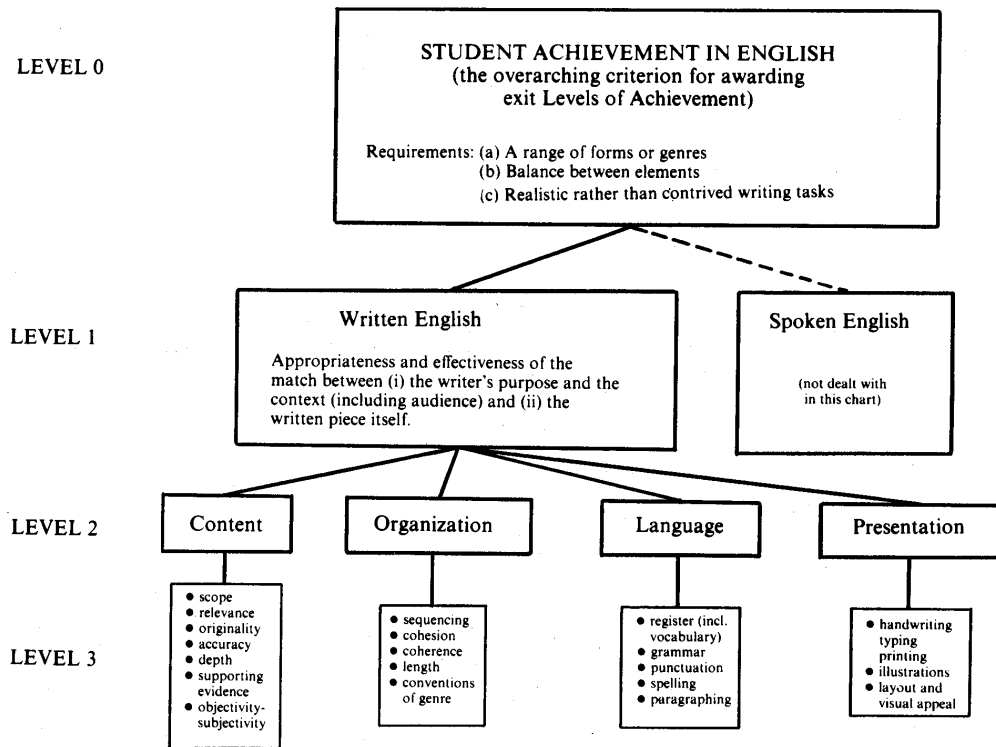


## APPENDIXES

### APPENDIX 1

Criteria diagram, from Sadler, 1986, *General principles for organising criteria*, Discussion Paper 9, Queensland Board of Senior Secondary School Studies, p. 9.



## APPENDIX 2

QSCC Science (Life and Living Strand): core learning outcomes  
(extracts from the syllabus)

### *Comments about learning outcomes:*

‘Sequencing of outcomes from a fundamental understanding to a high-order demonstration of the knowledge, practices and dispositions of science.’ (Science Years 1 to 10 Sourcebook: Guidelines, p.13)

‘Conceptual understandings become broader, deeper and more sophisticated at each successive level.’ (Science Years 1 to 10 Sourcebook: Guidelines, p. 15)

‘... each level is “nested” within the level above it ...’ (Science Years 1 to 10 Sourcebook: Guidelines, p. 14)

### *Core Learning Outcomes (note: Discretionary Learning Outcomes omitted)*

*Key concept (1): The characteristics of an organism and its functioning are interrelated*

- 1.1: Students *discuss their thinking* about needs of living things.<sup>26</sup>
- 2.1: Students *look for patterns and relationships* between the features of different living things and how those living things meet their needs.
- 3.1: Students *draw conclusions* about the relationship between features of living things and the environments in which they live.
- 4.1: Students *examine* the internal and external structure of living things (including animal respiratory systems and plant systems) *and account for observed similarities and differences in terms of adaptation*.
- 5.1: Students *collect information* about the structure (including cell structure) and function of living things and relate structure and function to survival.
- 6.1: Students *seek reasons for and explain why* functioning and behaviour change in response to variations in internal and external conditions (including disease, temperature, water and light).

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<sup>26</sup> The emphases have been added and do not appear in the original. Italics indicate the doing component, underlining indicates the knowing component. It is clear that criteria for satisfactory performance are not present. Elaborations (see page 21) are content elaborations, not criteria.

*Key concept (2): Evolutionary processes have given rise to a diversity of living things which can be grouped according to their characteristics*

- 1.2: Students *group living things* in different ways based on observable features.
- 2.2: Students *illustrate* changes which take place in the course of the life span of living things (including the growth of a plant and an animal).
- 3.2: Students *present information which illustrates* stages in different types of life cycles (including metamorphosis) of familiar living things.
- 4.2: Students *identify and analyse similarities and differences* in the ways that different living things reproduce.
- 5.2: Students *evaluate* different processes and strategies of reproduction (including asexual reproduction and care of young) in terms of their relative efficiency in ensuring survival of offspring.
- 6.2: Students use scientific ideas (including concepts of genetics and natural selection) to *explain* how variation in living things leads to change in species over time.

*Key concept (3): Environments are dynamic and have living and non-living components which interact*

- 1.3: Students *observe and describe* components of familiar environments.
- 2.3: Students *make links* between different features of the environment and the specific needs of living things.
- 3.3: Students *describe* some interactions (including feeding relationships) between living things and between living and non-living parts of the environment.
- 4.3: Students *make generalizations* about the types of interaction which takes place between the living and non-living parts of the environment.
- 5.3: Students *evaluate* the consequences of interactions between the living and non-living parts of environments.
- 6.3: Students *prepare scenarios* to describe the potential long-term effects of changes in biodiversity by human action on ecosystems.

### APPENDIX 3

QSCC Science (Life and Living Strand): Examples of core learning outcomes with elaborations (from Sourcebook Guidelines, p. 26)

Sequence of core learning outcomes with elaborations

| <b>Life and Living</b>   |  |
|--|--|
| <b>The characteristics of an organism and its functioning are interrelated.</b>  |  |
| <p><b>3.1</b> Students draw conclusions about the relationship between features of living things and the environments in which they live.</p> <p><b>Relationship between features and environments:</b></p> <ul style="list-style-type: none"> <li>• body covering — long thick hair conserves body warmth in cold climates</li> <li>• beak shapes and type of food eaten</li> <li>• tongue size and shape — long sticky tongue of a frog helps it catch insects</li> <li>• teeth — help animals to eat particular foods</li> <li>• foot shape — wide, spreading toes of wading birds help them to walk in mud</li> <li>• limbs — fins help animals swim</li> <li>• eye and ear shape and size — help animals see and hear in ways which are most useful in their own environment</li> <li>• root types and leaf orientation and shape — big leaves help rainforest trees to get enough light</li> </ul>   | <p><b>4.1</b> Students examine the internal and external structure of living things (including animal respiratory systems and plant systems) and account for observed similarities and differences in terms of adaptation.</p> <p><b>Internal and external structures:</b></p> <ul style="list-style-type: none"> <li>• systems, organs, tissues</li> <li>• structures working together — sense organs, nerves, muscles and bones sense and respond (movement)                             <ul style="list-style-type: none"> <li>– leaves and roots collect light and water needed for photosynthesis</li> </ul> </li> </ul> <p><b>Similar and different structural adaptations:</b></p> <ul style="list-style-type: none"> <li>• respiratory systems — gills, lungs, skin</li> <li>• digestive systems — long or short intestines</li> <li>• circulatory system — open or closed system</li> <li>• shoot systems — reduced leaves and stems reduce water loss</li> <li>• root systems — food storage (carrots); support; tap or fibrous systems</li> <li>• reproductive mechanisms — plants and animals</li> </ul> <p><b>Adaptation:</b></p> <ul style="list-style-type: none"> <li>• structural, functional, behavioural features help living things meet needs in their own environment</li> </ul> |
| <b>Evolutionary processes have given rise to a diversity of living things which can be grouped according to their characteristics.</b>   |  |
| <p><b>3.2</b> Students present information which illustrates stages in different types of life cycles (including metamorphosis) of familiar living things.</p> <p><b>Different types of life cycles:</b></p> <ul style="list-style-type: none"> <li>• vegetative reproduction — cuttings, suckers, tubers, bulbs</li> <li>• egg to adult, seed to mature plant</li> <li>• different forms of the same plant or animal — caterpillar and butterfly; tadpole and frog; seed, fruit and adult plant</li> <li>• metamorphosis — insect (caterpillar), frog (tadpole)</li> <li>• baby to adult</li> </ul> <p><b>Stages in different life cycles:</b></p> <ul style="list-style-type: none"> <li>• egg laying, hatching</li> <li>• larva–pupa–nymph stages</li> <li>• reproductive stages, puberty</li> <li>• germination, pollination</li> </ul>  | <p><b>4.2</b> Students identify and analyse similarities and differences in the ways that different living things reproduce.</p> <p><b>Similarities and differences in the ways that living things reproduce:</b></p> <ul style="list-style-type: none"> <li>• sexual reproductive systems in different animals and plants</li> <li>• reproductive processes — internal and external fertilisation and development; parental care, courtship; eggs</li> <li>• sex cells and fertilisation in animals and plants</li> <li>• pollen transfer and seed dispersal in plants by wind, water, other organisms</li> <li>• alternation of generations in different plant groups</li> <li>• asexual — vegetative reproduction (cuttings, suckers, tubers, bulbs, runners); budding, binary fission</li> </ul>   |
| <b>Environments are dynamic and have living and non-living components which interact.</b>  |  |
| <p><b>3.3</b> Students describe some interactions (including feeding relationships) between living things and between living and non-living parts of the environment.</p> <p><b>Interactions between living things:</b></p> <ul style="list-style-type: none"> <li>• feeding relationships</li> <li>• living together — communities, mates, families</li> <li>• harmful or helpful</li> </ul> <p><b>Interactions between living and non-living parts:</b></p> <ul style="list-style-type: none"> <li>• different living things in different climates</li> <li>• living things affected by changes in temperature, availability of water, light, shelter</li> <li>• the environment affected by living things — growth of tall plants may reduce light available to lower-growing plants</li> </ul> <p><b>Natural changes:</b></p> <ul style="list-style-type: none"> <li>• weathering, erosion</li> <li>• changes in temperature, water availability</li> <li>• volcanic eruptions, fire, drought, earthquake</li> </ul> | <p><b>4.3</b> Students make generalisations about the types of interactions which take place between the living and non-living parts of the environment.</p> <p><b>Types of interactions between living things:</b></p> <ul style="list-style-type: none"> <li>• food chains and webs — producer, consumer, decomposer</li> <li>• herbivore, carnivore, omnivore</li> <li>• predator–prey; competition</li> <li>• symbiosis — parasitism, mutualism, commensalism</li> <li>• ecosystems — populations, communities</li> </ul> <p><b>Types of interactions between living and non-living parts:</b></p> <ul style="list-style-type: none"> <li>• adaptations — structural, functional, behavioural</li> <li>• survival after bushfires, volcanoes</li> <li>• nutrient cycles</li> <li>• living things — tolerance limits for external factors</li> </ul> <p><b>Interactions between non-living parts:</b></p> <ul style="list-style-type: none"> <li>• cycling of water, nutrients</li> <li>• temperature changes and water availability due to weather conditions, seasonal changes, daily changes</li> </ul>  |

**APPENDIX 4**

**Studies of Society and Environment: scope and sequence of core learning outcomes**

| <b>Strand: Time, Continuity and Change</b>                        |   |  |   |   |  |  |
|---|---|--|---|---|--|--|
| <b>1. Evidence over time</b><br><i>Investigating</i>              | TCC 1.1 Students describe their past and their future using evidence from familiar settings.                                    | TCC 2.1 Students explain different meanings about an event, artefact, story or symbol from different times.                                | TCC 3.1 Students use evidence about innovations in media and technology to investigate how these have changed society.                              | TCC 4.1 Students use primary sources to investigate situations before and after a change in Australian or global settings.                  | TCC 5.1 Students use primary and secondary evidence to identify the development of ideas from ancient to modern times.                                       | TCC 6.1 Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed.                |
| <b>2. Changes and continuities</b><br><i>Creating</i>             | TCC 1.2 Students sequence evidence representing changes and continuities in their lives.  | TCC 2.2 Students record changes and continuities in familiar settings using various devices.   | TCC 3.2 Students create sequences and timelines about specific Australian changes and continuities.   | TCC 4.2 Students illustrate the influence of global trends upon the beliefs and values of different groups.                                 | TCC 5.2 Students represent situations before and after a period of rapid change.   | TCC 6.2 Students use their own research focus to analyse changes or continuities in the Asia-Pacific region.   |
| <b>3. People and contributions</b><br><i>Participating</i>        | TCC 1.3 Students share points of view about their own and others' stories.  | TCC 2.3 Students cooperatively evaluate how people have contributed to changes in the local environment.                                   | TCC 3.3 Students use knowledge of people's contributions in Australia's past to cooperatively develop visions of preferred futures.                 | TCC 4.3 Students share empathetic responses to contributions that diverse individuals and groups have made to Australian or global history. | TCC 5.3 Students collaborate to locate and systematically record information about the contributions of people in diverse past settings.                     | TCC 6.3 Students collaboratively identify the values underlying contributions by diverse individuals and groups in Australian or Asian environments. |
| <b>4. Causes and effects</b><br><i>Communicating</i>              | TCC 1.4 Students describe effects of a change over time in a familiar environment.  | TCC 2.4 Students describe cause and effect relationships about events in familiar settings.  | TCC 3.4 Students organise information about the causes and effects of specific historical events.   | TCC 4.4 Students critique information sources to show the positive and negative effects of a change or continuity on different groups.      | TCC 5.4 Students explain the consequences of Australia's international relations on the development of a cohesive society.                                   | TCC 6.4 Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles.                 |
| <b>5. Heritage</b><br><i>Reflecting</i>                           | TCC 1.5 Students identify what older people value from the past.  | TCC 2.5 Students identify similarities and differences between the experiences of family generations.                                      | TCC 3.5 Students describe various perspectives based on the experiences of past and present Australians of diverse cultural backgrounds.            | TCC 4.5 Students review and interpret heritages from diverse perspectives to create a preferred future scenario about a global issue.       | TCC 5.5 Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages.                          | TCC 6.5 Students develop criteria-based judgments about the ethical behaviour of people in the past.   |
| <b>Strand: Place and Space</b>                                    |   |  |   |   |  |  |
| <b>1. Human-environment relationships</b><br><i>Investigating</i> | PS 1.1 Students match relationships between environmental conditions and people's clothes, food, shelter, work and leisure.     | PS 2.1 Students identify how environments affect lifestyles around Australia.  | PS 3.1 Students compare how diverse groups have used and managed natural resources in different environments.                                       | PS 4.1 Students make justifiable links between ecological and economic factors and the production and consumption of a familiar resource.   | PS 5.1 Students synthesise information from the perspectives of different groups to identify patterns that constitute a region.                              | PS 6.1 Students use criteria and geographical skills to develop conclusions about the management of a place.   |
| <b>2. Processes and environments</b><br><i>Creating</i>           | PS 1.2 Students make connections between elements of simple ecosystems.   | PS 2.2 Students predict possible consequences for an ecological system when an element is affected.  | PS 3.2 Students create and undertake plans that aim to influence decisions about an element of a place.   | PS 4.2 Students predict the impact of changes on environments by comparing evidence.  | PS 5.2 Students design strategies for evaluating environmental impacts of a proposed project, highlighting relationships between and within natural systems. | PS 6.2 Students create proposals to resolve environmental issues in the Asia-Pacific region.   |
| <b>3. Stewardship</b><br><i>Participating</i>                     | PS 1.3 Students participate in a cooperative project to cater for the needs of living things.                                   | PS 2.3 Students cooperatively plan and care for a familiar place by identifying needs of that place.                                       | PS 3.3 Students cooperatively collect and analyse data obtained through field study instruments and surveys to influence the care of a local place. | PS 4.3 Students participate in a field study to recommend the most effective ways to care for a place.                                      | PS 5.3 Students participate in geographical inquiries to evaluate impacts on ecosystems in different global locations.                                       | PS 6.3 Students initiate and undertake an environmental action research project based on fieldwork.  |
| <b>4. Spatial patterns</b><br><i>Communicating</i>                | PS 1.4 Students organise and present information about places that are important to them.                                       | PS 2.4 Students use and make simple maps to describe local and major global features including oceans, continents, and hot and cold zones. | PS 3.4 Students use and make maps to identify coastal and land features, countries and continents and climate zones.                                | PS 4.4 Students use latitude, longitude, compass and scale references and thematic maps to make inferences about global patterns.           | PS 5.4 Students use maps, diagrams and statistics to justify placing value on environments in Australia and the Asia-Pacific region.                         | PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments.                             |
| <b>5. Significance of place</b><br><i>Reflecting</i>              | PS 1.5 Students describe the relationships between personal actions and environmentally friendly strategies in familiar places. | PS 2.5 Students express a preferred future vision of a familiar place based on observed evidence of changes and continuities.              | PS 3.5 Students describe the values underlying personal and other people's actions regarding familiar places.                                       | PS 4.5 Students explain whether balance local and global considerations.  | PS 5.5 Students evaluate ideas concerning sustainability to identify who may benefit and who may be disadvantaged from changes to a Queensland industry.     | PS 6.5 Students make clear links between their values of peace and sustainability and their preferred vision of a place.                             |

Appendix 4 (continued)

| Strand: Culture and Identity   |   |   |   |   |  |
|--|---|---|---|---|--|
| 1. Cultural diversity<br><i>Investigating</i>                                | CI 1.1 Students compare ideas and feelings about stories of diverse cultures including Torres Strait Islander cultures and Aboriginal cultures. | CI 2.1 Students describe the similarities and differences between an aspect of their Australian life and that of a culture in the Asia-Pacific region.  | CI 3.1 Students identify the contributions of diverse groups, including migrants and Indigenous peoples, to the development of their community. | CI 4.1 Students investigate how religions and spiritual beliefs contribute to Australia's diverse cultures.                   | CI 5.1 Students investigate aspects of diverse cultural groups, including Aboriginal or Torres Strait Islander groups, and how others perceive these aspects.                |
| 2. Cultural perceptions<br><i>Creating</i>                                   | CI 1.2 Students observe and record examples of different perceptions of gender roles in various settings.                                       | CI 2.2 Students explain how they and others have different perceptions of different groups including families.  | CI 3.2 Students identify stereotyping, discrimination or harassment to develop a plan which promotes more peaceful behaviours.                  | CI 4.2 Students design an ethical code of personal behaviours based on their perceptions of cultural groups.                  | CI 5.2 Students devise practical and informed strategies that respond to the impact of particular perceptions of cultural groups held by a community.                        |
| 3. Belonging<br><i>Participating</i>   | CI 1.3 Students share an understanding of how diverse families meet human needs of food, clothing, shelter and love.                            | CI 2.3 Students participate in diverse customs and traditions to identify how these contribute to a sense of belonging to groups.                       | CI 3.3 Students describe attitudes, beliefs and behaviours that affect their sense of belonging to a range of groups.                           | CI 4.3 Students debate how media images concerning gender, age, ethnicity and disability reflect groups to which they belong. | CI 5.3 Students collaboratively develop a community strategy for celebrating or moderating the effects of globalisation on cultural groups to which they belong.             |
| 4. Cultural change<br><i>Communicating</i>                                   | CI 1.4 Students gather and record information about traditions, celebrations and cultural changes.  | CI 2.4 Students identify how their roles, rights and responsibilities change in different groups.   | CI 3.4 Students communicate an awareness of change within Aboriginal cultures and Torres Strait Islander cultures.                              | CI 4.4 Students describe changes resulting from cross-cultural contact on Australian and non-Australian Indigenous cultures.  | CI 5.4 Students describe how governments have caused changes to particular groups.   |
| 5. Construction of identities<br><i>Reflecting</i>                           | CI 1.5 Students describe their unique and common characteristics and abilities.   | CI 2.5 Students identify how symbols, rituals and places reflect identities of different groups including Aboriginal or Torres Strait Islander groups.  | CI 3.5 Students explain changing attitudes in different time periods towards gender, race, ethnicity or socioeconomic identities.               | CI 4.5 Students express how material and non-material aspects of groups influence personal identities.                        | CI 5.5 Students analyse ways in which social construction of gender in different cultures and socioeconomic circumstances affects adolescent identities.                     |
| Strand: Systems, Resources and Power   |   |   |   |   |  |
| 1. Interactions between ecological and other systems<br><i>Investigating</i> | SRP 1.1 Students identify how elements in their environment meet their needs and wants.   | SRP 2.1 Students investigate the origins and processing of a familiar product to describe relevant conservation strategies.                             | SRP 3.1 Students make inferences about interactions between people and natural cycles, including the water cycle.                               | SRP 4.1 Students outline how Australian industries link to global economic and ecological systems.                            | SRP 5.1 Students evaluate the relationships between an ecological system and a government and/or economic system.  |
| 2. Economy and business<br><i>Creating</i>                                   | SRP 1.2 Students create representations that identify and challenge stereotypes about work roles.   | SRP 2.2 Students create a representation of the various people and resources involved in the production and consumption of familiar goods and services. | SRP 3.2 Students create a representation of occupational specialisation and interdependence in an industry from the past, present or future.    | SRP 4.2 Students plan and manage an enterprise that assists a community or international aid project.                         | SRP 5.2 Students design models of the Australian economic system to demonstrate its relationship to global trade.  |
| 3. Participation and decision making<br><i>Participating</i>                 | SRP 1.3 Students monitor their personal abilities and limitations in cooperative work and play to identify goals for social development.        | SRP 2.3 Students enact a simple cooperative enterprise to identify their own and others' strengths and weaknesses.                                      | SRP 3.3 Students apply the principles of democratic decision making in cooperative projects.  | SRP 4.3 Students enact democratic processes in familiar settings using knowledge of representative government.                | SRP 5.3 Students use a structured decision-making process to suggest participatory action regarding a significant current environmental, business, political or legal issue. |
| 4. Citizenship and government<br><i>Communicating</i>                        | SRP 1.4 Students describe practices for fair, sustainable and peaceful ways of sharing and working in a familiar environment.                   | SRP 2.4 Students analyse information about their own and others' rights and responsibilities in various settings.                                       | SRP 3.4 Students simply describe the basic principles of democracy and citizenship from ancient to modern times.                                | SRP 4.4 Students present comparisons of government and citizenship in pre- and post-Federation Australia.                     | SRP 5.4 Students report on the main features and principles of legal systems in Australia.   |
| 5. Access to power<br><i>Reflecting</i>                                      | SRP 1.5 Students discuss strategies that assist them to manage limiting situations.   | SRP 2.5 Students devise possible solutions to problems people may have in accessing resources.  | SRP 3.5 Students explain the values associated with familiar rules and laws.  | SRP 4.5 Students classify values that underpin campaigns and organisations associated with human or environmental rights.     | SRP 5.5 Students apply the value of social justice to suggest ways of improving access to democracy in Queensland or other Australian political settings.                    |

**APPENDIX 5**

Studies of Society and Environment: Elaborations of core learning outcomes: Time, Continuity and Change

**Time, Continuity and Change**

The following elaborations are examples only of what students, know and can do, and should not be considered prescriptive or exhaustive.

**Key concept: Evidence over time Key process: Investigating**

|                              | Level 1   | Level 2   | Level 3   | Level 4   | Level 5  | Level 6   |
|------------------------------|---|---|---|---|--|---|
| <b>Core Learning Outcome</b> | <b>TCC 1.1</b><br>Students describe their past and their future using evidence from familiar settings.  | <b>TCC 2.1</b><br>Students explain different meanings about an event, artefact, story or symbol from different times.   | <b>TCC 3.1</b><br>Students use evidence about innovations in media and technology to investigate how these have changed society.  | <b>TCC 4.1</b><br>Students use primary sources to investigate situations before and after a change in Australian or global settings.  | <b>TCC 5.1</b><br>Students use primary and secondary evidence to identify the development of ideas from ancient to modern times.   | <b>TCC 6.1</b><br>Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed.   |
| <b>Students know:</b>        | <b>evidence from familiar settings</b><br><ul style="list-style-type: none"> <li>artefacts</li> <li>photographs</li> <li>birth certificates</li> <li>home videos</li> <li>storybooks</li> <li>family stories from family, friends and caregivers</li> <li>personal recollections</li> <li><b>their past</b> <ul style="list-style-type: none"> <li>stories about e.g.                             <ul style="list-style-type: none"> <li>being born</li> <li>growing</li> <li>birthdays</li> <li>family events</li> <li>memorable incidents</li> </ul> </li> <li>achievements</li> </ul> </li> <li><b>their future</b> <ul style="list-style-type: none"> <li>physical developments</li> <li>abilities</li> <li>interests</li> <li>roles and responsibilities</li> <li>hopes for the future and how to achieve them (to have friends, be friendly to others)</li> </ul> </li> </ul> | <b>meanings associated with an event, artefact, story and symbol at different times</b><br><ul style="list-style-type: none"> <li>events e.g.                             <ul style="list-style-type: none"> <li>family events</li> <li>cultural and religious events</li> <li>celebrations</li> <li>school events</li> <li>religious/holy days</li> </ul> </li> <li>personal events</li> <li>artefacts e.g.                             <ul style="list-style-type: none"> <li>objects valued at different stages of life</li> <li>things valued in different times</li> </ul> </li> <li>stories e.g.                             <ul style="list-style-type: none"> <li>stories from other cultures such as creation stories, fables, fairytales</li> <li>personal stories such as a playground conflict</li> </ul> </li> <li>symbols e.g.                             <ul style="list-style-type: none"> <li>flags and emblems</li> <li>commercial logos</li> <li>school motto</li> <li>natural features (Uluru)</li> <li>built features (Anzac memorial)</li> </ul> </li> </ul> | <b>sources of evidence</b><br><ul style="list-style-type: none"> <li>pictures</li> <li>diagrams</li> <li>maps</li> <li>timelines and sequences</li> <li>cultural and printed texts</li> <li>reference materials</li> <li>stories</li> <li>artefacts</li> <li>middens</li> <li>vegetation patterns</li> <li>electronically sourced information</li> <li>resource people/specialists</li> </ul> <b>innovations in media and technology</b><br><ul style="list-style-type: none"> <li>steam power</li> <li>harnessing energy (oil, solar)</li> <li>communications (telegraph, email)</li> <li>transport (cars)</li> <li>health (inoculations)</li> <li>education (computers)</li> </ul> <b>how these have changed society</b><br><ul style="list-style-type: none"> <li>rapid spread of goods and ideas</li> <li>positive and negative environmental effects</li> <li>increased population</li> <li>increased occupational specialisation</li> <li>wider social interdependence</li> <li>awareness of other cultures and wider issues</li> </ul> | <b>primary sources</b><br><ul style="list-style-type: none"> <li>sources which provide original accounts e.g.                             <ul style="list-style-type: none"> <li>artefacts</li> <li>photographs</li> <li>oral histories</li> <li>maps</li> <li>diary extracts</li> <li>birth certificates</li> <li>middens</li> <li>reproductions of primary sources when originals are not available</li> </ul> </li> </ul> <b>situations before and after a change in Australian settings</b><br><ul style="list-style-type: none"> <li>1967 Referendum on Aboriginal Citizenship</li> <li>1901 <i>Pacific Islander Labourers Act</i></li> <li>environments before and after mining, gold rushes, drought</li> <li>Eight Hour Day Movement</li> <li>Federation</li> <li>beginning of railways or radio</li> <li>development of polio vaccine</li> </ul> <b>change in global settings</b><br><ul style="list-style-type: none"> <li>Wars</li> <li>development of vaccines (polio, measles)</li> <li>inventions (synthetic fibres, microchip)</li> <li>heritage listing of wilderness areas</li> <li>nations before and after colonisation</li> </ul> | <b>the development of ideas</b><br><ul style="list-style-type: none"> <li>democracy</li> <li>free trade</li> <li>technology</li> <li>leisure</li> <li>roles of cities and urban development</li> <li>communities</li> <li>agriculture</li> <li>art</li> <li>religion</li> <li>philosophies (individualism, altruism)</li> <li>role of media</li> <li>morality</li> <li>environmentalism</li> <li>money</li> <li>political behaviours</li> <li>government organisation</li> <li>pantheism</li> </ul> <b>ancient to modern times</b><br><ul style="list-style-type: none"> <li>pre to 2 000 years ago</li> <li>2 000 to 500 years ago</li> <li>500 to 100 years ago</li> <li>100 years ago to present</li> <li>future</li> </ul> | <b>evidence from the past</b><br><ul style="list-style-type: none"> <li>evidence of the same event from various standpoints e.g.                             <ul style="list-style-type: none"> <li>national</li> <li>regional</li> <li>age</li> </ul> </li> <li>socioeconomic situation</li> <li>gender</li> <li>dominant perspectives</li> <li>marginalised perspectives</li> <li>relationships between phenomena or individual and the culture from which it is constructed e.g.                             <ul style="list-style-type: none"> <li>an Australian digger's version of the Gallipoli campaign and a Turkish soldier's account</li> </ul> </li> <li>an evaluation of trends in workforce participation from the point of view of different groups (male and female, Aborigines and Torres Strait Islanders and non-Aborigines and non-Torres Strait Islanders, English-speaking and non-English-speaking)</li> </ul> |
| <b>Evidence over time</b>    |   |   |   |   |  |   |

Appendix 5 (continued)

Time, Continuity and Change

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key concept: Evidence over time Key process: Investigating

|                              | Level 1   | Level 2   | Level 3   | Level 4   | Level 5  | Level 6  |
|------------------------------|---|---|---|---|--|--|
| <b>Core Learning Outcome</b> | <b>TCC 1.1</b><br>Students describe their past and their future using evidence from familiar settings.  | <b>TCC 2.1</b><br>Students explain different meanings about an event, artefact, story or symbol from different times.   | <b>TCC 3.1</b><br>Students use evidence about innovations in media and technology to investigate how these have changed society.  | <b>TCC 4.1</b><br>Students use primary sources to investigate situations before and after a change in Australian or global settings.  | <b>TCC 5.1</b><br>Students use primary and secondary evidence to identify the development of ideas from ancient to modern times.   | <b>TCC 6.1</b><br>Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed.  |
| <b>Students can:</b>         | <p><b>use evidence</b></p> <ul style="list-style-type: none"> <li>recount family stories</li> <li>explain photographs of themselves</li> <li>compare measurements on personal growth chart</li> <li>compare literature with personal experiences</li> <li>make personal forecasts based on stories of older children's experiences</li> <li>arrange a display of artefacts associated with a personal event or development</li> <li>enact a personal event from their past</li> </ul> | <p><b>explain different meanings about an event, artefact, story or symbol</b></p> <ul style="list-style-type: none"> <li>share personal preferences about an event, artefact, story or symbol and offer reasons</li> <li>compare personal and others' perspectives about an event</li> <li>imagine how another person may value something and communicate this (a playground incident, climbing Uluru)</li> <li>fill in different thought bubbles for two people looking at the same symbol</li> </ul> | <p><b>use evidence to investigate</b></p> <ul style="list-style-type: none"> <li>recognise stages of an investigation e.g.                             <ul style="list-style-type: none"> <li>tune in to the topic</li> <li>explore knowledge and viewpoints</li> <li>look for evidence</li> <li>draw and sort information from evidence</li> <li>test whether information answers questions</li> <li>make conclusions</li> <li>reflect on the investigation</li> </ul> </li> </ul> | <p><b>use primary sources to investigate</b></p> <ul style="list-style-type: none"> <li>use primary sources in relevant stages of an inquiry e.g.                             <ul style="list-style-type: none"> <li>identify an issue (media stories of the conflict in East Timor)</li> <li>locate appropriate primary sources (interview of Australian war veteran, personal Timorese stories via Internet sites, maps of colonial Timor or Indonesia, Indonesian newspapers)</li> <li>evaluate evidence (where can a range of Indonesian perspectives be sourced?)</li> <li>synthesise and report conclusions (a written report or oral argument with referenced sources)</li> <li>locate relevant primary sources to make own interpretation of a situation (interview an elderly woman about her work roles before, during and after World War II)</li> <li>use primary sources to make interpretations about particular times (photographs of farm labour and technology before and after <i>Pacific Islander Labourers Act 1901</i>)</li> </ul> </li> </ul> | <p><b>use primary and secondary sources to identify</b></p> <ul style="list-style-type: none"> <li>use an investigation process which recognises that the purpose of the inquiry distinguishes primary and secondary sources e.g.                             <ul style="list-style-type: none"> <li>use a range of sources to synthesise information about the development of an idea</li> <li>compare interpretations derived from primary and secondary sources (how does my interpretation of these pictures differ from the interpretation of the author of this text?)</li> <li>critique sources for reliability, relevance and representativeness</li> <li>develop explanations of evidence</li> <li>construct arguments based on synthesised evidence</li> <li>incorporate and reference evidence (in formal reports, research assignments, structured referenced essays, speech scripts)</li> </ul> </li> </ul> | <p><b>evaluate evidence from the past to demonstrate cultural constructions</b></p> <ul style="list-style-type: none"> <li>interpret and analyse evidence</li> <li>make decisions about evidence based on a combination of judgments about reliability, relevance and representativeness</li> <li>apply different perspectives to evidence</li> <li>corroborate evidence</li> <li>make judgments about cultural constructions</li> </ul> |
| <b>Investigating</b>         |   |   |   |   |  |  |