

UNIT INFORMATION

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| UNIT CODE | HT101 | |
| UNIT NAME | A Map of Time: An Introduction to History | |
| ASSOCIATED HIGHER EDUCATION AWARDS | Diploma in the Liberal Arts: Foundations of Wisdom Bachelor of Arts in the Liberal Arts Bachelor of Education (Secondary) Bachelor of Education (Primary) Bachelor of Arts/Bachelor of Education (Secondary) | |
| DURATION | One semester | |
| LEVEL | AQF 7 | |
| UNIT COORDINATOR | Richard Leo | |
| TEACHING STAFF | Richard Leo | |
| CORE / ELECTIVE | UG Core | |
| WEIGHTING | Unit credit points 10 Course credit points: 80 – Diploma in the Liberal Arts: Foundations of Wisdom 240 – Bachelor of Arts in the Liberal Arts 320 – Bachelor of Education (Secondary) 320 – Bachelor of Education (Primary) 320 – Bachelor of Arts/Bachelor of Education (Secondary) | |
| LEARNING DELIVERY | Interactive engagement through on-campus or online learning modes with full access to CHC’s learning portal of resources: On-Campus mode <ul style="list-style-type: none"> • Weekly lecture/tutorial. Plus, CHC learning portal resources (see below). On-line mode <ul style="list-style-type: none"> • CHC learning portal (Moodle™) including: <ul style="list-style-type: none"> ○ Synchronous and asynchronous virtual lectures (multi-user collaborative learning interfaces, lecture capture, interactive Power Point presentation and resources) ○ lecture capture recordings bank ○ weekly readings ○ learning guides; ○ assessment guides ○ Collaborative forums: Student forums and News forum. ○ Turnitin assessment and feedback tool. <p>All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.</p> | |
| STUDENT WORKLOAD | Face-to-face on-site | |
| | Timetabled hours per semester: | 39 hours |
| | Personal study hours per semester: | 111 hours |
| | Total | 150 hours |

External/Online

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|------------------------------------|------------------|
| Timetabled hours per semester: | 39 hours |
| Personal study hours per semester: | 111 hours |
| Total | 150 hours |

Students requiring additional English language support are expected to undertake an additional one hour per week.

PREREQUISITES / COREQUISITES / RESTRICTIONS Nil

RATIONALE

Enduring Understanding: Human history shows a continuing narrative of how to build sustainable communities in accordance with God's purposes.

This unit invites students to develop a broad and coherent knowledge and understanding of the scope and sequence of the history of humanity, through a big picture approach. Students examine the history of the universe and the world, its beginnings and ongoing development of human history to the current era. This unit is deliberately formulated using a 'Big History' approach that introduces students to viewing history through a macro lens. By taking a 'longue durées' approach to history, students are also shown how to balance historically critical approaches and practice the underlying principles and concepts of the discipline of history. They will pursue cognitive, technical and communication skills that will assist them to analyse and evaluate historical information. Consequently, creative historical interpretative skills, especially in the ability to review critically, analyse, consolidate and synthesise knowledge are established. These creative and critical skills are established by allowing students to demonstrate their own autonomy in creating a historical viewpoint using well-developed judgements and responsibility for their self-directed contexts for work and learning. By initiating their own problem-solving and decision-making students will demonstrate they are able to take responsibility for their learning within the discipline of history. Throughout this unit students are invited to a deep and productive engagement with historical criticism through a biblically-based Christian worldview which will both affirm, enrich and critically develop said worldview.

CONTENT

Readings need to be completed before the class session for which they are assigned.

- 1 What is 'Big History' and how do we 'do' history?
- 2 Situating ourselves in our history – biblical Christianity and the historical narrative
- 3 Thresholds 1-3: Beginnings – The Big Bang, Stars and Elements.
- 4 Threshold 4: Our Solar System and Earth.
- 5 Threshold 5: What is 'life'?
- 6 Threshold 6: Human Origins and Early Human History – many worlds.
- 7 Threshold 7: The Holocene – few worlds – the rise of agriculture and ancient civilizations.
- 8 Threshold 8: The Modern Era – Expansion, Interconnection and the emergence of one world.
- 9 Threshold 8 continued: Acceleration.
- 10 Threshold 9 : The Anthropocene.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

- 1 Recognise a broad and coherent chronological narrative of human history;
- 2 Demonstrate the ability to form historical understanding of issues, trends and themes in global history through critical inquiry;
- 3 Analyse the interaction of sociocultural, political, economic and environmental factors of how societies are sustained;
- 4 Evaluate historical evidence, through critical thinking and historical judgement, interpretation and extrapolation;
- 5 Discuss global and human history through a biblically-based Christian worldview; and
- 6 Communicate at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation

ASSESSMENT TASKS

A grade of at least 50% overall is required to pass this unit. Students must submit a reasonable attempt at all assessment items.

TASK 1: RESPONSE TO STIMULUS

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| Word Length/Duration: | 4 x 400 words each analysis (total 1600 words) |
| Weighting: | 40% |
| Learning Outcomes: | 2, 4-6 |
| Assessed: | Week 2, 4, 6, 8 |

Students will be provided with a selection of primary documents and will be given 2 weeks to complete a document analysis response. This task is completed twice over the semester. Two document studies.

TASK 2: RESEARCH PAPER PLAN & RESEARCH PAPER

| | |
|-----------------------|--|
| Word Length/Duration: | 1750 words in total for Task 2a and 2b |
| Weighting: | 10% + 40% |
| Learning Outcomes: | 1-6 |
| Assessed: | Part (a): Week 11, Part (b): Week 14 |

Students must complete BOTH of the following:

- Provide a detailed essay plan for the 'Little Big History' research paper that tells the history of an object, event, or idea from a Big History perspective.
- Develop a 'Little Big History' research paper that tells the history of an object, event, or idea from a Big History perspective.

TASK 3: FORUM POSTS

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|-----------------------|---|
| Word Length/Duration: | An approximate total of 600 words is allocated (150 words x 2 for summaries, plus 7 x posts of approximately 40 words each) |
| Weighting: | 10% |
| Learning Outcomes: | 1-6 |
| Assessed: | Weeks 2-11 |

On two occasions during the semester, students will be asked to upload a **brief 150-word summary** of one or more key ideas of their own choice from the topic for that week, with the lecturer allocating students to weeks for this task at the end of Week 1.

ASSESSMENT ALIGNMENT

| Assessment Task | Learning Outcome | Content | Graduate Attributes |
|-----------------|------------------|---------|---------------------|
| Task 1 | 2, 4-6 | | |
| Task 2 | 1-6 | | |
| Task 3 | 1-6 | | |

ASSESSMENT ELABORATION

Task 1: Response to Stimulus

Task: Students will be provided with a selection of primary documents and will be given one (1) week to complete a document analysis response. This task is completed four (4) times over the semester. Students will receive detailed feedback on their first document study to assist them with the remaining document studies. The remaining studies will also receive appropriate feedback.

This task is also commonly referred to as a documentary source analysis and is a key skill in historical interpretation. It is not simply summarising or describing what happened but is rather an analysis of the motivations, intent and purpose of a document within its particular historical context. When using sources for evidence, you need to be able to demonstrate your knowledge of them by identifying their historical background. Analysis is the ability to demonstrate an understanding of the elements that contributed to the creation of a historical source. It answers the question: 'Why does this source exist in its current form?'

Your marker will be looking to see that you have provided discerning commentary about the documents provided and how it/they inform your understanding of the period being studied. In doing so you will need to ensure that you have analysed what the evidence says – and what it doesn't say. Ensure that you have thoroughly and correctly documented any relevant quotations and avoid including quotations without telling your reader who the speaker is.

There are six analysis skills that you need to master: information, origin, perspective, context, audience and motive. Please refer to the links provided on Moodle for a deeper explanation of how to practice these skills including advice on how to structure your writing so that these skills are shown.

Task 2a: Research Essay Plan

Provide a detailed essay plan for the 'Little Big History' research paper that tells the history of an object, event, or idea from a Big History perspective.

This task is meant to be more than a series of quick notes scratched out on the back of an envelope! It is designed to focus your thinking and research prior to sitting down and writing your final paper. When it is finished, you should be in a position where you will be able to clearly see how your essay and overall argument will be structured, including the evidence, sources and quotations that you plan to include. That said, that even though you have written this plan, your final paper is subject to change and revision as your further hone your thoughts. Indeed, your final paper (see Task 2b) may ultimately look slightly different to your plan based on this developmental process – and that is ok!

There will be a variety of links provided on Moodle that will provide more detailed advice on how to present and structure this task but essentially you will be providing your marker with the following elements:

Introduction: Every essay needs an introduction (3-5 sentences). This will generally contain a brief summary of your topic and the general argument or direction of your essay. It also might include reasons as to why you have chosen this topic (e.g. in response to particular experiences, media stories or other reasons)

Paragraphs: Every essay must be written in paragraphs. Each paragraph should explain one main idea and contain the essentials of a topic sentence, a full explanation of the point you're making, relevant examples and/or quotations, and, finally, a justification of why these are important to your overall argument. Further details will be provided through the learning resources available on Moodle.

Conclusion: the broad outline of a conclusion should be included

Task 2b: Research Paper

Develop a 'Little Big History' research paper that tells the history of an object, event, or idea from a Big History perspective.

This is the formalised written version of the plan you have previously submitted. As stated earlier, the final essay may end up being slightly different to the submitted plan as you hone your thinking during the writing stage, or based on any feedback you receive from your marker – and that is ok! Do not forget to include your bibliography or reference list on a separate page and also to include your footnotes. The referencing system you are using is Chicago (footnotes).

You are to write a 'Little Big History' (LBH) on one of the following options:

- an object or a commodity (anything that is bought and sold)
- a process or technical innovation
- a social construct or institution
- an activity

A LBH allows you the opportunity to delve into an object, event, or idea in depth from a Big History perspective and is defined by the following three criteria:

1. It captures change over time and includes at least three thresholds of increasing complexity.
2. Unlike many histories, the chronological account must refer to at least one time period, event, or piece of evidence dating from before the evolution of humans.
3. Since Big History uses many approaches to knowledge, such as geology, cosmology, biology, and chemistry, an LBH should include at least two disciplines

Basically, just about anything that interests you is open to research, provided it meets the above three criteria.

Refer to the links on Moodle for advice on how to develop and structure your LBH.

Task 3: Forum Posts

Task: On two occasions during the semester, students will be asked to upload a **brief 150-word summary** of one or more key ideas of their own choice from the topic for that week, with the lecturer allocating students to weeks for this task at the end of Week 1. When not scheduled to provide a summary, each student shall, in other weeks, respond briefly to the summaries uploaded by other students to the forum.

Students will be assessed on their contribution to the forum over nine weeks of Semester. No forum contributions are required in Weeks 1, 10, 12, 13 or 14. Students must contribute in at least eight out of the nine weeks, otherwise they will receive a mark of zero out of ten.

SPECIALIST FACILITIES OR EQUIPMENT

Nil.

PRESCRIBED TEXTS

Note: Students are expected to purchase or have access to the prescribed text(s).

Christian, David. *This Fleeting World: a Short History of Humanity*. Great Barrington, Mass: Berkshire, 2008.

Christian, David. *Origin Story*. UK: Allen Lane, Penguin, 2018.

RECOMMENDED READINGS

BOOKS

Alvarez, Walter. *A Most Improbable Journey – A Big History of Our Planet and Ourselves*. New York: WW Norton & Company, 2017

Ayre, Clive. *Earth, Faith and Mission: The Theology and Practice of Earthcare*. Northcote, Victoria: Morning Star Publishing, 2013.

Bishop, Robert C. et al. *Understanding Scientific Theories of Origins: Cosmology, Geology, and Biology in Christian Perspective*. Downers Grove, IL: Intervarsity Press, 2018.

Brown, Cynthia Stokes. *Big History: From the Big Bang to the Present*. New York: The New Press, 2007

Christian, David. *Origin Story: A Big History of Everything*. New York: Hachette Book Group, 2018.

Christian, David. *Maps of Time: Introduction to Big History*. 2nd ed. Berkley, CA: University of California Press, 2011.
Cox, B. & Cohen, A. *Human Universe*. London: William Collins, 2016.

Crosby, Alfred. *The Columbian Exchange: Biological and Cultural Consequences of 1492*. Westport, CT: Praeger Publishers, 2003.

Darwin, Charles. *Penguin Books – Great Ideas: On Natural Selection*. New York: Penguin, 1859; 2004.

Diamond, Jared. *Collapse: How Societies Choose to Fail or Succeed*. New York: Penguin, 2011.

Enns, Peter. *The Evolution of Adam: What the Bible does and doesn't say about Human Origins*. Grand Rapids, MI: BrazosPress, 2012.

Fea, John. *Why Study History? Reflecting on the Importance of the Past*. Grand Rapids, MI: Baker Academic, 2013.

Flannery, T. *Europe: the first 100 million years*. London. Penguin Books, 2019.

Fontani, M., Costa, M., and Orna, M.V. *The Lost Elements: the periodic table's shadow side*. Oxford, Oxford University Press, 2015.

Hays, Christopher M., and Christopher Ansberry. *Evangelical Faith and the Challenge of Historical Criticism*. London: SPCK, 2013.

Johnson, Steven. *The Ghost Map: The Story of London's Most Terrifying Epidemic – and How it Changed Science, Cities, and the Modern World*. New York: Riverhead Books, 2006.

Kass, Leon R. *The Beginning of Wisdom: Reading Genesis*. Chicago: University of Chicago Press, 2003.

Kolbert, Elizabeth. *The Sixth Extinction: An Unnatural History*. New York: Henry Holt and Company, 2014.

Lane, Nick. *The Vital Question: Energy, Evolution, and the Origins of Complex Life*. New York: WW Norton & Company, 2015.

Lang, Kenneth R. *The Life and Death of Stars*. Cambridge: Cambridge University Press, 2013.

Levin, Janna. *Black Hole Blues and Other Songs from Outer Space*. New York: Anchor Books, 2017.

MacGregor, Neil. *A History of the World in 100 Objects*. Harmondsworth: Penguin, 2013.

Rovelli, Carlo. *Seven Brief Lessons on Physics*. New York: Riverhead Books, 2015.

Sobel, Dava. *The Glass Universe: How the Ladies of the Harvard Observatory Took the Measure of the Stars*. New York: Penguin, 2016.

OTHER

In addition to the resources above, students should have access to a Bible, preferably the NRSV.

UNIT REVIEW

| SEMESTER | FEEDBACK AND RESPONSE |
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RUBRIC

TASK 1 RESPONSE TO STIMULUS

| HT101: Assessment Rubric: Response to Stimulus | | STUDENT NAME: | | Task #1.a <input type="checkbox"/> | #1.b <input type="checkbox"/> | #1.c <input type="checkbox"/> | #1.d <input type="checkbox"/> |
|--|---|--|--|---|--|-------------------------------|-------------------------------|
| WEIGHTING: 40% (10% per task) | | | | | | | |
| CRITERIA | High Distinction | Distinction | Credit | Pass | Fail | | |
| Historical Knowledge and Understanding [LO 2] | The student: <ul style="list-style-type: none"> identifies conceptually complex issues when investigating historical documents; demonstrates critical reflection on historical documents responding appropriately about direction and emphasis. | The student: <ul style="list-style-type: none"> identifies significant issues when investigating historical documents; demonstrates reflection on historical documents | The student: <ul style="list-style-type: none"> devises or applies straightforward historical questions and sub-questions to historical documents; demonstrates a satisfactory understanding of the historical significance of historical documents. | The student: <ul style="list-style-type: none"> uses closed, factually based historical questions when investigating historical documents; demonstrates a limited understanding of the historical significance of historical documents | The student: <ul style="list-style-type: none"> requires considerable help in framing questions towards historical documents; demonstrates a fragmentary understanding of the historical significance of historical documents | | |
| Forming historical knowledge through critical inquiry [LO 4 – 5] | In response to inquiry questions on historical documents, the student: <ul style="list-style-type: none"> comprehend and apply explicit and implicit meanings analyse to identify implicit and explicit patterns of information relating to historical issues & categorise evidence consider the time period and context and perceptively interpret values, motives and perspectives corroborate primary and secondary sources evaluates the relevance, representativeness, accuracy and reliability of sources; synthesises evidence from primary and/or secondary sources to justify insightful decisions. | In response to inquiry questions on historical documents, the student: <ul style="list-style-type: none"> comprehends explicit and implicit meanings analyse to identify explicit patterns and allocate information to categories interpret values and motives of groups, identifying their perspectives corroborate secondary sources evaluates the relevance, accuracy and reliability of sources; synthesises evidence from primary and/or secondary sources to make reasoned decisions. | In response to inquiry questions on historical documents, the student: <ul style="list-style-type: none"> comprehends explicit meanings identify simple and familiar concepts, values and motives that are explicit analyse to identify obvious themes or patterns recognise relevant sources detect bias in sources refers mainly to primary and/or secondary sources to make obvious decisions. | In response to inquiry questions on historical documents, the student: <ul style="list-style-type: none"> identifies basic explicit facts comprehends some of the explicit meaning groups information according to identified classifications where decisions are made, supports them mainly with opinions. | In response to inquiry questions on historical documents, the student: <ul style="list-style-type: none"> includes some information relevant to a factual inquiry; comprehends some factual detail in a basic historical source; recognises information with some common characteristics in a basic historical source. | | |
| Communicating Historical knowledge [LO 6] | The student: <ul style="list-style-type: none"> consistently communicates selected definitions, key historical concepts, terms, events, developments and people, and the relationships among them; presents coherent, valid, historical arguments that; <ul style="list-style-type: none"> incorporate concepts of continuity and change over time use extensive vocabulary in a succinct and effective manner accord closely with the style and conventions applicable to this research assignment refer to evaluation processes without disrupting the argument incorporate direct and indirect references to diverse and relevant historical evidence accurately use the conventions of a recognised system of referencing meets stipulated requirements of length, format and scope of this written research task. | The student: <ul style="list-style-type: none"> usually communicates selected definitions, key historical concepts, terms, events, developments and people; presents coherent, credible, historical arguments that; <ul style="list-style-type: none"> refer to the causes and consequences of changes and continuities over time use vocabulary effectively accord for the most part with the style and conventions applicable to this research assignment incorporate direct and indirect reference to relevant historical evidence use appropriate conventions of a recognised system of referencing meets stipulated requirements of length, format and scope in most instances of this written research task. | The student: <ul style="list-style-type: none"> communicates some selected definitions and descriptions of key historical concepts, terms, events, developments and people; presents coherent responses that; <ul style="list-style-type: none"> use some historical concepts incorporate some direct reference to appropriate sources of historical evidence are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions use some elements of a recognised system of referencing most stipulated requirements of length, format and scope are met. | The student: <ul style="list-style-type: none"> communicates some selected accurate definitions and historical knowledge; presents responses to basic historical research questions that; <ul style="list-style-type: none"> incorporate some reference to sources of historical evidence convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and conventions uses some elements of a recognised system of referencing, with frequent inaccuracies usually completes tasks but may not meet all of the stipulated requirements of length, format and scope. | The student: <ul style="list-style-type: none"> communicates little selection of accurate historical knowledge; presents responses to historical research that contain errors in vocabulary, style and conventions that obscure meaning; where the task is completed, rarely meets the requirements of length, format and scope. | | |
| Overall Grade: | | Signed: | | | Date: | | |
| Comments: | | | | | | | |



RUBRIC

TASK 2A RESEARCH ESSAY PLAN

| HT101: Assessment Rubric: Research Essay Plan | | STUDENT NAME: | | Task #2.a | |
|--|--|--|--|---|---|
| WEIGHTING: 10% | | | | | |
| CRITERIA | High Distinction | Distinction | Credit | Pass | Fail |
| Historical Knowledge and Understanding [LO 1 – 2] | The student: <ul style="list-style-type: none"> identifies conceptually complex issues when investigating the past demonstrates initiative by locating and organising primary and secondary sources that offer a range of perspectives on historical issues demonstrates critical reflection on historical issues responding appropriately about direction and emphasis. | The student: <ul style="list-style-type: none"> identifies significant issues when investigating the past; demonstrates initiative by locating and organising primary and secondary sources that are relevant and offer different perspectives on the past; demonstrates reflection on historical issues | The student: <ul style="list-style-type: none"> devises or applies straightforward historical questions and sub-questions on the past; locates and organises some relevant sources; Demonstrates a satisfactory understanding of the historical significance of historical issues. | The student: <ul style="list-style-type: none"> uses closed, factually based historical questions when investigating the past; locates some relevant sources; demonstrates a limited understanding of the historical significance of the past | The student: <ul style="list-style-type: none"> requires considerable help in framing questions on the past; locates some information in sources provided; demonstrates a fragmentary understanding of the historical significance of the past |
| Forming historical knowledge through critical inquiry [LO 4] | In response to inquiry questions on historical issues, the student: <ul style="list-style-type: none"> uses a diversity of primary and secondary, both literary and non-literary, sources to; <ul style="list-style-type: none"> comprehend explicit and implicit meanings analyse to identify explicit patterns and allocate information to categories interpret values and motives of groups, identifying their perspectives corroborate secondary sources evaluates the relevance, representativeness accuracy and reliability of sources; synthesises evidence from primary and secondary sources to make reasoned decisions. | | In response to inquiry questions on historical issues, the student: <ul style="list-style-type: none"> generally, uses primary and secondary, both literary and non-literary, sources to; <ul style="list-style-type: none"> comprehend explicit meanings identify simple and familiar concepts, values and motives that are explicit analyse to identify obvious themes or patterns recognise relevant sources detect bias in sources refers to mainly secondary sources to make obvious decisions. | | In response to inquiry questions on historical issues, the student: <ul style="list-style-type: none"> generally, when dealing with historical sources; <ul style="list-style-type: none"> identifies basic explicit facts comprehends some of the explicit meaning groups information according to identified classifications where decisions are made, supports them mainly with opinions. |
| Communicating Historical knowledge [LO 6] | The student: <ul style="list-style-type: none"> usually communicates selected definitions, key historical concepts, terms, events, developments and people; presents coherent, credible, historical arguments that; <ul style="list-style-type: none"> refer to the causes and consequences of changes and continuities over time use vocabulary effectively accord for the most part with the style and conventions applicable to this research assignment incorporate direct and indirect reference to relevant historical evidence use appropriate conventions of a recognised system of referencing meets stipulated requirements of length, format and scope in most instances of this written research task. | | The student: <ul style="list-style-type: none"> communicates some selected definitions and descriptions of key historical concepts, terms, events, developments and people; presents coherent responses that; <ul style="list-style-type: none"> use some historical concepts incorporate some direct reference to appropriate sources of historical evidence are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions use some elements of a recognised system of referencing most stipulated requirements of length, format and scope are met. | | The student: <ul style="list-style-type: none"> communicates some selected accurate definitions and historical knowledge; presents responses to basic historical research questions that; <ul style="list-style-type: none"> incorporate some reference to sources of historical evidence convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and conventions uses some elements of a recognised system of referencing, with frequent inaccuracies usually completes tasks but may not meet all of the stipulated requirements of length, format and scope. |
| Overall Grade: | | Signed: | | Date: | |
| Comments: | | | | | |



RUBRIC

TASK 2B RESEARCH ESSAY

| HT101: Assessment Rubric: Research Essay | | STUDENT NAME: | | Task #2.b <input type="checkbox"/> | |
|--|---|--|--|---|--|
| WEIGHTING: 40% | | | | | |
| CRITERIA | High Distinction | Distinction | Credit | Pass | Fail |
| Historical Knowledge and Understanding [LO 1 – 2] | The student: <ul style="list-style-type: none"> identifies conceptually complex issues when investigating the past demonstrates initiative by locating and organising primary and secondary sources that offer a range of perspectives on historical issues demonstrates critical reflection on historical issues responding appropriately about direction and emphasis. | The student: <ul style="list-style-type: none"> identifies significant issues when investigating the past; demonstrates initiative by locating and organising primary and secondary sources that are relevant and offer different perspectives on historical issues; demonstrates reflection on historical issues | The student: <ul style="list-style-type: none"> devises or applies straightforward historical questions and sub-questions on the past; locates and organises some relevant sources; Demonstrates a satisfactory understanding of the historical significance of the past. | The student: <ul style="list-style-type: none"> uses closed, factually based historical questions when investigating the past; locates some relevant sources; demonstrates a limited understanding of the significance of historical issues | The student: <ul style="list-style-type: none"> requires considerable help in framing questions on the past; locates some information in sources provided; demonstrates a fragmentary understanding of the significance of historical issues |
| Forming historical knowledge through critical inquiry [LO 3 – 5] | In response to inquiry questions on historical issues, the student: <ul style="list-style-type: none"> uses a diversity of primary and secondary both literary and non-literary sources to; <ul style="list-style-type: none"> comprehend and apply explicit and implicit meanings analyse to identify implicit and explicit patterns of information relating to historical issues & categorise evidence consider the time period and context and perceptively interpret values, motives and perspectives corroborate primary and secondary sources evaluates the relevance, representativeness, accuracy and reliability of sources; synthesises evidence from primary and secondary sources to justify insightful decisions. | In response to inquiry questions on historical issues, the student: <ul style="list-style-type: none"> uses primary and secondary, both literary and non-literary, sources to; <ul style="list-style-type: none"> comprehend explicit and implicit meanings analyse to identify explicit patterns and allocate information to categories interpret values and motives of groups, identifying their perspectives corroborate secondary sources evaluates the relevance, accuracy and reliability of sources; synthesises evidence from primary and secondary sources to make reasoned decisions. | In response to inquiry questions on historical issues, the student: <ul style="list-style-type: none"> generally, uses primary and secondary, both literary and non-literary, sources to; <ul style="list-style-type: none"> comprehend explicit meanings identify simple and familiar concepts, values and motives that are explicit analyse to identify obvious themes or patterns recognise relevant sources detect bias in sources refers to mainly secondary sources to make obvious decisions. | In response to inquiry questions on historical issues, the student: <ul style="list-style-type: none"> generally, when dealing with historical sources; <ul style="list-style-type: none"> identifies basic explicit facts comprehends some of the explicit meaning groups information according to identified classifications where decisions are made, supports them mainly with opinions. | In response to inquiry questions on historical issues, the student: <ul style="list-style-type: none"> includes some information relevant to a factual inquiry; comprehends some factual detail in a basic historical source; recognises information with some common characteristics in a basic historical source. |
| Communicating Historical knowledge [LO 5 – 6] | The student: <ul style="list-style-type: none"> consistently communicates selected definitions, key historical concepts, terms, events, developments and people, and the relationships among them; presents coherent, valid, historical arguments that; <ul style="list-style-type: none"> incorporate concepts of continuity and change over time use extensive vocabulary in a succinct and effective manner accord closely with the style and conventions applicable to this research assignment refer to evaluation processes without disrupting the argument incorporate direct and indirect references to diverse and relevant historical evidence accurately use the conventions of a recognised system of referencing meets stipulated requirements of length, format and scope of this written research task. | The student: <ul style="list-style-type: none"> usually communicates selected definitions, key historical concepts, terms, events, developments and people; presents coherent, credible, historical arguments that; <ul style="list-style-type: none"> refer to the causes and consequences of changes and continuities over time use vocabulary effectively accord for the most part with the style and conventions applicable to this research assignment incorporate direct and indirect reference to relevant historical evidence use appropriate conventions of a recognised system of referencing meets stipulated requirements of length, format and scope in most instances of this written research task. | The student: <ul style="list-style-type: none"> communicates some selected definitions and descriptions of key historical concepts, terms, events, developments and people; presents coherent responses that; <ul style="list-style-type: none"> use some historical concepts incorporate some direct reference to appropriate sources of historical evidence are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions use some elements of a recognised system of referencing most stipulated requirements of length, format and scope are met. | The student: <ul style="list-style-type: none"> communicates some selected accurate definitions and historical knowledge; presents responses to basic historical research questions that; <ul style="list-style-type: none"> incorporate some reference to sources of historical evidence convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and conventions uses some elements of a recognised system of referencing, with frequent inaccuracies usually completes tasks but may not meet all of the stipulated requirements of length, format and scope. | The student: <ul style="list-style-type: none"> communicates little selection of accurate historical knowledge; presents responses to historical research that contain errors in vocabulary, style and conventions that obscure meaning; where the task is completed, rarely meets the requirements of length, format and scope. |
| Overall Grade: | | Signed: | | Date: | |
| Comments: | | | | | |



RUBRIC

TASK 3 FORUM POSTS

| | | Task #1 Assessment Rubric | | | | STUDENT NAME: | |
|-----------------------|--|---|--|--|--|--|--|
| LO | CRITERIA | High Distinction | Distinction | Credit | Pass | Fail | |
| 2,3,4 | <i>Provided evidence of understanding in the form of a summary</i> | <ul style="list-style-type: none"> Astute selection and concise identification of key points | <ul style="list-style-type: none"> Insightful recognition of key points | <ul style="list-style-type: none"> Broad understanding of key points. | <ul style="list-style-type: none"> Broad understanding of key points with a few minor gaps. | <ul style="list-style-type: none"> Key points confined to the headlines. Inappropriate summary. | |
| 1, 2,3,4 | <i>Critically analysis combined with academic justification</i> | <ul style="list-style-type: none"> Astute and insightful analysis demonstrating accurate and knowledgeable understanding | <ul style="list-style-type: none"> Insightful analysis demonstrating knowledgeable understanding | <ul style="list-style-type: none"> Broad analysis demonstrating knowledgeable understanding | <ul style="list-style-type: none"> Generalised analysis demonstrating some understanding | <ul style="list-style-type: none"> Inappropriate or absent analysis demonstrating little or inappropriate understanding | |
| 2,3,4, 5 | <i>Response to online community posts</i> | <ul style="list-style-type: none"> Respectful but rigorous and robust online discussion displaying comprehensive understanding | <ul style="list-style-type: none"> Respectful and robust online discussion displaying higher level of understanding | <ul style="list-style-type: none"> Respectful and relevant online discussion displaying clear understanding | <ul style="list-style-type: none"> Respectful but generalized online discussion with some understanding | <ul style="list-style-type: none"> Inappropriate or limited engagement with online discussion | |
| Overall Grade: | | | Signed: | | Date: | | |
| Comments: | | | | | | | |

COMMENT

