Year 3 History

Australian Curriculum in Queensland

January 2013 (amended April 2015)

DRAFT

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Amendments notice: April 2015

Accessing current QCAA resources

Resources referred to in this document may have been updated or replaced.

Please always check the QCAA website for the most current resources to support the implementation of the Australian Curriculum: History: www.qcaa.qld.edu.au/13659.html.

Summary of amendments, April 2015

- Section 2.2.1 Year 3 standards elaborations
  Table 3: The Year 3 standards elaborations removed; replaced with link to updated standards elaborations on the QCAA website; subsequent tables renumbered.
- Appendix 1: History standards elaborations terms table removed.
  Updated term definitions are available as part of the standards elaborations web documents.
- Table of contents updated.

Year 3 History — Australian Curriculum in Queensland

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1. Overview

Year 3 History: Australian Curriculum in Queensland provides an overview of the Australian Curriculum learning area within the context of a Kindergarten to Year 12 approach. It supports teachers' capacity by providing clarity about the focus of teaching and learning and the development of assessment to determine the quality of student learning. It maintains flexibility for schools to design curriculum that suits their specific contexts and scope for school authorities and school priorities to inform practice.

This document includes:

Curriculum requirements
Rationale
Aims
Australian Curriculum content
Achievement standards
Requirements are taken directly from the Australian Curriculum: History (v4.1) developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). This material is presented in blue text. Links to Australian Curriculum support materials are also provided where appropriate.

Advice, guidelines and resources
Planning teaching and learning
Standards elaborations, A to E
Assessment advice and guidelines
Reporting advice and guidelines
Advice, guidelines and resources are based on the Australian Curriculum Year level descriptions and organisation sections. They have been developed by the Queensland Studies Authority (QSA) to assist teachers in their planning and assessment and include links to Queensland-developed supporting resources, exemplars and templates.

1.1 Rationale

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

1.2 Aims

The Australian Curriculum: History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

1.3 History in Queensland K–12

The K–12 curriculum in Queensland is aligned to the goals for Australian schooling, as expressed in the *Melbourne Declaration on Educational Goals for Young Australians*[*]. These goals are:

- Goal 1 — Australian schooling promotes equity and excellence
- Goal 2 — All young Australians become:
  - successful learners
  - confident and creative individuals
  - active and informed citizens.

To achieve these goals, the declaration commits to the development of a world-class curriculum that will enable every student to develop:

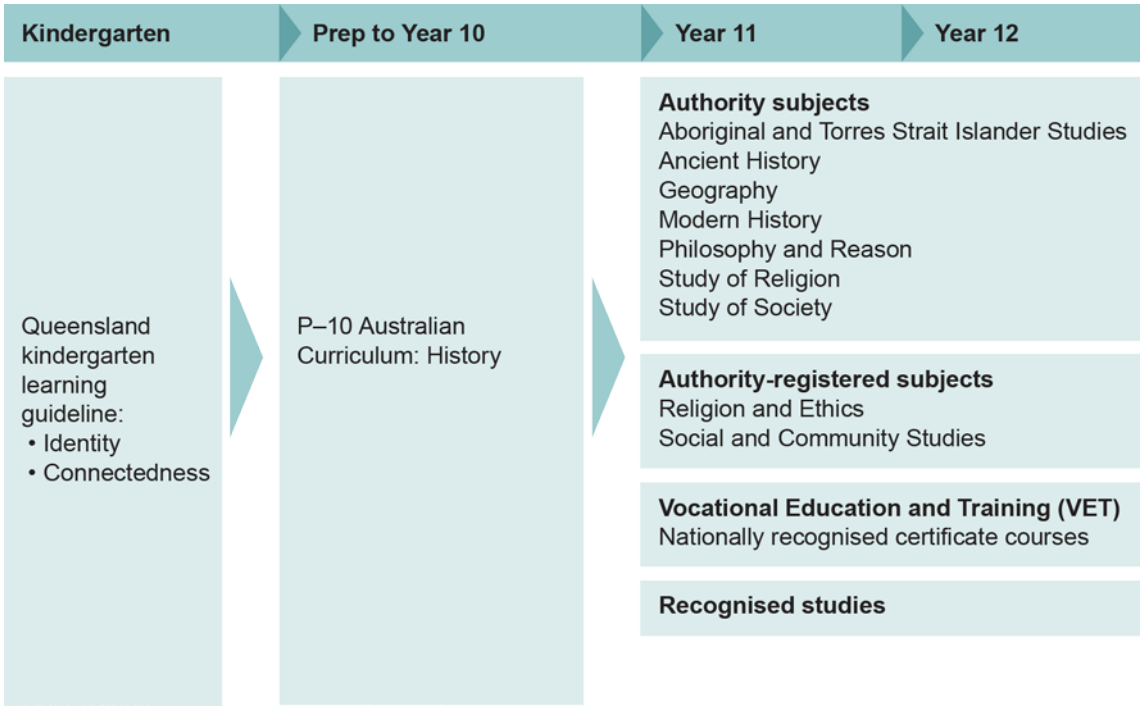
- a solid foundation of knowledge, understanding, skills and values on which further learning and adult life can be built
- deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications
- general capabilities that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise.

There is an expectation that students will have learning opportunities in Australian Curriculum: History across P–10.

* Ministerial Council on Education, Employment, Training and Youth Affairs 2008, Melbourne Declaration on Educational Goals for Young Australians, viewed October 2012, <www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf>.

Figure 1 below shows the progression of the History learning area K–12 in Queensland, and includes the *Queensland kindergarten learning guideline*, the Prep to Year 10 Australian Curriculum and the current Queensland senior secondary courses.

Figure 1: K–12 History Curriculum



2. Curriculum

The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and achievement standards.

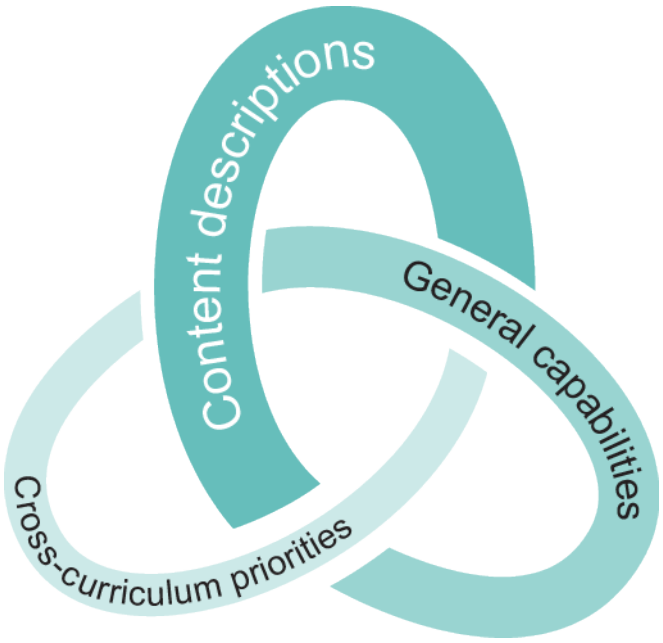
The Australian Curriculum content and achievement standards are the mandatory aspects of the Australian Curriculum.

2.1 Australian Curriculum content

The Australian Curriculum content has three components: content descriptions (section 2.1.1), general capabilities (section 2.1.2) and cross-curriculum priorities (section 2.1.3).

Schools design their programs to give students opportunities to develop their knowledge, understanding and skills in each of the three components.

Figure 2: Three components of the Australian Curriculum: History



Content descriptions: Disciplinary learning (section 2.1.1)

The Australian Curriculum: History content descriptions describe the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn.

The content in History is organised as:

- **strands**: the two interrelated strands of Historical Knowledge and Understanding and Historical Skills.
- **sub-strands**: a sequence of development for knowledge, understanding and skills within the strand.

Content elaborations illustrate and exemplify content. These elaborations are not a requirement for the teaching of the Australian Curriculum.

Cross-curriculum priorities: Contemporary issues (section 2.1.3)

The three cross-curriculum priorities provide contexts for learning:

- **Aboriginal and Torres Strait Islander histories and cultures** — to gain a deeper understanding of, and appreciation for, Aboriginal and Torres Strait Islander histories and cultures and the impact they have had, and continue to have, on our world
- **Asia and Australia's engagement with Asia** — to develop a better understanding and appreciation of Australia's economic, political and cultural interconnections to Asia
- **Sustainability** — to develop an appreciation for more sustainable patterns of living, and to build capacities for thinking, valuing and acting that are necessary to create a more sustainable future.

General capabilities: Essential 21st-century skills (section 2.1.2)

These seven general capabilities can be divided into two groups:

- **capabilities that support children to be successful learners** — Literacy, Numeracy, Information and communication technology (ICT) capability, and Critical and creative thinking
- **capabilities that develop ways of being, behaving and learning to live with others** — Personal and social capability, Ethical understanding and Intercultural understanding.

2.1.1 Australian Curriculum: History Year 3 content descriptions

The content descriptions at each year level set out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn. They do not prescribe approaches to teaching.

In History, the content descriptions are organised using two interrelated strands:

- *Historical Knowledge and Understanding* provides the contexts or focuses for historical inquiries and for developing historical understanding through the Historical Skills. In Year 3, the focus is on the key concepts such as sources, continuity and change, cause and effect, significance, perspectives and empathy. Across Years 3–6, content related to perspectives is included, and the notion that the past is a given and is unproblematic is challenged.
- *Historical Skills* focus on processes. Historical skills are described in bands of schooling (over three years at Foundation to Year 2 and at two-year intervals in subsequent year levels). The sequencing and description of the Historical Skills strand, in bands of schooling will assist in multi-age programming by providing a common focus for the teaching and learning of content in the Historical Knowledge and Understanding strand. Historical Skills are organised by the following sub-strands:
  - Chronology, terms and concepts
  - Historical questions and research
  - Analysis and use of sources
  - Perspectives and interpretations
  - Explanation and communication.

Teaching and learning programs should integrate both strands. (See section 2.3 Planning in the History learning area)

Australian Curriculum: History Year 3 strands, sub-strands and content descriptions

Historical Knowledge and Understanding	Historical Skills
Community and Remembrance	**Chronology, terms and concepts**
The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) (ACHHK060)	Sequence historical people and events (ACHHS065 Use historical terms(ACHHS066) **Historical questions and research** Pose a range of questions about the past (ACHHS067) Identify sources (ACHHS215) **Analysis and use of sources** Locate relevant information from sources provided (ACHHS068) **Perspectives and interpretations** Identify different points of view (ACHHS069) **Explanation and communication** Develop texts, particularly narratives (ACHHS070) Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)[†]
ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)	
The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)	
Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems. (ACHHK063)	
Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan (ACHHK064)	

Content elaborations

Content elaborations illustrate and exemplify content and assist teachers in developing a common understanding of the content descriptions. The elaborations are *not a requirement* for the teaching of the Australian Curriculum. They are not individualised teaching points intended to be taught to all students.

[†] Codes included with the Australian Curriculum content descriptions relate to hyperlinks into the Australian Curriculum website <www.australiancurriculum.edu.au/History/Curriculum/F-10>. Each unique identifier provides the user with the content description, content elaboration, and links to general capabilities, cross-curriculum priorities and modes.

2.1.2 General capabilities

The general capabilities are embedded in the content descriptions. The seven capabilities can be divided into two broad groups. These broad groups include capabilities that:

- support students to be successful learners: Literacy, Numeracy, Information and communication technology (ICT) capability, and Critical and creative thinking
- develop ways of being, behaving and learning to live with others: Personal and social capability, Ethical understanding and Intercultural understanding.

Each of the general capabilities can be relevant to teaching and learning in History and explicit teaching of the capabilities should be incorporated in teaching and learning activities where appropriate.

See also: www.australiancurriculum.edu.au/GeneralCapabilities/Overview/General-capabilities-in-the-Australian-Curriculum

Table 1: General capabilities that support students to be successful learners are embedded in the History content descriptions where appropriate.

	Definition	In History	Links
Literacy	Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts	Students develop literacy capability as they learn how to build historical knowledge and to explore, analyse, question, discuss and communicate historical information, concepts and ideas. Historical texts typically include those that recount a sequence of events, present past events as a narrative, discuss concepts and ideas, and argue a point of view. These texts are often accompanied by graphics such as illustrations, maps, tables and timelines that provide significant information and are supported by references and quotations from primary and secondary sources. Students understand that language varies according to context and they develop their ability to use language flexibly. This includes understanding and using the language features of historical texts including topic vocabulary, past tense verbs for recounting events, complex sentences to establish sequential or cause-and-effect relationships, the wide use of adverbs to describe places, people and events, and extended noun groups employing descriptive adjectives	ACARA Literacy capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Literacy/Introduction/Introduction QSA Literacy Indicators www.qsa.qld.edu.au/17929.html
Numeracy	Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully	Students develop numeracy capability as they learn to organise and interpret historical events and developments. Students learn to analyse numerical data to make meaning of the past, for example to understand cause and effect, and continuity and change. Students learn to use scaled timelines, including those involving negative and positive numbers, as well as calendars and dates to recall information on topics of historical significance and to illustrate the passing of time	ACARA Numeracy capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy/Introduction/Introduction QSA Numeracy Indicators www.qsa.qld.edu.au/17929.html

	Definition	In History	Links
ICT capability	Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.	Students develop ICT capability when they locate process, analyse and communicate historical information. They use their ICT capability to access a range of digital sources of information; critically analyse evidence and historical trends; communicate, present and represent their learning; and collaborate, discuss and debate to co-construct their knowledge.	ACARA ICT capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability/Introduction/Introduction
Critical and creative thinking	Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.	Critical thinking is essential to the historical inquiry process because it requires the ability to question sources, interpret the past from incomplete documentation, develop an argument using evidence, and assess reliability when selecting information from resources. Creative thinking is important in developing new interpretations to explain aspects of the past that are contested or not well understood.	ACARA Critical and creative thinking capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Critical-and-creative-thinking/Introduction/Introduction

Table 2: General capabilities that develop ways of being, behaving and learning to live with others are embedded in the History content descriptions where appropriate.

	Definition	In History	Links
Personal and social capability	Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.	As students gain understanding about human experience and develop skills of historical inquiry, they develop and use personal and social capability. This includes empathy, reflective practice, appreciation of the perspective of others, communication skills, teamwork, advocacy skills and a disposition to make a contribution to their communities and society more broadly. The History curriculum enhances personal and social capability by providing opportunities for students to engage with understandings such as historical empathy, contestability, perspectives, cause and effect, and continuity and change	ACARA Personal and social capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability/Introduction/Introduction
Ethical understanding	Students develop the capability to behave ethically as they identify and investigate the nature of ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.	Students develop understanding of ethical understanding as they critically explore the character traits, actions and motivations of people in the past that may be the result of different standards and expectations and changing societal attitudes. Students recognise that examining the nature of evidence deepens their understanding of ethical issues and investigate the ways that diverse values and principles have influenced human affairs.	ACARA Ethical understanding capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Ethical-understanding/Introduction/Introduction

	Definition	In History	Links
Intercultural understanding	Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.	Students learn about the perspectives, beliefs and values of people, past and present, and the importance of understanding their own and others' histories. This includes learning about the origins and development of Australia's national identity and the forging of its cultural heritage. Students recognise the significance of Aboriginal and Torres Strait Islander peoples' histories and cultures. They have opportunities to learn about the contribution of migration from countries in Europe, Africa, the Middle East and the Asia-Pacific region, and the historic benefits and challenges of interacting with other countries and cultural groups in local, regional and international contexts. They learn about events and developments that have influenced diverse societies and cultural groups over time, and come to understand the nature, causes and consequences of cultural interdependence, dispossession and conflict. They refer to a range of sources portraying different cultural perspectives in order to develop historical understanding.	ACARA Intercultural understanding capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding/Introduction/Introduction

2.1.3 Cross-curriculum priorities

The Australian Curriculum gives special attention to three cross-curriculum priorities about which young Australians should learn in all learning areas. The priorities provide contexts for learning. The three priorities are Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Aboriginal and Torres Strait Islander histories and cultures	Asia and Australia's engagement with Asia	Sustainability
The History curriculum provides opportunities for strengthening and deepening students' knowledge, understanding and appreciation of the first peoples of the land and their contributions to Australian society and cultures. It provides opportunities to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia. The Australian Curriculum: History values Aboriginal and Torres Strait Islander histories and cultures. It celebrates Aboriginal and Torres Strait Islander histories as part of the shared history belonging to all Australians. Students will examine historical perspectives from an Aboriginal and Torres Strait Islander viewpoint. They will learn about Aboriginal and Torres Strait Islander peoples prior to colonisation by the British, the ensuing contact and its impacts. They will examine key policies and political movements over the last two centuries. Students will develop an awareness of the significant roles of Aboriginal and Torres Strait islander people in Australian society.	The History curriculum develops an understanding of histories of the diverse peoples of Asia and their contributions to the region and the world, and an appreciation of the importance of the region for Australia and the world. Students learn about the importance of the traditions, beliefs and celebrations of peoples from the Asia region and through the study of ancient societies, trade, conflicts, progressive movements and migration to Australia by people from Asia. In History, students recognise the dynamic nature of socio-political relationships within the region over time, and the role that individuals, governments and other organisations play in shaping relationships between peoples and countries. They develop an appreciation of the history of Australia-Asia engagement and how this influences contemporary relationships within Australian society and relationships between Australia and the countries of Asia. Students also understand the ongoing role played by Australia and individual Australians, including Australians of Asian heritage, in major events and developments in the Asia region.	The History curriculum provides a context for developing students' understanding of the forces that influence continuity and change. The History curriculum provides content that supports the development of students' world views, particularly in relation to judgments about past social and economic systems, and access to and use of the Earth's resources. It provides opportunities for students to develop an historical perspective on 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. In History students develop understanding, for example, of the changes in environments over time, the role played by individuals and communities in protecting environments, the emergence of farming and settled communities, the development of the Industrial Revolution and the growth of population, the overuse of natural resources and the rise of environmental movements.
For further information and resources to support planning to include the cross-curriculum priority Aboriginal and Torres Strait Islander histories and cultures, see: www.qsa.qld.edu.au/downloads/aust_curric/ac_ccp_atsi_cultures_history.pdf	For further information and resources to support planning to include the cross-curriculum priority Asia and Australia's engagement with Asia, see: www.asiaeducation.edu.au/aust_curr_strategy_landing_page.html	For further information and resources to support planning to include the cross-curriculum priority Sustainability, see: www.australiancurriculum.edu.au/CrossCurriculumPriorities

2.2 Achievement standards

The Australian Curriculum is standards-based.

The Australian Curriculum achievement standards are a mandatory aspect of the Australian Curriculum for schools to implement.

The Australian Curriculum achievement standards are organised as Understanding and Skills, and describe a broad sequence of expected learning across P–10. The achievement standard emphasises the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge students typically demonstrate *at the end of each teaching and learning year*. The achievement standard should be read in conjunction with the content descriptions.

Figure 3: By the end of Year 3, students are expected to typically know and be able to do the following:

Understanding dimension	
By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.	The Understanding dimension relates to concepts underpinning and connecting knowledge in a learning area and to the ability to appropriately select and apply knowledge to solve problems in that learning area.
Skills dimension	
Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.	The Skills dimension relates to the specific techniques, strategies and processes in a learning area.

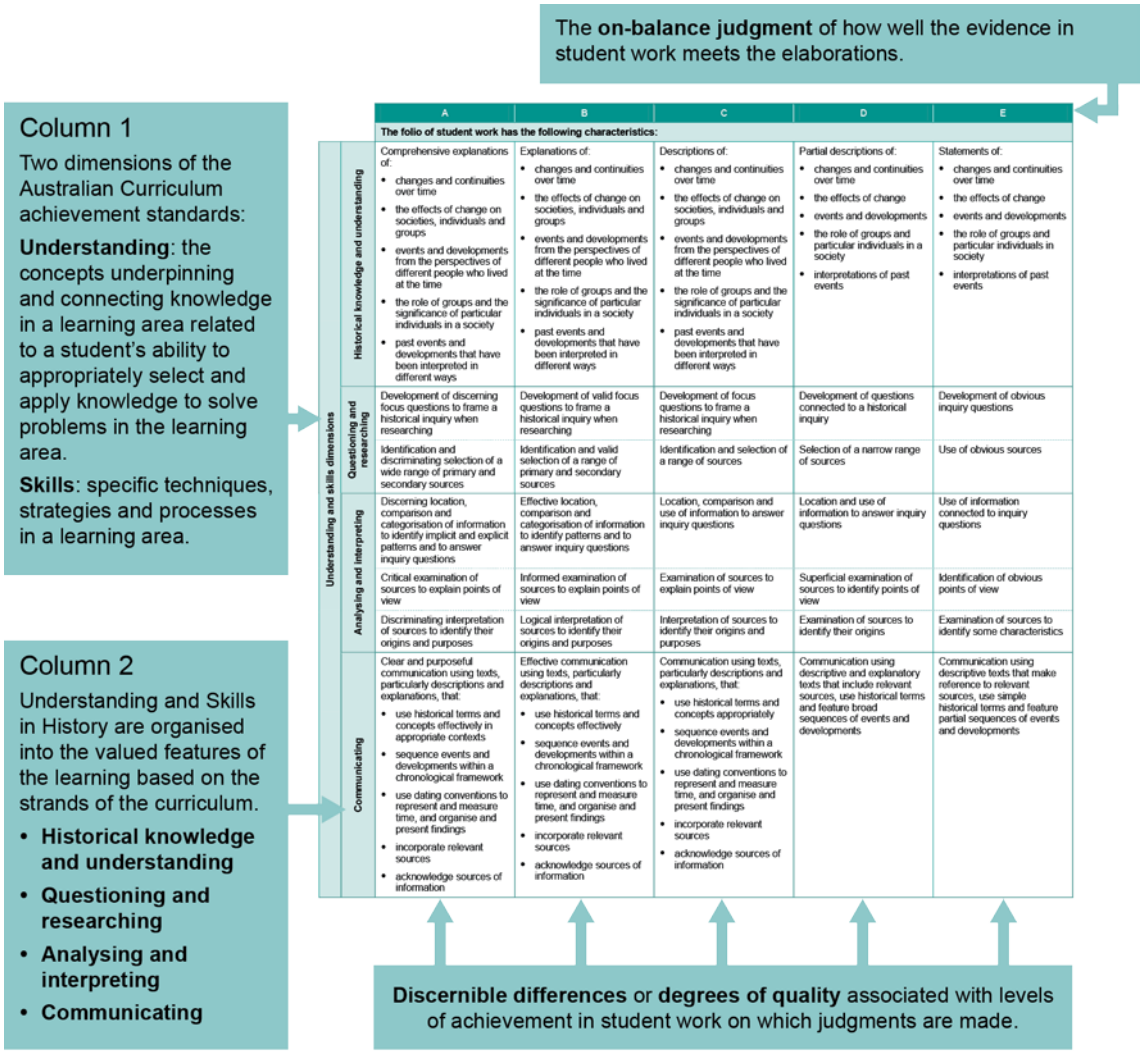
2.2.1 Year 3 standard elaborations

The Year 3 standard elaborations provide a basis for judging how well students have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard. It is a resource to assist teachers to make consistent and comparable evidence-based A to E judgments. The standard elaborations should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level.

Teachers can use the standard elaborations to:

- match the evidence of learning in a folio or collection of student work gathered over the reporting period to determine how well a student has achieved against the achievement standard on a five-point scale (See section 4)
- inform the development of an assessment program and individual assessments (See section 3.3)
- inform the development of task-specific standards (See sections 3.4 and 3.5)

The structure of the History standard elaborations



Amendment: April 2015

Standards elaborations have been updated and are available from the QCAA website in both Word and PDF formats: www.qcaa.qld.edu.au/27953.html.

2.3 Planning in the History learning area

Schools plan their curriculum and assessment using the Australian Curriculum content descriptions and achievement standards.

Curriculum and assessment planning within schools occurs at three levels:

- Whole school plan
  www.qsa.qld.edu.au/downloads/p_10/ac_plan_implementing.pdf
- Year level plan / Multiple year level plan
  www.qsa.qld.edu.au/downloads/p_10/ac_p10_year_level_planning.pdf
  www.qsa.qld.edu.au/downloads/p_10/ac_p10_multi_year_level_plan.pdf
- Unit overview / Unit overview planning for multiple year levels
  www.qsa.qld.edu.au/downloads/p_10/ac_p10_unit_overview_planning.pdf
  www.qsa.qld.edu.au/downloads/p_10/ac_p10_multi_unit_overview_plan.pdf

For planning templates and Year 3 History exemplar year and unit plans, see:
www.qsa.qld.edu.au/yr3-history-resources.html

2.3.1 Time allocation

Indicative time allocations support schools in planning teaching and learning experiences using the Australian Curriculum: History. Schools may decide to timetable more hours for a learning area.

The indicative time allocations are presented as two sets of minimum hours per year that provide reasonable flexibility. In Year 3, the minimum number of hours for teaching, learning and assessment per year for the Australian Curriculum: History is:

- at least 37 hours per year where there are 37 teaching weeks available in the year
- at least 40 hours per year where there are 40 teaching weeks available in the year.

See www.qsa.qld.edu.au/downloads/early_middle/ac_time_alloc_entitlement_advice.pdf

2.3.2 Principles for effective planning

The principles that underpin effective curriculum and assessment planning include:

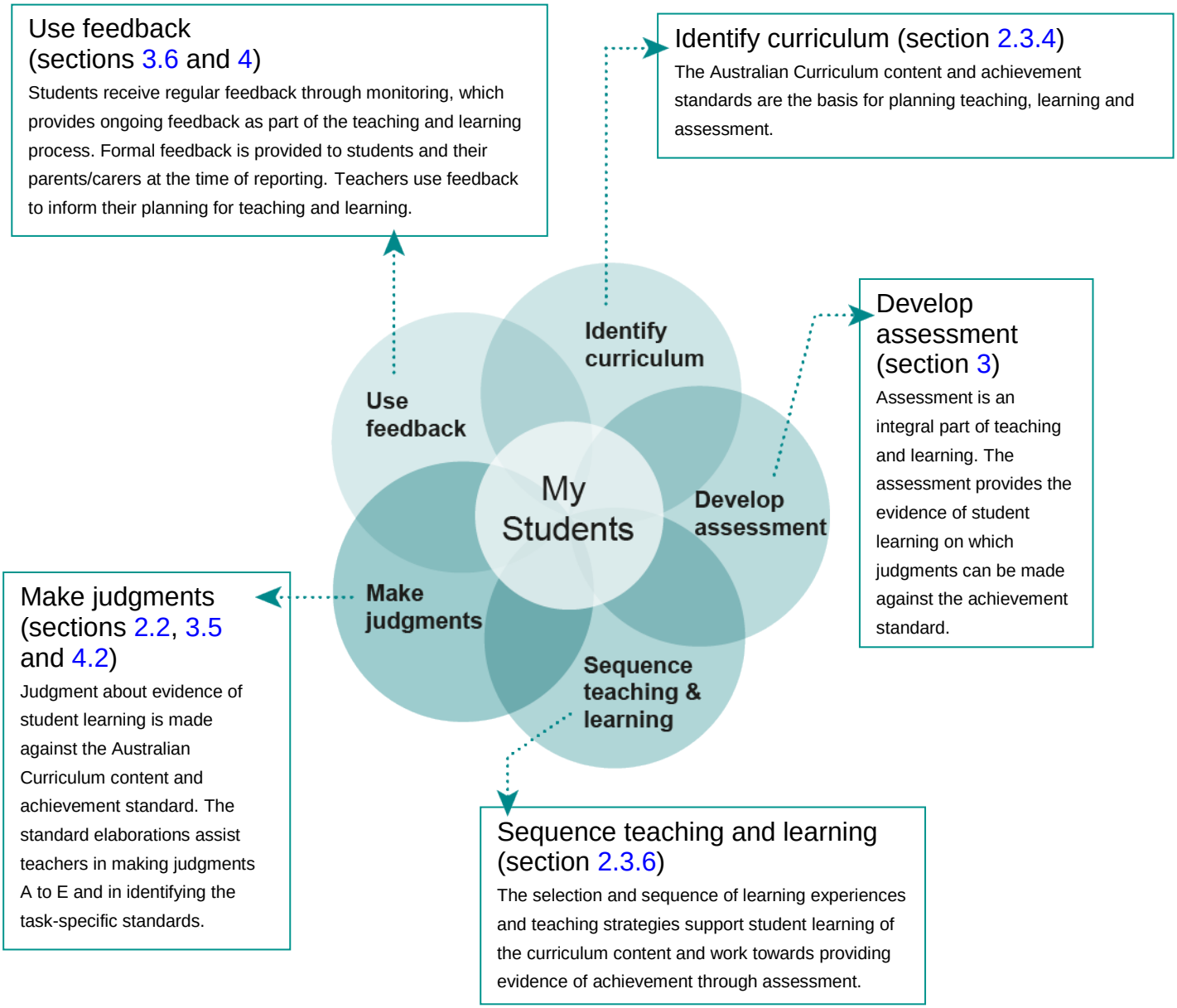
- High expectations for all students — High student expectations are built on differentiation of teaching and learning for all students in single and multiple year-level contexts.
- Alignment of teaching and learning, and assessment and reporting — Curriculum and assessment planning is thoughtful and ensures that all parts are connected. Plans are reviewed regularly to inform future planning, teaching, learning and assessment.
- Standards- and school-based assessment for learning — Teachers use standards to build a shared understanding of the qualities found in student work, and to communicate student achievement to students, parents/carers and the system.
- Balance of informed prescription and teacher professional judgment — Teachers exercise their professional judgment and make decisions about teaching and learning in their school within the context of the Australian Curriculum and system and sector priorities.

2.3.3 Elements of effective planning for alignment

Curriculum and assessment planning is guided by five interdependent elements of professional practice. These five elements can be used in any sequence but all should be considered:

- Identify curriculum
- Develop assessment
- Sequence teaching and learning
- Make judgments
- Use feedback

Figure 4: The five elements for effective curriculum and assessment planning



Planning that considers these five elements strengthens alignment and ensures that:

- what is taught informs how it is taught, how students are assessed and how the learning is reported
- what is assessed relates directly to what students have had an opportunity to learn
- specific feedback, based on what has been learnt and assessed, provides a basis for decisions about continuous improvement in teaching and learning
- what is reported to students, parents/carers and other teachers aligns with what has been learnt.

2.3.4 Identifying curriculum

Year 3 History teaching and learning programs are developed from the:

- Year 3 Australian Curriculum: History content descriptions to:
  - determine the scope of learning and ensure all required learning is included
  - identify relevant general capabilities
  - determine appropriate contexts for teaching and learning including the cross-curriculum priorities
- Year 3 Australian Curriculum: History achievement standard to identify the expected and valued qualities of student work.

See the History scope and sequence developed by ACARA, available at: www.australiancurriculum.edu.au/humanities-and-social-sciences/history/glossary.

When planning a teaching and learning program, consider:

- What am I required to teach?
- What should students have the opportunity to learn?
- What are the expected and valued qualities of student work?

2.3.5 Developing assessment

Assessment provides the evidence of learning. An assessment program is planned at the same time as the teaching and learning program and is developed using the content descriptions and achievement standard.

When developing assessment, consider:

- What evidence of student learning do I need to collect?
- How and when will I collect the evidence of student learning?

See section 3 for advice about developing an assessment program.

2.3.6 Sequencing teaching and learning

Learning experiences and teaching strategies are selected and sequenced to support active engagement in learning and to provide opportunities for students to engage with all aspects of the curriculum content to develop their understanding and skills.

When sequencing teaching and learning, consider:

- How will I sequence teaching strategies and learning experiences to cover the curriculum content, ensure depth of learning and support student success in the assessment?
- How do I include opportunities for all my students to learn?

The order and detail in which the content descriptions are taught are programming decisions. The number of units planned may vary depending on local decisions about how to deliver or integrate the curriculum content. For example:

- the course could be offered over a term or semester or across a year
- an integrated course could be based on a range of organising principles or conceptual frameworks that link the units of the course together, such as inquiry or service learning.

The content descriptions are written to ensure that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

The sequencing and description of the Historical Skills strand in bands of schooling will assist in multi-age programming by providing a common focus for the teaching and learning of content in the Historical Knowledge and Understanding strand.

Planning a History inquiry-based teaching and learning program

See Figure 5 for planning an inquiry-based teaching and learning program.

When organising learning experiences and teaching strategies:

- **Integrate Historical Knowledge and Understanding and Historical Skills**

  The Year level description provides an overview of the content to be covered. It also emphasises the interrelated nature of the two strands in History and that the strands should be taught in an integrated way. There should not be an artificial separation of content and process, nor a focus on historical method at the expense of historical knowledge.

- **Use the key inquiry questions**

  Each year level includes key inquiry questions that provide a framework for developing students' historical knowledge, understanding and skills.

- **Include concepts for developing historical understanding**

  The Historical Knowledge and Understanding strand embeds key concepts for developing historical understanding. The historical understandings are derived from the content descriptions and achievement standards, and are supported by the Historical Skills. These concepts provide a focus for historical inquiries and contribute to students' understanding of the past.

The historical understandings develop across phases from P–10.

Table 3: Historical understandings across the phases

Prep–Year 2	Years 3–6	Years 7–10
	Sources	Evidence
Continuity and change	Continuity and change	Continuity and change
Cause and effect	Cause and effect	Cause and effect
Perspectives	Perspectives	Perspectives
Empathy	Empathy	Empathy
Significance	Significance	Significance
		Contestability

In Years 3-6, learning experiences and teaching strategies should include opportunities for students to develop their historical understanding through engagement with the key concepts in historical inquiries:

- sources: For example, discuss written or non-written materials that can be used to investigate the past
- continuity and change: For example, discuss aspects of the past that have remained the same over certain periods of time and events or developments from the past that represent modifications, alterations and transformations
- cause and effect: For example, discuss the relationship between a factor or set of factors (cause/s) and consequence/s (effect/s)
- perspectives: For example, discuss a point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position, and beliefs and values
- empathy: For example, discuss an understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions
- significance: For example, discuss the importance that is assigned to particular aspects of the past, and examine the principles behind the selection of what should be investigated and remembered.

See Appendix 1: Glossary for definitions of the concepts for developing historical understanding.

- **Include the general capabilities**

  The general capabilities are relevant to teaching and learning in History, and explicit teaching of the capabilities should be incorporated in teaching and learning activities where appropriate. Section 2.1.2 outlines how the general capabilities are an integral part of a History program.

- **Embed meaningful contexts**

  Schools develop learning contexts to suit the content to be taught and their students' interests and learning needs. It is important to actively engage students in learning that is relevant and of interest to them. The focus or context for learning should connect with issues of personal or social relevance to students. The cross-curriculum priorities provide rich and engaging contexts and should be incorporated where appropriate. (See section 2.1.3 for information about the priorities).

- **Use a model for sequencing Historical inquiry**

  Figure 6 outlines a model for sequencing historical inquiry. An inquiry sequence can be applied to a topic or context for investigation and link to the thinking processes and skills of History. Using an inquiry model assists students to complete an investigation and to develop an understanding of the processes involved.

For further planning advice, see:

- History and Studies of Society and Environment: www.qsa.qld.edu.au/downloads/aust_curric/ac_imp_p-10_hist_sose_advice.pdf
- the Year 3 History exemplar for an example of integrating the Historical Knowledge and Understanding and Historical Skills strands: www.qsa.qld.edu.au/downloads/aust_curric/ac_yr3_history_year_plan.doc

Figure 5: Planning a Year 3 History inquiry-based teaching and learning program

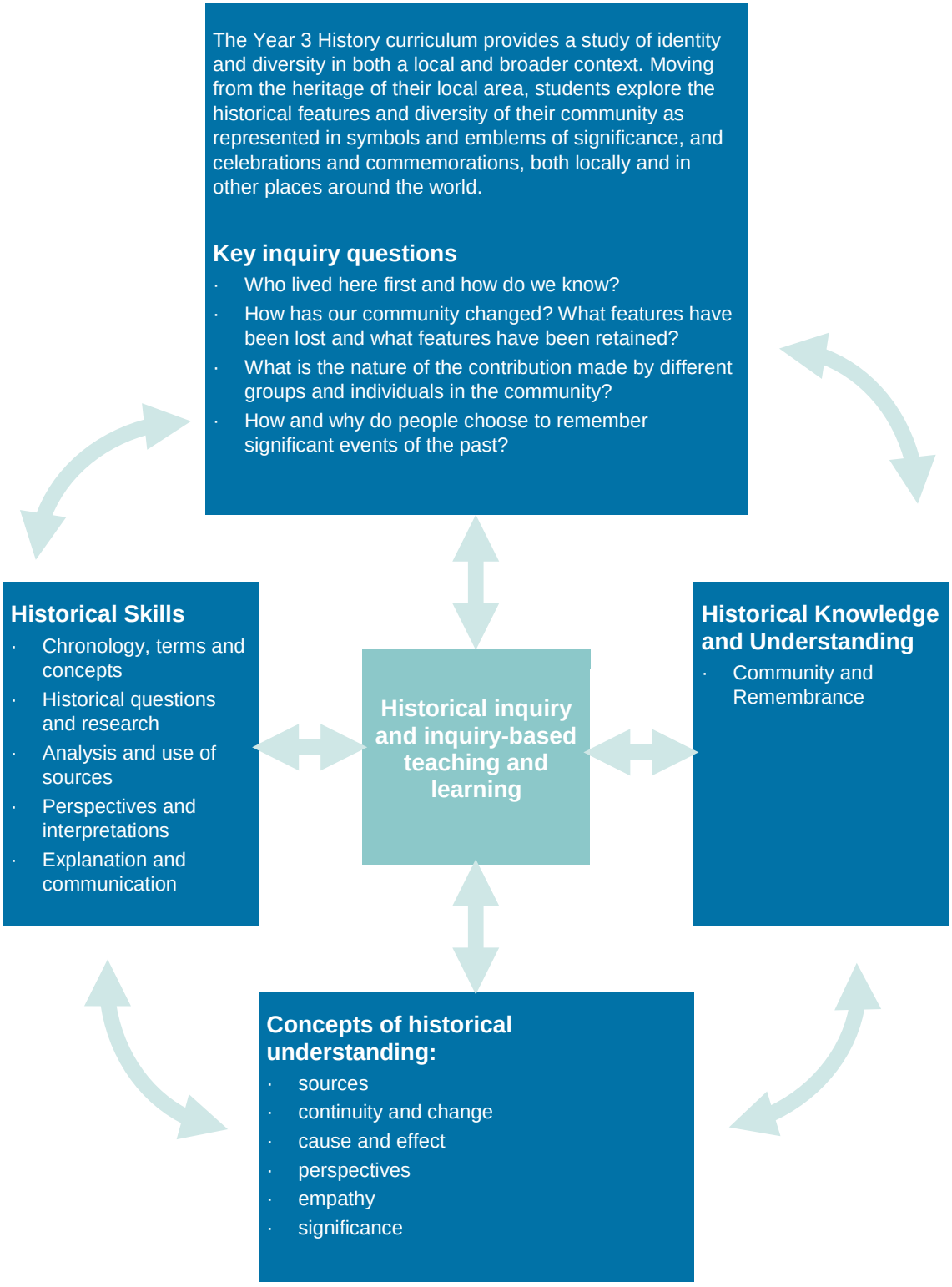
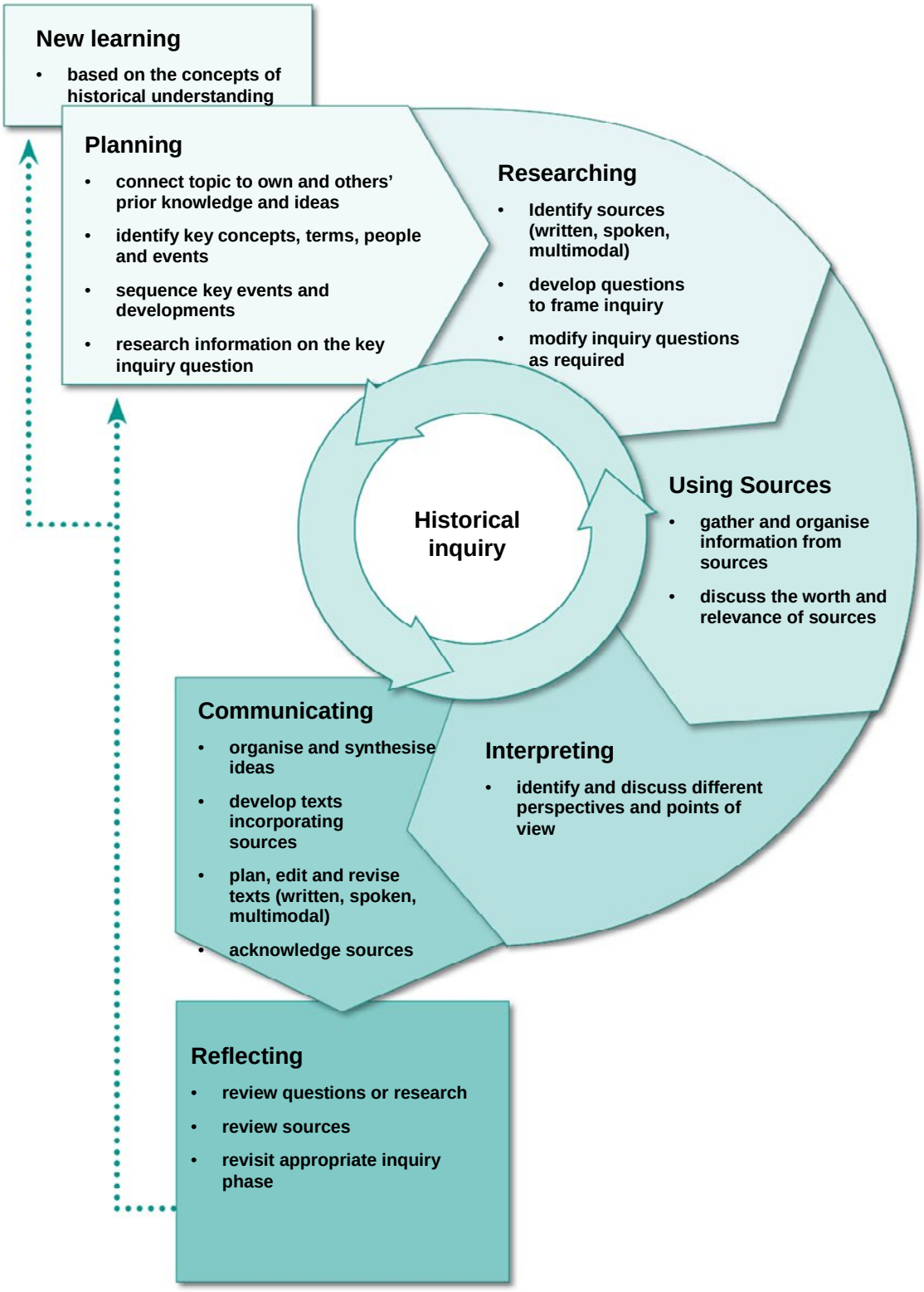


Figure 6: A model for sequencing Historical inquiry in Years 3–4



2.3.7 Educational equity

Equity means fair treatment of all. In developing teaching, learning and assessment programs, teachers provide opportunities for all students to demonstrate what they know and what they can do.

See the QSA *Equity statement*:
www.qsa.qld.edu.au/downloads/approach/qsa_equity_statement.pdf

Catering for diversity

Schools and school sectors determine which students require special provisions, applying principles of participation and equity. Consideration should be given to:

- adjustments and supports for students who have been identified as having specific educational requirements to make participation possible in all or part of the teaching and learning experiences and assessments
- interpreter or educational devices (e.g. pictures, electronic whiteboards, interactive devices) to assist students for whom English is not their first language and who are assessed as not achieving a reading level appropriate to complete the assessment.

In exceptional circumstances, the school, in consultation with staff and parents/carers, may make decisions about the level of student engagement with a particular assessment, according to school sector policy.

Inclusive strategies

Adjustments to teaching, learning and assessment can be grouped into five broad areas: *timing, scheduling, setting, presentation* and *response*.

Teachers consider the inclusive strategies to make adjustments to teaching and learning experiences and assessments to enable all students to demonstrate their knowledge, skills or competencies.

The inclusive strategies should be considered in combination when planning, developing and documenting the adjustment of learning experiences and assessment. For example, when planning an assessment, the teacher may need to consider adjusting the timing, setting, presentation and response to ensure the student is given the opportunities to demonstrate their learning.

Evaluating the use and effectiveness of any adjustment is necessary to ensure meaningful student participation and achievement.

For further information and resources about inclusive strategies, see:
www.qsa.qld.edu.au/18307.html

English as an Additional Language or Dialect

For further information and resources about English as an Additional Language or Dialect, see:

- Overview and EAL/D Learning Progression
  www.acara.edu.au/verve/_resources/English_as_an_Additional_Language_or_Dialect_Teacher_Resource_05_06_12.pdf
- Annotated content descriptions: English Foundation to Year 10
  www.acara.edu.au/verve/_resources/EALD_Learning_Area_Annotations_English_Revised_06_05_12.pdf

3. Assessment

Assessment is an integral part of teaching and learning. It is the purposeful collection of evidence about students' achievements. An awareness of what learning is assessed and how it is assessed helps both students and parents/carers to develop an understanding of what is valued and where to focus attention.

Assessment is used for a variety of purposes, but its most important use is in supporting student learning.

Sufficient and suitable evidence is collected to enable fair judgments to be made about student learning. Once the evidence is collected and analysed, it is summarised and presented in ways that are meaningful and useful to:

- help students achieve the highest standards they can
- promote, assist and improve teaching and learning
- build a shared understanding of the qualities of student work and communicate meaningful information about students' progress and achievements to students, teachers, parents/carers and the system.

See Appendix 2: Principles of assessment.

3.1 Standards-based assessment

The Australian Curriculum is standards-based (see section 2.2).

Teacher judgment is guided by achievement standards that are fixed reference points used to describe what is valued as important for young people to know, understand and do. The standards describe the expected qualities of student work and give a common frame of reference and a shared language to describe student achievement.

Standards-based assessment is an integral part of the teaching and learning process that is planned and ongoing.

3.2 School-based assessment

School-based assessment involves individual teachers or groups of teachers making informed decisions about what evidence of learning will be collected at suitable intervals as part of the teaching and learning program.

School-based assessment puts teachers' professional knowledge and practice at the centre of aligning what is taught, how it is taught, how student learning is assessed and how learning is reported.

3.3 Developing an assessment program

An assessment program is planned at the same time as the teaching and learning program and is developed using the achievement standard and the content descriptions.

A planned assessment program will:

- guide and support targeted teaching and learning
- ensure students have opportunities to demonstrate the depth and breadth of their learning in all aspects of the achievement standard
- provide regular feedback to students about how they can improve their learning
- clarify future teaching and learning needs
- ensure teachers have sufficient evidence of learning to make defensible on-balance judgments about the quality of students' work against the standard.

Table 4: Types and purposes of assessment that may be included in an assessment program.

Diagnostic assessment	**Assessment *for* learning**
Provides opportunities to use assessment to determine the nature of students' learning as a basis for providing feedback or intervention, e.g. literacy and numeracy indicators	Enables teachers to use information about student progress to inform their teaching, e.g. using feedback from a previous unit to inform learning in the current unit
Formative assessment	**Assessment *as* learning**
Focuses on monitoring to improve student learning, e.g. practising an assessment technique	Enables students to reflect on and monitor their own progress to inform their future learning goals, e.g. opportunities to reflect on an inquiry process
Summative assessment	**Assessment *of* learning**
Indicates standards achieved at particular points for reporting purposes, e.g. an assessment that contributes to a reported result	Assists teachers to use evidence of student learning to assess student achievement against standards, e.g. the assessments contained in the targeted folio for reporting

The assessment program includes:

- a range and balance of assessment categories, techniques and conditions appropriate for the learning area, the year level, the school context and the student cohort
- opportunities for students to become familiar with the assessment techniques and for teachers to monitor student achievement and provide feedback to students.

For fact sheets about assessment for learning, see:

- Assessment for learning — A new perspective
  www.qsa.qld.edu.au/downloads/p_10/as_afl_new_perspective.doc
- Assessment for learning — Improving assessment pedagogy
  www.qsa.qld.edu.au/downloads/p_10/as_afl_improv_pedagogy.doc
- Assessment for learning — School improvement
  www.qsa.qld.edu.au/downloads/p_10/as_afl_school_improve.doc
- Assessment for learning — Student achievement
  www.qsa.qld.edu.au/downloads/p_10/as_afl_student_achieve.doc

- Assessment for learning — Inclusive practice
  www.qsa.qld.edu.au/downloads/p_10/as_afl_inclusive_practice.doc
- Assessment for learning — Developing student understanding
  www.qsa.qld.edu.au/downloads/p_10/as_afl_dev_stud_understand.doc

3.4 Year 3 History assessment folio

The planned assessment program specifies the evidence of learning that is summative assessment or assessment *of* learning and when it will be collected. This collection of student responses to assessments makes up a targeted assessment folio.

The targeted assessment folio contains sufficient evidence of learning on which to make a defensible on-balance judgment A to E (or equivalent five-point scale) about how well the evidence of student learning matches the standard for the reporting period. (See section 4.2 for advice and information about making an on-balance judgment on a folio of student work).

A Year 3 History assessment folio includes student responses that demonstrate achievement in a range and balance of assessments designed to assess the identified knowledge, understandings and skills in the achievement standard.

Table 5: Range and balance

Range Range is informed by:	**and**	**Balance** Balance is achieved by including:
· content descriptions		· all aspects of the curriculum content across the two integrated strands — Historical Knowledge and Understanding, and Historical Skills
· assessment categories: – written – spoken/signed – multimodal		· all aspects of the Australian Curriculum achievement standard: Understanding and Skills
· assessment techniques (section 3.4.1): – research – collection of work – supervised assessment		· a variety of assessment categories, techniques and conditions.
· assessment conditions (section 3.4.2): – supervised – open.		

An example of an assessment program for Year 3 History is provided in the Year 3 exemplar year plan.
www.qsa.qld.edu.au/downloads/aust_curric/ac_yr3_history_year_plan.doc.

The Year 3 standard elaborations (Section 2.2) identify the valued features in the content descriptions and the achievement standard for Australian Curriculum: History. Teachers can use the standard elaborations to ensure their assessment program includes opportunities for students to demonstrate their achievement in *all* aspects of the curriculum content and achievement standard for the full A to E range by the end of the year.

3.4.1 Assessment techniques, formats and categories

The following table provides information and examples about assessment techniques, formats and categories for developing range and balance within an assessment program.

Table 6: Assessment techniques, formats and categories

Technique: Research	**Technique: Collection of work**	**Technique: Supervised assessment**
Purpose		
This technique is used to assess students' abilities to research, collect, analyse and draw conclusions about primary and secondary sources. Research includes locating and using evidence that goes beyond the information students have been given and the knowledge they currently have. · research conventions (e.g. referencing) must be followed regardless of the presentation format · research responses follow an inquiry approach that aligns to the Historical Skills strand for a year level.	This technique is used to assess student responses to a series of focused tasks relating to a single cohesive investigative context.	This technique is used to assess student responses that are produced independently, under supervision and in a set time frame. A supervised assessment ensures there is no question about student authorship.
Format		
Examples of research presentation formats include: · reflective reports based on a field trip, e.g. local community site, museum · written responses that answer a research question · journals · multimodal presentations · webcasts and podcasts · webpages.	Examples of presentation formats for a collection of work include: · labelled diagrams · written explanations · journal entries · records of evidence gathered on a field trip · summaries and analyses of newspaper or magazine articles from a historical perspective · annotated bibliography · oral, electronic or multimodal presentations.	· Supervised assessment items will be in response to questions or statements. Questions or statements are typically unseen. If seen, teachers must ensure the purpose of this technique is not compromised. · Stimulus materials may also be used. Stimulus materials may be seen or unseen. · Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to or have directly used in class.
Categories		
Responses can be written, spoken/signed or multimodal (integrate visual, print and/or audio features).		

3.4.2 Assessment conditions

The following table provides information and examples about assessment conditions including suggested lengths for developing range and balance within an assessment program.

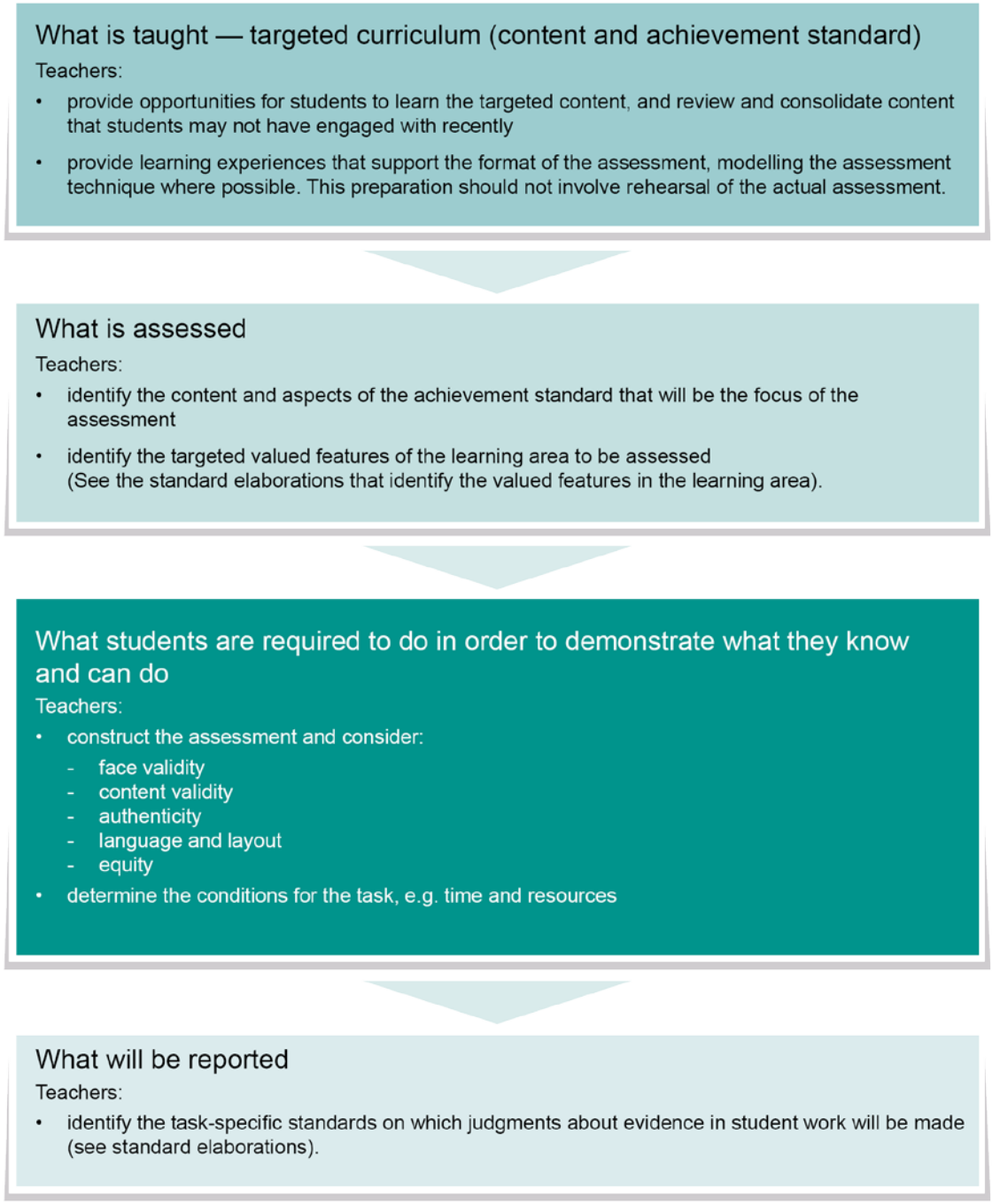
Table 7: Assessment conditions

Open conditions	Supervised conditions
Research will typically be: · undertaken individually · prepared in class time and/or in students' own time · referenced in a style appropriate to the genre · supported by research notes and/or a record of research. *Suggested lengths*:* · 100–200 words · Spoken/multimodal 1–2 mins A **collection of work** can be: · undertaken individually and/or in groups · prepared in class time and/or in students' own time. *Suggested lengths*:* · 30–200 words · Spoken/multi-modal 1–2 mins **Ensuring authenticity** When using open conditions, teachers should ensure that students' work is their own, particularly where students have access to electronic resources or when they are preparing collaborative assessments. Methods teachers can use to monitor that students' work is their own include requesting that students: · submit plans and drafts of their work · produce and maintain documentation that charts the development of responses · acknowledge resources used.	**Supervised assessment** will typically: · be undertaken individually · be held under test/exam conditions · allow perusal time, if required · provide the question or statement prior to the assessment, if required · provide lengthy source materials to students prior to the administration of the supervised assessment · enable students to seek assistance from their teacher regarding comprehension and interpretation of sources · be completed in one uninterrupted supervised session or a number of supervised sessions. *Suggested lengths*:* · 10–35 mins · up to 150 words
*The length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.	

3.4.3 Developing assessments

When developing assessment, teachers construct assessments that show the alignment between what has been taught (curriculum), how it is taught (pedagogy), how students are assessed and how the learning is reported. Figure 7 below shows the process of alignment.

Figure 7: Aligning assessment



“Working the assessment” to confirm the alignment

The following checklist assists and supports schools with reviewing and evaluating their assessments.

Figure 8: Assessment evaluation checklist

Check the assessment for:	
Face validity The extent to which an assessment appears to assess (on face value) what it intends to assess.	· Identify the specific content descriptions and aspects of the achievement standard being assessed to determine what is being assessed. · Consider whether student responses to the assessment will provide evidence of learning for the intended curriculum.
Content validity The extent to which the assessment measures what it claims to measure (either the subject-matter content or behaviour).	· Review the assessment to determine what is valued in the assessment. · Check that it is clear what students are expected to know and be able to do to complete this assessment. · Ensure students will be able to demonstrate the full range of standards A to E in their responses to the assessment. For example, does the assessment require sufficient depth and breadth of the targeted knowledge, understanding and skills; does it encourage students to demonstrate a range of thinking skills? · Use the standard elaborations to confirm that the assessment provides opportunities for students to demonstrate their achievement in particular targeted aspects of the curriculum content and achievement standard.
Authenticity The extent to which students will find the assessment engaging.	· Use an appropriate and meaningful context to engage students. · Ensure the assessment is pitched appropriately for the year level.
Language and layout The extent to which the assessment clearly communicates to students what is needed for producing their best performance.	· Identify specific terms students are required to know and consider whether students are likely to understand the terms or not. · Check the level of language required to interpret the assessment and consider how well students will be able to understand what the assessment requires them to do. · Consider the clarity of the instructions, cues, format, diagrams, illustrations and graphics and how well they assist the student to understand what they are required to do.
Equity The extent to which the assessment provides opportunities for all students to demonstrate what they know and can do.	· Check for any cultural, gender or social references and stereotypes. · List aspects of the task that might need adjusting for verified students. (See section 2.3.7.) Note that adjustments to the task should not impact on judgments made about student achievement.

Note: When students undertake assessment in a group or team, the assessment must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group processes and outcome to all individuals.

See the following:

- Designing good assessment (video)
  www.qsa.qld.edu.au/19788.html
- Assessment instrument — essays and extended writing
  www.qsa.qld.edu.au/downloads/p_10/as_ai_essays.doc
- Assessment instrument — portfolios
  www.qsa.qld.edu.au/downloads/p_10/as_ai_portfolios.doc
- Assessment instrument — multiple-choice responses
  www.qsa.qld.edu.au/downloads/p_10/as_ai_multiple_choice.doc
- Scaffolding — supporting student performance
  www.qsa.qld.edu.au/downloads/p_10/as_scaffolding.doc
- Thinking like an assessor vs activity designer
  www.qsa.qld.edu.au/downloads/p_10/as_assessor_vs_designer.doc
- Sample assessments
  www.qsa.qld.edu.au/yr3-history-resources.html

3.5 Making judgments

When making judgments about the evidence in student work, teachers are advised to use task-specific standards. Task-specific standards give teachers:

- a tool for directly matching the evidence of learning in the student response to the standards
- a focal point for discussing student responses
- a tool to help provide feedback to students.

Task-specific standards are not a checklist; rather they are a guide that:

- highlights the valued features that are being targeted in the assessment and the qualities that will inform the overall judgment
- specifies particular *targeted aspects* of the curriculum content and achievement standard — the alignment between the valued feature, the task-specific descriptor and the assessment must be obvious and strong
- clarifies the curriculum expectations for learning at each of the five grades (A–E) and shows the connections between what students are expected to know and do, and how their responses will be judged
- allows teachers to make consistent and comparable on-balance judgments about student work by matching the qualities of student responses with the descriptors
- supports evidence-based discussions to help students gain a better understanding of how they can critique their own responses and achievements, and identify the qualities needed to improve
- increases the likelihood of students communicating confidently about their achievement with teachers and parents/carers, and asking relevant questions about their own progress

- encourages and provides the basis for conversations among teachers, students and parents/carers about the quality of student work and curriculum expectations and related standards.

The standard elaborations (section 2.2.1) are a resource that can be used to inform the development of task-specific standards.

Task-specific standards can be prepared as a matrix or continua.

See templates with features shown for:

- Continua
  www.qsa.qld.edu.au/downloads/p_10/as_tss_continua.dot
- Matrix
  www.qsa.qld.edu.au/downloads/p_10/as_tss_matrix.dot

3.6 Using feedback

Feedback is defined as the process of seeking and interpreting evidence for use by students and their teachers to decide where the students are in their learning, where they need to go and how best to get there.

Feedback gathered throughout the teaching and learning cycle informs future teaching learning, and assessment. Its purpose is to recognise, encourage and improve student learning.

Assessment feedback is most helpful if the specific elements of the content (knowledge, understanding and skills) are identified and specific suggestions are provided. The Year 3 standard elaborations provide a resource for developing specific feedback to students about the valued features in the content and achievement standards.

Assessment alone will not contribute to improved learning. It is what teachers and students do with assessment and other available information that makes a difference.

See:

- Seeking and providing feedback
  www.qsa.qld.edu.au/downloads/p_10/as_feedback_about.doc
- About feedback
  www.qsa.qld.edu.au/downloads/p_10/as_feedback_provide.doc

4. Reporting

Schools are required to provide parents/carers with plain-language reports twice a year. In most schools, this takes place at the end of each semester. The report must:

- be readily understandable and give an accurate and objective assessment of the student's progress and achievement
- include a judgment of the student's achievement reported as A, B, C, D or E (or equivalent five-point scale), clearly defined against the Australian Curriculum achievement standards.

4.1 Reporting standards

The reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A–E) for the two dimensions of the Australian Curriculum achievement standards — understanding (including knowledge) and application of skills for the purpose of reporting twice-yearly.

Table 8: Reporting standards

A	B	C	D	E
Evidence in a student's work typically demonstrates a **very high level** of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.	Evidence in a student's work typically demonstrates a **high level** of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.	Evidence in a student's work typically demonstrates a **sound level** of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.	Evidence in a student's work typically demonstrates a **limited level** of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.	Evidence in a student's work typically demonstrates a **very limited level** of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.

The key purpose of reporting student achievement and progress is to improve student learning. The following principles underpin reporting school-based, standards-based assessment:

- Alignment of teaching, learning, assessment and reporting: what is taught (curriculum) must inform how it is taught (pedagogy), how students are assessed (assessment) and how the learning is reported (See section 2)
- A collection of evidence or folio of student work: summative judgments for reporting purposes are based on a planned and targeted selection of evidence of student learning collected over the reporting period (See section 3)
- On-balance judgments: professional decisions made by teachers about the overall quality of a student's work in a range of assessments that best matches the valued features of a learning area described in the achievement standards *at the time of reporting*.

- Moderation: Making consistent judgments about students' achievements within and between schools occurs when teachers develop shared understandings of the curriculum content and achievement standards. Moderation provides students and their parents/carers with confidence that the awarded grades are an accurate judgment of achievement and that the report is meaningful, professional and consistent.

Student achievement is reported against the Australian Curriculum achievement standard for the year level they are taught.

Teachers make reasonable adjustments during the cycle of teaching, learning and assessment to support the learning of students with disabilities, for example adjustments to presentation, response, timing, scheduling and location. In most instances, the required curriculum content, achievement and reporting standards will be used for these students. (See section 2.3.7 for inclusivity materials.)

School sectors and schools make decisions following negotiation with parents/carers about the provision of modified or accelerated learning and assessment programs to meet the learning needs of some students. Reporting achievement for these students should clearly indicate the year level of the curriculum content and the achievement standards against which judgments about student achievement have been made.

Achievement in a learning area is only one source of information on student achievement and progress. Schools may report on other important aspects of student engagement at school separate from achievement in a learning area such as:

- student participation and skills in school-based extracurricular activities
- student attributes such as effort, punctuality, and social and behavioural skills
- student attendance
- other school or system priorities.

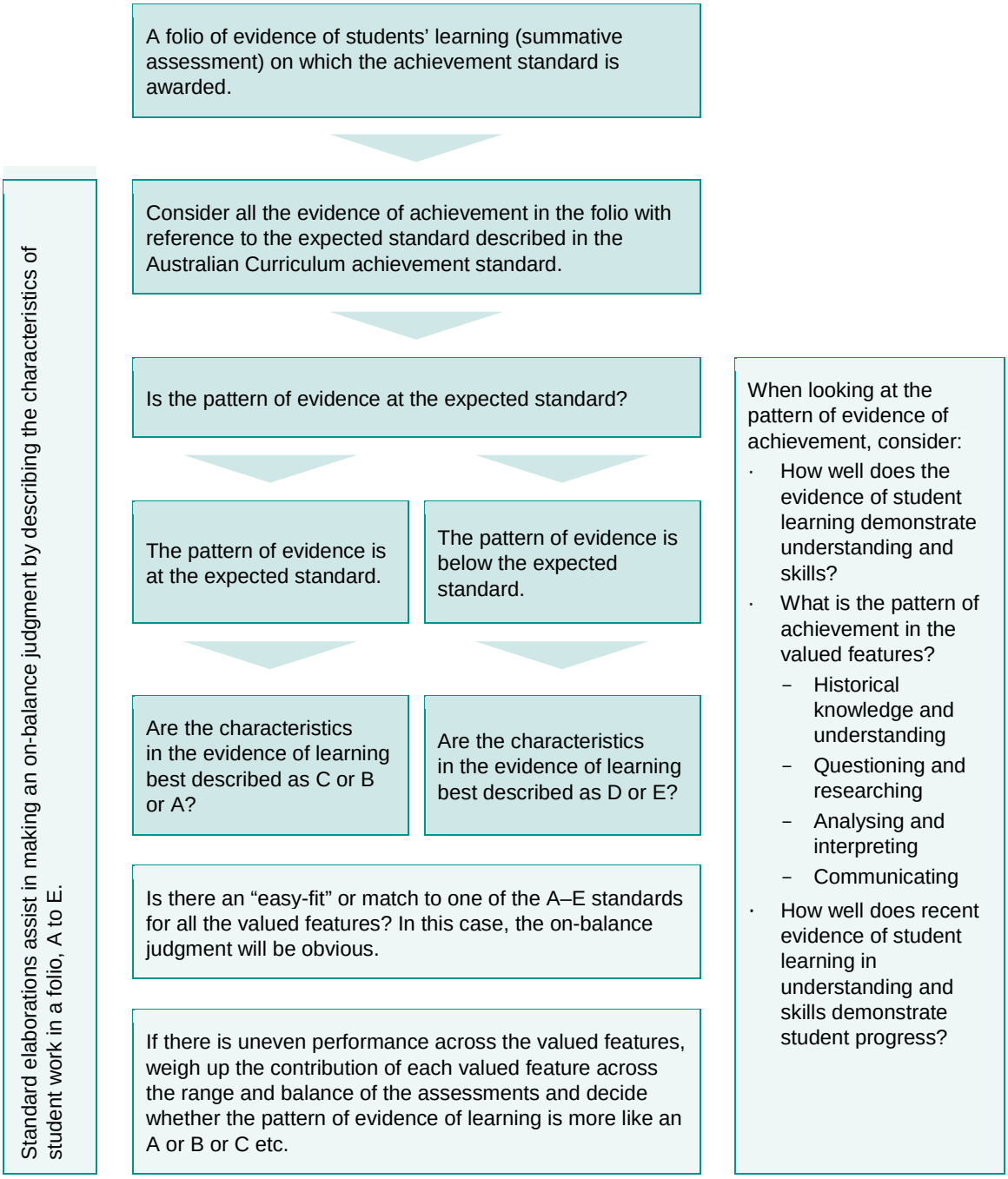
4.2 Making an on-balance judgment on a folio

By the end of the year, a planned and targeted assessment program will result in an assessment folio of evidence of students' learning (summative assessment) on which the overall standard is awarded.

The range and balance of assessment in the folio ensures there is sufficient evidence of achievement in both dimensions of the Australian Curriculum achievement standard — Understanding and Skills — to make an on-balance judgment for reporting.

An on-balance judgment involves a teacher, or a group of teachers, making a professional decision about how the pattern of evidence in the folio best matches the standards.

Figure 9: On-balance judgments



An on-balance judgment does not involve averaging grades across different assessments or “ticking” every box. Rather it is a professional judgment that considers all the evidence of achievement in the folio.

The standard elaborations assist in making the on-balance decision. The elaborations describes *how well* on a five-point scale students have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard. The standard elaborations assist teachers to make consistent and comparable evidence-based A to E judgments about the patterns of evidence in a folio of work. They provide transparency about how decisions about grades are made, and for conversations among teachers, students and parents/carers about the qualities in student work matched to the valued features in the curriculum expectations and the standards.

4.2.1 Making an on-balance judgment for mid-year reporting

For mid-year reporting, the on-balance judgment is based on the pattern of evidence of student achievement and progress *at the time of reporting* and in relation to what has been taught and assessed during the reporting period.

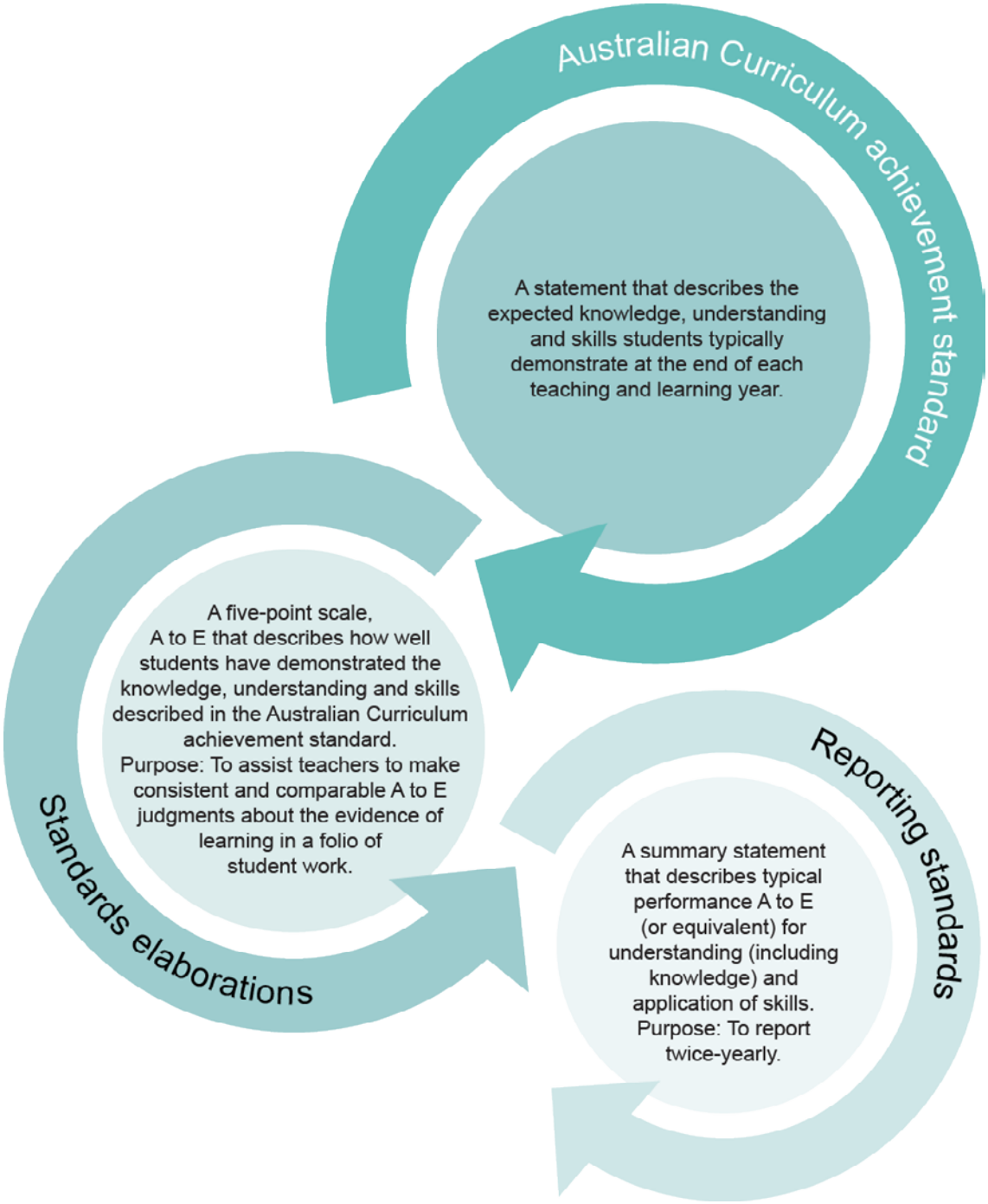
The application of the Australian Curriculum achievement standard during the year requires a judgment based on matching qualities in student work rather than checking coverage.

The Year 3 standard elaborations assist in making an on-balance judgment for mid-year reporting.

The process for assessing and making judgments about student achievement may be assisted by progressively recording student achievement for each assessment on a student profile or similar.

4.2.2 Applying the Australian Curriculum achievement standards

Figure 10: The relationship between the Australian Curriculum achievement standard, standards elaborations and the reporting standards.



4.3 Moderation

The achievement standards guide teacher judgment about how well students have achieved. The most effective way to build consistent and comparable on-balance teacher judgment is through planned activities when teachers — in a partnership or team situation — engage in focused professional dialogue to discuss and analyse the quality of student work, compare their judgments about student achievement and determine the match between the evidence in student work and the standards. This process is known as moderation.

See the following fact sheets for more information:

- Consistency of judgments — Calibration model
  www.qsa.qld.edu.au/downloads/p_10/as_coj_calibration.doc
- Consistency of judgments — Conferencing model
  www.qsa.qld.edu.au/downloads/p_10/as_coj_conferencing.doc
- Consistency of judgments — Expert model
  www.qsa.qld.edu.au/downloads/p_10/as_coj_expert.doc

Professional dialogue increases teachers' awareness about the variety of ways in which students may respond to the assessment and the types of evidence that may be available to support teacher judgments. In this way, teachers gain valuable insights about how the standards can be demonstrated in student work. They build a shared understanding about the match of evidence to standards, enhancing classroom practice and supporting the alignment of curriculum and assessment.

Moderation provides students and their parents/carers with confidence that the standards awarded are defensible judgments of achievement and that the report is meaningful, professional and consistent.

See also the suggested approaches to moderation in the Year level plan:
www.qsa.qld.edu.au/downloads/aust_curric/ac_yr3_history_year_plan.doc

Appendix 1: Glossary

Curriculum

For terms used by ACARA in the development of the Australian Curriculum: History, see: www.australiancurriculum.edu.au/humanities-and-social-sciences/history/glossary.

Term	Description
Cause and effect	The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time.
Concepts for developing historical understanding	A concept refers to any general notion or idea that is used to develop an understanding of the past, such as concepts related to the process of historical inquiry.
Content elaboration	An example provided to illustrate and exemplify content. Elaborations are not a requirement for the teaching of the Australian Curriculum.
Continuity and change	Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations.
Curriculum	The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and achievement standards. Curriculum content has three components: disciplinary learning, general capabilities and cross-curriculum priorities.
Empathy	An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions.
Perspective	A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values.
Significance	The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered.
Sources	Written or non-written materials that can be used to investigate the past. A source becomes “evidence” if it is of value to a particular inquiry.
Strand	A developmental sequence of knowledge, understanding and skills that has its own distinctive body of knowledge and pedagogical traditions. The two strands in History: Historical Knowledge and Understanding, and Historical Skills are intended to be integrated in History programs.
Sub-strand	The Historical Skills strand is organised by sub-strands that provide a sequence of skills within the strand.

Assessment

Term	Description
Assessment	The purposeful and systematic collection of evidence about students’ achievements.
Assessment task	A tool or instrument to gather evidence of students’ achievement.

Appendix 2: Principles of assessment

The following principles were developed to inform the policy context of the national curriculum and provide a basis on which local decisions about specific approaches to assessment can be built.

1. The main purposes of assessment are to inform teaching, improve learning and report on the achievement of standards.
2. Assessment is underpinned by principles of equity and excellence. It takes account of the diverse needs of students and contexts of education, and the goal of promoting equity and excellence in Australian schooling.
3. Assessment is aligned with curriculum, pedagogy and reporting. Quality assessment has curricular and instructional validity — what is taught informs what is assessed, and what is assessed informs what is reported.
4. Assessment aligned with curriculum, pedagogy and reporting includes assessment of deep knowledge of core concepts within and across the disciplines, problem solving, collaboration, analysis, synthesis and critical thinking.
5. Assessment involves collecting evidence about expected learning as the basis for judgments about the achieved quality of that learning. Quality is judged with reference to published standards and is based on evidence.
6. Assessment evidence should come from a range of assessment activities. The assessment activity is selected because of its relevance to the knowledge, skills and understanding to be assessed, and the purpose of the assessment.
7. Information collected through assessment activities is sufficient and suitable to enable defensible judgments to be made. To show the depth and breadth of the student learning, evidence of student learning is compiled over time. Standards are reviewed periodically and adjusted according to evidence to facilitate continuous improvement.
8. Approaches to assessment are consistent with and responsive to local and jurisdictional policies, priorities and contexts. It is important that schools have the freedom and support to develop quality assessment practices and programs that suit their particular circumstances and those of the students they are assessing.
9. Assessment practices and reporting are transparent. It is important that there is professional and public confidence in the processes used, the information obtained and the decisions made.

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