

New Stage 6 Syllabus

HISTORY EXTENSION



The new History Extension syllabus has been developed using the established NSW Education Standards Authority (NESA) syllabus development process. The syllabus includes Australian curriculum content and reflects the new directions of the *Stronger HSC Standards* reforms.

The *Stronger HSC Standards* reforms include:

- supporting the achievement of high minimum standards for all students
- ensuring the flexibility and versatility of the Higher School Certificate (HSC) to cater for the full range of students
- encouraging every student to achieve at their highest possible level
- a focus on the acquisition of deep knowledge, understanding and skills for students.

NSW Stage 6 syllabuses are inclusive of the learning needs of all students. The syllabuses accommodate teaching approaches that support student diversity, including students with special education needs, gifted and talented students and students learning English as an additional language or dialect (EAL/D).

Many of the features of the current Stage 6 syllabuses have been retained, including:

- rationale
- aim
- objectives
- outcomes
- content for Year 11 and Year 12 courses.

New features of Stage 6 syllabuses include:

- Australian curriculum content identified by codes
- Learning across the curriculum content, including cross-curriculum priorities and general capabilities
- publication in an interactive online format
- an interactive glossary.

What is similar?

Students will continue to be provided with opportunities to:

- study historiographical ideas and processes through key questions
- investigate a case study to analyse historical debates
- undertake the History Project, focusing on an area of changing historical interpretation.

What is different?

- Key questions and case studies are organised under *Constructing History*.
- New case studies focusing on the study of ancient history and Asia.
- In case studies, the areas of debate have been reduced from five to three.
- The indicative hours for course components have been adjusted.
- The Source Book of Readings has been replaced with historiographical references, available in support materials.

Why is assessment changing?

The *Stronger HSC Standards* reforms provide new directions for assessment practices in all Stage 6 courses to:

- rebalance the emphasis on assessment to allow more time for teaching and learning
- maintain rigorous standards
- provide opportunities to assess students' depth of knowledge and their conceptual, analytical and problem-solving skills.

School-based assessment requirements for History Extension have changed to reflect new outcomes, course structure and content.

How are the school-based assessment requirements for History Extension changing?

NESA continues to promote a standards-referenced approach to assessing and reporting student achievement. The approaches of assessment for, assessment as and assessment of learning are important to guide future teaching and learning opportunities and to provide students with ongoing feedback.

Changes to school-based assessment requirements for each course include:

- mandated components and weightings for Year 12
- capping the number of school-based assessment tasks
- specified minimum and maximum weightings for formal tasks
- a variety of tasks to assess student knowledge, understanding and skills.

What is the plan for implementation?

2017	2018		2019
	Term 1	Term 4	
Familiarisation and planning	<p>Start teaching new Year 11 courses for English, Mathematics, Science and History</p> <p>Start implementing new Year 11 school-based assessment requirements for all Board Developed Courses (excluding VET, Life Skills and Content Endorsed Courses)</p>	<p>Start teaching new Year 12 courses for English, Mathematics, Science and History</p> <p>Start implementing new Year 12 school-based assessment requirements for all Board Developed Courses (excluding VET, Life Skills and Content Endorsed Courses)</p> <p>Start implementing new HSC examination specifications</p>	First HSC examinations for new English, Mathematics, Science and History courses

What materials will be provided to support implementation?

Many existing resources will continue to be useful and relevant. Teaching units will need modification to meet the requirements of the new syllabus.

Support materials will assist teachers in familiarisation and planning for implementation of the syllabus and assessment requirements. Program Builder, an online programming tool, will be available for teachers in Term 1, 2017.

Initial materials released with the syllabus include:

- school-based assessment requirements
- assessment advice
- a parent guide to new syllabuses and assessment.

Additional materials to be released throughout 2017 include:

- sample scope and sequences
- sample teaching units
- sample assessment schedules
- sample assessment tasks
- advice on making adjustments for students with special education needs.

HSC Examination Specifications with sample materials will be released in Term 3, 2017.

The NSW Department of Education, the Catholic Education Commission NSW, the Association of Independent Schools of NSW and other school systems and professional teacher associations will continue to assist and support implementation of the syllabus.

How can I access the new History Extension syllabus?

The History Extension syllabus is available on the NESA website.

Features of History Extension content pages

Content is organised by course section.

HISTORY EXTENSION STAGE 6 - YEAR 12 - CONSTRUCTING HISTORY

CONSTRUCTING HISTORY – CASE STUDIES

Home › HSIE › History Extension Stage 6 › Course Content › Constructing History – Case Studies

Outcomes

A student:

- > analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations HE12-1
- > communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues HE12-3
- > constructs an historical position about an area of historical inquiry, and discusses and challenges other positions HE12-4

Content defines what students are expected to know and do.

Content

The following content is to be integrated within the case study.

- What are the historical debates in the case study?
 - historical interpretations and perspectives (including recent historiography) of the areas of debate
 - popular interpretations and perspectives of the areas of debate
 - changing approaches to the construction of history
 - the shaping of interpretations: the role of context, methodology, purpose, sources and form of communication

Outcomes are coded and linked to content.

The content focus describes the scope of learning.

Option 1: Cleopatra VII

Content Focus

Students investigate changing interpretations of Cleopatra VII.

Content

- Students examine the historians and approaches to history (including recent historiography) that have contributed to historical debate in the areas of:
 - constructions of Cleopatra's identities and gender (ACHAH071, ACHAH072)
 - role as Pharaoh
 - the relationship with Julius Caesar, Mark Antony and Octavian

Relevant Australian curriculum content, for Ancient History or Modern History, is identified by codes.

Key terms are linked to the glossary.

Learning across the curriculum content is identified by icons.