have learned about life in the early 20th century in a variety of ways, from diary entries, to a newspaper report, a written report, a role play or dramatic representation, or 'newsreel' format.

In terms of time allocation, the above task could span a week of lessons. This is only an indication, of course, as the time allocated for a task of this nature would depend on availability of resources and other teaching and learning experiences included in the unit program. For the purposes of this exercise, a time allocation of 20% of course time for Topic 1: Australian Social and Political Life to 1914 equates to approximately 27 x 45 minute lessons.

The Inquiry Question: *Was Australia a working man's paradise?* could be covered, following the research project, simply by classroom discussion or, if the teacher wanted to formalise it, through a class debate.

A teacher might decide to spend more time on the Areas of Study: *Suffrage and franchise*, *White Australia*, and *The Aboriginal experience*. Once again, however, time spent, and therefore breadth of coverage, is flexible within the overall parameter of covering all Areas of Study and giving at least some coverage to all Inquiry Questions. Source analysis, text book exercises, teacher exposition, work sheets, and document study would all be appropriate strategies which teachers could use, along with group and class discussion and debate. Student interest or teacher expertise might encourage more depth and breadth of coverage of some areas than others. It would also be appropriate for teachers to use the content of these Areas of Study to draw out discussion of specific perspectives or civics and citizenship education.

Step 2: Identifying targeted outcomes for each topic

It is important that outcomes for History Stages 4 – 5 are related to the whole course and not linked only to particular topics or sections of work. When programming teaching and learning experiences to ensure that all outcomes are addressed, teachers should be clear about where and when each of the outcomes is being explicitly taught throughout the course. This is not to suggest that other outcomes are not being addressed through the topic. However, it is the targeted outcomes that provide the focus for the teaching and learning activities.

This approach allows teachers to make a clear link between the syllabus outcomes, content and the assessment program. Teachers would devise an assessment schedule to meet the needs of their own students and teaching programs.

Step 3: Developing an assessment schedule

Before devising the assessment schedule for Year 10, teachers will need to develop an overview of the topics and areas of study that will be covered. From this overview, teachers will be able to establish the outcomes that are most suited to the various areas of study. Once this has been established, teachers can determine the specific outcomes to be targeted by each assessment task. It is important to remember that a single task can assess a variety of outcomes and that each outcome does not have to be targeted in every assessment task.

Once the targeted outcomes have been selected, teachers should devise the type of task that best allows students to demonstrate their achievement of the outcomes. For example, if M5.16 is a targeted outcome, the task should allow the students to complete some independent research. Therefore the task would be designed as a research project. At the same time, if M5.18 is a targeted outcome, the teacher may decide that an oral presentation would be an appropriate format through which the students can demonstrate their grasp of content gained through their research.

The content focus of the task will depend on the timing of the task relative to the overall program of teaching and learning. In the case of the research project and oral presentation, because it is a substantial task, it should receive commensurate weighting, therefore the task should occur in the latter part of Year 10. The teaching and learning program at this point will probably be focused on Topic 6: *Social and Political Issues from the 1970s to the 1990s*. If outcomes M5.2 and M5.8 have been selected, the inquiry questions within the area of study *Multiculturalism* would provide an appropriate content focus for the task.

It is also important to remember that, where tasks are scheduled throughout Year 10, greater weight would generally be given to those tasks held towards the end of the course. This will ensure that students are given the opportunity to demonstrate their maximum level of achievement of the knowledge and

understanding, and skills outcomes relative to the Draft Course Performance Descriptors.

A model assessment schedule is provided on page 18. The development of this assessment program recognised the following guiding principles:

- that outcomes are taught before being assessed
- that an outcome does not need to be formally assessed every time it is targeted for teaching and learning
- that all outcomes should be assessed at least once
- that the areas of assessment fit the outcomes selected for assessment in a particular task (for example, an examination/test item is inappropriate for assessing the outcomes related to historical investigation or oral presentation)

Step 4: Devising the assessment tasks

The next stage in the process is for the teacher to determine the wording of the task, including the assessment criteria to indicate to students how, and on what, their performance will be assessed. These assessment criteria may appear in a format similar to the assessment rubrics appearing in Stage 6 specimen exam papers, or they may be structured to give students very specific information, including a mark breakdown, on what they are expected to do in order to achieve the outcomes. The critical point to make about the design of any assessment task is that the expectations of the task should be absolutely clear to the students and obviously linked to the outcomes being targeted.

**A sample assessment schedule for Year 10:
(Tasks are suggestions only)**

	Task 1	Task 2	Task 3	Task 4
Outcomes	M5.4; M5.7; M5.16; M5.18	M5.1; M5.6; M5.9; M5.10; M.14; M5.15; M5.16	M5.2; M5.8; M5.17; M5.18; M5.19	M5.1; M5.2; M5.3; M5.4; M5.5; M5.6; M5.7; M5.8; M5.9; M5.10; M5.11; M5.12; M5.13; M5.14; M5.15; M5.19
Time of Task	End Term 1	Mid -Term 2	Mid -Term 3	Early Term 4
Nature of Task	Topic 4: Source Study – <i>Impact of America’s entry into the war on Australian society and culture</i>	Topic 5: Group Work – <i>People Power and Democracy in Australia</i>	Topic 6: Research Task and Oral Presentation – <i>Multiculturalism</i>	Final Exam: all topics. Chronology exercise Source study questions Short answer questions Extended response (essay)
Task Weighting	10%	20%	35%	35%

4 Assessment

Assessment is the process of identifying, gathering and interpreting information about student learning (see Syllabus, pages 43-46). Assessment should be structured so that students have the opportunity to demonstrate achievement of knowledge and understanding, and skills outcomes. This means that a variety of assessment instruments should be used as part of the assessment program. Selection of the assessment instrument will depend on the outcomes being targeted and the purpose for which the information will be used. For each task, establishing assessment criteria will assist in assessing the particular outcomes targeted and in providing feedback to students.

4.1 Assessment for assigning the School Certificate grade

The overall student achievement of the course outcomes will be determined using the School Certificate grading system. Levels of achievement, ranging from Excellent (A) to Elementary (E), are determined by applying the History Draft Course Performance Descriptors (pages 48-49 of the Syllabus) to the available evidence of student achievement. The grade appears on the student's Record of Achievement Part A. Student performance in the Australian History, Geography, Civics and Citizenship test will be reported separately on the Record of Achievement Part B and in the School Certificate Test Report.

Within the school, an appropriate assessment schedule should be devised which will enable information to be collected about student achievement of outcomes for the purpose of assigning a School Certificate grade. These summative tasks should be limited to 3 – 5 to avoid over-assessment, and can target a number of outcomes. Tasks scheduled throughout the year should be weighted to ensure that greater emphasis is given to those tasks held towards the end of the course

While student achievement of course outcomes is developmental throughout Stages 4 and 5, only achievement of outcomes in the School Certificate year should be assessed for the summative grade assigned by the school, unless the student is exiting the course at the completion of Year 9 (see Syllabus, page 47).

4.2 The School Certificate Test

From 2002, all candidates for the School Certificate will be required to sit for the Australian History, Geography, Civics and Citizenship test. The test provides an indication of student performance in relation to the course outcomes and content sampled. However, the School Certificate grade assigned by the school provides a fuller indication of student achievement in relation to the course as a whole.

The History (Mandatory) and Geography (Mandatory) Stage 5 sections of the syllabus documents provide the curriculum outcomes and content from which questions for the new School Certificate test will be drawn. Any information about the test for a particular year is published in the Official Notices in the Board Bulletin. Specifications for the History section of the School Certificate test are provided on page 50 of the Syllabus.

Note:

The nominated topics for Part A of the History section of the tests in 2001-2003 are:

- 2001 Trial Test: Topic 1: Australian Social and Political Life to 1914
Topic 6: Social and Political Issues from the 1970s to the 1990s
- 2002 Test: Topic 1: Australian Social and Political Life to 1914
Topic 5: Post-War Australia to the 1970s
- 2003 Test: Topic 1: Australian Social and Political Life to 1914
Topic 5: Post-War Australia to the 1970s

Teachers should note that questions contained in Part B of the History section of the test will require students to draw on knowledge and understanding beyond the topics identified for Part A.

5 Other Support Material Available To Teachers

- *Teaching Heritage* website www.teachingheritage.nsw.edu.au with 'hot links' to copies of the Syllabus and other materials and includes a Chronology of Aboriginal History.
- *Australian History Program*, prepared and distributed to DET schools by Curriculum Support Directorate.
- *Federation: Inclusion and Exclusion*, a teaching kit for Topic 1 of the course developed by Curriculum Support Unit and the NSW Centenary of Federation Committee.
- *1901 And All That*, a Federation Resource kit developed by National Archives and distributed to all secondary schools.
- *Valuing Cultures*, including Reconciliation History, developed by Macquarie University and DEETYA – distributed to all schools.
- *Invasion and Resistance*, teaching kit developed by BOS for the previous syllabus and distributed to all schools.
- *Aboriginal Artists*, teaching kit for distribution in Term 1, 2001, which contains sources for contemporary developments.
- *Survival*, by Nigel Parbury, to be reprinted.
- Materials developed by Department of Veteran Affairs, www.dva.gov.au.
- Materials by Film Australia, www.filmaust.com.au.
- *Discovering Democracy* materials.