

Humanities and Social Sciences literature review addendum

Senior syllabus redevelopment

February 2016

© The State of Queensland (Queensland Curriculum and Assessment Authority) 2016

Queensland Curriculum and Assessment Authority

PO Box 307 Spring Hill QLD 4004 Australia

Level 7, 154 Melbourne Street, South Brisbane

Phone: +61 7 3864 0299

Fax: +61 7 3221 2553

Email: office@qcaa.qld.edu.au

Website: www.qcaa.qld.edu.au

Contents

Introduction	1
Summary of findings	2
Learning area, subjects and learning expectations.....	2
National and international jurisdictions	2
Connections to the Senior Secondary Australian Curriculum	2
Modern History	2
Ancient History.....	3
Recommendations.....	3
21st century skills	3
Scan of tertiary institutions.....	4
Modern and Ancient History	4
Geography	4
Philosophy and Reason.....	5
Study of Religion.....	5
Academic research	6
Modern History and Ancient History	6
Study of Religion.....	6
Appendixes	7
Appendix 1: Additional jurisdictions reviewed — a comparison of subjects.....	7
Ancient History.....	7
Appendix 2: Additional connections to the Senior Secondary Australian Curriculum	11
Modern History	11
Ancient History.....	12
Geography	13
Appendix 3: Additional jurisdictions reviewed — learning expectations.....	16
Ancient History.....	16
Appendix 4: 21st century skills	18
Modern History	19
Ancient History.....	21
Geography	23
Philosophy and Reason.....	24
Study of Religion.....	25
Religion and Ethics	26
Appendix 5: Academic research	27
Modern History	27
Ancient History.....	29
Geography	31
Study of Religion.....	33
Bibliography	34

Introduction

This addendum to the *Literature review for senior syllabus revisions: Humanities and Social Sciences* has been collated from research carried out by the Queensland Curriculum and Assessment Authority (QCAA).

Appendix 1 and 3 outline the additional jurisdictions reviewed for Ancient History. These jurisdictions were chosen to further inform the design brief for this subject. Tasmania, Finland and New Zealand were included in the jurisdictional scan for Ancient History because: the subject is not offered as part of the IB program; is named Classical Studies in Victoria; and is simply referred to as History in the Canadian subject, where it is seen as a preparation course for university.

Appendix 2 articulates the connections to the Senior Secondary Australian Curriculum in Modern History, Ancient History and Geography.

Appendix 4 contextualises 21st century skills in the subjects of Modern History and Ancient History.

On the recommendations of the *Literature review for senior syllabus revisions: Humanities and Social Sciences*, a scan was undertaken of university pathways. The tertiary institutions scan involved a review of major universities that represent direct discipline pathways of Queensland OP eligible students in Modern History, Ancient History, Geography, Philosophy and Reason and Study of Religion and included urban, regional and interstate universities. This scan is summarised in the Summary of findings section.

Further academic research was conducted for Modern and Ancient History and Study of Religion to further inform the design briefs of these subjects and is contained in Appendix 5.

Summary of findings

Learning area, subjects and learning expectations

The review of additional jurisdictions (Appendixes 1 and 3) showed the following main points relevant to specific subjects.

National and international jurisdictions

Ancient History

- All subjects regardless of nomenclature offer a range of themes that may be studied.
- In Tasmania, the syllabus provides desired outcomes and student pathways and describes the relationship between sections, topics and outcomes. The learning outcomes have discrete standards matrices.
- In Finland, learning is characterised by an emphasis on skills and thought patterns associated with the discipline of history and on the core content of the syllabus. Learning pays special attention to students' abilities to build structured wholes based on their ability to distinguish between essential and non-essential information, understand temporal and causal relationships, and critically assess the phenomena and information sources of history.
- In New Zealand, the curriculum document offers approaches to pedagogy that have been shown to be effective with diverse learners. *The New Zealand Curriculum* offers generic information about effective pedagogy and describes a process for 'teaching as inquiry'.

It was recommended that themes reflected in the history curriculums should vary widely, and may be related to culture, politics, society, religion, environment, identity, technology and warfare.

Connections to the Senior Secondary Australian Curriculum

An additional review of the connections between the Senior Secondary Australian Curriculum and Queensland Modern History, Ancient History and Geography senior syllabuses (Appendix 2) highlighted the following key points.

Modern History

- Historical inquiry processes, including research, the evaluation of historical sources and the development of historical arguments are valued in the Queensland syllabus. This aligns with the historical concepts, skills, knowledge and understandings reflected in the *Australian curriculum: History P–10*.

- Many of the inquiry topics often chosen by Queensland schools are found within the Australian curriculum: Modern History elective options.
- The Australian curriculum: Modern History also provides schools with some choice in terms of the topic electives within each unit.

Ancient History

- Historical inquiry processes, including research, the evaluation of historical sources and development of historical arguments are valued in the Queensland syllabus. This aligns with the historical concepts, skills and knowledge and understandings reflected in the *Australian curriculum: History P–10*.
- Many of the inquiry topics often chosen by Queensland schools are found within the Australian curriculum: Ancient History elective options.
- The Australian curriculum: Ancient History also provides schools with some choice in terms of the topic electives within each unit.
- Opportunities for studies of archaeology, political structures, power, funerary practices, religion, the arts, personalities, technology, philosophy, pharaonic power in Egypt, a Chinese dynasty e.g. the Han dynasty, Ancient Greece and Ancient Rome and government and religion in India are evident in both the Australian curriculum: Ancient History and current Queensland syllabus.

Recommendations

The following recommendations were made:

- use the Australian Curriculum Senior as a basis, but reorganise and restructure the content where necessary to develop a syllabus using existing or refined dimensions and objectives
- the Australian curriculum for Ancient History, Modern History and Geography specifies content under each elective topic. The existing syllabus framework of briefer studies (introductory, background, comparative and linking) and inquiry topics (depth studies) may be a useful approach to assist teachers
- in developing Queensland history syllabuses based on the Australian curriculum, it is essential that there is evidence of the relationships between the two strands of knowledge and understanding, and skills.

21st century skills

A subject-specific audit was carried out for Ancient History and Modern History to more explicitly articulate where and how the 21st century skills may be addressed (see Appendix 4 for further information) and the following recommendations were made.

- The 21st century skills identified by QCAA are essential to all Humanities and Social Sciences subjects. These skills are generic capabilities relevant to most if not all academic disciplines.
- The 21st century skills could be used in the description and prescription of learning activities in both core and elective units. Future syllabus development could include the skills within the syllabus sections such as advice, guidelines and resources.
- Consideration needs to be given to the prescription of these skills within assessment.

Scan of tertiary institutions

The information for the scan of tertiary institutions was obtained by reviewing the publically available information provided by each university on their websites to prospective first-year students across a variety of degrees. It was noted that units of work usually last for one semester.

Modern and Ancient History

Modern History and Ancient History support multiple pathways and a range of post-school destinations.

A scan of relevant first-year tertiary courses for Modern and Ancient History indicated the following trends:

- assessment techniques vary, and often include: document studies, research projects, research assignments, and exams consisting of a short and/or extended written response/s to a statement or question in concert with teacher selected sources
- aspects of the research process are assessed as an item separate and distinct from the final product
- access to and familiarity with IT is considered integral to the course of study
- the historical context in which a course of study is conducted varies widely, but is principally organised in a thematic manner which is supported by a chronological and/or geographical framework.

It was recommended that consideration is given to aligning content, skills and assessment practices with tertiary courses.

Geography

Geography supports multiple pathways and a range of post-school destinations. A scan of relevant first year tertiary courses indicated the following trends:

- assessment techniques vary, and often include: online quizzes, research assignments, essays and reports, field reports, presentations, examinations and, practical, laboratory, tutorial and workshop participation

- examinations are usually end of semester, between 90–120 minutes (plus reading time) and contribute 30–60% of final grade, consisting of multiple choice, short answer, problem solving, and/or short and extended essay questions
- analysis, problem solving and evaluation are recurring skills identified across the scan
- some course content gives consideration to stakeholders and their role in planning and implementing management strategies for a range of geographical issues
- some courses include a fieldwork or GIS component
- in some courses, collaborative approaches to learning are mandated through a range of assessment completed in groups of two to five across universities.

It is recommended that consideration be given to aligning skills and assessment practices with tertiary courses.

Philosophy and Reason

Philosophy and Reason supports multiple pathways and a range of post-school destinations. A scan of relevant first year tertiary courses indicated the following trends:

- fundamental philosophical issues and questions are discussed, debated and examined
- a tendency for ethics, epistemology, metaphysics, moral philosophy, philosophy's 'big questions', logic and the work of significant philosophers to be mentioned in course/unit descriptions
- references to critical thinking and reasoning skills (or similar).

It is recommended that consideration be given aligning skills and assessment practices with tertiary courses.

Study of Religion

Study of Religion supports multiple pathways and a range of post-school destinations. A scan of relevant first year tertiary courses indicated the following trends:

- a range of the world's major religions being studied in a variety of contexts
- a tendency for religious traditions, religion's influence in the contemporary world and ethical and moral issues to be mentioned in course/unit descriptions
- references to academic, critical thinking and reasoning skills (or similar).

It was recommended that consideration be given to aligning skills and assessment practices with tertiary courses.

Academic research

Further relevant academic research is available in Appendix 5, Academic research. This section highlighted the following main points.

Modern History and Ancient History

- One of the main purposes behind the study of history at school is to develop a student's historical skills. Thus it is the historical skills, rather than any particular content area, that is central to the study of history at school.
- Historical thinking is perhaps the most important skill students can acquire when studying history at school.
- Conducting internally assessed course work makes a major contribution to motivating students to learn how to think historically, as this process emulates how historians generate and evaluate knowledge.
- In North America, historical thinking is often organised into declarative and procedural categories, the former being about knowing historical information and the latter being about how historical information is acquired, interrogated and applied.
- In Europe, historical thinking is often divided into four categories: 'competence in questioning; methodological competence; orientation competence (ability to relate history to one's own life); and subject area competence (knowledge about conceptual terms in history including substantive (like 'revolution') and procedural (like 'periodization'))' (Ercikan & Seixas, 2015, p.256).
- There is a need for historical thinking to be referenced explicitly as it 'is seldom discussed in textbooks or presented in the work of historians (until recently they have been mostly ignored in school history)'. (Ercikan & Seixas, 2015, p. 260)
- Educational institutions have traditionally dealt with the dilemma of multiple histories through one of three methods, namely: collective memory approach, disciplinary approach and postmodern approach.

It is recommended that:

- historical skills be positioned as the core for syllabus development
- historical skills be defined to include historical thinking
- internal assessment be used to drive students to learn how to think historically
- the history curriculum be designed using both the disciplinary and postmodern approaches.

Study of Religion

- The subject provides an opportunity for students to learn about religion and belief diversity.
- A focused study of religion can be interesting and engaging for students.

It is recommended that consideration be given to topics that are contemporary and provide the opportunity for discussion when framing syllabus units.

Appendixes

Appendix 1: Additional jurisdictions reviewed — a comparison of subjects

Ancient History

Jurisdiction <i>Learning area</i>	Teaching, learning and assessment focuses
Tasmania Ancient Civilisations	<p>Reference: www.tasc.tas.gov.au/4dcgi/_www_doc/260251/rnd01/anc315115_course_v2.docx</p> <p>Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC. TASC will supervise the external assessment of designated criteria. The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.</p> <p>The external assessment for this course will comprise: a written examination assessing criteria — 2, 3, 4, 5 and 6.</p> <p>The assessment for Ancient Civilisations, Level 3, will be based on the degree to which the learner can:</p> <ol style="list-style-type: none"> 1. undertake research about ancient historical issues 2. communicate historical ideas and information* 3. use evidence to support own interpretation and historical argument* 4. describe government and leadership of an ancient society, and assess responses to internal and external threats* 5. assess roles and status of women in an ancient society* 6. describe characteristics and purpose of art and architecture within the context of specific ancient sites* 7. assess the impact of human agency on an ancient society 8. apply time management, planning and negotiation skills to ancient historical inquiry. <p>* externally assessed criteria</p> <p>There are eight specific standards matrixes for each of the criteria, standard of achievement a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.</p> <p>Course content</p> <p>There is no prerequisite learning for access to this course. It is expected that learners will bring differing levels of knowledge, understanding and skills to the study of the chosen ancient civilisation. Providers may choose to deliver the introductory topics described below.</p> <p>The chronological and geographical context:</p> <ul style="list-style-type: none"> • a broad chronological overview, from the origins of the society to the period that is the focus for investigation • the geographic location, including the nature of the environment and its influence on the society. <p>Historical methodology:</p> <ul style="list-style-type: none"> • an introduction to the nature of the surviving evidence • types of sources: primary, secondary, written, archaeological • problems with sources: bias, omissions. <p>Learners will study one (only) of three ancient civilisations in this course: Egypt, Greece or Rome.</p>

Jurisdiction <i>Learning area</i>	Teaching, learning and assessment focuses
	<p>The period of focused study for each civilisation is:</p> <ul style="list-style-type: none"> • Egypt: Reign of Djozer (3rd Dynasty, Old Kingdom) to the death of Ramesses III (20th Dynasty, New Kingdom) • Greece: c.600 BCE – 330 BCE • Rome: 133 BCE – CE 81 <p>The choice appears quite narrow, but within the civilisation there is wide choice.</p> <p>The course has five sections:</p> <ul style="list-style-type: none"> • Section A — Government and Leadership • Section B — Women in Ancient Society • Section C — Art and Architecture within the Context of Ancient Sites • Section D — An Individual's Impact on their Society • Section E — Elective Topic. <p>Learners study one of the following electives:</p> <ul style="list-style-type: none"> • Warfare • Drama • Trade and Economy • Religion, Death and the Afterlife • Myths and Legends • Technology and Its Impact on Daily Life.
Finland <i>History</i>	<p>Reference: www.oph.fi/download/164907_learning_and_competence_2025_finnish_national_board_of_education.pdf</p> <p>National Core Curriculum for General Upper secondary education intended for young people</p> <p>First national examination at the end of general upper secondary education ends with a national matriculation examination, which comprises four compulsory tests — mother tongue, and, according to each candidate's choice, three of the following: the second national language; a foreign language; mathematics; or one subject in general studies, such as humanities and natural sciences. Students may also include optional tests. Having completed the matriculation examination and the entire upper secondary school syllabus, students are awarded a separate certificate that shows details of the examinations passed and the levels and grades achieved.</p> <p>Instruction is based on the nature of history as a discipline and its criteria for formation of knowledge. Consequently, it focuses attention on critical analysis and interpretation of information and aim to take the diverse perspectives on different phenomena into account.</p> <p>Assessment of learning</p> <p>Based on skills and thought pattern characteristics of history and on command of the core content of the syllabus. Assessment will pay special attention to students' abilities to build structured wholes on the basis of their knowledge, distinguish between essential and inessential information, understand temporal and causal relationships and critically assess the phenomena and information sources of history.</p> <p>Course assessment</p> <p>Will employ diverse methods: instead of tests, it is possible to use learning assignments, research papers and other alternative methods of assessment. There are no prescriptive statements regarding types of assessment, number of pieces or weighting.</p> <p>Student assessment</p> <p>In each subject or subject group will be decided by the teacher or, if there are several teachers, jointly by the teachers. The final assessment will be decided by the principal together with the student's teachers.</p>

Jurisdiction <i>Learning area</i>	Teaching, learning and assessment focuses
	<p>Course content</p> <p>1. Man, the environment and culture</p> <p><i>Core content</i></p> <p>Prehistoric times — the era of hunting culture:</p> <ul style="list-style-type: none"> • the stages of human development • the hunter–gatherer lifestyle. <p>Agriculture and the changes it brought:</p> <ul style="list-style-type: none"> • division of work and the emergence of culture • cultures of the great river valleys. <p>The Mediterranean economic area during Ancient Times:</p> <ul style="list-style-type: none"> • economic life in Ancient Greece • Ancient Rome — a metropolis and an empire • slavery and ancient technology. <p>The economic and social system in the Middle Ages:</p> <ul style="list-style-type: none"> • feudal society • population, trade and cities in the Middle Ages. <p>2. European man (HI2)</p> <p><i>Core content</i></p> <p>Ancient Times:</p> <ul style="list-style-type: none"> • the birth of democracy • classical culture. <p>The uniform culture in the Middle Ages:</p> <ul style="list-style-type: none"> • the world view and customs of medieval people • the significance of religion to culture. <p>3. Finland from prehistoric times to autonomy (HI5)</p> <p>Prehistoric times:</p> <ul style="list-style-type: none"> • prehistoric times and interpretations of the origins of Finns and the Sami people • settlement patterns, living conditions, religions and beliefs and external relations. <p>Incorporation of Finland into the West European cultural community during the Middle Ages:</p> <ul style="list-style-type: none"> • Finland on the borderline between East and West • the emergence of estate society • settlement patterns, livelihoods, religious and political changes.
<p>New Zealand Classics</p>	<p>Reference: http://senioresecondary.tki.org.nz/Social-sciences/Classical-studies</p> <p>The National Certificate of Educational Achievement (NCEA)</p> <p>Key concepts are the big ideas and understandings that we hope will remain with our students long after they have left school.</p> <p>Key concepts in classical studies are:</p> <ul style="list-style-type: none"> • Citizenship and society: The interaction of status, gender, family, rights, responsibilities, and freedom and their importance to wider society. • Culture and identity: Social conventions and values, role models, mythology, and belief systems in relation to cultural and social identities, ranging from political and religious to scientific and philosophical ideologies. • Empire and power: The rise and fall of individuals and groups; the reasons for cultural, economic, and political imperialism; the causes and consequences of social and political change; the importance of place and environment to individuals and societies.

Jurisdiction Learning area	Teaching, learning and assessment focuses
	<ul style="list-style-type: none"> • Conflict: The contestig relationships between individuals, groups, and ideas, in both historical and literary contexts and the way that conflict can be a force for both continuity and change. • Art and aesthetics: The perception of beauty, ideals of harmony and balance, design, creativity, and invention; the influence of classical literature; how art, literature and aesthetics inform cultural values and traditions. • Heritage: How and why the ideas and values of the classical world have influenced other cultures. <p>As the New Zealand Curriculum does not have achievement objectives for classical studies, learning objectives have been developed to describe the intended outcomes based on key competencies, values and principles in the New Zealand Curriculum. These objectives are structured in two aspects:</p> <ul style="list-style-type: none"> • thinking critically about sources • examining values. <p>What might this look like in the classical studies classroom?</p> <p>The New Zealand Curriculum notes (p. 39) that ‘The primary purpose of assessment is to improve students’ learning and teachers’ teaching as both students and teachers respond to the information that it provides’.</p> <p>An effective program of assessment involves consultation with students. It encourages learners to self-assess and to reflect on what they have learned, based on intended learning outcomes. An ongoing assessment process gathers a range of evidence to inform the next steps for both learning and teaching. It is important to offer students multiple opportunities to demonstrate their understanding. The mode of assessment should be varied to encourage engagement and achievement, as well as to provide information about what students need next to inform subsequent teaching and learning. These are some ways to gather information on what students know and can do in classical studies:</p> <ul style="list-style-type: none"> • brainstorming • concept/mind mapping • informal/formal questioning/conferencing- individual, group, or class • oral performance, for example, monologue, speech, presentation, group drama, or debate • written/multimedia responses, for example perspective writing, essays, narratives, research findings and synthesis, online forms (blog, wiki, website). <p>Classical studies teachers can share information with other teachers from different learning areas, and vice versa, to inform their understandings about students’ strengths and needs. Engaging learning programs depend on effective pedagogy. When planning, four ‘mechanisms’ are kept in mind: connection, alignment, community, and interest.</p> <p>Scholarship level involves external assessment (Year 13) and is assessed by written examination (essay).</p> <p>Scholarship Performance Descriptor</p> <p>The student will demonstrate aspects of high level:</p> <ul style="list-style-type: none"> • analysis and critical thinking • integration, synthesis, and application of highly developed knowledge, skills, and understanding to complex situations • logical development, precision and clarity of ideas. <p>Outstanding Performance Descriptor</p> <p>In addition to the requirements for scholarship, the student will also demonstrate, in a sustained manner, aspects of:</p> <ul style="list-style-type: none"> • perception and insight • sophisticated integration and abstraction • independent reflection and extrapolation • convincing communication.

Appendix 2: Additional connections to the Senior Secondary Australian Curriculum

Modern History

Senior Secondary Australian Curriculum and Queensland Senior Secondary syllabus connections
Key similarities
<ul style="list-style-type: none">• Historical inquiry processes, including research, the evaluation of historical sources and development of historical argument are valued in the Queensland syllabus. This aligns with the historical 'skills' and historical 'concepts' within the Australian curriculum.• Many of the inquiry topics often chosen by Queensland schools are to be found within the Australian curriculum elective options.• The Australian curriculum also provides schools with some choice in terms of the topic electives within each unit.• Each semester unit within the Australian Curriculum is intended to be studied within approximately 50–60 hours. Currently, work programs are based on 55 hours of school timetabled time per semester.
Key differences
<ul style="list-style-type: none">• The Australian Curriculum is presented as content (and achievement standards) organised into four semester units within which there are some topic choices. However, the Queensland syllabus allows teachers to develop a course around 16 themes. This allows wider choices to be available for schools.• Australian Curriculum has been organised into four units with the last two units more cognitively challenging than the first two units. The Queensland syllabus allows for the study of any inquiry topic at a Year 11 or Year 12 level.• The two strands within the Australian Curriculum are Knowledge and understanding and Historical skills. Within the 2004 Queensland syllabus, the general objectives are Planning and using an historical research process, Forming historical knowledge through critical inquiry, and Communicating historical knowledge.• The Australian Curriculum focuses more on the 19th century than many current work programs (Unit 1) and fewer late 20th century/early 21st century options (Unit 4). For example, many schools when studying the Arab–Israeli dispute will study developments up to the current day.
Comments and recommendations
<ul style="list-style-type: none">• Use the Australian Curriculum as a basis but reorganise and restructure the content where necessary to develop a syllabus using existing or refined dimensions and objectives.• Some schools will find that the topic selections within their current work programs will align closely with the possibilities offered in the Australian Curriculum. Other schools may find that some of their current choices are not able to be studied. The degree of change therefore may vary from school to school.• The Australian Curriculum specifies content under each elective topic. Schools and teachers will require some guidance on how this content may be dealt with. This is so that a focus on historical inquiry is maintained. The existing syllabus framework of briefer studies (introductory, background, comparative and linking) and inquiry topics may be a useful approach to this issue.• In developing Queensland documents based on the Australian Curriculum, it is essential that there is evidence of the relationships between the two strands (i.e. Historical knowledge and understanding and Historical skills).

Ancient History

Senior Secondary Australian Curriculum and Queensland Senior Secondary syllabus connections

Key similarities

- Historical inquiry processes, including research, the evaluation of historical sources and development of historical argument are valued in the Queensland syllabus. This aligns with the historical 'skills' and historical 'concepts' within the Australian Curriculum.
- Many of the inquiry topics often chosen by Queensland schools are to be found within the Australian Curriculum elective options.
- The Australian Curriculum provides schools with some choice in terms of the topic electives within each unit.
- Opportunities for studies of archaeology, political structures, power, funerary practices, religion, the arts, personalities, technology, philosophy, pharaonic power in Egypt, a Chinese dynasty e.g. the Han Dynasty, Ancient Greece and Ancient Rome and government and religion in India are evident in both the Australian Curriculum and current Queensland syllabus.
- Each semester unit within the Australian Curriculum is intended to be studied within approximately 50–60 hours. Currently, work programs are based on 55 hours of school timetabled time per semester.

Key differences

- The Australian Curriculum is presented as content (and achievement standards) organised into four semester units within which there are some topic choices. However, the Queensland syllabus allows teachers to develop a course around 22 themes. This allows wider choices to be available for schools.
- The Australian Curriculum has been organised into four units with the last two units more cognitively challenging than the first two units. The Queensland syllabus allows for the study of any inquiry topic at a Year 11 or Year 12 level.
- The two strands within the Australian Curriculum are knowledge and understanding and historical skills. Within the 2004 Queensland syllabus, the general objectives are *Planning and using an historical research process, Forming historical knowledge through critical inquiry, and Communicating historical knowledge.*
- Some topic electives may be perceived as narrow, e.g. within Unit 3: People Power and Authority, if Rome is an elective it is studied within a nominated period of either 133–63 BCE or 63 BCE–CE 14.
- Depending on the topics selected, it is possible for students to engage in a study of either Ancient Greece or Ancient Rome in each unit. Within the 2004 Queensland syllabus (p. 11), recommended elements include selecting topics to reflect the geographical diversity of ancient societies and including some study of Australia. The Queensland syllabus allows teachers to develop a course selecting from 22 themes, which is a wider and more flexible set of choices than the choices available in the Australian Curriculum.
- The Australian Curriculum defines Ancient History as, 'from the early human communities to the end of late antiquity AD 650'. This differs from the Queensland syllabus, which has a more flexible approach to reflect that the transition of different civilisations to the contemporary/modern world has occurred at different times.
- Some topic electives are narrow, for example in *Unit 3: People Power and Authority*, if Rome is an elective it is studied within a nominated period of either 133–63 BCE or 63 BCE–CE 14.
- Depending on the topics selected, it is possible for students to engage in a study of either Ancient Greece or Ancient Rome in each unit. In the Queensland syllabus, recommended elements include selecting topics to reflect the geographical diversity of ancient societies and including some study of Australia.

Comments and recommendations

- Use the Australian Curriculum as a basis, but reorganise and restructure the content where necessary to develop a syllabus using existing or refined dimensions and objectives.
- Some schools will find that the topic selections within their current work programs will align closely with the possibilities offered in the Australian Curriculum. Other schools may find that some of their current choices are not able to be studied. The degree of change therefore may vary from school to school.
- The Australian Curriculum specifies content under each elective topic. Schools and teachers will require some guidance on how this content may be dealt with. This is so that a focus on historical inquiry is maintained. The existing syllabus framework of briefer studies (introductory, background, comparative and linking) and inquiry topics may be a useful approach to this issue.
- In developing Queensland documents based on the Australian Curriculum, it is essential that there is evidence of the relationships between the two strands (i.e. Historical knowledge and understanding and Historical skills).

Geography

Implications for the revision of the Senior Geography syllabus in Queensland

The Senior Secondary Australian Curriculum: Geography

When the Senior Secondary Australian Curriculum: Geography document is mapped against the present Senior syllabus in Queensland, even though the structure of the document is somewhat different and units are arranged in a different way, the content for the most part is comparable. For example, Unit 3 Environmental Risk Management could be aligned with the first theme from the Queensland document 'Theme 1: Managing the natural environment', which encompasses Focus units 1 and 2 'Responding to natural hazards and managing catchments' respectively. Both documents emphasise the geographical inquiry approach for learning and teaching geography; however, the inquiry method that is used is somewhat different. Both documents also encourage the use of case studies at a local, national and global scale. However, there is more emphasis in the Australian Curriculum document on the concepts that underpin geographical understanding, that is place, space, interconnection, change, scale, sustainability. The Australian Curriculum also incorporates the general capabilities and cross-curriculum priorities that have been introduced in the lower secondary school. These are not present to the same extent in the Queensland curriculum although skills like literacy, ICTs and numeracy are encouraged.

Of concern is the lack of flexibility in the order the units are offered within the Australian Curriculum, whereas in Queensland, teachers can choose which topics are taught at which time over the two-year course.

Geography emphasises:

- inquiry-based teaching and learning
- focus on key concepts that underpin the discipline of geography: place, space, change, scale, interconnection, and sustainability
- a range of assessment items and formats underpinned by cross-curriculum priorities and general capabilities
- incorporation of GIS and fieldwork into learning and teaching activities.

Mapping Senior Secondary Australian Curriculum subjects to Queensland senior syllabuses: report (December 2012) — Geography

Summary of current status of syllabus

- syllabus year: 2007
- brief account of current level of its success, the satisfaction/dissatisfaction with the syllabus and reasons for this:
 - success
 - framing of student learning around the key questions of geographical inquiry
 - application of the key questions of geographical inquiry to each focus unit
 - flexibility of course organisation (order of units, composite classes)
 - delivery of content across a range of scales and geographical contexts (at least two per unit) ensures global coverage
 - flexibility in choice of case studies to suit school resources, student interest and currency
 - emphasis on geographical skills, including fieldwork skills
 - provision of key ideas as a framework for case studies
 - key areas of dissatisfaction
 - assessment plan
 - organisation of objectives into four criteria/dimensions is out of alignment with other subjects in the humanities/social science suite
 - assessment of knowledge as a discrete element of the general objectives that is only assessed through short response tests (and cannot be assessed through any other assessment technique) is out of alignment with other humanities/social science subjects
- number of assessment instruments required in exit folio is not in alignment with other subjects in the humanities/social science suite and geography requires more instruments than other social science subjects
- key issues/implications
 - the current syllabus is due for revision as it is already six years old
 - delaying the syllabus revision in anticipation of the Australian Curriculum means teachers are reluctant to update/amend current case studies and work programs
 - teachers are keen for the *Australian Curriculum: Geography* to be implemented as soon as possible

The table below outlines the key similarities and differences, and key implications for implementation of the Australian Curriculum subject.

Key similarities

- Across both documents — student learning framed around geographic inquiry model
- Both documents require fieldwork component to the course
- Australian Curriculum Unit 1: Natural and ecological hazards has strong content alignment to Queensland syllabus Focus unit 1: Responding to natural hazards:
 - both require two case studies
 - both allow flexibility of case studies
 - flexibility of scale and geographic context
 - also possibility of including elements of Focus unit 8: Exploring the geography of disease as part of ecological hazards
- Australian Curriculum Unit 2: Sustaining places has strong content alignment to the Queensland syllabus's Theme 2: Social environments, particularly Focus unit 3: Sustaining communities. There is less alignment with Focus unit 4: Connecting people and places, but the content from this unit could be included as a 'challenge' identified by the Australian Curriculum. Both documents require case studies. Both documents require range of scales and geographic contexts.
- Australian Curriculum Unit 3: Land cover transformations in the anthropocene has content alignment to the Queensland syllabus's Theme 3: Resources and the environment (Focus unit 5: Living with climate change and Focus unit 6: Sustaining biodiversity). There is also some content alignment from the Queensland syllabus Focus unit 2: Managing catchments. Both documents require two case studies.
- Some content from the Queensland syllabus Focus unit 7: Feeding the world's people could be applied to the Australian Curriculum Unit 4: Global Transformations.

Key differences

- The Australian Curriculum is organised around content and geographic inquiry and skills; the Queensland syllabus is organised around knowledge, analytical processes, decision-making processes and research and communication (inquiry and skills are integrated into the dimensions of learning).
- Bullet-point content descriptions in the Australian Curriculum are brief and open to a number of interpretations, while Queensland syllabus, which gives more detail in key ideas for each focus unit.
- Scale and geographic context:
 - is mandated in the Australian Curriculum document to an overview of Australian metropolitan/regional and Australian rural/remote and megacities in developing countries
 - Queensland syllabus allows schools to choose the scale and geographic context of study.
- Some change in the conceptual organisation of content that would be drawn from possibly three focus units from the Queensland syllabus.
- Australian Curriculum Unit 4: Global transformations content, in the main, is not included in the Queensland senior syllabus.
- The Australian Curriculum does not include a detailed study of Feeding the World's People (Queensland syllabus, Focus unit 7) or Managing catchments (Queensland syllabus, Focus unit 2).

Key implications for implementation of the Australian Curriculum subject

- The strong degree of content alignment means that Queensland teachers of Senior Geography would already be familiar with much of the content outlined in the Australian Curriculum: Geography.
- Many existing case studies could be adapted to the Australian Curriculum.
- The key area of content difference is Unit 4: Global transformations. Queensland teachers of Senior Geography would require support to develop resources and deliver this unit.
- Bullet pointed content descriptions in the Australian Curriculum: Geography are open to interpretation. The Queensland documents should offer statements that give greater clarity to or are similar to existing key ideas within the Australian Curriculum.
- The Australian Curriculum: Geography is organised around content and geographic inquiry and skills represents a significant shift in the conceptual organisation of a geography course.
- This is an opportune point to have a syllabus revision.

Appendix 3: Additional jurisdictions reviewed — learning expectations

Ancient History

Scope of learning	How learning is organised	How learning is described
Tasmania		
<p>Office of Tasmanian Assessment, Standards and Certification: Course Document — Ancient Civilisations</p> <p>Content — narrow topics but a lot of choice within topics</p>	<p>The period of focused study for each civilisation is:</p> <ul style="list-style-type: none"> • Egypt: Reign of Djozer (3rd Dynasty, Old Kingdom) to the death of Ramesses III (20th Dynasty, New Kingdom) • Greece: c.600 BCE–330 BCE • Rome: 133 BCE– 81 CE. <p>The course has five sections:</p> <ul style="list-style-type: none"> • Government and leadership • Women in ancient society • Art and architecture within the context of ancient sites • An individual's impact on their society • Elective topic: <ul style="list-style-type: none"> – warfare – drama – trade and economy – religion – death and the afterlife – myths and legends – technology and its impact on daily life 	<p>The syllabus provides desired outcomes and student pathways.</p> <p>It describes the relationship between sections, topics and outcomes.</p> <p>The learning outcomes have discrete standards matrices — eight outcomes over the course of study.</p> <p>The external assessment requirements are articulated and links to Senior Secondary Australian Curriculum have been identified.</p>
Finland		
<p>National Core Curriculum For General Upper Secondary Education Intended For Young People.</p> <p>Instruction in history at upper secondary school will provide students with capabilities to understand the nature of different ages and problems and change processes in their own time and help them to understand the world in international terms.</p> <p>History is a subject that creates an individual, national and European identity. Instruction is based on the nature of history as a discipline and its criteria for formation of knowledge. Consequently, the curriculum document focuses attention on critical analysis and interpretation of information and aims to take diverse perspectives</p>	<p>There are six units of study that examine historical phenomena from the earliest times up until the present day, under their various themes:</p> <ol style="list-style-type: none"> 1. Man, the environment and culture 2. European man 3. International relations 4. Turning points in Finnish history 5. Finland from prehistoric times to autonomy 6. Meeting of cultures. <p>Each unit articulates learning outcomes and core content.</p>	<p>Local curriculums drawn up in accordance with the National Core Curriculum for General Upper Secondary Schools. Each curriculum will determine the teaching and educational work of school(s) concerned. The school will draw up an annual plan for the practical organisation of education for a school year. Each student will draw up their own individual study plan on the basis of the upper secondary school curriculum and the annual plan.</p> <p>Assessment of learning is based on skills and thought patterns characteristic of history and on command of the core contents of the syllabus. Assessment will pay special attention to students' abilities to build structured wholes on the</p>

Scope of learning	How learning is organised	How learning is described
<p>on different phenomena into account. The key concepts of history include time, change, continuity and causality.</p> <p>As a subject that emphasises analysis of change, history creates opportunities to process the future and to assess opportunities relating to the future. Instruction emphasises the relationship between people and their environments, along with the extensive scope of human culture, understanding of cultural diversity and the significance of international harmony.</p>		<p>basis of their knowledge, distinguish between essential and inessential information, understand temporal and causal relationships and critically assess the phenomena and information sources of history.</p>
New Zealand		
<p>New Zealand Senior Secondary teaching and learning guides — Classical studies.</p> <p>Classical studies is the study of the people, places, and events of the classical world and how they influence the modern world.</p> <p>Classical studies is an interdisciplinary subject: students engage with literature, languages, art, history, science, technology, religion, and philosophy.</p> <p>Students explore community, cultural identity, values, and perspectives and think critically about human behaviour and relationships to appreciate the civilisations of ancient Greece and Rome, understand the past and the present, and to imagine possible futures.</p>	<p>Teachers design their own course based around the following key concepts:</p> <ul style="list-style-type: none"> • Citizenship and society The interaction of status, gender, family, rights, responsibilities, and freedom and their importance to wider society. • Culture and identity Social conventions and values, role models, mythology, and belief systems in relation to cultural and social identities, ranging from political and religious to scientific and philosophical ideologies. • Empire and power The rise and fall of individuals and groups; the reasons for cultural, economic, and political imperialism; the causes and consequences of social and political change; the importance of place and environment to individuals and societies. • Conflict The contesting relationships between individuals, groups, and ideas in both historical and literary contexts and the way that conflict can be a force for both continuity and change. • Art and aesthetics The perception of beauty, ideals of harmony and balance, design, creativity, and invention; the influence of classical literature; how art, literature and aesthetics inform cultural values and traditions. • Heritage How and why the ideas and values of the classical world have influenced other cultures. 	<p>There is a section in the curriculum document that offers approaches to pedagogy. This section looks at approaches that have been shown to be effective with diverse learners, and it examines how teachers can know that their teaching is working.</p>

Appendix 4: 21st century skills

Through its own initial research, QCAA has determined a set of 21st century skills that reflect current educational trends.

21st century skills	Elements
Critical thinking	<ul style="list-style-type: none"> • analytical thinking • problem solving • decision making • reasoning • reflecting and evaluating • intellectual flexibility
Creative thinking	<ul style="list-style-type: none"> • innovation • initiative and enterprise • curiosity and imagination • creativity • generating and applying new ideas • identifying alternatives • seeing or making new links
Communication	<ul style="list-style-type: none"> • effective oral and written communication • using language symbols and texts • communicate ideas effectively with diverse audiences
Collaboration and teamwork	<ul style="list-style-type: none"> • relating to others (interacting with others) • recognise and utilise diverse perspectives • participating and contributing • community connections
Personal and social skills	<ul style="list-style-type: none"> • adaptability/flexibility • management (self, career, time, planning and organising) • character (resilience, mindfulness, open- and fair-mindedness, self-awareness) • leadership • citizenship • cultural awareness • ethical (and moral) understanding
ICT skills	<ul style="list-style-type: none"> • operations and concepts • accessing and analysing information • being productive users of technology • digital citizenship (being safe, positive and responsible online)

Modern History

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications
Critical thinking	Critical and creative thinking is integral to the historical inquiry process. There are opportunities for students to delve deeply and broadly into the implications of any missing or questionable information in their investigation of historical topics. The demands of historical inquiry include the ability to pose intelligent questions, interrogate, select and cross-reference sources, and develop interpretations based on an assessment of the evidence and reasoning. Students identify possible weaknesses in their own positions, and analyse, evaluate and synthesise alternative interpretations and representations of the past.	To be emphasised in the syllabus guidelines for school-based implementation in core and elective learning over a two-year course (i.e. Year 11 and Year 12).	Should align with learning and teaching and be assessed in the context of specific units of work/case studies/depth studies. Recommend formative and summative assessment.
Creative thinking	See Critical thinking above.	As above	Recommend formative and summative assessment.
Communication	The Modern History course enhances communication skills. Students develop advanced research and presentation skills to express and justify their views effectively to others.	As above	Recommend formative and summative assessment.
Collaboration and teamwork	Students have opportunities to work both collaboratively in teams and also independently as part of their learning and research in Modern History.	As above	Recommend formative but not summative assessment.

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications
Personal and social skills	Personal and social skills are developed and practised in the Modern History course by students enhancing their communication skills and participating in teamwork. Students develop advanced research and presentation skills to express and justify their views effectively to others. Through the study of individuals and groups in the past, and their source work in particular, students develop their ability to appreciate the perspectives and experiences of others through the practice of empathy. Students develop increasing social awareness through the study of relationships between individuals and diverse social groups in the ancient past.	As above	Recommend formative but not summative assessment.
ICT skills	Information and communication technology (ICT) capability is important in the inquiry process, particularly in relation to investigation, analysis and communication.	Students use digital tools and strategies to locate, access, process and analyse information. They use ICT skills and understandings to investigate and identify the provenance and credibility of evidence and to communicate historical information. Students have opportunities to scrutinise websites and the interpretations and representations of the past they convey, including how and why such sites are constructed, the audiences they serve and their goals in, for example, preservation, education, scholarship. They develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the historical inquiry process.	Recommend formative but not summative assessment.

Ancient History

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications
Critical thinking	Critical and creative thinking is integral to the historical inquiry process. There are opportunities for students to delve deeply and broadly into the implications of any missing or questionable information in their investigation of historical topics. The demands of historical inquiry include the ability to pose intelligent questions, interrogate, select and cross-reference sources, and develop interpretations based on an assessment of the evidence and reasoning. Students identify possible weaknesses in their own positions, and analyse, evaluate and synthesise alternative interpretations and representations of the past.	To be emphasised in the syllabus guidelines for school-based implementation in core and elective learning over a two- year course (i.e. Year 11 and Year 12).	Should align with learning and teaching and be assessed in the context of specific units of work/case studies/depth studies. Recommend formative and summative assessment.
Creative thinking	See Critical and creative thinking above.	As above	Recommend formative and summative assessment.
Communication	The Ancient History course enhances communication skills. Students develop advanced research and presentation skills to express and justify their views effectively to others.	As above	Recommend formative and summative assessment.
Collaboration and teamwork	Students have opportunities to work both collaboratively in teams and also independently as part of their learning and research in ancient history.	As above	Recommend formative but not summative assessment.

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications
Personal and social skills	Personal and social skills are developed and practised in the Ancient History course by students enhancing their communication skills and participating in teamwork. Students develop advanced research and presentation skills to express and justify their views effectively to others. Through the study of individuals and groups in the past, and their source work in particular, students develop their ability to appreciate the perspectives and experiences of others through the practice of empathy. Students develop increasing social awareness through the study of relationships between individuals and diverse social groups in the ancient past.	As above	Recommend formative but not summative assessment.
ICT skills	Information and communication technology (ICT) capability is important in the inquiry process, particularly in relation to investigation, analysis and communication.	Students use digital tools and strategies to locate, access, process and analyse information. They use ICT skills and understandings to investigate and identify the provenance and credibility of evidence and to communicate historical information. Students have opportunities to scrutinise websites and the interpretations and representations of the past they convey, including how and why such sites are constructed, the audiences they serve and their goals in, for example, preservation, education, scholarship. They develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the historical investigation.	Recommend formative but not summative assessment.

Geography

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications
Critical thinking	These skills and processes are recommended for inclusion as part of the general objectives of the syllabus.	To be emphasised in the syllabus guidelines for school-based implementation in core and elective learning over a two-year course (i.e. Year 11 and Year 12).	Should align with learning and teaching and be assessed in the context of specific units of work/case studies/depth studies. Recommend formative and summative assessment.
Creative thinking	As above	As above	Recommend formative and summative assessment.
Communication	As above	As above	Recommend formative and summative assessment.
Collaboration and teamwork	As above	As above	Recommend formative and summative in the context of fieldwork.
Personal and social skills	As above	As above	Recommend formative but not summative assessment.
ICT skills	As above and recommended inclusion of GIS	As above	Recommend formative and summative in the context of summative assessment.

Philosophy and Reason

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications
Critical thinking	These skills and processes are recommended for inclusion as part of the general objectives of the syllabus.	To be emphasised in the syllabus guidelines for school-based implementation in core and elective learning over a two-year course (i.e. Year 11 and Year 12).	Should align with learning and teaching and be assessed in the context of specific units of work/case studies/depth studies. Recommend formative and summative assessment.
Creative thinking	As above	As above	Recommend formative and summative assessment.
Communication	As above	As above	Recommend formative and summative assessment.
Collaboration and teamwork	As above	As above	Recommend formative but not summative assessment.
Personal and social skills	As above	As above	Recommend formative but not summative assessment.
ICT skills	As above	As above	Recommend formative but not summative assessment.

Study of Religion

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications
Critical thinking	These skills and processes are recommended for inclusion as part of the general objectives of the syllabus.	To be emphasised in the syllabus guidelines for school-based implementation in core and elective learning over a two-year course (i.e. Year 11 and Year 12).	Should align with learning and teaching and be assessed in the context of specific units of work/case studies/depth studies. Recommend formative and summative assessment.
Creative thinking	As above	As above	Recommend formative and summative assessment.
Communication	As above	As above	Recommend formative and summative assessment.
Collaboration and teamwork	As above	As above	Recommend formative but not summative assessment.
Personal and social skills	As above	As above	Recommend formative but not summative assessment.
ICT skills	As above	As above	Recommend formative but not summative assessment.

Religion and Ethics

21st century skills	Suitability for inclusion	Extent of inclusion	Possible implications
Critical thinking	These skills and processes are recommended for inclusion as part of the general objectives of the syllabus.	To be emphasised in the syllabus guidelines for school-based implementation in core and elective learning over a two-year course (i.e. Year 11 and Year 12).	Should align with learning and teaching and be assessed in the context of specific units of work/case studies/depth studies. Recommend formative and summative assessment.
Creative thinking	As above	As above	Recommend formative and summative assessment.
Communication	As above	As above	Recommend formative and summative assessment.
Collaboration and teamwork	As above	As above	Recommend formative but not summative assessment.
Personal and social skills	As above	As above	Recommend formative but not summative assessment.
ICT skills	As above	As above	Recommend formative but not summative assessment.

Appendix 5: Academic research

Modern History

Key issues	Recommendations and comments
<p>Source 1: Mark Sheehan, 'History as Something to Do, Not Just Something to Learn: Historical Thinking, Internal Assessment and Critical Citizenship,' <i>New Zealand Journal of Educational Studies</i> 48(2) (2013), pp. 69–83.</p>	
<p>What is the one of the main purposes behind studying history at school?</p>	<p>One of the main purposes behind the study of history at school is to develop a student's historical skills. Thus it is the 'historical skills, rather than any particular content area, that is central to the study of history at school'. (p. 69)</p>
<p>Which historical skill is very important?</p>	<p>Historical thinking is perhaps the most important historical skill students can acquire when studying history at school. (p. 69)</p>
<p>What is historical thinking?</p>	<p>The author implies that historical thinking consists largely of six features that were previously coined by Peter Seixas, namely:</p> <ul style="list-style-type: none"> • establishing historical significance • using source evidence • identifying continuity and change • analyse cause and consequence • take historical perspectives • understand the moral dimension of interpretations.
<p>Why is historical thinking and, by extension, history considered important?</p>	<p>Historical thinking and, by extension, history is considered an important historical skill because it enables students to 'develop reasoned, evidence-based understandings of the past that prepare them to participate in society as critical citizens who can think independently and adjudicate between competing claims of historical authenticity.' (p. 69)</p>
<p>What best motivates students to think historically?</p>	<p>'Conducting internally assessed course-work makes a major contribution to motivating students (as novices) to learn how to think historically, as this process emulates how historians (as experts in the domain) generate and evaluate knowledge.' (p. 69)</p>
<p>Source 2: Kadriye Ercikan & Peter Seixas, 'Issues in Designing Assessments of Historical Thinking,' <i>Theory into Practice</i> 54 (2015), pp. 255–262.</p>	
<p>What types of models have been used to categorise or classify historical thinking for students?</p>	<p>North American institutions have typically organised historical thinking into declarative and procedural categories, with the former being about knowing historical information (often known as 'content,' 'substantive knowledge' or 'first-order concepts') and the latter being about how historical information is acquired, interrogated and applied (often known as 'skills,' 'second order concepts' or 'knowledge-in-use').</p> <p>European institutions, on the other hand, have organised historical thinking into four categories, namely: 'competence in questioning; methodological competence; orientation competence (ability to relate history to one's own life); and subject area competence (knowledge about conceptual terms in history including substantive (like 'revolution') and procedural (like 'periodisation')). Thus what North American institutions would consider as 'content' is largely found in the fourth categorisation only. (p. 256)</p>

Key issues	Recommendations and comments
<p>Source 3: T. Morton, 'Making History Meaningful,' <i>QHistory</i> (2015), pp. 16–21.</p>	
<p>How should aspects of historical thinking be addressed in a syllabus?</p>	<p>There is a need for historical thinking to be referenced explicitly as it 'is seldom discussed in textbooks or presented in the work of historians, until recently they have been mostly ignored in school history.' (p. 17)</p>
<p>Source 4: Peter Seixas, 'Who needs a canon?' in Maria Grever and Siep, eds. <i>Beyond the Canon: History for the Twenty-First Century</i> (New York: Palgrave Macmillan, 2007), pp. 2–19.</p>	
<p>How have educational institutions attempted to deal with multiple histories during the 20th century?</p>	<p>Educational institutions have traditionally dealt with the dilemma of multiple histories through one of three methods. These are as follows:</p> <p>Collective memory approach. Here curriculum designers develop a history program where one point of view is presented — one that is seen as the one and only 'true version' of the past. (p. 20)</p> <p>Disciplinary approach. Here the history curriculum allows students to be given the 'conceptual tools and strategies necessary to criticise the [historical] account, examine the base of evidence upon which it rests, and assess it in relation to competing accounts.' (p. 21)</p> <p>Postmodern approach. Here the history curriculum not only provides competing narratives, but '...acknowledges that competing narratives may not be resolved simply by reference to the base of evidence. Different historical narratives, with their different heroes and villains serve different political and ideological purposes...These competing interpretative stances on the past grow out of different perspectives on the present, and in turn, they support different policy options and identities for the future.' (p. 21)</p>
<p>Of three approaches that have previously informed the design of history curriculums (collective memory, disciplinary and postmodern), which one/s should be used when devising a 21st century history syllabus?</p>	<p>The history curriculum should be designed using both the disciplinary and postmodern approaches. The disciplinary approach would provide students with 'the tools of the historian, so that they could wrestle productively with each other about beliefs, evidence and interpretations of the past' (p. 28). The postmodern approach would help students raise questions about why, 'they came up with such different historical accounts, and what uses those accounts might have, both for themselves and others. On this basis they [history students] will be able to participate fully with each other in a diverse, pluralist society' (p. 28).</p>

Ancient History

Key issues	Recommendations and comments
<p>Source 1: 'History as Something to Do, Not Just Something to Learn': Historical Thinking, Internal Assessment and Critical Citizenship, Mark Sheehan, University of Wellington. <i>New Zealand Journal of Educational Studies</i>, Volume 48, no. 2, 2013, pp. 69–83.</p>	
<p>What is the one of the main purposes behind studying history at school?</p>	<p>One of the main purposes behind the study of history at school is to develop a student's historical skills. Thus it is the historical skills, rather than any particular content area, that is central to the study of history at school (p. 69).</p>
<p>Which historical skill is very important?</p>	<p>Historical thinking is perhaps the most important historical skill students can acquire when studying history at school (p. 69).</p>
<p>What is historical thinking?</p>	<p>The author implies that historical thinking consists largely of six features that were previously coined by Peter Seixas, namely:</p> <ol style="list-style-type: none"> 1. Establishing historical significance 2. Using source evidence 3. Identifying continuity and change 4. Analyse cause and consequence 5. Take historical perspectives 6. Understand the moral dimension of interpretations.
<p>Why is historical thinking and, by extension, history considered important?</p>	<p>Historical thinking and, by extension, history is considered an important historical skill because it enables students to 'develop reasoned, evidence-based understandings of the past that prepare them to participate in society as critical citizens who can think independently and adjudicate between competing claims of historical authenticity' (p. 69).</p>
<p>What best motivates students to think historically?</p>	<p>'Conducting internally assessed course-work makes a major contribution to motivating students (as novices) to learn how to think historically, as this process emulates how historians (as experts in the domain) generate and evaluate knowledge' (p. 69).</p>
<p>Source 2: Issues in Designing Assessments of Historical Thinking, Kadriye Ercikan & Peter Seixas, University of British Columbia, <i>Theory into Practice</i>, Volume 54, 2015, pp. 255–262.</p>	
<p>What types of models have been used to categorise or classify historical thinking for students?</p>	<p>North American institutions have typically organised historical thinking into declarative and procedural categories, with the former being about knowing historical information (often known as 'content') and the latter being about how historical information is acquired, interrogated and applied (often known as 'skills').</p> <p>European institutions, on the other hand, have organised historical thinking into four categories, namely: 'competence in questioning; methodological competence; orientation competence (ability to relate history to one's own life); and subject area competence (knowledge about conceptual terms in history including substantive (like 'revolution') and procedural (like 'periodization')). Thus what North American institutions would consider as 'content' is largely found in the fourth categorisation only (p. 256).</p>

Key issues	Recommendations and comments
<p>Source 3: Who needs a canon?, Peter Seixas, University of British Columbia. In Maria Grever and Siep, eds. <i>Beyond the Canon: History for the Twenty-First Century</i> (New York: Palgrave Macmillan, 2007), pp. 2–19.</p>	
<p>How have educational institutions attempted to deal with multiple histories during the 20th century?</p>	<p>Educational institutions have traditionally dealt with the dilemma of multiple histories through one of three methods. These are as follows:</p> <ol style="list-style-type: none"> 1. Collective memory approach. Here curriculum designers develop a history program where one point of view is presented; one that is seen as the one and only ‘true version’ of the past (p. 20). 2. Disciplinary approach. Here the history curriculum allows students to be given the ‘conceptual tools and strategies necessary to criticise the [historical] account, examine the base of evidence upon which it rests, and assess it in relation to competing accounts’ (p. 21). 3. Postmodern approach. Here the history curriculum not only provides competing narratives, but ‘... acknowledges that competing narratives may not be resolved simply by reference to the base of evidence. Different historical narratives, with their different heroes and villains serve different political and ideological purposes ... These competing interpretative stances on the past grow out of different perspectives on the present, and, in turn, they support different policy options and identities for the future’ (p. 21).
<p>Of three approaches that have previously informed the design of history curriculums (collective memory, disciplinary and postmodern), which one/s should be used when devising a 21st century history syllabus?</p>	<p>The history curriculum should be designed using both the disciplinary and postmodern approaches. The disciplinary approach would provide students with ‘the tools of the historian, so that they could wrestle productively with each other about beliefs, evidence and interpretations of the past’ (p. 28). The postmodern approach would help students raise questions about why ‘they came up with such different historical accounts, and what uses those accounts might have, both for themselves and others. On this basis they [history students] will be able to participate fully with each other in a diverse, pluralist society’ (p. 28).</p>

Geography

Key issues	Recommendations and comments
<p>Source 1: Bednarz, Heffron & Huynh (2013) A Road Map for 21st Century Geography Education: Geography, Education Research, www.researchgate.net/publication/264275198_A_Road_Map_for_21st_Century_Geography_Education_Geography_Education_Research</p>	
<p>This book considers the current issues, challenges and gaps in geography education research. It makes recommendations for actions required to further develop and expand research in geography education.</p>	<p>More needs to be done to identify learning progressions in geography both within and across grade bands knowledge, skills, and practices.</p>
<p>Source 2: Edelson, Shavelson, & Wertheim (2013) Road Map for 21st Century Geography Education Project: Assessment, http://media.education.nationalgeographic.com/assets/file/NGS_RoadMapConcept_AssessmentReport_06_1.pdf</p>	
<p>The authors consider that current assessments of geography, by and large, do not capture the information needed to improve geography teaching and learning. Assessments also do not assess the skills and knowledge expected in post-school geographic fields (p. 65). Identifies six geographic practices that should be the focus of geography learning and assessment: Posing geographic questions, acquiring geographic information, organising geographic information, analysing geographic information, answering questions and designing solutions, communicating with geographic information (p. 48).</p>	<p>Assessments for geography should reflect the ways that geographic knowledge and skills are used in the world, including using geographic evidence-based reasoning, problem solving, and communication. More investment is needed in training and professional development programs to cultivate better assessment practices and to prepare teachers and policy makers to use and learn from a new generation of assessments.</p>
<p>Source 3: Lambert & Morgan (2010) Teaching Geography 11-18: A conceptual approach</p>	
<p>This book is a collection of essays that seek to analyse geography education and its potential with a view to improve current practices. The authors state the purpose of this book then is to deepen and extend our understanding of the potential of geography as a school subject. It seeks to remind the audience that geography remains a valuable part of school education. In Part 3 it identifies the implications of the fact that so much geographical teaching is mediated as a major challenge for the geographic curriculum.</p>	<p>The book makes no explicit recommendations yet it conveys that geography education needs to engage more with concepts and areas of contestation to increase its relevance to students and build their future work skills.</p>

Key issues	Recommendations and comments
<p>Source 4: Goldsberry, Kirk (2013) The Importance of Spatial Thinking Now: Harvard Business Review, https://hbr.org/2013/09/teaching-and-learning-visualiz/</p>	
<p>Following Harvard's example, the removal of Geography Departments from universities since the 1940s has led to a prolonged lack of spatial thinking.</p> <p>As a result, 'not enough people know how to make maps or handle spatial data sets'.</p>	<p>Recommitting to a geography curriculum in high schools and universities is crucial to developing a generation of data visualisers who are equipped to manage current and future global challenges.</p> <p>Spatial thinking needs to drive the curriculum to develop students' skills in data visualisation and spatial analytics.</p>
<p>Source 5: Berg, K. (ed.). (2007). <i>Australians Need Geography</i>. Retrieved 15 Feb 2016 from Australian Geography Teachers Association: www.agta.asn.au/files/Resources/2007/AustNeedGeog.pdf</p>	
<p>There has been a sharp decrease in the number of students studying Geography in Australian schools. As an example, while the overall number of Year 12 students has increased by 7% in the past five years, the number of Year 12 students enrolled in Geography has decreased by 24% in that period.</p> <p>At the lower secondary level, the situation is even more serious in most states, where Geography has been absorbed into the generic subject Studies of Society and Environment, often not taught by trained Geography teachers.</p> <p>This in turn has led to a critical shortage of Australians with geographical understanding and skills and, ultimately, a community that is less able to make informed decisions about issues such as climate change and ageing populations.</p>	<p>Geography needs to be a compulsory part of every student's education up to Year 10, and a stand-alone subject in secondary schools.</p> <p>In secondary schools it is essential that Geography be taught by qualified Geography teachers. Primary school teachers should at least have completed an introductory Geography course.</p> <p>The Geography curriculum needs to include understandings and skills identified as core. Broadly, students should develop:</p> <ul style="list-style-type: none"> • knowledge and understanding of the human and natural characteristics of places and the interactions between them, in Australian and international contexts, and of the central concepts of Geography • a range of intellectual and practical skills, both transferrable and specific to the discipline • informed attitudes and values related to environmental sustainability, a just society, and democratic processes.

Study of Religion

Key issues	Recommendations and comments
<p>Source 1: ReConsult, A collection of blogs about the new GCSE and A-Level RE (25 September 2014). Retrieved from http://thereconsult.blogspot.com.au/2014/11/prof-bob-jackson-uni-of-warwick.html, Professor Robert Jackson PhD, DLitt, FAcSS, Warwick Religions and Education Research Unit, University of Warwick, UK, and European Wergeland Centre, Oslo, Norway.</p>	
<p>Are students interested in studying religions and belief? Is it possible that a focussed study of religion can be made interesting and engaging by skilled religious education teachers?</p>	<p>Research conducted with 14–16 year olds in eight different European nations, including England found that the majority of students in the schools sampled expressed a wish to learn about religion and belief diversity. Students also desired the opportunity for discussion and exchange with peers in the classroom. The challenge is for this to be conducted in a well-informed and positive manner.</p> <p>REDCo* research suggests that teachers need to link what is covered to the interests and concerns of students as far as possible. Skilled religious education teachers are very capable of doing this.</p> <p>* Religion in Education — A Contribution to Dialogue or a Factor of Conflict in Transforming Societies of European Countries is a European research project on religion in education.</p>
<p>Note on the author</p>	<p>Professor Robert Jackson is a leading figure in international debates about religions and education in Europe and a Research Consultant at the University of Warwick. In addition, he is Special Adviser and Professor of Religious Diversity and Education at the European Wergeland Centre, a Council of Europe-related centre based in Oslo that specialises in intercultural, citizenship and human rights education.</p>

Bibliography

- Berg, K. (Ed.). (2007). *Australians Need Geography* retrieved 15 February 2016 from Australian Geography Teachers Association:
www.agta.asn.au/files/Resources/2007/AustNeedGeog.pdf.
- Ercikan, Kadriye & Peter Seixas, 'Issues in Designing Assessments of Historical Thinking,' *Theory into Practice* 54 (2015), pp. 255–262.
- Finnish National Board of Education (n.d.) *National Core Curriculum for General Upper Secondary Schools — History* retrieved 8 February 2016 from www.oph.fi/download/164907_learning_and_competence_2025_finnish_national_board_of_education.pdf.
- Goldsberry, K. (2013, September 30). *The Importance of Spatial Thinking Now* retrieved from Harvard Business Review: <https://hbr.org/2013/09/teaching-and-learning-visualiz>.
- Griffith University (2016) *Bachelor of Environmental Management* retrieved 8 February 2016 from <https://degrees.griffith.edu.au/Program/1009/Courses/Domestic?searchHash=zd47IXtSGX%2FNWWwdUjDhzh6bsE%3D#course-list>.
- Griffith University (2016) *Bachelor of Urban and Environmental Planning* retrieved 8 February 2016 from <https://degrees.griffith.edu.au/Program/1086/Courses/Domestic?searchHash=Qrop1VJrywghqSkbxSgC5rHRcKk%3D#course-list>.
- Griffith University (2016) *History* retrieved 8 February 2016 from www.griffith.edu.au/humanities-languages/history.
- Griffith University (2016) *World History* retrieved 8 February 2016 from <https://degrees.griffith.edu.au/Course/1117LHS>.
- James Cook University (2016) *AR1001 — The World of Archaeology* retrieved 8 February 2016 from <https://secure.jcu.edu.au/app/studyfinder/?subject=AR1001>.
- James Cook University (2016) *Bachelor of Planning* retrieved 8 February 2016 from www.jcu.edu.au/courses-and-study/courses/bachelor-of-planning.
- James Cook University (2016) *Bachelor of Science in Environmental Science and Geography Advanced* retrieved 8 February 2016 from www.jcu.edu.au/courses-and-study/courses/bachelor-of-science-in-environmental-science-and-geography-advanced.
- James Cook University (2016) *HI1302 - World History Since 1900* retrieved 8 February 2016 from <https://secure.jcu.edu.au/app/studyfinder/?subject=hi1302>.
- Monash University (2016) *ATS1320 — Nations at war: Revolution and empire* retrieved 8 February 2016 from www.monash.edu.au/pubs/handbooks/units/ATS1320.html.
- Monash University Handbook (2016) *ATS1247 — Ancient cultures 1* retrieved 8 February 2016 from www.monash.edu.au/pubs/2016handbooks/units/ATS1247.html.
- Morton, T. 'Making History Meaningful,' *QHistory* (2015), pp. 16–21.
- Mutch, C. Hunter, P. Milligan, A. Openshaw, R. Siteine, A. (2008) *Understanding the social sciences as a learning area: A position paper* retrieved 8 February 2016 from Ministry of Education New Zealand: <http://ssol.tki.org.nz/History/curriculum>.

- Office of Tasmanian Assessment Standards (n.d.) Course Document — Ancient Civilisations retrieved 8 February 2016 from www.tasc.tas.gov.au/4dcgi/_www_doc/260251/rnd01/anc315115_course_v2.docx.
- Queensland University of Technology (2016) Bachelor of Science (Environmental Science) retrieved 8 February 2016 from www.qut.edu.au/study/courses/bachelor-of-science/bachelor-of-science-environmental-science.
- Queensland University of Technology (2016) Bachelor of Urban Development (Honours) (Urban and Regional Planning) retrieved 8 February 2016 from www.qut.edu.au/study/courses/bachelor-of-urban-development-honours/bachelor-of-urban-development-honours-urban-and-regional-planning.
- Seixas, Peter. 'Who needs a canon?' in Maria Grever and Siep, Eds. *Beyond the Canon: History for the Twenty-First Century* (New York: Palgrave Macmillan, 2007), pp. 2–19.
- Sheehan, Mark. "History as Something to Do, Not Just Something to Learn': Historical Thinking, Internal Assessment and Critical Citizenship,' *New Zealand Journal of Educational Studies* 48(2) (2013), pp. 69–83.
- Sinema, C. and Aitken, G. Effective pedagogy in social sciences, *Educational Practices Series-23* (2012) pp. 2–35.
- The Australian Curriculum (2015) Ancient History version 7.5 retrieved 8 February 2016 from www.australiancurriculum.edu.au/seniorsecondary/humanities-and-social-sciences/ancient-history/curriculum/seniorsecondary#page=2.
- The National Certificate of Educational Achievement (n.d.) Classical Studies retrieved 8 February 2016 from www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/how-ncea-works.
- University of Queensland (2016) Bachelor of Arts retrieved 8 February 2016 from http://uq.edu.au/study/program.html?acad_prog=2000.
- University of Southern Queensland (2016) Course Specifications retrieved 8 February 2016 from www.usq.edu.au/course/synopses/current/index.html.
- University of Sydney (2016) History — Units of Study retrieved 8 February 2016 from http://sydney.edu.au/arts/history/undergrad/units_of_study.shtml.
- University of Sydney: Arts and Social Sciences (Undergraduate) Handbook 2016 Ancient History retrieved 8 February 2016 from http://sydney.edu.au/handbooks/arts/subject_areas/ancient_history.shtml.
- van Boxtel, C., van Drie, J., (n.d.) Historical Reasoning: A comparison of how experts and novices contextualise historical sources retrieved 8 February 2016 from <http://centres.exeter.ac.uk/historyresource/journal8/boxteldrie.pdf>.
- van Drie, J. van Boxtel, C. (2008) Historical reasoning: Towards a framework for analyzing students' reasoning about the past educational psychology interaction analysis. *Impact Factor: 2.4. 05/2008, 20(2)*, pp. 87–110.