

## The Humanities – History

In History, standards for assessing and reporting student achievement are introduced at Level 4. The learning focus statements for Levels 1 and 2 and the standards for 3 in the Humanities provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.

### History – Progressing towards Level 4

#### Progression Point 3.25

*At 3.25, the work of a student progressing towards the standard at Level 4 demonstrates, for example:*

#### Historical knowledge and understanding

- sequencing of significant historical events in Australia and/or an Asian country
- awareness of a significant event in Australia and/or Asia and associated key people; for example, European settlement of Australia and Captain Arthur Phillip
- knowledge about cultural groups in Australia and/or Asia; for example, Indigenous Australians and their kinship systems, or the religious traditions of Indonesia
- comparison between aspects of life in the past and present; for example, family life in Australia today and at some time in the past

#### Historical reasoning and interpretation

- development, with teacher assistance, of questions about the past in response to sources such as stories, pictures and descriptions of events
- identification and understanding of sources such as artefacts, buildings and accounts of events

#### Progression Point 3.5

*At 3.5, the work of a student progressing towards the standard at Level 4 demonstrates, for example:*

#### Historical knowledge and understanding

- development of timelines which show change over time
- knowledge of significant events in Australia's past, such as Federation, and the associated role of people such as Henry Parkes, Edmund Barton and Alfred Deakin
- knowledge of the contributions of various cultural groups, such as the English, Irish and Chinese, to Australian life
- comparison of aspects of life in different countries; for example, governance in Japan and Vietnam

#### Historical reasoning and interpretation

- development, with teacher assistance, of research questions about the past
- comprehension of primary and secondary sources which describe significant events

#### Progression Point 3.75

*At 3.75, the work of a student progressing towards the standard at Level 4 demonstrates, for example:*

#### Historical knowledge and understanding

- use of annotated timelines to show change and continuity over time
- analysis of key events in Australia and/or Asia, and the contributions of key individuals; for example, the building of the Great Wall of China and the role of Ming emperors
- knowledge of aspects of daily life, customs and religious traditions in particular countries; for example, in China, Indonesia or Japan
- comparison of the values and beliefs of different cultural groups over time; for example, religious traditions in an Asian country and in Australia

#### Historical reasoning and interpretation

- development and planning of research questions, and planning of inquiries with teacher support
- location, with teacher support, of primary and secondary sources such as online photographs and books

**Progression Point 3.25**

*At 3.25, the work of a student progressing towards the standard at Level 4 demonstrates, for example:*

- simple historical understandings presented in written, oral and visual forms

**Progression Point 3.5**

*At 3.5, the work of a student progressing towards the standard at Level 4 demonstrates, for example:*

- questioning of primary and secondary sources about events; for example, Who is the author? When was this written?
- historical understandings presented in written, oral and visual forms which include appropriate historical language

**Progression Point 3.75**

*At 3.75, the work of a student progressing towards the standard at Level 4 demonstrates, for example:*

- simple judgments about primary and secondary sources; for example, the point of view presented and the values shown
- historical explanations presented in a range of forms and using appropriate historical language and concepts

**History – Level 4****Historical knowledge and understanding**

At Level 4, students demonstrate their knowledge and understanding of significant events in Australian history including Aboriginal and Torres Strait Islander history, European settlement, the development of the colonies, the development of the wool industry, the 1850s gold rushes; the moves to self-government, Federation; and World War I. They demonstrate an understanding of the histories of some cultural groups which make up Australia today. They make links and appropriate comparisons with contemporary Australia.

Students demonstrate an understanding of key aspects of an Asian country or countries within the Australian region. They explain significant events and people in the history of that country or countries. They describe aspects of governance, customs, religious traditions and daily life. They explain the values important to other societies and their own and links between other countries and Australia.

They compare and contrast the values and beliefs of Australians and people of other cultures. They compare aspects of different cultures and countries, in both the past and present, and ask questions about their own society. They sequence events and describe their significance in bringing about particular developments.

**Historical reasoning and interpretation**

At Level 4, students use a range of primary and secondary sources to investigate the past. With support, they frame research questions and plan their own inquiries. They comprehend and question sources and make judgments about the views being expressed, the completeness of the evidence, and the values represented. They use appropriate historical language and concepts to develop historical explanations. They present their understandings in a range of forms.

## History – Progressing towards Level 5

### Progression Point 4.25

*At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

#### Historical knowledge and understanding

- knowledge of aspects of past societies, such as daily life, work, family, education, community life and governance
- identification of change and continuity over time in a past society
- understanding of simple concepts and terms for use in historical study; for example, 'ancient', 'archaeologist', 'monarchy', 'slavery' and 'democracy'
- understanding of the roles of leaders such as Alexander the Great, Julius Caesar

#### Historical reasoning and interpretation

- development of key research questions for an investigation
- identification of a variety of primary and secondary sources for particular research
- comprehension of sources, and questioning of their point of view, values and attitudes
- in presentations, use of appropriate concepts such as change and chronology, as well as evidence from sources, to show historical understanding

### Progression Point 4.5

*At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

#### Historical knowledge and understanding

- comparison of aspects of different past societies; for example, daily life, community life and governance
- identification of legacies of past societies evident in contemporary societies
- understanding and use of key terms and concepts such as 'religion', 'power', 'authority' and 'governance'
- evaluation of the role and importance of leaders and leadership in societies

#### Historical reasoning and interpretation

- development of appropriate research questions and plans for an inquiry
- location of a range of sources relevant to particular research questions
- identification of strengths and weaknesses of sources of evidence
- in historical explanations, use of evidence, relevant concepts and terms, as well as conventions such as references and a simple bibliography

### Progression Point 4.75

*At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

#### Historical knowledge and understanding

- analysis of social and political structures in past societies
- comparison between aspects of past and present societies; for example, the role of education or the roles of men and women
- analysis of concepts; for example, the meanings and values associated with 'the rule of law', 'democracy' and 'feudalism'
- analysis of the role of leaders and other key individuals in societies, and evaluation of their contributions and legacies

#### Historical reasoning and interpretation

- planning for historical research based on development of key research questions, and revision of those key questions as inquiry progresses
- location of a range of relevant resources for particular inquiries, and identification of gaps in those resources
- analysis of the context, purpose and completeness of sources in answering particular inquiry questions
- use of a variety of oral and written forms to present historical findings, including evaluation of evidence supporting a viewpoint, use of historical language and concepts, and provision of accurate bibliographies



### History – Level 5

#### Historical knowledge and understanding

At Level 5, students analyse and describe key events in ancient and medieval societies. They use a variety of sources to describe key aspects of these societies. They describe aspects of daily life in these societies such as work, the division of labour, family, clothing, housing and education. They explain key features of community life including myths and legends, religious beliefs and practices and cultural expressions such as art and drama. They analyse the ways that ancient and medieval societies were governed, identify political features and explain the nature of the political system, the dominant groups and how they established and maintained power. They describe the roles of key individuals and evaluate their contributions and legacies.

Students analyse change and continuity over time and compare key aspects of past and present societies; for example, aspects of daily life, social and political ideas and structures, and cultural values and beliefs. They demonstrate understanding of key concepts such as democracy, governance, the rule of law, justice, religion, liberty, authority, leadership, culture and feudalism. They explain the influences of ancient and medieval societies on contemporary societies.

#### Historical reasoning and interpretation

At Level 5, students frame key research questions, plan their investigations, and report on their findings. They use a range of primary and secondary sources including visual sources that record features of the societies in their investigations. They identify the content, origin, purpose and context of historical sources. They evaluate historical sources for meaning, point of view, values and attitudes, and identify some of the strengths and limitations of historical documents. They use relevant historical evidence, concepts and historical conventions such as bibliographies to present a point of view. Students use a variety of forms to present their understanding.

## History – Progressing towards Level 6

### Progression Point 5.25

*At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

#### Historical knowledge and understanding

- understanding of the contribution of significant events to the social, political and cultural development of a nation; for example, the impact of gold rushes or Federation
- understanding of concepts and key terms such as ‘settlement’ ‘colonisation’ and ‘federation’
- analysis of particular changes over time; for example, changes in civil and political rights for groups of Australians
- identification of links between past and present

#### Historical reasoning and interpretation

- development of research questions and planning of inquiries and use of a range of print and online resources to research events
- synthesis of written evidence to support arguments and conclusions
- selection and evaluation of a range of primary and secondary sources for reliability and completeness.
- use of relevant concepts, evidence to support opinions, and accurate bibliographic conventions in presentations of understandings

### Progression Point 5.5

*At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

#### Historical knowledge and understanding

- comparison and analysis of different perspectives on significant national events; for example, World War I and the conscription debate, the Day of Mourning, and war in Vietnam
- explanation of key historical concepts and terms such as ‘racism’, ‘suffrage’ and ‘conscription’
- understanding of the significance of changes over time through an evaluation of their influence on the present; for example, technology, communication and science
- analysis of the links between historical and contemporary issues

#### Historical reasoning and interpretation

- research inquiries which use a range of resources, which including those which analyse contemporary issues related to particular inquiry questions
- critical analysis of sources for objectivity and bias
- synthesis of written and visual evidence to support arguments and conclusions
- selection of an appropriate presentation form for the results of an inquiry, using relevant concepts, a wide range of evidence and accurate historical language and conventions

### Progression Point 5.75

*At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

#### Historical knowledge and understanding

- evaluation of the impact of conflicts and revolutions on nations and on people; for example, the Cold War or the Russian Revolution
- analysis of ideologies such as fascism, communism, capitalism, feminism, environmentalism, globalisation
- evaluation of the national and global significance of particular changes; for example, the end of the Cold War
- evaluation of aspects of global interconnections in the twentieth and twenty-first centuries; for example, the development of the United Nations and its peace-keeping missions

#### Historical reasoning and interpretation

- research inquiries which use of a range of resources, including those which show differing interpretations of events and issues
- recognition of multiple perspectives on events
- evaluation of evidence which supports different interpretations of events
- in presentations of viewpoints on historical issues, analysis of competing interpretations, use of accurate historical language and conventions, and a variety of ways of presenting information



### History – Level 6

#### Historical knowledge and understanding

At Level 6, students analyse events which contributed to Australia's social, political and cultural development. These events could include: European colonisation, the growth of the colonies, self-government, the gold rushes, the development of trade unions, the events leading to Federation, Federation, World War I, World War II, immigration, and the Gulf Wars. Students evaluate the contribution of significant Australians to Australia's development.

Students evaluate the impact of colonisation on Aboriginal and Torres Strait Islander communities and the fight for civil and political rights and land rights. They analyse significant events and movements which have resulted in improvements in civil and political rights for other groups of Australians such as the eight-hour day and the right to vote for women, and evaluate the contributions of key participants and leaders in these events. They compare different perspectives about a significant event and make links between historical and contemporary issues.

Students analyse the impact of some key wars and conflicts in the twentieth and twenty-first centuries. These could include the world wars, revolutions, the Cold War and post Cold War conflicts. They explain aspects of increasing global interconnections in the twentieth and twenty-first centuries. They demonstrate understanding of key ideologies and explain their influence on people's lives, national events and international relations. They explain why significant social and cultural movements have developed and evaluate their influence on societies. They analyse changes in technology, medicine and communication.

#### Historical reasoning and interpretation

At Level 6, students frame research questions and locate relevant resources, including contemporary media and online resources. They identify, comprehend and evaluate a range of primary and secondary sources, including visual sources and use historical conventions such as footnotes and bibliographies to document sources. They critically evaluate sources of evidence for context, information, reliability, completeness, objectivity and bias. They recognise that in history there are multiple perspectives and partial explanations. They use appropriate historical language and concepts in historical explanations. They use evidence to support arguments and select and use appropriate written and oral forms to communicate develop historical explanations in a variety of oral, written and electronic forms.

## History – Progressing beyond Level 6

### Progression Point 6.25

*At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

#### Historical knowledge and understanding

- critical analysis of aspects of global interconnections and their positive and negative affects on individual countries
- critical analysis of the impact of an historical event and its continuing effects

#### Historical reasoning and interpretation

- selection of research methods to suit the task, the purposes, and the form in which understanding is to be presented
- synthesis of a variety of evidence

### Progression Point 6.5

*At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

#### Historical knowledge and understanding

- critical analysis of an example of changing global relationships; for example, Australia's role in the Asia–Pacific region in the twentieth and twenty-first centuries
- critical analysis of multiple interpretations of a major event in the twentieth or twenty-first centuries

#### Historical reasoning and interpretation

- refinement of research methods and forms of presentation in the light of analysis of evidence
- analysis of the ways that particular events or periods of time have been interpreted and understood by historians

### Progression Point 6.75

*At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

#### Historical knowledge and understanding

- evaluation of aspects of increasing global interconnections and their impacts on the sovereignty of nations
- analysis of multiple perspectives on a selected historical event to explore the partial nature of historical explanations

#### Historical reasoning and interpretation

- consideration and evaluation of a range of interpretations of events by historians and commentators
- analysis and comparison of representations of events
- construction of coherent arguments about events