

History

2012 Subject Outline

Stage 1 and Stage 2



Government
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SACE
Board of SA

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INTRODUCTION

PURPOSES OF THE SACE

The South Australian Certificate of Education (SACE) is designed to enable students to:

- develop the capabilities to live, learn, work, and participate successfully in a changing world
- plan and engage in a range of challenging, achievable, and manageable learning experiences, taking into account their goals and abilities
- build their knowledge, skills, and understanding in a variety of contexts, for example, schools, workplaces, and training and community organisations
- gain credit for their learning achievements against performance standards.

SUBJECT DESCRIPTION

History may be undertaken as a 10-credit subject or a 20-credit subject at Stage 1.

Australian History may be undertaken as a 20-credit subject at Stage 2.

Modern History may be undertaken as a 20-credit subject at Stage 2.

Students of History have the opportunity to make sense of an increasingly complex and rapidly changing world by connecting the past and the present.

History involves the investigation of human experience over time. By studying past events, actions, and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. History encourages inquiry into the activities of people in order to gain an understanding of their motivations and the effects of actions in particular places at particular times; make comparisons; and draw conclusions.

History builds understanding through the investigation of historical concepts and ideas such as change and continuity; historical empathy; power and its distribution; the causes and resolution of conflicts; and rules and rulers. Students have the opportunity to explore social relationships; how people in society treat each other; the influence of individuals on decision-making; the influence and control of governments over individuals; who and which institutions make rules and who interprets them; and who enforces the rules and who resists them.

By gaining historical perspectives, students are able to see change and continuity in a wider context. They develop an understanding of how and why events happened in the past and how they, as citizens in society, can influence the future.

The study of history provides students with an opportunity to question accepted historical narratives by researching and reviewing sources within a framework of inquiry and critical analysis.

CAPABILITIES

The aim of the SACE is to develop well-rounded, capable young people who can make the most of their potential. The capabilities include the knowledge and skills essential for people to act in effective and successful ways.

The five capabilities that have been identified are:

- communication
- citizenship
- personal development
- work
- learning.

The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts.

The capabilities of communication, citizenship, personal development, work, and learning are reflected in the learning requirements, the content, the assessment design criteria, and the performance standards of this subject.

Communication

In History, students express their views, findings, and arguments to a variety of audiences using different communication forms. Students undertake learning activities that enhance their ability to read critically, write in clear prose, succinctly develop an argument, make relevant and informed contributions to class discussions, present findings and discussion in different forms, and acknowledge sources appropriately. Students learn to value oral communication via oral histories, interviewing, and the skills of discussing historical narratives in a group setting.

Students acquire technological skills that enable them to access and critically evaluate historical narratives, discussions, and sources that are available electronically or in other forms.

Citizenship

In History, students develop citizenship skills and perceptions by examining social institutions, rights and responsibilities, and the nature and influence of power relationships, over time, in society. Students develop skills in historical research, critical analysis, and source evaluation that are crucial for effective participation in society.

Students consider social and environmental sustainability with the knowledge that citizens are able to not only help maintain continuity but also effect change. By examining historical narratives, students can engage in a meaningful way with contemporary issues involving cultural diversity and Indigenous affairs. History enables students to understand changes that have occurred in societies over time and the importance of the citizenry in shaping contemporary and future societies.

Personal Development

In History, students learn to be discerning about information, to gain an understanding of individuals, groups, and societies, and to analyse situations and events. The ability to interpret and evaluate information is an important skill that can be transferred to other aspects of a student's life. Through the study of individuals in historical narratives, students are encouraged to develop empathy with a range of people and groups. Such empathy can help students to understand their own identity and that of others in contemporary society.

Work

In History, students develop a range of skills that are relevant to a variety of vocations and work situations. Such skills include research, source interpretation, situational evaluation, and the ability to develop and sustain an argument. The skills involved in explaining and discussing issues in written, oral, or multimodal form are critical in many workplaces.

Students learn to distil and interpret ideas and information from sources and to write responses in clear, concise, effective prose. Such skills are valued in a range of vocational areas — for example, administration, business, government, law and politics, the arts, education, entertainment, theology, journalism, publishing, archaeology, and tourism.

Learning

In History, students develop skills in research, information literacy, organisation, critical reading, and analytical thinking. Such skills enable students to interpret, visualise, understand, and evaluate events, actions, people, and phenomena of the past. History encourages students to develop their independent learning skills and to be inquisitive about the influence of individuals and groups on societies over time. Through the inquiry process, students hypothesise and/or create focusing questions to guide their investigations, develop positions on topics or issues, and use and cite evidence to support their arguments.

Students make historical interpretations that contribute to their understanding of the complexities and interdependencies that exist in a society. Students develop an understanding of a range of contemporary societies that enables them to understand and explain opposing perspectives on historical events and associated contemporary issues.

LITERACY IN HISTORY

The study of History provides students with an opportunity to develop their literacy skills, to communicate effectively, and to develop a critical awareness of the use of language.

Students develop literacy skills by using a variety of text types, such as analytical reports and reviews, and written, oral, and multimodal communication forms. They develop skills in communicating clearly and precisely and in using historical terms correctly to explain content, concisely formulate points of view, and articulate a position.

Literacy skills in History enable students to identify, critically analyse, and evaluate written, oral, statistical, and visual sources from different perspectives. Analysis and

evaluation can involve the identification of context, purpose, bias, intent or message, inference, accuracy, relevance, reliability, authority, and views included or excluded.

Students have opportunities to develop their information literacy skills by identifying, locating, selecting, comprehending, and analysing historical content contained online and in books, journals, laws, letters, photographs, speeches, films, cartoons, material culture (e.g. artefacts, buildings, and sites), and electronic sources. The use of film, images, and cartoons promotes the development of visual literacy skills such as observation, interpretation, and extrapolation.

Increasingly, spatial literacy in history is enhanced by the use of modern spatial technologies such as geographic information systems (GIS) and three-dimensional visualisations to demonstrate and explain historical interactions, causation, and change. Maps and aerial imagery enhance historical understanding and analysis by incorporating spatial dimensions and relationships through space.

NUMERACY IN HISTORY

The study of History provides students with opportunities to develop their numeracy skills through, for example:

- critical analysis, including the interpretation, interpolation, and extrapolation of data
- estimation
- the sequencing of chronological timelines
- spatial and symbolic awareness
- use and understanding of graphical illustrations
- the interpretation of information given in numerical form in diagrams, maps, graphs, and tables
- the management and manipulation of electronic sources of data, databases, and software applications
- historical map-making using spatial technologies such as GIS
- the identification of trends and patterns when using charts, statistics, maps, and other visual tabulations of historical events and phenomena.

ABORIGINAL AND TORRES STRAIT ISLANDER KNOWLEDGE, CULTURES, AND PERSPECTIVES

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

- providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
- recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society

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- drawing students' attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
 - promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.

Stage 1 History

LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. explain how particular societies in selected periods and places since 500 AD have been shaped by both internal and external forces
2. identify and explain historical concepts
3. apply hypotheses and/or focusing questions to guide historical inquiry
4. analyse and evaluate sources
5. understand and appreciate the role of particular individuals and groups in history
6. communicate informed and relevant arguments using subject-specific language and conventions.

These learning requirements form the basis of the:

- learning scope
- evidence of learning that students provide
- assessment design criteria
- levels of achievement described in the performance standards.

CONTENT

Stage 1 History may be undertaken as a 10-credit subject or a 20-credit subject.

A 10-credit subject consists of:

- skills of historical inquiry
- a minimum of two historical studies.

A 20-credit subject consists of:

- skills of historical inquiry
- a minimum of four historical studies.

Skills of Historical Inquiry

The following skills are an essential part of the craft of historical inquiry.

Students:

- pose hypotheses and/or ask focusing questions
- select from historical materials on the basis of relevance

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- research, evaluate, interpret, analyse, and use historical materials
 - think imaginatively about the past
 - think critically about both the uses and the limitations of sources
 - make comparisons and contrasts to increase their understanding of the past
 - recognise differences of interpretation among historians
 - develop and debate opinions, ideas, issues, and arguments
 - form judgments and defend them
 - communicate ideas and arguments in clear and effective speech and writing
 - look for patterns and identify ambiguities, contradictions, and discontinuities in history
 - use history critically to inform their understanding of the future.

The skills of historical inquiry should be developed and applied in sources analysis activities undertaken in the historical studies and the investigation. The historical evidence in a source should be critically assessed for:

- its meaning, and the implications of its context and content
- its usefulness
- its limitations
- its representativeness (by asking questions about whether or not the source is typical of the period)
- the audience for whom the source was constructed
- the problems, assumptions, arguments, ideas, and values it shares with other sources from a given historical period, or the ways in which it differs from them.

As part of the development of their skills in sources analysis, students should have the opportunity to use relevant historical evidence from sources to build an argument in response to a hypothesis and/or a focusing question.

Historical Studies

In the choice of historical studies, a thematic approach and/or a depth approach may be used as a guide to developing content. The selected historical period should be from 500 AD to the present day. These historical studies are not prescribed in this subject outline, although the following should be used as a frame of reference to guide content choices.

A thematic approach encourages students to develop a breadth of understanding of people, places, events, and ideas in history. Such an approach examines particular historical aspects within a society or across a number of societies in one or more regions of the world in a period or selected periods.

A depth approach focuses on one society/event/period/movement. The depth study requires students to undertake an analysis that leads to an appreciable depth of involvement in the processes of historical inquiry; this is also known as depth-in-discipline analysis.

The selection and development of historical studies with a thematic and/or a depth approach should cater for the needs and interests of students. The following suggestions may be useful as a guide:

- *issues*: freedom or oppression; revolution; childhood; youth culture; globalisation; the colonial experience; exploration; migration; conflict; international crises; peacemakers; modernisation; social, political, cultural, economic and/or environmental impacts

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- *creative works*: literature; art; music; film; drama
 - *regions*: Africa; Asia; Australia; Europe; the Middle East; North America; Northern Ireland; the Pacific Islands; South America
 - *local history*: a local church, temple, or mosque; an institute; a botanic garden; an organisation; a person; an area; a street name; a design concept
 - *special interest*: an area of special interest to teachers and students.

ASSESSMENT SCOPE AND REQUIREMENTS

Assessment at Stage 1 is school based.

Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject. These assessments provide students' evidence of learning.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 History:

- Assessment Type 1: Folio
- Assessment Type 2: Sources Analysis
- Assessment Type 3: Investigation.

For a 10-credit subject, students should provide evidence of their learning through four or five assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by teachers to:

- clarify for the student what he or she needs to learn
- design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

- students should demonstrate in their learning
- teachers look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

- knowledge and understanding
- inquiry and analysis
- reflection
- communication.

The specific features of these criteria are listed below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Knowledge and Understanding

The specific features are as follows:

- KU1 Explanation of how particular societies in selected periods and places have been shaped by both internal and external forces.
- KU2 Identification and explanation of historical concepts.

Inquiry and Analysis

The specific features are as follows:

- IA1 Application of hypotheses and/or focusing questions to guide historical inquiry.
- IA2 Analysis and evaluation of sources.

Reflection

The specific feature is as follows:

- R1 Understanding and appreciation of the role of particular individuals and groups in history.

Communication

The specific features are as follows:

- C1 Communication of informed and relevant arguments.
- C2 Use of subject-specific language and conventions.

SCHOOL ASSESSMENT

Assessment Type 1: Folio

Students undertake at least one folio assessment.

Students research, interpret, and communicate their understanding of historical events, phenomena, concepts, and issues. Folio assessments should provide opportunities for students to develop historical literacy skills. Such skills include the ability to research using historical sources, interpret historical texts, appreciate changes in attitudes and values over time, and analyse information to develop a position on historical questions.

Individual and group assessments could include, for example, historical reports, research assignments, debates, scripted role plays, hyperlinked databases and maps, interviews, excursion reports, oral presentations, web pages, essays, or multimodal presentations.

Assessment conditions such as word-limits, time limits, and presentation length should be clearly communicated to students. A folio assessment should be a maximum of 1000 words if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- knowledge and understanding
- reflection
- communication.

Assessment Type 2: Sources Analysis

Students undertake at least one sources analysis assessment.

Students use, interpret, evaluate, and reflect on a selection of different historical sources. Sources may include letters, photographs, film, cartoons, material culture (e.g. artefacts, buildings, and sites), statistics, graphs, journals, newspapers, official reports, oral histories, and books.

A selection of three sources for any one assessment should be sufficient. The sources may be selected by the teacher or by students in negotiation with their teacher.

This assessment type allows students to demonstrate historical interpretation skills in relation to historical context, authenticity, bias, reliability, audience, limitations, and usefulness. The sources should provide evidence to either verify or refute accepted histories, and they should encourage students to appreciate the open-ended nature of historical interpretation.

A sources analysis assessment should be a maximum of 1000 words if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- knowledge and understanding
- inquiry and analysis
- reflection
- communication.

Assessment Type 3: Investigation

Students undertake at least one investigation in which they inquire into, interpret, and research a historical topic in depth. The investigation can be on a topic linked to the material covered in class or a topic developed independent of the content.

For the investigation, students examine a historical event, group, individual, or phenomenon. They negotiate with the teacher the nature and approach of the investigation in terms of the topic, issue, hypothesis and/or focusing question(s), research and sources, and presentation.

The investigation may take the form of, for example, a report, an oral presentation, a web page, or a multimodal presentation. An investigation should be a maximum of 1000 words if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form.

Students are encouraged to use relevant sources as evidence to support their investigation. They should acknowledge sources appropriately in a format negotiated with the teacher.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- knowledge and understanding
- inquiry and analysis
- reflection
- communication.

PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding, on the basis of the evidence provided, how well a student has demonstrated his or her learning.

During the teaching and learning program the teacher gives students feedback on, and makes decisions about, the quality of their learning, with reference to the performance standards.

Students can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

At the student's completion of study of a subject, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- taking into account the weighting given to each assessment type
- assigning a subject grade between A and E.

Teachers can use a SACE Board school assessment grade calculator to help them to assign the subject grade. The calculator is available on the SACE website (www.sace.sa.edu.au).

Performance Standards for Stage 1 History

	Knowledge and Understanding	Inquiry and Analysis	Reflection	Communication
A	Comprehensive and relevant explanation of how particular societies in selected periods and places have been shaped by both internal and external forces. Insightful and well-informed identification and explanation of historical concepts.	Perceptive application of hypotheses and/or focusing questions to guide historical inquiry. Comprehensive and astute analysis and evaluation of sources.	Well-informed and insightful understanding and appreciation of the role of particular individuals and groups in history.	Well-structured and coherent communication of well-informed and relevant arguments. Consistent, clear, and appropriate use of subject-specific language and conventions.
B	Well-considered and relevant explanation of how particular societies in selected periods and places have been shaped by both internal and external forces. Well-informed identification and explanation of historical concepts.	Well-considered application of hypotheses and/or focusing questions to guide historical inquiry. Well-considered analysis and evaluation of sources.	Well-informed understanding and appreciation of the role of particular individuals and groups in history, with some insight.	Structured and mostly coherent communication of informed and relevant arguments. Clear and appropriate use of subject-specific language and conventions.
C	Considered and relevant explanation of how particular societies in selected periods and places have been shaped by both internal and external forces. Informed identification and explanation of historical concepts.	Competent application of hypotheses and/or focusing questions to guide historical inquiry. Considered analysis and evaluation of sources.	Informed understanding and appreciation of the role of particular individuals and groups in history.	Generally coherent communication of informed and relevant arguments. Mostly appropriate use of subject-specific language and conventions.
D	Recognition and basic understanding of some aspects of how particular societies have been shaped by both internal and external forces. Basic awareness and some description of historical concepts.	Partial application of a hypothesis and/or focusing question to guide historical inquiry. Superficial analysis of sources, tending towards description.	Some awareness and recognition of the role of particular individuals and groups in history.	Basic communication of aspects of an argument. Some appropriate use of subject-specific language and conventions, with inaccuracies.
E	Limited awareness of how particular societies have been shaped by internal and external forces. Some descriptions of historical information.	Attempted application of a focusing question to guide historical inquiry. Description of one or more sources.	Emerging awareness of the role of one or more individuals or groups in history.	Attempted communication of one or more aspects of an argument. Limited use of any appropriate subject-specific language and conventions.

ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website (www.sace.sa.edu.au).

SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).

Stage 2 Australian History and Stage 2 Modern History

LEARNING SCOPE AND REQUIREMENTS

Stage 2 Australian History

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. demonstrate knowledge and understanding of people, places, events, and ideas in the history of societies in Australia
2. formulate hypotheses and/or focusing questions and apply them to explain historical concepts
3. apply the skills of historical inquiry, including critical analysis
4. construct reasoned historical arguments based on a critical understanding of evidence from sources
5. reflect on the short-term and long-term impacts of individuals, events, and phenomena
6. evaluate why individuals and groups acted in certain ways at particular times
7. communicate informed and relevant arguments using subject-specific language and conventions.

These learning requirements form the basis of the:

- learning scope
- evidence of learning that students provide
- assessment design criteria
- levels of achievement described in the performance standards.

CONTENT

Stage 2 Australian History is a 20-credit subject that consists of:

- a thematic study
- a depth study
- an essay.

Students study one topic from a choice of six for the thematic study, and one topic from a choice of five for the depth study. The topic for inquiry for the essay may be developed from any of the eleven topics available for study in the subject, or from any other area of interest relevant to Australian History.

Thematic Study

The thematic study requires students to undertake a critical analysis of a period, phenomenon, or event in Australian history. The analysis may involve comparison of people, ideas, and events within one or more case studies.

Students choose one of the following six topics for a thematic study:

- Topic 1: Contact and Resistance: Indigenous Australians and the Colonial Experience, 1788 to the Present
- Topic 2: The Bush Experience and Survival on the Land: Primary Industries, 1788 to the Present
- Topic 3: Australia's Foreign Policy, 1890 to the Present
- Topic 4: Searching for Ideal Societies and Nations, c. 1880 to the Present
- Topic 5: The Unwanted, the Seekers, and the Achievers: Migration to Australia, 1830 to the Present
- Topic 6: Living in Australia, 1788 to the Present.

Each of these topics has four key areas for inquiry that provide the focus for a thematic study.

Depth Study

The depth study requires students to undertake an analysis that leads to an appreciable depth of involvement in the processes of historical inquiry. Through this approach, students gain detailed knowledge of the topic under investigation.

Students choose one of the following five topics for a depth study:

- Topic 7: Women in Australia: Myths, Experiences, Roles, and Influences, 1788 to the Present
- Topic 8: Remembering Australians in Wartime: Experiences and Myths, 1880 to the Present
- Topic 9: The Lucky Country? Prosperity, Depression, and Recession, 1850 to the Present
- Topic 10: The Radical Experiment: A Social, Political, Economic, and Cultural History of South Australia, 1836 to the Present
- Topic 11: Experiencing the Northern Territory: A Social, Political, Economic, and Cultural History of the Northern Territory, 1824 to the Present.

Each of these topics has four key areas for inquiry that provide the focus for a depth study of, for example, selected societies, events, and periods.

Essay

The purpose of the essay is for each student to engage in the process of inquiry into a historical question of personal interest and to apply the concepts and skills of historical study. Each student formulates a hypothesis and/or focusing question(s) in order to analyse an aspect of history and construct a reasoned historical argument supported by evidence from three sources.

Students choose a topic for inquiry developed from any of the eleven topics described in the Thematic Study and Depth Study, or from any other area of interest relevant to Australian history, to formulate the hypothesis and/or focusing question(s) for their essay.

Skills of Historical Inquiry

The following skills are an essential part of the craft of historical inquiry.

Students:

- pose hypotheses and/or ask focusing questions
- select from historical materials on the basis of relevance
- research, evaluate, interpret, analyse, and use historical materials
- think imaginatively about the past
- think critically about both the uses and the limitations of sources
- make comparisons and contrasts to increase their understanding of the past
- recognise differences of interpretation among historians
- develop and debate opinions, ideas, issues, and arguments
- form judgments and defend them
- communicate ideas and arguments in clear and effective speech and writing
- look for patterns and identify ambiguities, contradictions, and discontinuities in history
- use history critically to inform their understanding of the future.

The skills of historical inquiry should be developed and applied in sources analysis activities undertaken in the thematic and depth studies and in the essay. The historical evidence in a source should be critically assessed for:

- its meaning, and the implications of its context and content
- its usefulness
- its limitations
- its representativeness (by asking questions about whether or not the source is typical of the period)
- the audience for whom the source was constructed
- the problems, assumptions, arguments, ideas, and values it shares with other sources from a given historical period, or the ways in which it differs from them.

Thematic Study

Students choose one of Topics 1 to 6 for a thematic study.

Topic 1: Contact and Resistance: Indigenous Australians and the Colonial Experience, 1788 to the Present

Students undertake a thematic study of one or more Aboriginal and/or Torres Strait Islander societies. The following examples are listed according to location:

- *desert areas*: Pitjantjatjara; Pintupi; Warlpiri (central desert)
- *inland*: Adnyamathanha (northern Flinders Ranges); Ngadjuri (mid-north South Australia); Wiradjuri (west of the Great Dividing Range); Gurindji (central north Australia)
- *coastal areas*: Yolngu (north); Bundjalung (central east); Kurnai (south-east), Eora (east); Pinjarup (south-west); Kurna (south)
- *river lands*: Barkindji (Darling River); Ngarrindjeri (Murray River)
- *highlands*: Ngarigo (south)
- Torres Strait Islands: Meriam Mir (east).

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a thematic study in this topic:

- the diversity and common elements among Aboriginal and Torres Strait Islander peoples from different environments
- the nature of the first contacts between Aboriginal and Torres Strait Islander peoples and non-Indigenous people
- the colonial experience and its effects on Aboriginal and Torres Strait Islander societies
- the changing nature and influence of government policies on Aboriginal and Torres Strait Islander peoples.

All four key areas for inquiry must be studied.

Topic 2: The Bush Experience and Survival on the Land: Primary Industries, 1788 to the Present

Students select, for a thematic study, one or more activities in which Australians have attempted to make a living from the land in primary industries.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a thematic study in this topic:

- the factors that promoted, and the factors that inhibited, the establishment and development of primary industries
- the experiences of Indigenous and non-Indigenous men, women, and children in primary industries
- environmental damage caused by primary industries, and the development of sustainable practices
- men, women, and children in primary industries, and their depiction in literature, art, and music.

All four key areas for inquiry must be studied.

Topic 3: Australia's Foreign Policy, 1890 to the Present

Students undertake a thematic study of Australia's foreign policy for one or more periods since 1890.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a thematic study in this topic:

- the motivations that moulded Australia's foreign policy
- Australia's alliances and economic and defence agreements
- the role of external forces in the development of Australia's foreign policy
- the impact of foreign policy on Australian identity.

All four key areas for inquiry must be studied.

Topic 4: Searching for Ideal Societies and Nations, c. 1880 to the Present

Students undertake a thematic study of Australians' ideas about society and nation during one or more periods since c. 1880.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a thematic study in this topic:

- the different ideas that Australia's political parties held about society and nation
- ideas about race, and how they influenced proposals for change in Australian society
- ideas about society and nation that emerged from economic crises
- Australians' ideas about society and nation during either the federation movement or the republican movement.

All four key areas for inquiry must be studied.

Topic 5: The Unwanted, the Seekers, and the Achievers: Migration to Australia, 1830 to the Present

Students undertake a thematic study of one or more groups of people who migrated to Australia.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a thematic study in this topic:

- the reasons why people migrated to Australia
- the demographic characteristics of people who migrated to Australia
- the experiences of people who migrated to Australia
- the influence of people who migrated to Australia on the social, economic, and cultural nature of Australia.

All four key areas for inquiry must be studied.

Topic 6: Living in Australia, 1788 to the Present

Students undertake a thematic study of ways of life in Australia for one or more periods since 1788.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a thematic study in this topic:

- changes in living spaces
- changes in leisure, sport, and entertainment
- changing ideas about fashions and fads in dress and food
- expressions of changes in values, attitudes, and ideas through creative works.

All four key areas for inquiry must be studied.

Depth Study

Students choose one of Topics 7 to 11 for a depth study.

Topic 7: Women in Australia: Myths, Experiences, Roles, and Influences, 1788 to the Present

For this topic, students may select examples from the whole period or focus on a particular period.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a depth study in this topic:

- changes in the everyday lives of women in Australia as a result of improvements in technology
- the involvement and influence of women in social reform, religion, and politics in Australia
- changes in educational opportunities for women, and the outcomes of those changes
- the representation of Australian women in creative works (e.g. art, literature, music, and film).

All four key areas for inquiry must be studied.

Topic 8: Remembering Australians in Wartime: Experiences and Myths, 1880 to the Present

For this topic, students may select one or more wars or conflicts in which Australia was involved.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a depth study in this topic:

- the motivations of Australian people in supporting, and opposing, Australia's involvement in war or conflict
- war memorials, commemorative ceremonies, and creative works (e.g. art, literature, songs, photographs, and film) as ways of remembering Australians involved in war or conflict
- changes in Australian society that resulted from Australia's participation in war or conflict
- Australian people's experiences overseas and in Australia during war or conflict.

All four key areas for inquiry must be studied.

Topic 9: The Lucky Country? Prosperity, Depression, and Recession, 1850 to the Present

For this topic, students may select examples from the whole period or focus on a particular period.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a depth study in this topic:

- the causes of prosperity, depression, and recession
- the effects of prosperity, depression, and recession on the lives of Australians
- the nature and effectiveness of government responses and policies
- the role of non-government support agencies.

All four key areas for inquiry must be studied.

Topic 10: The Radical Experiment: A Social, Political, Economic, and Cultural History of South Australia, 1836 to the Present

For this topic, students may select examples from the whole period or focus on a particular period.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a depth study in this topic:

- the notion of the radical experiment in South Australia
- the experiences of different groups of people in South Australia
- the roles of individuals, groups, and governments in shaping South Australia's social, political, and economic history
- the factors that promoted, and the factors that inhibited, the economic growth of South Australia.

All four key areas for inquiry must be studied.

Topic 11: Experiencing the Northern Territory: A Social, Political, Economic, and Cultural History of the Northern Territory, 1824 to the Present

For this topic, students may select examples from the whole period or focus on a particular period.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a depth study in this topic:

- the factors that promoted, and the factors that inhibited, the economic growth of the Northern Territory
- the experiences of different groups of people in the Northern Territory
- the roles of important events, individuals, and groups in shaping the Northern Territory
- the factors that made the Northern Territory unique among the states of Australia.

All four key areas for inquiry must be studied.

LEARNING SCOPE AND REQUIREMENTS

Stage 2 Modern History

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. demonstrate knowledge and understanding of people, places, events, and ideas in the history of societies in selected periods and places since c. 1500
2. formulate hypotheses and/or focusing questions and apply them to explain historical concepts
3. apply the skills of historical inquiry, including critical analysis
4. construct reasoned historical arguments based on a critical understanding of evidence from sources
5. reflect on the short-term and long-term impacts of individuals, events, and phenomena
6. evaluate why individuals and groups acted in certain ways at particular times
7. communicate informed and relevant arguments using subject-specific language and conventions.

These learning requirements form the basis of:

- the learning scope
- the evidence that students provide
- the assessment design criteria
- the levels of achievement described in the performance standards.

CONTENT

Stage 2 Modern History is a 20-credit subject that consists of:

- a thematic study
- a depth study
- an essay.

Students choose one topic from a choice of six for the thematic study, and one topic from a choice of five for the depth study. The topic for inquiry for the essay may be developed from any of the eleven topics available for study in the subject, or from any other area of interest relevant to modern history since c. 1500.

Thematic Study

The thematic study requires students to undertake a critical analysis of a period, phenomenon, or event. The analysis may involve comparison of people, ideas, and events within one or more case studies.

Students choose one of the following six topics for a thematic study:

- Topic 1: Pain and Gain: Modernisation and Society since c. 1700
- Topic 2: Intruders and Resisters: Imperialism and Its Impact since c. 1500
- **Topic 3: Revolutions and Turmoil: Social and Political Upheavals since c. 1500**
- Topic 4: A Sense of Belonging: Groups and Nations since c. 1500
- Topic 5: The Captives, the Unwanted, and the Seekers: Forced and Free Migration since c. 1500
- Topic 6: Slaves, Serfs, and Emancipation: Forced Labour since c. 1500.

Each of these topics has four key areas for inquiry that provide the focus for a thematic study.

Depth Study

The depth study requires students to undertake an analysis that leads to an appreciable depth of involvement in the processes of historical inquiry. Through this approach, students gain detailed knowledge of the topic under investigation.

Students choose one of the following five topics for a depth study:

- Topic 7: Public and Private Lives: A Social and Political History of Women since c. 1750
- Topic 8: The War to End All Wars: The First World War and Its Consequences, c. 1870–1929
- **Topic 9: An Age of Catastrophes: Depression, Dictators, and the Second World War, c. 1929–45**
- Topic 10: Postwar Rivalries and Mentalities: Superpowers and Social Change since c. 1945
- Topic 11: Persecution and Hope: Power and Powerlessness in Society since c. 1500.

Each of these topics has four key areas for inquiry that provide the focus for a depth study of, for example, selected societies, events, and periods.

Essay

The purpose of the essay is for each student to engage in the process of inquiry into a historical question of personal interest and to apply the concepts and skills of historical study. Each student formulates a hypothesis and/or focusing question(s) in order to analyse an aspect of history and construct a reasoned historical argument supported by evidence from three sources.

Students choose a topic for inquiry developed from any of the eleven topics described in the Thematic Study and Depth Study, or from any other area of interest relevant to **modern history since c. 1500**, to formulate the hypothesis and/or focusing question(s) for their essay.

Skills of Historical Inquiry

The following skills are an essential part of the craft of historical inquiry.

Students:

- pose hypotheses and/or ask focusing questions
- select from historical materials on the basis of relevance
- research, evaluate, interpret, analyse, and use historical materials
- think imaginatively about the past
- think critically about both the uses and the limitations of sources
- make comparisons and contrasts to increase their understanding of the past
- recognise differences of interpretation among historians
- develop and debate opinions, ideas, issues, and arguments
- form judgments and defend them
- communicate ideas and arguments in clear and effective speech and writing
- look for patterns and identify ambiguities, contradictions, and discontinuities in history
- use history critically to inform their understanding of the future.

The skills of historical inquiry should be developed and applied in sources analysis activities undertaken in the thematic and depth studies and in the essay. The historical evidence in a source should be critically assessed for:

- its meaning, and the implications of its context and content
- its usefulness
- its limitations
- its representativeness (by asking questions about whether or not the source is typical of the period)
- the audience for whom the source was constructed
- the problems, assumptions, arguments, ideas, and values it shares with other sources from a given historical period, or the ways in which it differs from them.

Thematic Study

Students choose one of Topics 1 to 6 for a thematic study.

Topic 1: Pain and Gain: Modernisation and Society since c. 1700

Students undertake a thematic study of modernisation featuring one of the following continents:

- Africa
- Asia
- Europe (including Russia)
- America.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a thematic study in this topic:

- the social, political, economic, and cultural nature of traditional societies before modernisation
- the origins and processes of modernisation
- the social and cultural impacts of modernisation
- changes to political systems, and to the role of the state and the economy, in newly modernised societies.

All four key areas for inquiry must be studied.

Topic 2: Intruders and Resisters: Imperialism and Its Impact since c. 1500

Students undertake a thematic study of the imperial history of one or more of the following colonial powers:

- the American colonies to 1776, or the United States
- Belgium
- China
- England to 1707, or Great Britain from 1707
- France
- Germany
- Holland
- Italy
- Japan
- Russia
- Soviet Union
- Spain or Portugal
- Turkey before the First World War.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a thematic study in this topic:

- the political, economic, cultural, and territorial motives for imperial expansion
- the social, political, economic, and cultural nature of societies before imperial intrusion

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- the short-term and long-term social, political, economic, and cultural impacts of imperialism on societies
 - the response of societies to the imperial powers.

All four key areas for inquiry must be studied.

Topic 3: Revolutions and Turmoil: Social and Political Upheavals since c. 1500

Students undertake a thematic study of one or two revolutionary periods from the following list:

- the English Civil War of the mid-seventeenth century and/or the Glorious Revolution of 1688–89
- the American Revolution
- the French Revolution
- the Russian Revolution of February 1917 and/or the October Revolution
- the Chinese Revolution of 1911 and/or the Chinese Revolution of 1949
- Indian Independence in 1947
- the Cuban Revolution
- the Iranian Revolution
- the Chilean Revolution.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a thematic study in this topic:

- the nature of pre-revolutionary society and government
- the role of external and/or internal forces in the collapse of the old order and in the seizure of power
- the consolidation of power by the revolutionaries
- internal and external threats to the revolution, and how they were dealt with.

All four key areas for inquiry must be studied.

Topic 4: A Sense of Belonging: Groups and Nations since c. 1500

Students undertake a thematic study of one or more case studies from the following four types of nationalism:

- European movements for national unity and national independence
- European nations transplanted
- anti-colonial nationalisms: national and political awakenings
- new nationalisms since 1945.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a thematic study in this topic:

- the social, political, economic, and cultural conditions that contributed to the emergence of nationalism
- the nature of nationalism

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- the obstacles that were encountered in the nation-forming process and how they were addressed
 - the social, political, economic, and cultural consequences of nation-forming.

All four key areas for inquiry must be studied.

Topic 5: The Captives, the Unwanted, and the Seekers: Forced and Free Migration since c. 1500

Students undertake a thematic study of one or more case studies of people who migrated to any country from within the following four categories of migrants:

- voluntary migrants
- forced migrants
- indentured or contracted migrants
- temporary migrants (sojourners).

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a thematic study in this topic:

- internal and external factors that contributed to migration
- the social, political, economic, and cultural characteristics of migrants
- the experiences of migrants, both during their journeys and after their arrival
- the social, political, and economic impacts of migration on receiving countries or locations.

All four key areas for inquiry must be studied.

Topic 6: Slaves, Serfs, and Emancipation: Forced Labour since c. 1500

Students undertake a thematic study of one or more of the following examples of forced labour:

- slavery in the United States
- serfdom in Russia
- slavery in South Africa
- forced labour and slavery in the British Empire.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a thematic study in this topic:

- the origins, establishment, and consolidation of forced labour
- the daily lives of forced labourers, and the features of their societies
- the emancipation of forced labour
- the short-term social, political, economic, and cultural effects of emancipation.

All four key areas for inquiry must be studied.

Depth Study

Students choose one of Topics 7 to 11 for a depth study.

Topic 7: Public and Private Lives: A Social and Political History of Women since c. 1750

For this topic, students may select examples from the whole period or focus on a particular society and/or period.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a depth study in this topic:

- the experience of women as workers
- changes in educational opportunities for women
- constraints and possibilities for women as active participants and leaders in the modern world
- the influence of technological change on the lives of women.

All four key areas for inquiry must be studied.

Topic 8: The War to End All Wars: The First World War and Its Consequences, c. 1870–1929

For this topic, students may select examples from a range of societies or focus on a particular society.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a depth study in this topic:

- the origins of the First World War from c. 1870
- the nature of the First World War
- the impact of the First World War
- the nature and consequences of the post-war peace treaties, and their successes and/or failures to 1929.

All four key areas for inquiry must be studied.

Topic 9: An Age of Catastrophes: Depression, Dictators, and the Second World War, c. 1929–45

For this topic, students may select examples from a range of societies or focus on a particular society.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a depth study in this topic:

- the causes and impact of the Great Depression
- the rise to power of a dictator

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- the nature of the dictator's regime
 - the nature of the Second World War in either Europe or Asia.

All four key areas for inquiry must be studied.

Topic 10: Postwar Rivalries and Mentalities: Superpowers and Social Change since c. 1945

For this topic, students may select examples from a range of societies or focus on a particular society.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a depth study in this topic:

- the origins of the Cold War
- the nature of the Cold War
- changes in one or more societies since the Second World War
- the collapse of Soviet-style communism, and the consequences of the collapse.

All four key areas for inquiry must be studied.

Topic 11: Persecution and Hope: Power and Powerlessness in Society since c. 1500

For this topic, students may select examples from the whole period or focus on a particular society and/or period.

Key Areas for Inquiry

The following four key areas for inquiry provide the focus for a depth study in this topic:

- the social, political, and economic characteristics of a society in which persecution has occurred
- the factors that shaped movements for the rights and freedom of the oppressed and persecuted in a society
- the roles of individuals and groups in challenging power structures in a society
- the social, political, and economic aspirations and achievements of the oppressed and persecuted in a society.

All four key areas for inquiry must be studied.

ASSESSMENT SCOPE AND REQUIREMENTS

Stage 2 Australian History and Stage 2 Modern History

All Stage 2 subjects have a school assessment component and an external assessment component.

Teachers design a set of school assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject. These assessments provide students' evidence of learning in the school assessment component.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 Australian History and Stage 2 Modern History:

School Assessment (70%)

- Assessment Type 1: Folio (50%)
- Assessment Type 2: Essay (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%).

In each subject, students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- six to eight assessments for the folio
- one essay
- one examination.

ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by:

- teachers to clarify for the student what he or she needs to learn
- teachers and assessors to design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

- students should demonstrate in their learning
- teachers and assessors look for as evidence that students have met the learning requirements.

For each subject the assessment design criteria are:

- knowledge and understanding
- inquiry and analysis
- reflection and evaluation
- communication.

The specific features of these criteria are listed below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Knowledge and Understanding

The specific features are as follows:

- KU1 Knowledge and understanding of people, places, events, and ideas in history.
- KU2 Formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.

Inquiry and Analysis

The specific features are as follows:

- IA1 Application of the skills of historical inquiry, including critical analysis.
- IA2 Construction of reasoned historical arguments based on a critical understanding of evidence from sources.

Reflection and Evaluation

The specific features are as follows:

- RE1 Reflection on the short-term and long-term impacts of individuals, events, and phenomena.
- RE2 Evaluation of why individuals and groups acted in certain ways at particular times.

Communication

The specific features are as follows:

- C1 Communication of informed and relevant arguments.
- C2 Use of subject-specific language and conventions.

SCHOOL ASSESSMENT

Assessment Type 1: Folio (50%)

Students undertake six to eight folio assessments that involve research, synthesis, analysis of sources, and argument designed to develop and evaluate their knowledge and historical literacy skills. Wherever possible the assessments should involve the analysis of different sources and historical narratives on a topic studied.

Folio assessments are designed to develop a student's ability to structure an inquiry; research and analyse historical texts and sources; appreciate changes in values and attitudes over time; and synthesise information to develop a position on historical questions.

Assessments could include, for example, historical reports, research assignments, debates, scripted role plays, hyperlinked databases and maps, interviews, excursion reports, oral presentations, web pages, essays, or multimodal presentations.

Assessment conditions such as word-limits, time limits, and presentation length should be clearly communicated to students. A folio assessment should be a maximum of 1000 words if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- knowledge and understanding
- inquiry and analysis
- reflection and evaluation
- communication.

Assessment Type 2: Essay (20%)

Students undertake an individual inquiry on a historical topic of their choice relevant to the period of the history subject studied (i.e. since 1788 for Australian History, and since c. 1500 for Modern History).

The inquiry is presented in the form of a written essay and involves the formulation of a hypothesis and/or focusing question(s), relevant research, critical analysis, conclusions, and appropriate acknowledgment of sources. It should take the form of an informed, sequenced, reasoned, and persuasive historical argument in response to the hypothesis and/or focusing question(s).

The written essay should be a maximum of 2000 words.

Students support their argument with evidence from three sources. Students should acknowledge the sources appropriately in a format negotiated with the teacher.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- knowledge and understanding
- inquiry and analysis
- reflection and evaluation
- communication.

EXTERNAL ASSESSMENT

Assessment Type 3: Examination (30%)

Students undertake a 3-hour written external examination. The examination paper has three parts.

Part 1: Thematic Study

This part focuses on the key areas for inquiry in the thematic study.

For each topic, the four key areas for inquiry are included in the examination.

Students are required to answer one essay question from Part 1.

Part 2: Depth Study

This part focuses on the key areas for inquiry in the depth study.

For each topic, the four key areas for inquiry are included in the examination.

Students are required to answer one essay question from Part 2.

Part 3: Sources Analysis

This part focuses on the skills of sources analysis.

Students are required to analyse and evaluate sources.

Students are required to answer the sources analysis question in Part 3.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- knowledge and understanding
- inquiry and analysis
- reflection and evaluation
- communication.

PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding, on the basis of the evidence provided, how well a student has demonstrated his or her learning.

During the teaching and learning program the teacher gives students feedback on, and makes decisions about, the quality of their learning, with reference to the performance standards.

Students can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E– for the assessment type.

At the student's completion of study of the subject, the teacher uses a SACE Board school assessment grade calculator to combine the grades for the school assessment types and determine the student's school assessment grade in the range A+ to E–. The calculator is available on the SACE website (www.sace.sa.edu.au).

In the external assessment, assessors use the performance standards to make a decision about the quality of students' learning, based on the evidence provided.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E–.

Performance Standards for Stage 2 Australian History and Stage 2 Modern History

	Knowledge and Understanding	Inquiry and Analysis	Reflection and Evaluation	Communication
A	<p>Comprehensive and relevant knowledge and understanding of people, places, events, and ideas in history.</p> <p>Astute formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.</p>	<p>Perceptive application of the skills of historical inquiry, including critical analysis.</p> <p>Astute and thorough construction of reasoned historical arguments based on a critical understanding of evidence from sources.</p>	<p>Perceptive reflection on the short-term and long-term impacts of individuals, events, and phenomena.</p> <p>Comprehensive and insightful evaluation of why individuals and groups acted in certain ways at particular times.</p>	<p>Well-structured and coherent communication of well-informed and relevant arguments.</p> <p>Consistent, clear, and appropriate use of subject-specific language and conventions.</p>
B	<p>Well-considered and relevant knowledge and understanding of people, places, events, and ideas in history.</p> <p>Clear and effective formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.</p>	<p>Well-considered application of the skills of historical inquiry, including critical analysis.</p> <p>Well-conceived and well-developed construction of reasoned historical arguments based on a critical understanding of evidence from sources.</p>	<p>Well-informed reflection on the short-term and long-term impacts of individuals, events, and phenomena.</p> <p>Well-considered evaluation of why individuals and groups acted in certain ways at particular times.</p>	<p>Structured and mostly coherent communication of informed and relevant arguments.</p> <p>Clear and appropriate use of subject-specific language and conventions.</p>
C	<p>Considered and relevant knowledge and understanding of people, places, events, and ideas in history.</p> <p>Mostly clear formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.</p>	<p>Considered application of the skills of historical inquiry, including some critical analysis.</p> <p>Organised construction of reasoned historical arguments based on a critical understanding of evidence from sources.</p>	<p>Informed reflection on the short-term and long-term impacts of individuals, events, and phenomena.</p> <p>Considered evaluation of why individuals and groups acted in certain ways at particular times.</p>	<p>Generally coherent communication of informed and relevant arguments.</p> <p>Mostly appropriate use of subject-specific language and conventions.</p>
D	<p>Recognition and basic understanding of people, places, events, and ideas in history.</p> <p>Formulation of one or more focusing questions and description of one or more related historical concepts.</p>	<p>Basic application of some skills of historical inquiry, including some superficial analysis.</p> <p>Some basic construction of a historical argument based on some understanding of evidence from sources.</p>	<p>Some superficial reflection on one or more short-term or long-term impacts of individuals, events, and/or phenomena.</p> <p>Superficial consideration of why individuals and groups acted in certain ways at particular times.</p>	<p>Some basic communication of aspects of an argument.</p> <p>Some appropriate use of subject-specific language and conventions, with inaccuracies.</p>

	Knowledge and Understanding	Inquiry and Analysis	Reflection and Evaluation	Communication
E	<p>Limited awareness of people, places, events, or ideas in history.</p> <p>Attempted formulation of one or more focusing questions and attempted description of a related historical concept.</p>	<p>Limited application of one or more skills of historical inquiry.</p> <p>Attempted description of a historical event based on a limited understanding of evidence from sources.</p>	<p>Limited description of a short-term or long-term impact of an individual, event, and/or phenomenon.</p> <p>Description of the actions of individuals and groups at particular times.</p>	<p>Attempted communication of one or more aspects of an argument.</p> <p>Limited use of any appropriate subject-specific language and conventions.</p>

ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement, in both the school assessment and the external assessment, are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 2 are available on the SACE website (www.sace.sa.edu.au).

SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).