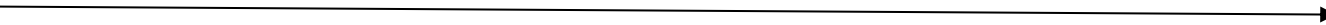


Marking key aligned to the expectations of the Australian Curriculum Humanities and Social Sciences (HASS) Achievement Standards and the Australian Curriculum General Capabilities of Critical and Creative Thinking, Ethical Understanding and Intercultural Understanding

<p>Progression of skills Years 7 & 8 In the development of questions and conclusions, and in the use of data and /or information. ('Scaffolding' by the teacher is gradually reduced as students learn to operate independently. Vygotsky 1962).</p>				
<p>Skill progression </p>				
Questioning	Constructs a closed question with links to the topic. Locates and copies information and/or data from given sources using provided format.	Constructs a range of closed questions. Selects, collects, organises and records information and/or data from a range of appropriate sources using a provided format.	Constructs open relevant questions. Locates relevant information and/data from a range of appropriate sources. Uses a variety of methods to record the information and/or data.	Constructs open, relevant and complex questions. Locates relevant and detailed information and/data from a range of appropriate sources. Selects the best methods to record the information and/or data.
Analysing	Identifies patterns from information and/or data. Translates information and/or data into provided formats.	Interprets information and/or data to describe relationships and alternative perspectives and new situations. Selects and applies subject specific skills and concepts.	Interprets information and/or data to describe, in detail, key relationships and alternative perspectives and new situations. Selects and applies relevant subject specific skills and concepts.	Interprets information and/or data to identify relationships, trends, views and perspectives. Critically analyses information and/or data for validity and relevance. Applies subject specific skills and concepts to translate information and/or data.
Evaluating	States a conclusion based on evidence and provides a course of action.	Uses information and/or data to draw a conclusion, make comparisons and support viewpoints. Uses logic and reasoning to propose options for action.	Evaluates information and/or data to draw conclusions, make comparisons and support viewpoints.	Evaluates information and/or data to draw a conclusion, make comparisons and support viewpoints. Uses logic, reasoning and abstract thinking to propose options for action.
Communicating and reflecting	Develops texts based on evidence. Uses provided subject specific terminology.	Develops texts that uses relevant evidence to support findings. Uses subject specific terminology and concepts. Gives reasons to support their thinking.	Develops texts that use relevant evidence from a range of sources to support findings highlighting opposing viewpoints. Uses relevant subject specific terminology and concepts. Gives reasons to support their thinking.	Develops texts that use relevant evidence from a range of sources to support findings, and address opposing viewpoints. Uses and applies relevant subject specific terminology and concepts. Gives reasons to support their thinking.

Progression of skills Years 9 & 10 In the development of questions and conclusions, and in the use of data and /or information.
 ('Scaffolding' by the teacher is gradually reduced as students learn to operate independently. Vygotsky 1962).

Skill progression →				
Questioning	Constructs questions with links to the topic. Reproduces information and /or data from a limited range of sources.	Constructs a range of relevant questions. Locates and records information and/or data from a range of sources using appropriate techniques.	Constructs open relevant questions. Locates, clarifies, selects and records information and /or data relevant to the inquiry using appropriate techniques.	Constructs open, relevant and complex questions. Locates, clarifies, compares, selects and records information and /or data relevant to the inquiry using appropriate techniques.
Analysing	Draws conclusions about the usefulness of information and/or data. Uses subject specific skills to identify connections, trends, patterns and /or perspectives.	Draws conclusions, based on appropriateness, about the usefulness of information and/or data. Applies subject specific skills and concepts to identify connections, trends, patterns and /or perspectives.	Analyses information and/or data to determine usefulness, bias and reliability. Applies subject specific skills and concepts to identify and explain connections, trends, patterns and /or perspectives.	Analyses the information and/or data to determine usefulness, bias and reliability. Selects and applies appropriate subject specific skills and concepts to identify and explain connections, trends, patterns and /or perspectives.
Evaluating	Makes unsubstantiated statements based on a personal point of view and identifies a course of action.	Uses information and/or data to draw a conclusion. Designs a course of action based on the conclusion.	Compares and contrasts information and/or data to draw a conclusion. Applies logic and reasoning to develop a course of action.	Compares, contrasts and applies a range of information and/or data to draw conclusions. Applies logic and reasoning, creating and connecting ideas, to develop options that will inform a course of action.
Communicating and reflecting	Recounts information and/or data, and expresses a course of action using a provided format.	Chooses a simple format to communicate findings and a course of action.	Chooses an appropriate format to communicate a reasoned argument providing evidence to support findings and course of action.	Chooses an appropriate format for their findings, based on its effectiveness to communicate a reasoned argument. Reflects on the veracity of their findings addressing opposing viewpoints and possible weaknesses in their own position.