



National History Challenge

The National History Challenge for Australian Students

National History Challenge Example Rubric – Year 7:

LOCATING AND USING SOURCES:			
Learning Intention: <i>They <u>locate</u> and <u>identify</u> primary and secondary sources as evidence in historical inquiry.</i>			
Approaching Standard:	At Standard:	Above Standard:	Well Above Standard:
Locate primary or secondary sources that refer to the theme or historical inquiry.	Locate and identify relevant primary and secondary sources as evidence for your historical inquiry and outline the theme.	Locate and interpret relevant primary and secondary sources as evidence for your historical inquiry and to connect sources to the theme.	Select and analyse relevant primary and secondary sources as evidence for your historical inquiry and examine the significance sources to the theme.
DEMONSTRATING AN UNDERSTANDING OF THE HISTORICAL PERIOD:			
Learning Intention(s): <i>They <u>sequence</u> events and developments to <u>describe</u> causes and effects, and continuities and changes across societies and periods of time. They <u>describe</u> the perspectives, attitudes and values of the past in sources.</i>			
Approaching Standard:	At Standard:	Above Standard:	Well Above Standard:
Listen to perspectives, attitudes and values of people from the past and how and why they may have changed over time.	Describe the perspectives, attitudes and values of people from the past and how and why they may have changed over time.	Interpret and compare the perspectives, attitudes and values of people from the past and how and why they may have changed over time.	Analyse and compare the perspectives, attitudes and values of people from the past and how and why they may have changed over time.
USING EVIDENCE AND INFORMATION TO CREATE AN EFFECTIVE DISCUSSION			
Learning Intention: <i>Students <u>use</u> historical knowledge, concepts, terms and evidence from sources to <u>create</u> descriptions, explanations and historical arguments.</i>			
Approaching Standard:	At Standard:	Above Standard:	Well Above Standard:
Copy historical information to recite descriptions and explanations of a historical topic.	Use historical knowledge of your inquiry topic to create a historical argument that includes descriptions and explanations. Include a bibliography with three annotated sources.	Use historical knowledge of your inquiry topic to formulate a historical argument that examines descriptions and explanations. Include a bibliography with three annotated sources.	Use historical knowledge of your inquiry topic to determine a historical argument that examines descriptions and explanations. Include a bibliography with three annotated sources.



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National History challenge Rubric – Year 8 example:

LOCATING AND USING SOURCES:			
Learning Intention: They <u>locate</u> and <u>identify</u> a range of primary and secondary sources as evidence in historical inquiry.			
Approaching Standard:	At Standard:	Above Standard:	Well Above Standard:
Locate primary or secondary sources that refer to the theme or historical inquiry.	Locate and identify a range of relevant primary and secondary sources as evidence for your historical inquiry and outline the theme.	Locate and interpret a range of relevant primary and secondary sources as evidence for your historical inquiry and to connect sources to the theme.	Select and analyse a range of relevant primary and secondary sources as evidence for your historical inquiry and examine the significance sources to the theme.
DEMONSTRATING AN UNDERSTANDING OF THE HISTORICAL PERIOD:			
Learning Intention(s): They sequence events and developments to <u>explain</u> causes and effects, and patterns of continuity and change across societies and time periods. They <u>describe</u> perspectives, attitudes and values of the past, and <u>suggest</u> reasons for different points of view.			
Approaching Standard:	At Standard:	Above Standard:	Well Above Standard:
Listen to perspectives, attitudes and values of people from the past and how and why they may have changed over time.	Describe the perspectives, attitudes and values of people from the past, suggest reasons for different points of view, and explain how and why they may have changed over time.	Interpret and compare the perspectives, attitudes and values of people from the past, examine reasons for different points of view, and demonstrate how and why they may have changed over time.	Analyse and compare the perspectives, attitudes and values of people from the past, evaluate reasons for different points of view, and investigate how and why they may have changed over time.
USING EVIDENCE AND INFORMATION TO CREATE AN EFFECTIVE DISCUSSION			
Learning Intention: Students <u>use</u> historical knowledge, concepts, terms and references to <u>evidence</u> from sources to <u>create</u> descriptions, explanations and historical arguments.			
Approaching Standard:	At Standard:	Above Standard:	Well Above Standard:
Copy historical information to recite descriptions and explanations of a historical topic.	Use historical knowledge of your inquiry topic to create a historical argument that includes descriptions and explanations. Include a bibliography with three annotated sources and references evidence arguments within the inquiry.	Use historical knowledge of your inquiry topic to formulate a historical argument that examines descriptions and explanations. Include a bibliography with three annotated sources and references evidence arguments within the inquiry.	Use historical knowledge of your inquiry topic to determine a historical argument that examines descriptions and explanations. Include a bibliography with three annotated sources and references evidence arguments within the inquiry.



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National History challenge Rubric – Year 9 example:

LOCATING AND USING SOURCES:			
Learning Intention: They <u>locate</u> , <u>select</u> and <u>compare</u> primary and secondary sources, and <u>use</u> information in sources as evidence in historical inquiry.			
Approaching Standard:	Approaching Standard:	Approaching Standard:	Approaching Standard:
Locate primary or secondary sources that refer to the theme or historical inquiry.	Locate, select and compare relevant primary and secondary sources as evidence, use them as evidence for your historical inquiry and outline the theme.	Select, classify and compare a range of relevant primary and secondary sources, use them as evidence for your historical inquiry and to connect sources to the theme.	Select, analyse and compare a range of relevant primary and secondary sources, synthesise them as evidence for your historical inquiry and examine the significance sources to the theme.
DEMONSTRATING AN UNDERSTANDING OF THE HISTORICAL PERIOD:			
Learning Intention: They <u>explain</u> causes and effects, and patterns of continuity and change connected to a period, event or movement. Students <u>compare</u> perspectives of significant events and developments, and <u>explain</u> the factors that influence these perspectives.			
Approaching Standard:	At Standard:	Above Standard:	Well Above Standard:
Observe perspectives, attitudes and values of people from the past and how and why they may have changed over time.	Compare the perspectives, attitudes and values of people from the past, explain the factors that influence differing points of view, and explain how and why events and movements can create change over time.	Interpret and compare the perspectives, attitudes and values of people from the past, examine the factors that influence differing points of view, and investigate how and why events and movements can create change over time.	Analyse and compare the perspectives, attitudes and values of people from the past, evaluate the factors that influence differing points of view, and determine how and why events and movements can create change over time.
USING EVIDENCE AND INFORMATION TO CREATE AN EFFECTIVE DISCUSSION			
Learning Intention: Students <u>use</u> historical knowledge, concepts and terms to <u>develop</u> descriptions, explanations and historical arguments that <u>acknowledge</u> evidence from sources.			
Approaching Standard:	At Standard:	Above Standard:	Well Above Standard:
Copy historical information to recite descriptions and explanations of a historical topic.	Use historical knowledge of your inquiry topic to develop a historical argument that includes descriptions and explanations. Include a bibliography with three annotated sources and acknowledge sources as evidence throughout arguments within the inquiry.	Use historical knowledge of your inquiry topic to formulate a historical argument that examines descriptions and explanations. Include a bibliography with three annotated sources and acknowledge sources as evidence throughout arguments within the inquiry.	Use historical knowledge of your inquiry topic to formulate and defend a historical argument that examines descriptions and explanations. Include a bibliography with three annotated sources and acknowledge sources as evidence throughout arguments within the inquiry.



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National History challenge Rubric – Year 10 example:

LOCATING AND USING SOURCES:			
Learning Intention: They <u>locate</u> , <u>select</u> and <u>compare</u> a range of primary and secondary sources and <u>synthesise</u> the information in sources to use as evidence in historical inquiry.			
Approaching Standard:	At Standard:	Above Standard:	Well Above Standard:
Locate primary or secondary sources that refer to the theme or historical inquiry.	Locate, select and compare a range of relevant primary and secondary sources as evidence, synthesise them as evidence for your historical inquiry and outline the theme.	Select, classify and compare a range of relevant primary and secondary sources, synthesise them as evidence for your historical inquiry and to connect sources to the theme.	Select, analyse and compare a range of relevant primary and secondary sources, synthesise them as evidence for your historical inquiry and examine the significance sources to the theme.
DEMONSTRATING AN UNDERSTANDING OF THE HISTORICAL PERIOD:			
Learning Intention(s): They sequence events and developments to <u>analyse</u> cause and effect, and patterns of continuity and change, connected to a period, event or movement. They <u>evaluate</u> perspectives of significant events and developments, and <u>explain</u> the important factors that influence these perspectives.			
Approaching Standard:	At Standard:	Above Standard:	Well Above Standard:
	Difference: +sequence back in, analyse, evaluate, important factors		
Observe perspectives, attitudes and values of people from the past and how and why they may have changed over time.	Evaluate the perspectives, attitudes and values of people from the past, explain the important factors that influence differing points of view, and analyse how and why events and movements can create change over time.	Evaluate and integrate the perspectives, attitudes and values of people from the past, examine the important factors that influence differing points of view, and determine how and why events and movements can create change over time.	Evaluate and justify the perspectives, attitudes and values of people from the past, determine the factors that influence differing points of view, and validate how and why events and movements can create change over time.
USING EVIDENCE AND INFORMATION TO CREATE AN EFFECTIVE DISCUSSION			
Learning Intention: Students <u>use</u> historical knowledge, concepts and terms to <u>develop</u> descriptions, explanations and historical arguments that <u>synthesise</u> evidence from sources.			
Approaching Standard:	At Standard:	Above Standard:	Well Above Standard:
Copy historical information to recite descriptions and explanations of a historical topic.	Use historical knowledge of your inquiry topic to develop a historical argument that includes descriptions and explanations. Include a bibliography with three annotated sources and synthesise evidence from sources that are referenced throughout arguments within the inquiry.	Integrate historical knowledge of your inquiry topic to formulate a historical argument that examines descriptions and explanations. Include a bibliography with three annotated sources and synthesise evidence from sources that are referenced throughout arguments within the inquiry.	Intergrate historical knowledge of your inquiry topic to formulate and defend a historical argument that examines descriptions and explanations. Include a bibliography with three annotated sources and synthesise evidence from sources that are referenced to validate arguments throughout the inquiry.