



# **History Elective**

## **Years 7–10 Syllabus**

**July 2013**

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Board of Studies NSW  
GPO Box 5300  
Sydney NSW 2001  
Australia

Tel: (02) 9367 8111

Fax: (02) 9367 8484

Internet: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

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# Introduction

## The K–10 curriculum

Board of Studies syllabuses have been developed with respect to some overarching views about education. These include the Board of Studies *K–10 Curriculum Framework* and *Statement of Equity Principles* and the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

In accordance with the *K–10 Curriculum Framework* and the *Statement of Equity Principles*, the *History Elective Years 7–10 Syllabus* takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in Years 7–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the *K–10 Curriculum Framework* is consistent with the intent of the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008), which sets the direction for Australian schooling for the next ten years. There are two broad goals:

Goal 1: Australian schooling promotes equity and excellence.

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the *History Elective Years 7–10 Syllabus* will contribute to the curriculum and to students' achievement of the broad learning outcomes is outlined in the syllabus rationale.

## Diversity of learners

The *History Elective Years 7–10 Syllabus* is inclusive of the learning needs of all students. Particular advice about supporting students with special education needs, gifted and talented students, students learning English as an additional language, and students learning Standard English as an additional dialect follows.

### Students with special education needs

The rationale, aim, objectives, outcomes and content of the *History Elective Years 7–10 Syllabus* have been designed to accommodate teaching approaches that support the learning needs of all students. The stage statements and the continuum of learning can help teachers identify the starting point for instruction for every student, including those with special education needs.

Collaborative curriculum planning will determine the most appropriate curriculum options for students with special education needs in keeping with their learning needs, strengths, goals and interests.

Most students with special education needs will participate fully in learning experiences based on the regular syllabus outcomes and content. Students may require additional support or adjustments to teaching, learning and assessment activities.

Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content. These adjustments may involve:

- classroom organisation
- appropriate materials and resources to support teaching and learning activities
- the amount of content to be covered in a particular lesson or unit of work or the time allocated to complete work
- consideration of students' individual communication strategies, including verbal and non-verbal communication systems
- additional demonstration of key concepts and skills by the teacher, teacher's aide or a peer
- a range of appropriate learning activities with structured opportunities for guided and independent practice and effective feedback
- group work, peer or volunteer tutoring, and other individual assistance.

## **Years 7–10**

Students build on their achievement in Kindergarten to Year 6 as they undertake courses to meet requirements of the Years 7–10 curriculum. Students with special education needs can access the Years 7–10 syllabus outcomes and content in a range of ways, including:

- under regular course arrangements
- with adjustments to teaching, learning and/or assessment experiences
- through Years 7–10 Life Skills outcomes and content.

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that adjustments to teaching, learning and assessment are not sufficient to access some or all of the Stage 4 and Stage 5 outcomes. For these students, the Years 7–10 Life Skills outcomes and content can provide the basis for developing a rigorous, relevant, accessible and meaningful age-appropriate program. A range of adjustments should be explored before a decision is made to access Years 7–10 Life Skills outcomes and content.

School principals have the authority to approve student access to courses based on Years 7–10 Life Skills outcomes and content, and to determine the appropriateness of making adjustments to curriculum and assessment for individual students. The Board of Studies website provides further advice in relation to determining students for whom Life Skills outcomes and content are appropriate.

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *History Elective Years 7–10 Syllabus* and are in the Life Skills section of the syllabus. Assessment and reporting information for students with special education needs is in the Assessment section of the syllabus.

## **Gifted and talented students**

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities will assist in meeting the needs of gifted students.

Generally, gifted students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness. Gifted and talented students may also possess learning disabilities that should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents and students with reference to documents and advice available from the Board of Studies and education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

### **Students learning English as an additional language or dialect (EAL/D)\***

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D learners are students whose first language is a language other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas- and Australian-born children whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is an indigenous language, including traditional languages
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including creoles and related varieties.

EAL/D learners enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use English.

EAL/D learners are simultaneously learning a new language and the knowledge, understanding and skills of the *History Elective Years 7–10 Syllabus* through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

\* EAL/D is the term adopted by all Australian schools as part of the national education reform agenda of developing a K–12 Australian curriculum. The term English as an additional language or dialect (EAL/D) may be used interchangeably with the following terms: English as a second language (ESL), English language learners (ELL), English as an additional language (EAL) or English as an additional dialect (EAD).

## **Rationale**

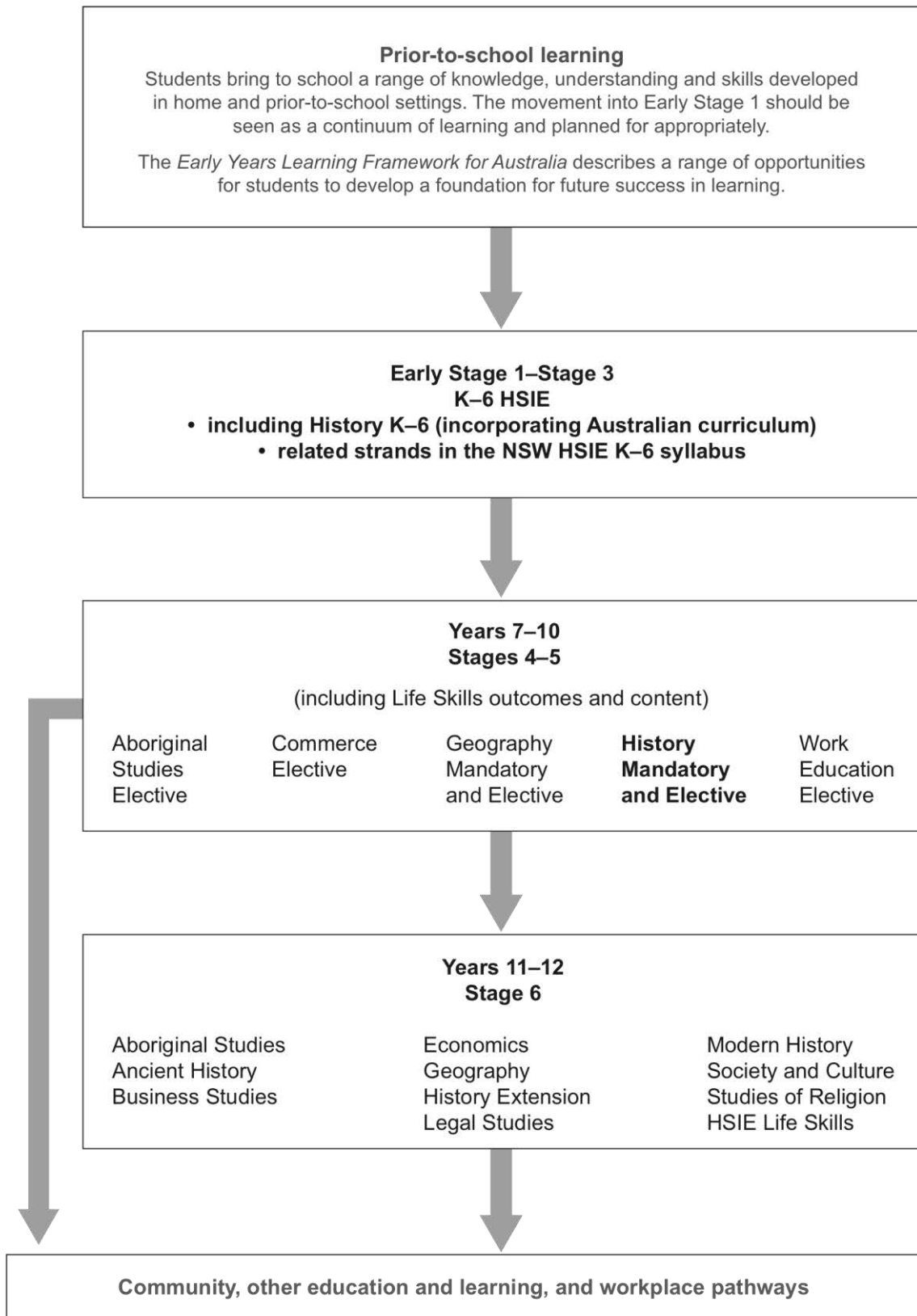
History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others on the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.

The study of History from Kindergarten to Year 10 investigates the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that History contains many stories and that there is never only one uncontested version. There are many differing perspectives within a nation's history, and historians may interpret events differently depending on their point of view and the sources they have used. The study of History strengthens an appreciation for and an understanding of civics and citizenship. It also provides broader insights into the historical experiences of different cultural groups within our society and how various groups have struggled for civil rights – for example, Aboriginal and Torres Strait Islander peoples, migrants and women. History encourages students to develop an understanding of significant historical concepts such as cause and effect, change and continuity, significance, empathy and contestability.

History as a discipline has its own methods and procedures. It is much more than the simple presentation of facts and dates from the past. History provides the skills for students to answer the question 'How do we know?' An investigation of an historical issue through a range of sources can stimulate curiosity and develop problem-solving, research and critical thinking skills. It develops language specific to the discipline of History and provides opportunities to further develop literacy skills. Students learn to critically analyse and interpret sources of evidence in order to construct reasoned explanations and a rational and informed argument based on evidence, drawn from the remains of the past. Students engage in research involving traditional methods and ICT, including evaluating web-based sources and using a range of technologies for historical research and communication.



# The place of the History Elective Years 7–10 Syllabus in the K–12 curriculum



## **Aim**

The aim of the *History Elective Years 7–10 Syllabus* is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past, and to enable them to participate as active, informed and responsible citizens.

## **Objectives**

### **Knowledge, understanding and skills**

Students will develop:

- a knowledge and understanding of history and historical inquiry
- a knowledge and understanding of past societies and historical periods
- skills to undertake the processes of historical inquiry
- skills to communicate their understanding of history.

### **Values and attitudes**

Students will value and appreciate:

- history as a study of human experience
- the opportunity to develop a lifelong interest in and enthusiasm for history
- the nature of history as reflecting differing perspectives and viewpoints
- the opportunity to contribute to a just society through informed citizenship
- the contribution of past and present peoples to our shared heritage.

## Outcomes

### Table of objectives and outcomes

#### Objective

Students:

- develop a knowledge and understanding of history and historical inquiry

<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
E4.1 explains the nature of history, heritage, archaeology and the methods of historical inquiry	E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
E4.2 recognises the ways in which historical meanings can be constructed through a range of media	E5.2 examines the ways in which historical meanings can be constructed through a range of media

#### Objective

Students:

- develop a knowledge and understanding of past societies and historical periods

<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
E4.3 sequences people and events or heritage features, within specific periods of time	E5.3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation
E4.4 describes some of the main features of past societies or periods, including groups and personalities	E5.4 explains the importance of key features of past societies or periods, including groups and personalities
E4.5 describes the key features of cultural groups, sites and/or family in our shared heritage	E5.5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

#### Objective

Students:

- develop skills to undertake the processes of historical inquiry

<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
E4.6 identifies the meaning, purpose and context of historical sources	E5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
E4.7 identifies and discusses different contexts, perspectives and interpretations of the past	E5.7 explains different contexts, perspectives and interpretations about the past
E4.8 locates, selects and organises relevant information from sources, to develop an historical inquiry	E5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

## Objective

Students:

- develop skills to communicate their understanding of history

<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
E4.9 uses a range of historical terms and concepts when communicating an understanding of the past	E5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
E4.10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past	E5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 and Stage 5 outcomes and content are not appropriate. For these students, Life Skills outcomes and content can provide a relevant and meaningful program. Refer to the Introduction for further information about curriculum options for students with special education needs. Years 7–10 Life Skills outcomes and content are in the Life Skills section of the syllabus.

## **Stage statements: History Elective**

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for each stage of learning.

### **Stage 4 History Elective**

By the end of Stage 4, students explain the nature of history, heritage and archaeology, and explain their contribution to an understanding of the past. They develop a knowledge and understanding of past societies and historical periods. Students sequence people and events or heritage features, within specific periods of time. They describe some of the major features of past societies, including groups and personalities. Students describe the key features of cultural groups, sites and/or family in our shared heritage. They recognise and explain patterns of change and continuity over time and explain the causes and consequences of events and developments. Students describe and assess the motives and actions of people in the past. They demonstrate an understanding of the causes and effects of events, past societies and developments over time.

Students explain and use the methods of historical inquiry. They recognise the ways in which historical meanings can be constructed through a range of media. They locate, select and organise relevant information from sources to develop and support an historical inquiry. They identify the meaning, purpose and context of both primary and secondary sources. Students identify and describe different contexts, perspectives and interpretations of the past and identify and explain different points of view. Students use a range of historical terms and concepts when communicating an understanding of the past. They select and use appropriate oral, written, visual and/or digital forms to communicate about the past.

### **Stage 5 History Elective**

By the end of Stage 5, students apply an understanding of the nature of history, heritage, archaeology and the methods of historical inquiry. They examine the ways in which historical meanings can be constructed through a range of media. They have applied these understandings to their investigation of past societies and historical periods through both depth and thematic studies. They sequence major historical events or heritage features, to show an understanding of continuity, change and causation. They explain the importance of key features of past societies, including groups and personalities. Students evaluate the contribution of cultural groups, sites and/or family to our shared heritage.

Students develop skills to undertake the processes of historical inquiry. They identify, comprehend and evaluate the usefulness of historical sources in the historical inquiry process. They explain different contexts, perspectives and interpretations of the past. They select and analyse a range of historical sources to locate information relevant to an historical inquiry. Students apply a range of relevant historical terms and concepts when communicating an understanding of the past. They select and use appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

## Content

For Stage 4 and Stage 5, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used and the intended learning appropriate for the stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully move to the next stage of learning.

### History Elective Stage 4 and Stage 5

Students may undertake either 100 or 200 hours of study in History Elective in Stage 4 and/or Stage 5. Courses are structured in the following ways:

- 100 hours: ONE topic from each of Topics 1, 2 and 3 must be studied
- 200 hours: ONE topic from each of Topics 1, 2 and 3 and at least TWO other choices from any topic.

Topics may be integrated in teaching and learning programs.

- Topic 1: Constructing History
- Topic 2: Ancient, Medieval and Early Modern Societies
- Topic 3: Thematic Studies

***The topics chosen in the History Elective course must not overlap or duplicate significantly any of the topics selected from the History K–10 Syllabus.***

### Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 and Stage 5 outcomes and content are not appropriate. For these students, Life Skills outcomes and content can provide a relevant and meaningful program. Refer to the Introduction for further information about curriculum options for students with special education needs. Years 7–10 Life Skills outcomes and content are discussed in a later section of this syllabus.

## Learning across the curriculum

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework and Statement of Equity Principles*, and in the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability.

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability.

The Board’s syllabuses include other areas identified as important learning for all students:

- Civics and citizenship
- Difference and diversity
- Work and enterprise.

Learning across the curriculum content is incorporated in the content of the *History Elective Years 7–10 Syllabus* in the following ways:

### Aboriginal and Torres Strait Islander histories and cultures

The study of History Elective may provide students with the opportunity to develop knowledge and understanding of Aboriginal and Torres Strait Islander history, archaeology and heritage, as part of the shared history belonging to all Australians. They may examine the ways that different perspectives and interpretations of Aboriginal history have been constructed over time. Aboriginal history provides a relevant and firm basis for an examination of local history and various relevant thematic historical studies.

### Asia and Australia’s engagement with Asia

Students may have the opportunity to develop knowledge and understanding of *Constructing History* (Topic 1) of Asia through film, historical fiction, museum and/or archival studies, oral history, historical reconstructions or a history website. *Ancient, Medieval and Early Modern Societies* (Topic 2) in Asia may be studied through archaeology, literature or a specific Asian study. In addition, *Thematic Studies* (Topic 3) of Asia may include children in history, heroes and villains, religious beliefs and rituals through the ages, war and peace, world myths and legends, crime and punishment, music, women in history or a school-developed Asian study.

## **Sustainability**

Students may have the opportunity to develop knowledge and understanding of past societies and their access to and use of the Earth's resources. Heritage and conservation may involve an examination of the positive and negative impacts of peoples and governments on environments, through an examination of change, continuity and causation. Students gain an understanding of how people from the past were influenced by different values, attitudes and motives that may relate to sustainability. Making decisions about sustainability to help shape a better future requires an understanding of how the past relates to the present, and needs to be informed by historical trends and experiences.

## **Critical and creative thinking**

The process of critical and creative thinking is central to historical inquiry. Students select and analyse a range of historical sources to locate information relevant to an historical inquiry. They question sources for their reliability and usefulness. These sources are critically selected and analysed to provide evidence and information in the process of constructing and defending an argument or interpretation. Students explore viewpoints and perspectives in the context of studying history. When investigating the past, sources are incomplete and, in this context, both critical and creative modes of thinking are engaged in the construction of an historical explanation using limited evidence. These modes of thinking also provide scope for presenting new and challenging interpretations when difficult or distracting information, newly discovered sources or unsettling recent events contest our familiar understanding of the past and require that this past be reinterpreted.

## **Ethical understanding**

Through a study of History, students engage with a range of human behaviours displayed by the peoples of the past. This provides them with an opportunity to examine and explore the strengths and weaknesses, motives and actions of historical personalities and groups. Such an encounter with different behaviours from the past will enable students to compare and strengthen their own ethical understanding.

## **Information and communication technology capability**

Students develop ICT competence as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information. Competence in ICT is most evident in historical skills associated with locating, processing and communicating historical information. This includes the use of information technologies to access a growing range of digitised online materials; spreadsheets and databases for analysing evidence and historical trends; digital technologies to create, publish and present their learning; communication technologies, for example wikis and blogs, to enhance students' analytical thinking capabilities in their study of history; and online forums and videoconferencing to discuss and debate ideas.

## **Intercultural understanding**

Intercultural understanding forms a vital element of the study of History. Students learn about the perspectives, beliefs, motives and values of people, past and present. Students may engage with thematic studies of religious beliefs and rituals through the ages, world myths, legends, and music through history.

## **Literacy**

History is ideally suited to develop students' literacy skills, including the reading and comprehension of texts, the understanding and use of specific historical language, the analysis and use of sources and historical texts, and researching and communicating in oral, written and digital forms for a variety of audiences.



## **Numeracy**

Numeracy content within the study of History involves the construction and interpretation of timelines, graphs, tables, maps, scales and statistical data. Students will develop confidence and proficiency in applying these skills to represent, comprehend and analyse quantitative data to make meaning of the past.

## **Personal and social capability**

A study of History enables students to investigate and appreciate the different ways people of the past managed their lives, their relationships, work, play and learning. Such learning enables students to experience and express their essential historical skill of empathy. Students are encouraged to place themselves in the challenging circumstances of past people and engage with the possibilities which were open to them at the time.

## **Civics and citizenship**

In History students investigate and explore how their own and other societies have organised themselves, and may explore how the ideals and practices of their own democratic society have evolved over time. Students examine the changing role of citizens in the context of other government systems and institutions over time, as well as political and social life in the past and present. Students may examine how people from the past were influenced by different values, attitudes and motives and relevant thematic studies would include crime and punishment, slavery and women in history.

## **Difference and diversity**

History is well placed to develop students' knowledge and understanding about difference and diversity among peoples of the past. Students learn to identify and empathise with the varying perspectives of individuals and groups throughout history and attempt to understand the actions, values, attitudes and motives of people from the past. This focus on difference and diversity provides students with the opportunity to explore similarities and differences between today and the past and how people of the past were influenced by different values, attitudes and motives. Students have the opportunity to engage with thematic studies of religious beliefs and rituals through the ages.

## **Work and enterprise**

In History there are opportunities to investigate and examine the living and working conditions of the people of the past and their experiences under changing social, economic and technological developments.

## Historical concepts and skills

### The following historical concepts are to be taught for Stage 4 and Stage 5:

**Change and continuity:** some aspects of a society, event or development change over time and others remain the same.

**Cause and effect:** events, decisions and developments in the past that produce later actions, results or effects.

**Perspectives:** people from the past may have had different views and experiences from today.

**Empathetic understanding:** the ability to understand another's point of view, way of life and decisions made in a different period of time or society.

**Significance:** the importance of an event, development, group or individual and their impact on their times and/or later periods.

**Contestability:** how historians may dispute a particular interpretation of an historical source, event or issue.

### The following historical skills are to be taught for Stage 4:

#### Comprehension: chronology, terms and concepts

- read and understand historical texts
- sequence historical events and periods
- use historical terms and concepts

#### Analysis and use of sources

- identify the origin and purpose of primary and secondary sources
- locate, select and use information from a range of sources as evidence
- draw conclusions about the usefulness of sources

#### Perspectives and interpretations

- identify and describe different perspectives of participants in a particular historical context

#### Empathetic understanding

- interpret history within the context of the actions, attitudes and motives of people in the context of the past

#### Research

- ask a range of questions about the past to inform an historical inquiry
- identify and locate a range of relevant sources, using ICT and other methods
- use a range of communication forms and technologies

#### Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources
- select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past

**The following historical skills are to be taught for Stage 5:**

**Comprehension: chronology, terms and concepts**

- read and understand historical texts
- sequence historical events to demonstrate the relationship between different periods, people and places
- use historical terms and concepts in appropriate contexts

**Analysis and use of sources**

- identify different types of sources
- identify the origin, content, context and purpose of primary and secondary sources
- process and synthesise information from a range of sources as evidence in an historical argument
- evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry

**Perspectives and interpretations**

- identify and analyse the reasons for different perspectives in a particular historical context
- recognise that historians may interpret events and developments differently

**Empathetic understanding**

- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past

**Research**

- ask and evaluate different kinds of questions about the past to inform an historical inquiry
- plan historical research to suit the purpose of an investigation
- identify, locate, select and organise information from a variety of sources, including ICT and other methods

**Explanation and communication**

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources
- select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past for different audiences and different purposes

## Content for Stage 4 and Stage 5

### Topic 1: Constructing History

- Biography
- Family history
- Film as history
- Historical fiction
- Heritage and conservation
- History and the media
- Local history
- Museum and/or archives studies
- Oral history
- Historical reconstructions
- A history website/CD-ROM

This topic focuses on the development of students' understanding of the nature of history and the ways in which different perspectives/interpretations of the past are reflected in a variety of historical constructions. Teachers may examine a single option in depth or explore a range of options to broaden students' understanding of the many ways that historical meaning can be made.

This topic may be taught as a discrete topic or be integrated into Topics 2 and 3.

### Inquiry question

- How does the study contribute to our understanding of the nature of history and the ways in which historical meanings can be constructed?

### Outcomes

Throughout this topic, students develop all outcomes, with particular focus on those listed below.

#### A Stage 4 student:

- E4.1 explains the nature of history, heritage, archaeology and the methods of historical inquiry
- E4.2 recognises the ways in which historical meanings can be constructed through a range of media
- E4.6 identifies the meaning, purpose and context of historical sources
- E4.7 identifies and discusses different contexts, perspectives and interpretations of the past
- E4.8 locates, selects and organises relevant information from sources, to develop an historical inquiry.

#### A Stage 5 student:

- E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- E5.2 examines the ways in which historical meanings can be constructed through a range of media
- E5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
- E5.7 explains different contexts, perspectives and interpretations about the past
- E5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry.

**Related Life Skills outcomes:** *LS.1, LS.2, LS.3, LS.4, LS.9, LS.10, LS.11*

## **Content**

### ***The nature of history, heritage and archaeology***

Students:

- explain the features of history, heritage and archaeology.

### ***The range of historical sources available for historical inquiry***

Students:

- identify and assess the range of sources used in investigating history, heritage or archaeology, including websites.

### ***The methodology of historians and archaeologists***

Students:

- examine the varying methods of historical and archaeological investigations.

### ***Features of change and continuity***

Students:

- explain the significance of features of change and continuity.

### ***Varying constructions of historical meaning***

Students:

- examine the varying constructions of historical meaning through a range of examples.

### ***The collection, display and reconstruction of the past***

Students:

- identify and examine the variety of means of collection, display and reconstruction of the past, including the use of pictorial sources.

### ***The ethical issues of ownership of the past***

Students:

- identify and assess issues arising from ownership of the past.

### ***Preservation and conservation of the past***

Students:

- analyse the significance of preservation and conservation issues.

## Topic 2: Ancient, Medieval and Early Modern Societies

- Archaeology of the ancient world
- Literature of the ancient world
- Medieval and early modern Europe
- The Ottoman Empire
- An Asian study
- The Americas
- The Pacific
- Africa
- A 19th-century study
- A 20th-century study

Topic 2 offers an opportunity to study in depth the major features of an ancient, medieval or early modern society. Integral to this study should be the development of students' understanding of the nature of history and historical inquiry. Of particular relevance is the study of historical causation and factors contributing to continuity and change.

### Inquiry questions

- How does the study of an ancient, medieval or early modern society contribute to our understanding of the past?
- What can be learned from this study about continuity, change and causation in history?

### Outcomes

Throughout this topic, students develop all outcomes, with particular focus on those listed below.

#### A Stage 4 student:

- E4.1 explains the nature of history, heritage, archaeology and the methods of historical inquiry
- E4.3 sequences people and events or heritage features, within specific periods of time
- E4.4 describes some of the main features of past societies or periods, including groups and personalities
- E4.8 locates, selects and organises relevant information from sources, to develop an historical inquiry
- E4.10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past.

#### A Stage 5 student:

- E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- E5.3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation
- E5.4 explains the importance of key features of past societies or periods, including groups and personalities
- E5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- E5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

**Related Life Skills outcomes:** *LS.1, LS.2, LS.5, LS.6, LS.7, LS.11, LS.13*

## **Content**

### ***The nature of historical inquiry***

Students:

- identify the relevant sources for the chosen society
- use historical sources appropriately in an historical inquiry.

### ***Past societies and historical periods***

Students:

- describe key features of past societies and historical periods
- sequence major events to show an understanding of continuity, change and causation.

### ***Events and people in the context of their own time***

Students:

- explain how people of the past were influenced by different values, attitudes and motives.

### ***Significant historical issues in an historical context***

Students:

- outline significant historical issues in the chosen society.

### Topic 3: Thematic Studies

- Children in history
- Heroes and villains
- Religious beliefs and rituals through the ages
- Sport and recreation in history
- War and peace
- World myths and legends
- Crime and punishment
- Music through history
- Slavery
- Terrorism
- Women in history
- A school-developed study

This topic offers the opportunity to enjoy the study of history for its intrinsic interest. Students should begin to work more independently and to apply the historical skills so far acquired. Students' application of their understanding of the nature of history and the methods of historical inquiry should underpin teaching and learning in this topic.

#### Inquiry question

- How can a knowledge and understanding of the nature of history and the methods of historical inquiry be applied to the study of a thematic issue?

#### Outcomes

Throughout this topic, students develop all outcomes, with particular focus on those listed below.

##### A Stage 4 student:

- E4.1 explains the nature of history, heritage, archaeology and the methods of historical inquiry
- E4.5 describes the key features of cultural groups, sites and/or family in our shared heritage
- E4.6 identifies the meaning, purpose and context of historical sources
- E4.8 locates, selects and organises relevant information from sources, to develop an historical inquiry
- E4.9 uses a range of historical terms and concepts when communicating an understanding of the past
- E4.10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past.

##### A Stage 5 student:

- E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- E5.5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage
- E5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
- E5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- E5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
- E5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

**Related Life Skills outcomes:** *LS.1, LS.2, LS.8, LS.9, LS.11, LS.12, LS.13*



## **Content**

### ***The nature of historical inquiry***

Students:

- apply an understanding of the methods of historical inquiry
- evaluate the usefulness of sources as evidence for an historical inquiry
- locate, select, organise and communicate historical information from a number of sources to address historical problems and issues.

### ***Historical change and continuity***

Students:

- outline and explain change and continuity within a specific historic context
- sequence major events or cultural practices to show an understanding of continuity and change.

### ***Historical themes and concepts***

Students:

- identify historical themes and concepts in appropriate historical contexts.

### ***Events and people in the context of their time***

Students:

- demonstrate an understanding of how people from the past were influenced by different values, attitudes and motives.

## **Years 7–10 Life Skills outcomes and content**

For a small percentage of students with special education needs, particularly those with an intellectual disability, adjustments to teaching, learning and assessment may not be sufficient to access some or all of the Stage 4 and Stage 5 outcomes. These students may best fulfil the curriculum requirements for the History Elective course by undertaking Life Skills outcomes and content.

In order to provide a relevant and meaningful program of study that reflects the needs, interests and abilities of each student, schools may integrate History Elective Life Skills outcomes and content across a variety of school and community contexts.

The following points need to be taken into consideration:

- specific Life Skills outcomes will be selected on the basis that they meet the particular needs, goals and priorities of each student
- students are not required to complete all outcomes
- outcomes may be demonstrated independently or with support.

A range of adjustments to teaching, learning and assessment experiences should be explored before a decision is made to access Years 7–10 Life Skills outcomes and content. Decisions about curriculum options for students with special education needs should be made through the collaborative curriculum planning process.

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *History Elective Years 7–10 Syllabus*. They indicate the knowledge, understanding and skills expected to be gained by most students as a result of effective teaching and learning by the end of a stage.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found on the Board of Studies website.

## Years 7–10 Life Skills outcomes

### Table of objectives and outcomes

#### Objective

Students:

- develop a knowledge and understanding of history and historical inquiry

#### Life Skills outcomes

A student:

- LS.1 explores personal connections to history
- LS.2 explores history, archaeology and heritage
- LS.3 recognises a range of historical sources
- LS.4 recognises that sources communicate ideas about history

#### Objective

Students:

- develop a knowledge and understanding of past societies and historical periods

#### Life Skills outcomes

A student:

- LS.5 sequences historical people or events to demonstrate an understanding of time and chronology
- LS.6 explores some features of past societies or periods
- LS.7 explores significant groups or personalities within past societies or periods
- LS.8 participates in an historical investigation to explore people, events, family and/or cultural practices over time

#### Objective

Students:

- develop skills to undertake the processes of historical inquiry

#### Life Skills outcomes

A student:

- LS.9 recognises sources that can be used for an historical inquiry
- LS.10 explores different perspectives of people, events or issues
- LS.11 selects and uses information from sources for an historical inquiry

#### Objective

Students:

- develop skills to communicate their understanding of history

#### Life Skills outcomes

A student:

- LS.12 uses historical terms to describe the past
- LS.13 selects and uses a variety of strategies to organise and communicate information about the past

## Years 7–10 Life Skills and related syllabus outcomes

### Objective

Students:

- develop a knowledge and understanding of history and historical inquiry

<b>Life Skills outcomes</b> A student:	<b>Related Stage 4/5 outcomes</b> A student:
LS.1 explores personal connections to history LS.2 explores history, archaeology and heritage	E4.1 explains the nature of history, heritage, archaeology and the methods of historical inquiry
LS.3 recognises a range of historical sources LS.4 recognises that sources communicate ideas about history	E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
	E4.2 recognises the ways in which historical meanings can be constructed through a range of media
	E5.2 examines the ways in which historical meanings can be constructed through a range of media

### Objective

Students:

- develop a knowledge and understanding of past societies and historical periods

<b>Life Skills outcomes</b> A student:	<b>Related Stage 4/5 outcomes</b> A student:
LS.5 sequences historical people or events to demonstrate an understanding of time and chronology	E4.3 sequences people and events or heritage features, within specific periods of time
LS.6 explores some features of past societies or periods	E5.3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation
LS.7 explores significant groups or personalities within past societies or periods	E4.4 describes some of the main features of past societies or periods, including groups and personalities
	E5.4 explains the importance of key features of past societies or periods, including groups and personalities
LS.8 participates in an historical investigation to explore people, events, family and/or cultural practices over time	E4.5 describes the key features of cultural groups, sites and/or family in our shared heritage
	E5.5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

**Objective**

Students:

- develop skills to undertake the processes of historical inquiry

<b>Life Skills outcomes</b> A student:	<b>Related Stage 4/5 outcomes</b> A student:
LS.9 recognises sources that can be used for an historical inquiry	E4.6 identifies the meaning, purpose and context of historical sources E5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
LS.10 explores different perspectives of people, events or issues	E4.7 identifies and discusses different contexts, perspectives and interpretations of the past E5.7 explains different contexts, perspectives and interpretations about the past
LS.11 selects and uses information from sources for an historical inquiry	E4.8 locates, selects and organises relevant information from sources, to develop an historical inquiry E5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

**Objective**

Students:

- develop skills to communicate their understanding of history

<b>Life Skills outcomes</b> A student:	<b>Related Stage 4/5 outcomes</b> A student:
LS.12 uses historical terms to describe the past	E4.9 uses a range of historical terms and concepts when communicating an understanding of the past E5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
LS.13 selects and uses a variety of strategies to organise and communicate information about the past	E4.10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past E5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## Years 7–10 Life Skills content

The Years 7–10 Life Skills content forms the basis for learning opportunities. Content should be selected based on the abilities, needs and interests of students. Content can be selected from Topic 1, Topic 2 and/or Topic 3. Students will not be required to complete all of the content to demonstrate achievement of an outcome.

Teaching History involves the explicit teaching of content, concepts and skills. Knowledge and understanding, concepts and skills are interrelated and should be taught in an integrated way to provide meaningful learning experiences for students.

### Topic 1: Constructing History

The options listed provide possible frameworks for addressing the content and are suggestions only.

- Biography
- Family history
- Film as history
- Historical fiction
- Heritage and conservation
- History and the media
- Local history
- Museum and/or archives studies
- Oral history
- Historical reconstructions
- A history website/CD-ROM

This topic focuses on understanding history and the ways in which history can be recorded and interpreted. Teachers may examine a single option in depth or explore a range of options to broaden students' understanding of the ways in which historical meaning can be made.

This topic may be taught as a discrete unit or integrated into Topics 2 and 3.

### Outcomes

Throughout this topic, students develop all outcomes, with particular focus on those listed below.

#### A student:

- LS.1 explores personal connections to history
- LS.2 explores history, archaeology and heritage
- LS.3 recognises a range of historical sources
- LS.4 recognises that sources communicate ideas about history
- LS.9 recognises sources that can be used for an historical inquiry
- LS.10 explores different perspectives of people, events or issues
- LS.11 selects and uses information from sources for an historical inquiry.

**Related Stage 4/5 outcomes:** *E4.1, E4.2, E4.6, E4.7, E4.8, E5.1, E5.2, E5.6, E5.7, E5.8*

## **Content**

### ***Personal connections to history***

Students:

- recognise significant people, such as family, relatives and friends, in their personal histories
- recognise significant events, such as celebrations, achievements, holidays and experiences, in their personal histories
- identify the significance of a person or event in their personal history
- recognise some aspects of their family heritage, eg cultural background, shared experiences, traditions
- explore their family heritage
- compare some aspects of their family heritage with those of their classmates
- recognise significant people and/or events in the local and wider community in their recent past
- participate in a celebration significant to their personal history, eg birthday, Father's Day, specific cultural celebration.

### ***The range of historical sources***

Students:

- recognise objects from the past as historical sources
- recognise a range of texts, including digital texts, as historical sources
- respond to a range of sources
- compare primary and secondary sources.

### ***How we discover what happened in the past***

Students:

- respond to a range of sources to identify what they tell us about the past
- ask questions about the past using a variety of sources
- recognise a source as a means of generating or answering questions about the past
- explore the difference between fact and opinion, eg compare firsthand and second-hand accounts of events, compare original film footage of an event with a fictional film version
- recognise archaeology as a process historians use to discover the past
- recognise that there can be more than one way of looking at people and events
- participate in an investigation of an historically or culturally significant location in the local community, eg school, heritage building, museum, memorials, using ICT and other sources as appropriate
- participate in an investigation of an historically significant person in the local area or wider community using ICT and other sources as appropriate.

## Topic 2: Ancient, Medieval and Early Modern Societies

The options listed provide possible frameworks for addressing the content and are suggestions only.

- Archaeology of the ancient world
- Literature of the ancient world
- Medieval and early modern Europe
- The Ottoman Empire
- An Asian study
- The Americas
- The Pacific
- Africa
- A 19th-century study
- A 20th-century study

This topic focuses on the major features of an ancient, medieval or early modern society. Students should continue to develop their understanding of history and their skills of historical inquiry in this topic.

### Outcomes

Throughout this topic, students develop all outcomes, with particular focus on those listed below.

#### A student:

- LS.1 explores personal connections to history
- LS.2 explores history, archaeology and heritage
- LS.5 sequences historical people or events to demonstrate an understanding of time and chronology
- LS.6 explores some features of past societies or periods
- LS.7 explores significant groups or personalities within past societies or periods
- LS.11 selects and uses information from sources for an historical inquiry
- LS.13 selects and uses a variety of strategies to organise and communicate information about the past.

**Related Stage 4/5 outcomes:** *E4.1, E4.3, E4.4, E4.8, E5.1, E5.3, E5.4, E5.8, E5.10*



## **Content**

### ***Past societies and historical periods***

Students:

- recognise some features of past societies or historical periods
- recognise a range of sources about the chosen society or historical period, eg clothing, tools, texts, film footage, photographs, artworks
- describe aspects of everyday life in a past society or historical period using one or more sources
- explore some traditions or cultural practices in a past society or historical period using one or more sources
- identify significant events of the past society or historical period
- sequence significant events of the past society or historical period, such as through constructing a timeline or ordering events
- use sources to ask questions about the chosen society or historical period
- participate in an investigation of some key features of a past society or historical period using ICT and other sources as appropriate, eg housing, food, leisure, religion, celebrations, the role of men and women, government.

### ***Groups and personalities within past societies and historical periods***

Students:

- identify significant groups or personalities within the past society or historical period
- respond to sources about a significant group or personality within the past society or historical period
- investigate a significant group or personality within the past society or historical period using ICT and other sources as appropriate
- compare different perspectives of significant groups or personalities within the past society or historical period
- explore the legacy of a significant group or personality within the past society or historical period.

### Topic 3: Thematic Studies

The options listed provide possible frameworks for addressing the content and are suggestions only.

- Children in history
- Heroes and villains
- Religious beliefs and rituals through the ages
- Sport and recreation in history
- War and peace
- Crime and punishment
- Music through history
- Slavery
- Terrorism
- Women in history
- School-developed study

This topic offers the opportunity for students to engage in an area of interest. Students continue to apply their understanding of history and their skills of historical inquiry as they engage in more self-directed learning opportunities.

### Outcomes

Throughout this topic, students develop all outcomes, with particular focus on those listed below.

#### A student:

- LS.1 explores personal connections to history
- LS.2 explores history, archaeology and heritage
- LS.8 participates in an historical investigation to explore people, events, family and/or cultural practices over time
- LS.9 recognises sources that can be used for an historical inquiry
- LS.11 selects and uses information from sources for an historical inquiry
- LS.12 uses historical terms to describe the past
- LS.13 selects and uses a variety of strategies to organise and communicate information about the past.

**Related Stage 4/5 outcomes:** *E4.1, E4.5, E4.6, E4.8, E4.9, E4.10, E5.1, E5.5, E5.6, E5.8, E5.9, E5.10*

## Content

### ***Events and people related to a specific historical theme***

Students:

- recognise significant people and events related to a specific historical theme, such as:
  - Children in history: Anne Frank, Children’s Crusade
  - Heroes and villains: Ned Kelly, Albert Jacka, Mahatma Ghandi, Adolf Hitler, Nelson Mandela
  - Religious beliefs and rituals through the ages: Greek gods, Ancient Egyptian religion, Chinese religion, indigenous spirituality
  - Sport and recreation in history: Olympic Games, Cathy Freeman, Evonne Goolagong Cawley, impact of technology on recreation/leisure
  - War and peace: World War 1/World War II, Vietnam War
  - Crime and punishment: witch trials, convict settlement in Australia, Aung San Suu Kyi
  - Music through history: Beethoven, The Beatles, Geoffrey Gurrumul Yunupingu
  - Slavery: William Wilberforce, abolishment of international slave trade
  - Terrorism: Irish Republican Army bombings of London, Bali bombings (2002)
  - Women in history: Cleopatra, Hatshepsut, Sacajawea, Caroline Chisholm, Amelia Earhart, Doris Pilkington Garimara
- identify significant periods of time related to a specific historical theme
- investigate significant people and events related to a specific historical theme using ICT and other sources as appropriate.

### ***The significance of the historical theme***

Students:

- explore the changes and developments that have occurred over time in relation to a specific historical theme
- explore the significance of a specific historical theme to our society.

## Assessment

### Standards

The Board of Studies *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:

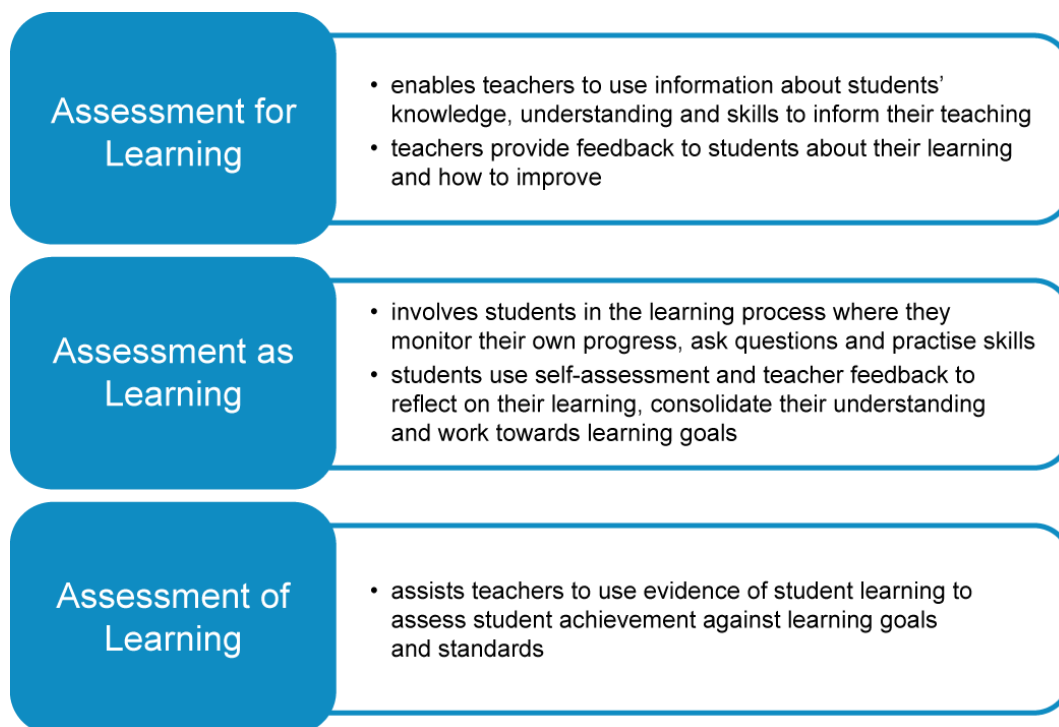
- outcomes and content in syllabuses showing what is to be learned
- stage statements that summarise student achievement
- samples of work on the Board’s Assessment Resource Centre (ARC) website which provide examples of levels of achievement within a stage.

Syllabus outcomes in History Elective contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

### Assessment

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

*Assessment for Learning*, *Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The Board of Studies Years 7–10 syllabuses particularly promote *Assessment for Learning* as an essential component of good teaching.



## **Assessment for students with special education needs**

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. These may be:

- adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

## **Life Skills assessment**

Each student undertaking History Elective Years 7–10 Life Skills will study selected outcomes and content. The syllabus outcomes and content form the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the outcomes and to apply their knowledge, understanding and skills to a range of situations or environments, including the school and the wider community.

Students may demonstrate achievement in relation to History Elective Years 7–10 Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

Further information about the assessment of students undertaking Life Skills outcomes and content can be found on the Board of Studies website.

## Reporting

Reporting is the process of providing feedback to students, parents and other teachers about student progress.

Teachers use assessment evidence to extend the process of *assessment for learning* into their *assessment of learning*. In a standards-referenced framework teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a year or stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student's achievement to a description. The Common Grade Scale (A–E) or equivalent is used by teachers to report student levels of achievement from Stages 1 to 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.

## Glossary

<b>Aboriginal</b>	An Aboriginal person is a person of Aboriginal descent who identifies as an Aboriginal person and is accepted as such by the community in which he or she lives.
<b>archives</b>	Refers both to collections of public records, documents, etc and to the place(s) where they are stored.
<b>assimilation</b>	A policy requiring all people living in a community, regardless of their cultural background or country of origin, to adopt the same manner of living as the dominant culture.
<b>causation</b>	The link between the cause and effect of an historical event.
<b>chronology</b>	According to time sequence. A chronology places events and dates in historical order.
<b>citizenship</b>	The term 'citizenship' has both legal and social meanings. In a legal sense, it is that set of rights and responsibilities granted to a people in recognition of their attachment to a particular country. In a social sense, it refers to the participation of people in their community as they fulfil and debate their rights and responsibilities.
<b>civics</b>	An identifiable body of knowledge, understanding and skills relating to the organisation and working of society, including a country's political and social heritage, democratic processes, government, public administration and judicial systems.
<b>colonisation</b>	A process by which a different system of government is established by one nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty according to its own law, rather than by the laws of the colonised.
<b>country/land</b>	In the context of Aboriginal peoples, is used to describe a specific area of a nation or clan, including physical, linguistic and spiritual features.
<b>early modern</b>	Broadly, the period of history from the end of the Middle Ages to about the time of the French Revolution and the beginnings of the Economic Revolution.
<b>empire</b>	A collection of nations or peoples ruled over by an emperor or other powerful sovereign or government.
<b>evidence</b>	The information that tends to prove or disprove a conclusion. It can be used to establish the fact or point in question.
<b>franchise</b>	The right to vote.

<b>heritage</b>	That which belongs to an individual, group, community or nation as a result of birth, inheritance or membership. It can also be applied to significant examples of the built or natural environment.
<b>Indigenous peoples</b>	This term is used when referring collectively to the first peoples of a land in international communities. The term 'Indigenous Australians' is used when speaking about both Aboriginal and Torres Strait Islander peoples within Australia.
<b>interpretation</b>	A way of understanding and explaining what has happened in the past. The discipline of History acknowledges that there is often more than one view of what has happened in the past.
<b>invasion</b>	The forced takeover of land.
<b>land</b>	The term 'land' is used by Aboriginal people to describe their spirituality and ecosystems, including Dreamings, all living things including totems, and all physical factors, such as sacred sites, water, air and geographical factors.
<b>medieval</b>	The period of history from the end of the Western Roman Empire in AD 430 to the Renaissance and Reformation period of Europe in the 16th century.
<b>Ottoman Empire</b>	The Empire of the Turks, founded about AD 1300 by Osman, which controlled large amounts of territory in Asia, Africa and Europe for more than six centuries until its collapse as a result of World War I.
<b>perspective</b>	A point of view from which historical events, problems and issues can be analysed, eg a gender perspective (either masculine or feminine) of the past.
<b>society</b>	A group of people living in a discrete geographical area, sharing common systems reflected in their customs, values, laws, arts and technology.
<b>source</b>	Any written or non-written materials that can be used to investigate the past. A source becomes <b>evidence</b> (see above) when it is used to support or refute a viewpoint.
<b>synthesis</b>	A process whereby a student brings together parts or elements of an historical inquiry to form a complete picture of the situation or events.