This subject outline is accredited for teaching at Stage 1 from 2017
INTRODUCTION

SUBJECT DESCRIPTION

Modern History is a 10-credit subject or a 20-credit subject at Stage 1 and a 20-credit subject at Stage 2.

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals.

Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

The developments and movements have been subject to political debate. Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses.

In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations.

In their study of one nation, students investigate the social, political, and economic changes that shaped the development of that nation. They develop insights into the characteristics of a modern nation and the crises and challenges that have confronted it. Students also consider ways in which the nation has dealt with internal divisions and external challenges, and the paths that it has taken.

At Stage 2, students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.

Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new ways in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.
CAPABILITIES

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The SACE identifies seven capabilities. They are:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

Literacy

Students extend their literacy skills through accessing historical sources in print, oral, visual, spatial, and electronic forms. Historical sources include letters, speeches, biographies, photographs, films, artefacts, sites, and archived material. Students use their literacy skills to interpret meaning from a variety of documented and living sources, including those who have experienced historical events, and those who study and interpret them. Students analyse and evaluate sources, ideas, perspectives, and interpretations, and draw conclusions. They examine texts for authority, reliability, and relevance, and consider whose stories are told, not told, and why. Students create texts to communicate, explore, discuss, explain, and argue a point of view, selecting and employing appropriate text structures and language to develop reasoned historical arguments, supported by evidence.

Numeracy

Students extend their numeracy skills through the historical inquiry process, by recognising patterns and relationships chronologically and spatially, through the use of scaled timelines and maps. Students may support their views with data, some of which are numerical in nature. They further develop their numeracy capability as they analyse, interpret, and draw conclusions from statistical information; for example, in relation to change over time.

Information and communication technology (ICT) capability

Through the historical inquiry process, students extend their information and communication technology capability, particularly in relation to their investigation, analysis, interpretation, and communication of historical concepts, ideas, and information. Students use digital tools to locate and access information, create multimodal texts that communicate historical information, and understand the concept of contestability. They use ICT skills and understandings to investigate and identify the source and credibility of evidence, and to consider perspectives on historical information. Students investigate digital evidence, social media, archives, and the interpretations and representations of the past they convey, including how and why these sources are constructed and the audiences they serve. They explore how the use of ICT is transforming ways in which history is made, documented, and interpreted, and creating new spaces in which histories can be told and heard. Students develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the historical inquiry process.
Critical and creative thinking

Critical and creative thinking is integral to the historical inquiry process. Students consider the implications of missing or contestable information in their investigation of historical topics. Through their historical inquiry, students extend their skills in posing thoughtful questions; selecting, interrogating, and cross-referencing sources; and developing interpretations based on an assessment of the evidence and how it was constructed, and on reasoning. Students analyse, evaluate, and synthesise alternative interpretations and representations of the past. They think critically about who wrote or recorded histories, whose histories have been told, whose histories have not been included and why, and new spaces in which histories can now be told and heard.

Personal and social capability

Through their study of how individuals, groups, and societies interact and influence change in history, students enhance their personal and social capability. They explore the ideas that shaped developments and movements, and the growth of modern nations, and the impact of these events, experiences, and phenomena on people’s ideas, perspectives, circumstances, and identity. Students investigate and appreciate the perspectives and experiences of others through the practice of empathy. They extend their research and presentation skills to express and justify their views to others while acknowledging the contestability of sources and conclusions. Students develop increasing social awareness and are encouraged to draw conclusions about their world.

Ethical understanding

Students apply and extend their skills in ethical understanding when investigating the diverse perspectives and circumstances that shape the actions and possible motivations of people and groups. Students explore the values, beliefs, and principles that formed the basis of judgments and actions of people in the past. They consider ethical and safe research processes, including respecting the rights and work of others, acknowledging sources, and observing protocols when approaching people and organisations.

Intercultural understanding

Students consider the different beliefs and values of a range of groups across languages, cultures, and nations, and develop an appreciation of the diversity in the modern period. They study the interactions of modern nations and develop an understanding of the nature, causes, and consequences of conflict, dispossession, and interdependence. Students examine different contemporary perspectives on historical experiences, events, ideas, and phenomena. They explore the relationships between different groups within society and their historical contexts, and consider how these contribute to individual and group actions in the contemporary world.

ABORIGINAL AND TORRES STRAIT ISLANDER KNOWLEDGE, CULTURES, AND PERSPECTIVES

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.
The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

- providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
- recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
- drawing students’ attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
- promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.
LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Modern History.

In this subject, students are expected to:
1. understand and explore historical concepts
2. understand and explore the role of ideas, people, and events in history
3. analyse developments and/or movements in the modern world, and their short-term and long-term impacts
4. analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges
5. apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments
6. draw conclusions and communicate reasoned historical arguments.

CONTENT

Stage 1 Modern History is a 10-credit subject or a 20-credit subject.

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals.

Students explore the impacts that these developments and movements had on people’s ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

The developments and movements have been subject to political debate. Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new ways in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.
They explore the historical concepts of continuity and change, cause and effect, perspective and interpretation, and contestability.

Stage 1 Modern History consists of the following topics:

- Topic 1: Imperialism
- Topic 2: Decolonisation
- Topic 3: Indigenous peoples
- Topic 4: Social movements
- Topic 5: Revolution
- Topic 6: Elective.

Each topic includes key ideas and concepts that provide a focus for study.

For a 10-credit subject, students study two or more topics, one of which may be an elective topic.

For a 20-credit subject, students study four or more topics, one of which may be an elective topic.

**Skills of Historical Inquiry**

The following skills are an essential part of the craft of historical inquiry. These skills are integrated into the learning and assessment requirements of Stage 1 Modern History.

Students:

- analyse evidence of and explore the historical concepts of continuity and change, cause and effect, perspective and interpretation, and contestability
- pose hypotheses and/or ask focusing questions to guide, and develop a coherent plan for, inquiry
- research and select historical sources on the basis of relevance
- evaluate the origin, reliability, usefulness, limitations, and contestable nature of sources
- analyse, interpret, and synthesise evidence from different types of sources to develop and sustain a reasoned historical argument
- recognise and evaluate differing perspectives on the past, such as different cultural perspectives, to understand the contestable nature of historical knowledge and interpretation, draw reasoned and supported conclusions, and develop empathetic understanding
- interrogate the nature of evidence provided from different sources such as creative works (e.g. art, music, film); personal recollection; and social media, web pages, media, and other emerging technologies
- communicate ideas and arguments appropriate to purpose and audience
- compare and contrast evidence to interpret and understand the past and present, and make predictions about the future
- practise ethical scholarship, including the use of appropriate referencing techniques.
**Topic 1: Imperialism**

Imperialism has been a major influence on the world since 1750. There were significant differences between the stated ideals of imperialism and the realities of empires. Similarly, the experience of imperialism varied according to place, time, and individual circumstances and responses. The process and outcomes of imperial expansion continue to have ramifications in the world today.

Students undertake a study of one or more examples of imperial expansion from 1750 onwards. They investigate the process of imperialism and its impacts on political, social, and economic structures, peoples, and groups.

Students focus their study on one empire and/or imperial power, that may be chosen from, but is not limited to:

- British
- Dutch
- French
- German
- Japanese
- Ottoman
- Portuguese
- Russian
- Spanish
- United States

The following are focus areas for study in this topic:

- An overview of the meaning of imperialism in various forms and contexts.
- The political, economic, cultural, and territorial motives for imperial expansion.
  Examples include the industrialisation and emergence of market economies, trade, and capitalism in Europe; and nationalism, building of the empire, and militarism.
- The short-term and long-term effects of the process of imperialism.
  Examples include colonisation, power, and authority; the erosion and/or imposition of language; religious beliefs, missionaries, and education; the establishment of treaties; fear and persecution; legal and bureaucratic systems; the ownership of land and resources; the impact on the lives of women; and the movement of people.
- The experiences and responses of colonisers and colonised people to the imperial expansion, and the changes to existing cultures that occurred as a consequence.
- The short-term and long-term consequences of imperialism. Examples include international alliances and tensions; and wars between imperial powers.
**Topic 2: Decolonisation**

The process of decolonisation was driven by a multitude of factors. Although similarities exist, each experience of decolonisation was different and involved interrelationships of ideas, leaders, and movements. Decolonisation is an ongoing global phenomenon.

Students undertake a study of one or more examples of decolonisation. They investigate, from multiple perspectives, the methods of decolonisation and the consequences for both colonised and colonising peoples.

The study of decolonisation may be chosen from, but is not limited to:

- **Africa (e.g. Algeria, Congo, Tanzania)**
- **Asia (e.g. India, Vietnam, Timor-Leste, Indonesia, Philippines, Cambodia, Laos, Tibet)**
- **Central America (e.g. Nicaragua, El Salvador, Panama, Jamaica)**
- **the Pacific region (e.g. Tahiti, Fiji, Papua New Guinea).**

The following are focus areas for study in this topic:

- An overview of the meaning and experiences of colonisation and decolonisation.
- The social, political, and economic characteristics prior to national independence.
  - Examples include political and legal structures; language and identity; the experiences of those living under colonial rule and living through decolonisation; the nature of the imperialist economy; and the nature of the ‘decolonised’ communities and states.
- External challenges to the imperialists in maintaining control of colonies.
  - Examples include war, trade, disease, and changing attitudes.
- Internal forces that challenged power structures in a society and influenced movements for decolonisation.
  - Examples include the role of women in social, political, and economic change.

The social, political, and economic legacy of imperialism and independence.

Examples include transition to alternative forms of government; social and cultural legacy; language; social costs; and foreign policies and trade.
Topic 3: Indigenous peoples

The response of Indigenous peoples to contact, invasion, and migration from outside has varied according to historical and cultural contexts. However, dispossession, alienation, recognition, and reconciliation are some of the ongoing experiences of Indigenous societies.

Students undertake a study of the recognition and rights of Indigenous peoples. The study may focus on, but is not limited to, the recognition and rights of Indigenous peoples in one or more of the following places or regions:

Australia	Indonesia	Southern Africa
the Basque region	Malaysia	Sri Lanka
Canada	Myanmar	Tibet
Chile	New Zealand	United States
Fiji	Scotland

The following are focus areas for study in this topic:

- An overview of:
  - the relationship of Indigenous peoples with their land
  - the relationship of Indigenous peoples with their languages and cultures
  - the experiences and responses of displaced peoples in relation to their dispossession.

- The impact of colonisation and decolonisation in terms of:
  - the control of Indigenous peoples through treaty or doctrine, such as ‘terra nullius’
  - the legal status and land rights of Indigenous peoples.

- The nature of government policies and their impact on Indigenous peoples.
  Examples include:
  - protection, assimilation, the forced removal of Indigenous children, and self-determination
  - native title/land title legislation
  - changes to social and cultural structures.

- The responses of Indigenous peoples to government policies.

- Significant individuals and groups who led, participated in, and supported the movement for Indigenous recognition and rights, including methods used and resistance encountered. Examples include the role of women activists.

- Ongoing efforts to achieve greater recognition, reconciliation, and civil rights, and to close the gap in access to and outcomes for education, health, justice, and well-being.
**Topic 4: Social movements**

Significant changes have occurred in society since 1750. These have been brought about by new ideas that led to movements campaigning for social change, including improved access to civil, political, economic, social, cultural, and linguistic rights. A number of factors determined the impetus to build a ‘better world’. These included the impact of industrialisation and democratisation, new goals for universal primary education, the emergence of international human rights standards, and the move towards urbanisation and globalisation. The extent of the social, economic, cultural, and political changes had benefits and disadvantages depending on different circumstances and perspectives.

Students undertake a study of one or more significant movements for social change. They investigate ways in which people, groups, and institutions challenge and adapt civil and political structures, social and cultural organisation, and economic models.

This study may include, but is not limited to:
- workers’ movements
- women’s movements
- student movements
- LGBTIQ (lesbian, gay, bisexual, transgender, intersex, and questioning) rights movements
- peace and anti-war movements
- civil rights movements
- environmental movements
- language rights movements.

The following are focus areas for study in this topic:
- An overview of the ideology, aims, methods, and structures of movements for change.
- The economic, social, political, cultural, and intellectual conditions that gave rise to a movement for change.
- The contribution of particular people, institutions, and groups.
- The methods employed by institutions, people, and groups to promote and resist change. Examples include protest marches, civil disobedience/passive resistance, and violence.
- The short-term and long-term influence and legacy of the movement, and changing perspectives and representations of the movement over time.
Topic 5: Revolution

Since 1750, social and economic conditions have generated revolutionary ideas, leaders, and movements that have effected significant social change. These changes continue to influence contemporary life and are likely to have ramifications for the future.

Students undertake a study of one revolution from 1750 onwards. They investigate the ways in which people, groups, and institutions have challenged and/or then adapted to existing political structures, social organisation, and economic models before, during, and in the aftermath of a revolution.

Students undertake a study that may include, but is not limited to, revolutions in:

- North America
- France
- China
- Russia
- Cuba
- Iran.

The following are focus areas for study in this topic:

- The nature of the pre-revolutionary society and government. Examples include social structures, political structures, and economic conditions.
- The causes of revolution, the role of revolutionaries, and the influence of key ideas and ideologies. Examples include Marxism, nationalism, republicanism, anarchism; social, political, and economic circumstances; experiences of revolutionaries; and external forces.
- The consolidation of power by the revolutionaries, and the manner in which internal and external threats were dealt with. Examples include force and terror, civil war, economic and political measures, propaganda, and external support.
- The impact of revolution on those who experienced it. Examples include how the revolution was seen through artefacts, architecture, art, music, and writing; and the different experiences and responses of sections of society, such as women, young people, and minority groups.
- The ongoing significance of the revolution to others. Examples include the impact on future generations or other revolutionary movements; the growth of nationalism; the spread of ideologies; isolationism; and the gain or loss of civil liberties.
Topic 6: Elective

The world since 1750 has provided a wide selection of possible areas for historical investigation. With such a range of possible topics, teachers and students may explore any topic of historical investigation that meets the learning requirements of this subject. In particular, students should analyse ways in which societies and nations in the modern world have been shaped by both internal and external forces and challenges.

An elective topic may be designed by the teacher or negotiated by individual students. Such topics should enable students to:

• be engaged in the joy of learning through history
• build their understanding of the significance of the chosen topic, both at the time and over a longer time period
• apply and extend their skills of historical inquiry, including to develop a reasoned historical argument
• communicate their learning to others.
ASSESSMENT SCOPE AND REQUIREMENTS

Assessment at Stage 1 is school based.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Modern History at Stage 1.

- Assessment Type 1: Historical Skills
- Assessment Type 2: Historical Study

For a 10-credit subject, students provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:
- three historical skills assessments
- one historical study.

For a 20-credit subject, students provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:
- six historical skills assessments
- two historical studies.

ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by teachers to:
- clarify for the student what he or she needs to learn
- design opportunities for the student to provide evidence of his or her learning at the highest level of achievement.

The assessment design criteria consist of specific features that:
- students need to demonstrate in their evidence of learning
- teachers look for as evidence that students have met the learning requirements.

For this subject, the assessment design criteria are:
- understanding and exploration
- application and evaluation
- analysis.

The specific features of these criteria are described below.
The set of assessments, as a whole, gives students opportunities to demonstrate each of
the specific features by the completion of study of the subject.

Understanding and Exploration
The specific features are as follows:
UE1 Understanding and exploration of historical concepts.
UE2 Understanding and exploration of the role of ideas, people, and events in history.

Application and Evaluation
The specific features are as follows:
AE1 Application of the skills of historical inquiry to examine and evaluate sources and
interpretations.
AE2 Use of evidence to support arguments and draw conclusions.
AE3 Communication of reasoned historical arguments, with acknowledgment of
sources.

Analysis
The specific features are as follows:
A1 Analysis of short-term and long-term impacts of developments and/or movements
in the modern world.
A2 Analysis of ways in which societies in the modern world have been shaped by both
internal and external forces and challenges.

SCHOOL ASSESSMENT

Assessment Type 1: Historical Skills
For a 10-credit subject, students complete three historical skills assessments.
For a 20-credit subject, students complete six historical skills assessments.
Students apply their skills of historical inquiry to research, explore, interpret, and
communicate their understanding of ideas, people, and events in history. They develop
their historical literacy skills, including by exploring short-term and long-term impacts of
ideas, people, groups, and events; analysing and evaluating historical sources;
interpreting historical texts; and developing their own perspectives on historical questions.
Tasks may include, but are not limited to:
• an essay
• a sources analysis
• an oral presentation
• a multimodal presentation
• a research assignment
• a role play
• a debate
• an empathetic piece
• a historical report
• an excursion report
• an obituary
• a primary source trail
• a photo-story
• a podcast
• a historical atlas
• a time capsule
• a museum exhibit
• a web page
• a historical media study
• a biographical sketch.

The three historical skills assessments should comprise a combined maximum of 2400 words if written, or a maximum of 15 minutes if oral, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:
• understanding and exploration
• application and evaluation
• analysis.

Assessment Type 2: Historical Study

For a 10-credit subject, students complete one historical study.
For a 20-credit subject, students complete two historical studies.

The historical study must be based on an aspect of the world since 1750. Students inquire into, explore, interpret, and research a historical idea, event, person, or group in depth.

The focus of the historical study may be chosen by the teacher, or negotiated by a student.

The historical study may be presented in written, oral, or multimodal form. In whichever form, the historical study must enable students to:
• apply the skills of historical inquiry to evaluate sources
• develop a reasoned historical argument, based on analysis and interpretation of evidence from sources
• draw conclusions supported by evidence
• use subject-specific language
• appropriately acknowledge the sources used.

The historical study should be a maximum of 1000 words, or 6 minutes, or the equivalent in multimodal form.
For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:
- understanding and exploration
- application and evaluation
- analysis.

**PERFORMANCE STANDARDS**

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills and understanding that teachers refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:
- referring to the performance standards
- taking into account the weighting given to each assessment type
- assigning a subject grade between A and E.
## Performance Standards for Stage 1 Modern History

<table>
<thead>
<tr>
<th>Understanding and Exploration</th>
<th>Application and Evaluation</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> In-depth understanding and exploration of historical concepts. Comprehensive understanding and insightful exploration of the role of ideas, people, and events in history.</td>
<td>Perceptive application of the skills of historical inquiry to critically examine and evaluate sources and interpretations. Discerning use of relevant evidence to support arguments and draw insightful and relevant conclusions. Communication of well-reasoned, coherent, and insightful historical arguments, with appropriate acknowledgment of sources.</td>
<td>Critical analysis of short-term and long-term impacts of developments and/or movements in the modern world. Insightful and critical analysis of ways in which societies in the modern world have been shaped by both internal and external forces and challenges.</td>
</tr>
<tr>
<td><strong>B</strong> Some depth in understanding and exploration of historical concepts. Some depth of understanding and thoughtful exploration of the role of ideas, people, and events in history.</td>
<td>Thoughtful application of the skills of historical inquiry to examine and evaluate sources and interpretations. Well-considered use of mostly relevant evidence to support arguments, and draw mostly relevant conclusions. Communication of reasoned and coherent historical arguments, with some insights, and with appropriate acknowledgment of sources.</td>
<td>Some depth in analysis of short-term and long-term impacts of developments and/or movements in the modern world. Well-considered analysis of ways in which societies in the modern world have been shaped by both internal and external forces and challenges.</td>
</tr>
<tr>
<td><strong>C</strong> Understanding and exploration of historical concepts. Understanding and considered exploration of the role of ideas, people, and events in history.</td>
<td>Application of the skills of historical inquiry to examine sources and interpretations, with some evaluation. Use of generally relevant evidence to support arguments, and draw some relevant conclusions. Communication of generally reasoned and coherent historical arguments, with acknowledgment of sources.</td>
<td>Description, with some analysis, of short-term and long-term impacts of developments and/or movements in the modern world. Description, with some analysis, of ways in which societies in the modern world have been shaped by both internal and external forces and challenges.</td>
</tr>
<tr>
<td><strong>D</strong> Some recognition of historical concepts. Recognition and basic understanding of the role of ideas, people, and events in history.</td>
<td>Basic application of some skills of historical inquiry to select and use sources. Use of some information with partial relevance to support an argument, and draw basic conclusions. Partial communication of a historical argument, with attempted acknowledgment of sources.</td>
<td>Description of basic short-term and/or long-term impacts of a development and/or movement in the modern world. Superficial description of one or more ways in which societies in the modern world have been shaped by an internal or external force or challenge.</td>
</tr>
<tr>
<td><strong>E</strong> Attempted engagement with one or more historical concepts. Awareness of one or more ideas, people, or events in history.</td>
<td>Attempted application of the skills of historical inquiry to select and use one or more sources. Attempted use of information of limited relevance. Attempted description of a historical event, with limited or no acknowledgment of sources.</td>
<td>Attempted description of a short-term or long-term impact of a development or movement in the modern world. Attempted description of one way in which a society in the modern world has been shaped by an internal or external force.</td>
</tr>
</tbody>
</table>
ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website (www.sace.sa.edu.au).
SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).