APPENDIXES

APPENDIX 1

**STUDENT ACHIEVEMENT IN ENGLISH**
(the overarching criterion for awarding exit Levels of Achievement)

Requirements:
(a) A range of forms or genres
(b) Balance between elements
(c) Realistic rather than contrived writing tasks

**Written English**
Appropriateness and effectiveness of the match between (i) the writer's purpose and the context (including audience) and (ii) the written piece itself

**Spoken English**
(not dealt with in this chart)

**LEVEL 2**
- **Content**
  - scope
  - relevance
  - originality
  - accuracy
  - depth
  - supporting evidence
  - objectivity-subjectivity
- **Organization**
  - sequencing
  - cohesion
  - coherence
  - length
  - conventions of genre
- **Language**
  - register (incl. vocabulary)
  - grammar
  - punctuation
  - spelling
  - paragraphing
- **Presentation**
  - handwriting
  - typing
  - printing
  - illustrations
  - layout and visual appeal
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,26

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).

26 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)**

<table>
<thead>
<tr>
<th>Life and Living</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The characteristics of an organism and its functioning are interrelated.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3.1</strong> Students draw conclusions about the relationship between features of living things and the environments in which they live.</td>
<td><strong>4.1</strong> 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.</td>
</tr>
<tr>
<td><strong>Relationship between features and environments:</strong></td>
<td><strong>Internal and external structures:</strong></td>
</tr>
<tr>
<td>- body covering — long thick hair conserves body warmth in cold climates</td>
<td>- systems, organs, tissues</td>
</tr>
<tr>
<td>- beak shapes and type of food eaten</td>
<td>- structures working together — sense organs, nerves, muscles and bones sense and respond (movement)</td>
</tr>
<tr>
<td>- tongue size and shape — long sticky tongue of a frog helps it catch insects</td>
<td>- leaves and roots collect light and water needed for photosynthesis</td>
</tr>
<tr>
<td>- teeth — help animals to eat particular foods</td>
<td><strong>Similar and different structural adaptations:</strong></td>
</tr>
<tr>
<td>- foot shape — wide, spreading toes of wading birds help them to walk in mud</td>
<td>- respiratory systems — gills, lungs, skin</td>
</tr>
<tr>
<td>- limbs — fins help animals swim</td>
<td>- digestive systems — long or short intestines</td>
</tr>
<tr>
<td>- eye and ear shape and size — help animals see and hear in ways which are most useful in their own environment</td>
<td>- circulatory system — open or closed system</td>
</tr>
<tr>
<td>- root types and leaf orientation and shape — big leaves help rainforest trees to get enough light</td>
<td>- shoot systems — reduced leaves and stems reduce water loss</td>
</tr>
<tr>
<td><strong>Evolutionary processes have given rise to a diversity of living things which can be grouped according to their characteristics.</strong></td>
<td>- root systems — food storage (carrots); support; tap or fibris systems</td>
</tr>
<tr>
<td><strong>3.2</strong> Students present information which illustrates stages in different types of life cycles (including metamorphosis) of familiar living things.</td>
<td><strong>4.2</strong> Students identify and analyse similarities and differences in the ways that different living things reproduce.</td>
</tr>
<tr>
<td><strong>Different types of life cycles:</strong></td>
<td><strong>Similarities and differences in the ways that living things reproduce:</strong></td>
</tr>
<tr>
<td>- vegetative reproduction — cuttings, suckers, tubers, bulbs</td>
<td>- sexual reproductive systems in different animals and plants</td>
</tr>
<tr>
<td>- egg to adult, seed to mature plant</td>
<td>- reproductive processes — internal and external fertilisation and development; parental care, courtship; eggs</td>
</tr>
<tr>
<td>- different forms of the same plant or animal — caterpillar and butterfly; tadpole and frog; seed, fruit and adult plant</td>
<td>- sex cells and fertilisation in animals and plants</td>
</tr>
<tr>
<td>- metamorphosis — insect (caterpillar, frog; tadpole)</td>
<td>- pollen transfer and seed dispersal in plants by wind, water, other organisms</td>
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<tr>
<td>- baby to adult</td>
<td>- alternation of generations in different plant groups</td>
</tr>
<tr>
<td><strong>Stages in different life cycles:</strong></td>
<td>- asexual — vegetative reproduction (cuttings, suckers, tubers, bulbs, runners); budding, binary fission</td>
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<tr>
<td>- egg laying/hatching</td>
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<tr>
<td>- larva-pupa-nymph stages</td>
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<td>- reproductive stages, puberty</td>
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<tr>
<td>- germination, pollination</td>
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<tr>
<td><strong>Environments are dynamic and have living and non-living components which interact.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3.3</strong> Students describe some interactions (including feeding relationships) between living things and between living and non-living parts of the environment.</td>
<td><strong>4.3</strong> Students make generalisations about the types of interactions which take place between the living and non-living parts of the environment.</td>
</tr>
<tr>
<td><strong>Interactions between living things:</strong></td>
<td><strong>Types of interactions between living things:</strong></td>
</tr>
<tr>
<td>- feeding relationships</td>
<td>- food chains and webs — producer, consumer, decomposer</td>
</tr>
<tr>
<td>- living together — communities, mates, families</td>
<td>- herbivore, carnivore, omnivore</td>
</tr>
<tr>
<td>- harmful or helpful</td>
<td>- predator—prey competition</td>
</tr>
<tr>
<td><strong>Interactions between living and non-living parts:</strong></td>
<td>- symbiosis — parasitism, mutualism, commensalism</td>
</tr>
<tr>
<td>- different living things in different climates</td>
<td>- ecosystems — populations, communities</td>
</tr>
<tr>
<td>- living things affected by changes in temperature, availability of water, light, shelter</td>
<td><strong>Types of interactions between living and non-living parts:</strong></td>
</tr>
<tr>
<td>- the environment affected by living things — growth of tall plants may reduce light available to lower-growing plants</td>
<td>- adaptations — structural, functional, behavioural</td>
</tr>
<tr>
<td><strong>Natural changes:</strong></td>
<td>- survival after bushfires, volcanoes</td>
</tr>
<tr>
<td>- weathering, erosion</td>
<td>- nutrient cycles</td>
</tr>
<tr>
<td>- changes in temperature, water availability</td>
<td>- living things — tolerance limits for external factors</td>
</tr>
<tr>
<td>- volcanic eruptions, fire, drought, earthquake</td>
<td><strong>Interactions between non-living parts:</strong></td>
</tr>
<tr>
<td>- cycling of water, nutrients</td>
<td>- temperature changes and water availability due to weather conditions, seasonal changes, daily changes</td>
</tr>
</tbody>
</table>
## Strand: Time, Continuity and Change

### 1. Evidence over time

**Investigating**
- **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 and secondary evidence to identify the development of ideas from ancient to modern times.
- **TCC 5.1** Students use primary and secondary evidence to identify the development of ideas from ancient to modern times.

**Creating**
- **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.

**Participating**
- **TCC 1.3** Students cooperatively represent changes and continuities in their lives.
- **TCC 2.3** Students use primary sources to investigate situations before and after a change in Australian or global settings.

### 2. Changes and continuities

**Investigating**
- **TCC 1.4** Students explain different meanings about an event, artefact, story or symbol from different times.
- **TCC 2.4** Students use primary sources to investigate situations before and after a change in Australian or global settings.

**Creating**
- **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.

**Communicating**
- **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.

### 3. People and contributions

**Participating**
- **TCC 1.5** Students share points of view about their own and others’ stories.
- **TCC 2.5** Students use primary sources to investigate situations before and after a period of rapid change.

**Creating**
- **TCC 3.4** Students use primary sources to show the positive and negative effects of a change or continuity on different groups.

### 4. Causes and effects

**Communicating**
- **TCC 4.4** Students share evidence of people’s contributions in Australia’s past to develop visions of preferred futures.
- **TCC 5.4** Students explain the consequences of Australia’s international relations on the development of a cohesive society.

### 5. Heritage

**Reflecting**
- **TCC 5.5** Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages.
- **TCC 5.6** Students develop criteria-based judgments about the ethical behaviour of people in the past.

## Strand: Place and Space

### 1. Human–environment relationships

**Investigating**
- **PS 1.1** Students match relationships between environmental conditions and people’s clothes, food, shelter, work and leisure.
- **PS 2.1** Students identify how people affect lifestyles around Australia.

**Creating**
- **PS 3.1** Students compare how different groups have used and managed natural resources in different environments.
- **PS 4.1** Students identify justifiable links between ecological and economic factors and the production and consumption of a familiar resource.

**Participating**
- **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.

### 2. Processes and environments

**Creating**
- **PS 2.2** Students predict the impact of changes on environments by comparing evidence.
- **PS 3.2** Students collect evidence of changes on an ecological system when an element is affected.

**Reflecting**
- **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.

### 3. Stewardship

**Participating**
- **PS 2.3** Students participate in a cooperative project to cater for the needs of living things.
- **PS 3.3** Students cooperatively collect and analyse data obtained through field study instruments and surveys to influence the care of a local place.

**Creating**
- **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.

### 4. Spatial patterns

**Communicating**
- **PS 4.4** Students compare and evaluate primary data about environmental conditions and their causes.
- **PS 5.4** Students use maps, diagrams and statistics to justify placing values on environments in Australia and the Asia-Pacific region.

**Participating**
- **PS 6.4** Students use maps, tables and statistical data to express predictions about the impact of change on environments.

### 5. Significance of place

**Reflecting**
- **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.

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**APPENDIX 4**

Are core learning outcomes 'standards'?
<table>
<thead>
<tr>
<th>Strand: Culture and Identity</th>
<th>CI 1.1 Students compare ideas and feelings about stories of diverse cultures including Torres Strait Islander cultures and Aboriginal cultures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>CI 3.1 Students describe the contributions of diverse groups, including migrants and Indigenous peoples, to the development of their region.</td>
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<td>CI 4.1 Students investigate how religious and spiritual beliefs contribute to Australia’s diverse cultures.</td>
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<tr>
<td></td>
<td>CI 5.1 Students investigate aspects of diverse cultural groups, including Aboriginal or Torres Strait Islander groups, and how others perceive these aspects.</td>
</tr>
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<td>CI 6.1 Students analyse the ways in which various societies inhibit or promote cultural diversity.</td>
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<td></td>
<td><strong>CI 6.1 Students analyse the ways in which various societies inhibit or promote cultural diversity.</strong></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Strand: Belonging</th>
<th>CI 1.3 Students share an understanding of how diverse families meet human needs of food, clothing, shelter and love.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating</td>
<td>CI 2.3 Students participate in diverse customs and traditions to identify how they contribute to a sense of belonging to a group.</td>
</tr>
<tr>
<td></td>
<td>CI 3.3 Students describe attitudes, beliefs and behaviours that affect their sense of belonging to a range of groups.</td>
</tr>
<tr>
<td></td>
<td>CI 4.3 Students describe attitudes, beliefs and behaviours that affect their sense of belonging to a range of groups.</td>
</tr>
<tr>
<td></td>
<td>CI 5.3 Students share their sense of belonging to a group to analyse cultural aspects that construct their identities.</td>
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<tr>
<td></td>
<td>CI 6.3 Students collaboratively develop a community strategy for celebrating or moderating the effects of globalisation on cultural groups to which they belong.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand: Construction of identities</th>
<th>CI 1.5 Students describe their unique and common characteristics and abilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflecting</td>
<td>CI 2.5 Students identify how symbols, rituals and places reflect identities of different groups including Aboriginal or Torres Strait Islander groups.</td>
</tr>
<tr>
<td></td>
<td>CI 3.5 Students explain changing attitudes in different time periods towards gender, race, ethnicity or socioeconomic identities.</td>
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<tr>
<td></td>
<td>CI 4.5 Students express how material and non-material aspects of groups influence personal identities.</td>
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<tr>
<td></td>
<td>CI 5.5 Students express how dominant and marginalised identities are constructed by media and other influences.</td>
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<tr>
<td></td>
<td>CI 6.5 Students analyse ways in which social construction of gender in different cultures and socioeconomic circumstances affects adolescent identities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand: Systems, Resources and Power</th>
<th>SRP 1.1 Students identify how elements in their environment meet their needs and wants.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating</td>
<td>SRP 2.1 Students investigate the origin and processing of a familiar product to describe relevant conservation strategies.</td>
</tr>
<tr>
<td></td>
<td>SRP 3.1 Students make inferences about changes in human and natural cycles, including the water cycle.</td>
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<tr>
<td></td>
<td>SRP 4.1 Students outline the interactions between an ecological system and a government and/or economic system.</td>
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<tr>
<td></td>
<td>SRP 5.1 Students evaluate the connections between an ecological system and a government and/or economic system.</td>
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<tr>
<td></td>
<td>SRP 6.1 Students develop and test a hypothesis concerning a relationship between globalisation and cultural diversity.</td>
</tr>
<tr>
<td></td>
<td>SRP 1.2 Students create a representation of the various people and resources involved in the production and consumption of familiar goods and services.</td>
</tr>
<tr>
<td></td>
<td>SRP 2.2 Students create a representation of the various people and resources involved in the production and consumption of familiar goods and services.</td>
</tr>
<tr>
<td></td>
<td>SRP 3.2 Students create a representation of the various people and resources involved in the production and consumption of familiar goods and services.</td>
</tr>
<tr>
<td></td>
<td>SRP 4.2 Students plan and manage an enterprise that assists a community or international aid project.</td>
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<tr>
<td></td>
<td>SRP 5.2 Students design models of the Australian economic system to demonstrate its relationship to global trade.</td>
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<td></td>
<td>SRP 6.2 Students make practical suggestions for improving productivity and working conditions in an industry or business.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand: Access to power</th>
<th>SRP 1.3 Students monitor their personal abilities and limitations in cooperative work and play to identify goals for social development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflecting</td>
<td>SRP 2.3 Students enact a simple cooperative enterprise to identify their own and others’ strengths and weaknesses.</td>
</tr>
<tr>
<td></td>
<td>SRP 3.3 Students apply the principles of democratic decision making in cooperative projects.</td>
</tr>
<tr>
<td></td>
<td>SRP 4.3 Students enact democratic processes in familiar settings using knowledge of representative government.</td>
</tr>
<tr>
<td></td>
<td>SRP 5.3 Students use a structured decision-making process to suggest participatory action regarding a significant current environmental, business, political or legal issue.</td>
</tr>
<tr>
<td></td>
<td>SRP 6.3 Students advocate for change within the Australian political system to influence Australia’s role in future global economic and ecological systems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand: Citizenship and government</th>
<th>SRP 1.4 Students describe practices that help people to share information about their own and others’ rights and responsibilities in a familiar environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating</td>
<td>SRP 2.4 Students analyse information about their own and others’ rights and responsibilities in various settings.</td>
</tr>
<tr>
<td></td>
<td>SRP 3.4 Students analyse information about their own and others’ rights and responsibilities in various settings.</td>
</tr>
<tr>
<td></td>
<td>SRP 4.4 Students present a proposal to a school council to promote a socially just response to consumerism.</td>
</tr>
<tr>
<td></td>
<td>SRP 5.4 Students present a proposal to a school council to promote a socially just response to consumerism.</td>
</tr>
<tr>
<td></td>
<td>SRP 6.4 Students communicate ethical and legal principles to suggest ways of improving access to economic and political power.</td>
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<tr>
<td></td>
<td>SRP 1.5 Students evaluate their school’s policies and procedures that support social and political participation.</td>
</tr>
<tr>
<td></td>
<td>SRP 2.5 Students devise possible solutions to problems people may have in accessing resources.</td>
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<td></td>
<td>SRP 3.5 Students evaluate their school’s policies and procedures that support social and political participation.</td>
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<tr>
<td></td>
<td>SRP 5.5 Students analyse the influence of social justice and democratic processes in their school.</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
### Time, Continuity and Change

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

<table>
<thead>
<tr>
<th>Core Learning Outcome</th>
<th>TCC 1.1</th>
<th>TCC 2.1</th>
<th>TCC 3.1</th>
<th>TCC 4.1</th>
<th>TCC 5.1</th>
<th>TCC 6.1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td>Students describe their past and their future using evidence from familiar settings.</td>
<td>Students explain different meanings about an event, artefact, story and symbol from different times.</td>
<td>Students use evidence about innovations in media and technology to investigate how these have changed society.</td>
<td>Students use primary sources to investigate situations before and after a change in Australian or global settings.</td>
<td>Students use primary and secondary evidence to identify the development of ideas from ancient to modern times.</td>
<td>Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed.</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
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<tr>
<td><strong>Level 3</strong></td>
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<tr>
<td><strong>Level 4</strong></td>
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<tr>
<td><strong>Level 5</strong></td>
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<tr>
<td><strong>Level 6</strong></td>
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</tr>
</tbody>
</table>

**Evidence over time**

- **Students know:**
  - evidence from familiar settings
  - personal recollections
  - their past
  - stories about e.g.
    - being born
    - growing
    - birthdays
    - family events
    - memorable incidents
    - achievements
  - their future
  - physical developments
  - abilities
  - roles and responsibilities
  - hopes for the future and how to achieve them (to have friends, be friendly to others)

- **Evidence from familiar settings**
  - artefacts
  - photographs
  - birth certificates
  - home videos
  - storybooks
  - family stories from family, friends and caregivers
  - personal recollections

- **Sources of evidence**
  - pictures
  - diagrams
  - maps
  - timelines and sequences
  - reference materials
  - stories
  - artefacts
  - middens
  - paleo-vegetation patterns
  - electronically sourced information
  - resource people/specialists

- **Sources of evidence over time**
  - steam power
  - harnessing energy (oil, solar)
  - communications (telegraph, email)
  - transport (cars)
  - health (inoculations)
  - education (computers)

- **How these have changed society**
  - rapid spread of goods and ideas
  - positive and negative environmental effects
  - increased population
  - increased occupational specialisation
  - wider social interdependence
  - awareness of other cultures and wider issues

- **Primary sources**
  - sources which provide original accounts e.g.
    - artefacts
    - photographs
    - oral histories
    - maps
    - diaries
    - birth certificates
    - middens
  - reproductions of primary sources when originals are not available

- **Cultural construction of evidence**
  - evidence from the past
  - evidence of the same event, artefact, story and symbol at different times
  - evidence from the past
  - evidence from familiar settings
  - artefacts
  - photographs
  - birth certificates
  - maps
  - middens
  - reproductions of primary accounts e.g.
    - artefacts
    - photographs
    - oral histories
    - maps
    - diaries
    - birth certificates
    - middens
  - reproductions of primary sources when originals are not available

- **Evidence from the past**
  - evidence from the past
  - ornate and other objects valued at different stages of life
  - things valued in different times
  - stories e.g.
    - stories from other cultures such as creation stories, fables, fairytales
    - personal stories such as personal perspectives about a playground conflict
  - symbols e.g.
    - flags and emblems
    - commercial logos
    - school motto
    - natural features (Uluru)
    - built features (Anzac memorial)
**Key concept:** Evidence over time  
**Key process:** Investigating

<table>
<thead>
<tr>
<th>Core Learning Outcome</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
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<td>TCC 1.1</td>
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<td>Students describe their past and their future using evidence from familiar settings.</td>
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<td>Students explain different meanings about an event, artefact, story or symbol from different times.</td>
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<td>Students use evidence about innovations in media and technology to investigate how these have changed society.</td>
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<tr>
<td>Students use primary sources to investigate situations before and after a change in Australian or global settings.</td>
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<td>Students use primary and secondary evidence to identify the development of ideas from ancient to modern times.</td>
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<tr>
<td>Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed.</td>
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**Students can:**

**Investigating**

- use evidence
  - recount family stories
  - explain photographs of themselves
  - compare measurements on personal growth chart
  - compare literature with personal experiences
  - make personal forecasts based on stories of older children’s experiences
  - arrange a display of artefacts associated with a personal event or development
  - enact a personal event from their past

- explain different meanings about an event, artefact, story or symbol
  - share personal preferences about an event, artefact, story or symbol and other reasons
  - compare personal and others’ perspectives about an event
  - imagine how another person may value something and communicate this (a playground incident, climbing Uluru)
  - fill in different thought bubbles for two people looking at the same symbol

- use evidence to investigate
  - recognise stages of an investigation e.g.
    - tune in to the topic
    - explore knowledge and viewpoints
    - look for evidence
    - draw and sort information from evidence
    - test whether information answers questions
    - make conclusions
    - reflect on the investigation

- use primary sources to investigate
  - use primary sources in relevant stages of an inquiry e.g.
    - identify an issue (media stories of the conflict in East Timor)
    - locate appropriate primary sources (interview of Australian war veteran, personal Timorese stories via Internet sites, maps of colonial Timor or Indonesia, Indonesian newspapers)
    - evaluate evidence (where can a range of Indonesian perspectives be sourced?)
    - synthesise and report conclusions (a written report or oral argument with referenced sources)

- use primary and secondary sources to identify
  - use an investigation process which recognises that the purpose of the inquiry distinguishes primary and secondary sources e.g.
    - use a range of sources to synthesise information about the development of an idea
    - 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?)
    - critique sources for reliability, relevance and representativeness
    - develop explanations of evidence
    - construct arguments based on synthesised evidence
    - incorporate and reference evidence (in formal reports, research assignments, structured referenced essays, speech scripts)

- evaluate evidence from the past to demonstrate cultural constructions
  - interpret and analyse evidence
  - make decisions about evidence based on a combination of judgments about reliability, relevance and representativeness
  - apply different perspectives to evidence
  - corroborate evidence
  - make judgments about cultural constructions