

History outcomes matrix

All case studies in the learning module have been designed to help students develop the knowledge and skills outcomes specified in the *Australian Curriculum – History*. At the end of each case study teachers could use this matrix to help guide student discussion about what they have achieved from the case study. The matrix is suitable to be used from Years 5–10, but with teachers guiding the discussion as appropriate to the particular class. It could also be used for assessment purposes.

Outcome	Elaboration or explanation	Applying this to each case study
KNOWLEDGE	Being able to explain what happened and why.	What happened?
UNDERSTANDING	Knowing how events occurred in time and place.	Explain why it happened.
CHRONOLOGY	Understanding why events occurred as they did and the impacts or effects they had.	Explain how events unfolded.
CAUSE AND EFFECT	Looking at events from the different perspective of participants.	Explain the causes of the event and its impacts.
EMPATHY	What changed and what remained the same after the event.	Why do you think people at the time might have behaved in this way?
CHANGE AND CONTINUITY	Understanding whose voice or perspective is included and excluded in the record of the event.	Explain how the event changed some aspects, but not others.
VOICE OR AGENCY	Deciding on the benefit or harm created by the event.	Which people or groups involved in, or affected by, the event have been represented? Which groups have not yet been represented?
JUDGEMENT	Explaining why it might be considered a 'Defining Moment' in Australian history.	Explain why you think the event was beneficial or harmful, or both.
SIGNIFICANCE	Explaining why it might be considered a 'Defining Moment' in Australian history.	Do you think it was a significant and impactful event? Explain why you do or do not think this event is significant to Australian history.

History source analysis guide

Some of the case studies involve students using historical skills to evaluate primary sources of evidence. This process involves identifying 'bias' but also many other features of the evidence. Students can use a source analysis guide to help them interrogate sources.

Aspects	Elaborations	Document	Image	Artefact
DESCRIPTION	How would you describe or classify it? What type of evidence is it?	e.g. an official government report, a diary entry, transcript of an interview recorded 40 years after the event	e.g. a photograph from the time, a propaganda poster, a satirical cartoon	e.g. a made object
ORIGIN	Who created it? When? Where?	e.g. an eyewitness account from a participant on one side, a family story handed down for generations, a newspaper report that quotes several participants	e.g. an eyewitness, a government body, a newspaper cartoonist	e.g. created at the time, used at the time, technique used, materials used, made by all or specialised skills
CONTEXT	What were the conditions at the time? How could they have influenced its creation?	e.g. created during a period of crisis, created years later after the events had finished	e.g. created during a period of crisis, created years later after the events had finished	e.g. typical of the time or an innovation, specialised or mass production
AUDIENCE	Who was it created for? How widespread would it have been?	e.g. a political party, a mass protest, an official inquiry, a personal record	e.g. a political party, a mass protest, an official inquiry, a personal record, a readership	e.g. elite people or ordinary people
PURPOSE	Why was it created? What is its style or tone?	e.g. as an official record, to influence people to join a political party, to criticise somebody	e.g. to entertain, to persuade or influence, to criticise, to reveal information, to record facts	e.g. everyday use or specialised use, domestic use or trade
RELEVANCE	What does it help you know and understand about what you are investigating?	e.g. people involved, places, times, attitudes, values of the time, supporters and opponents	e.g. people involved, places, times, attitudes, values of the time, supporters and opponents	e.g. work, leisure, education, attitudes, values, everyday life, food
RELIABILITY	What is its authority, accuracy and believability?	e.g. factual accuracy, person in a position to know, first-hand or second-hand	e.g. factual accuracy, person in a position to know, first-hand or second-hand	e.g. typical or unusual, how closely associated with the events