Depth study 5a - Popular culture

This resource has been designed to support teachers by providing a range of tasks based on syllabus content. Tasks can be incorporated into context driven teaching and learning programs in full or can be used to supplement existing programs. All content is textbook non-specific. Specifically targeted teaching activities to support critical and creative thinking in the history classroom have been embedded throughout – they are highlighted by the light blue cloud icon. 

Outcomes and other elements of syllabus references in this document are from [the [History K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10)](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020.

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## Outcomes

A student:

* **HT5-1** explains and assesses the historical forces and factors that shaped the modern world and Australia
* **HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
* **HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia
* **HT5-5** identifies and evaluates the usefulness of sources in the historical inquiry process
* **HT5-7** explains different contexts, perspectives and interpretations of the modern world and Australia
* **HT5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past
* **HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## Historical concepts

* **Continuity and change** –reasons for change and continuity in a particular historical context, for example rights and freedoms of groups in Australian society
* **Cause and effect**–intended and unintended causes and consequences of a particular historical event or development
* **Perspectives** – the reasons for different perspectives in a particular historical context
* **Empathetic understanding** – the actions, values, attitudes and motives of people in the context of the past
* **Significance** –the reasons why the importance of an event, development or individual may change over time
* **Contestability** – historical sources, events or issues may be interpreted differently by historians depending on their perspectives and methods of inquiry

## Historical skills

* **Comprehension**: chronology, terms and concepts:
  + read and understand historical texts
  + sequence historical events to demonstrate the relationship between different periods, people and places
  + use historical terms and concepts in appropriate contexts
* **Analysis and use of sources**:
  + identify different types of sources
  + identify the origin, content, context and purpose of primary and secondary sources
  + process and synthesise information from a range of sources as evidence in an historical argument
  + evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry
* **Perspectives and interpretations**:
  + identify and analyse the reasons for the different perspectives in a particular historical context
  + recognise that historians may interpret events and developments differently
* **Empathetic understanding**:
  + interpret history through the actions, values, attitudes and motives of people in the context of the past
* **Research**:
  + ask and evaluate different kinds of questions about the past to inform an historical inquiry
  + plan historical research to suit the purpose of an investigation
  + identify, locate, select and organise information from a variety of sources, using ICT and other methods
* **Explanation and communication**:
  + develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources
  + select and use a range of communication effectively about the past for different audiences and for different purposes

## Key terms

Americanisation, architecture, British, chronological, cinema, culture, decade, diversity, evolution, fad, fashion, generation, genre, popular, popular culture, post-war, resume, rock ‘n’ roll, television, trend.

## Learning sequence 1

### Content

The nature of popular culture in Australia at the end of World War II, including music, film and sport (ACDSEH027)

Students:

* identify the main features of Australian popular culture at the end of World War II, including music, film, fashion and sport

### Features of Australian popular culture post-WW2

**Teacher note** – for the first task, you will need to find a range of images. Songs, film clips, movies or physical objects etcetera from post-war Australia to show students.

As your teacher shows you an example of a popular culture song, film or image, guess which decade you think it was produced. As you go through the activity, consider the trends that you notice across specific decades.

* Blue circle with cloud icon. **Critical and creative thinking activity -** read the following definitions of popular culture:

[Cambridge Dictionary definition of popular culture:](https://dictionary.cambridge.org/dictionary/english/pop-culture)

‘music, TV, cinema, books, etc. that are very popular and enjoyed by ordinary people, rather than experts or very educated people’

[Wikipedia definition of popular culture](https://en.wikipedia.org/wiki/Popular_culture):

‘popular culture is generally recognised by members of society as a set of the practices, beliefs and objects that are dominant or prevalent in a society at a given point in time. Popular culture also encompasses the activities and feelings produced as a result of interaction with these dominant objects.’

[Oxford Bibliographies definition of popular culture](https://www.oxfordbibliographies.com/view/document/obo-9780199756384/obo-9780199756384-0193.xml):

‘popular culture is the set of practices, beliefs and objects that embody the most broadly shared meanings of a social system. It includes media objects, entertainment and leisure, fashion and trends, and linguistic conventions, among other things.’

* + Choose a colour that you feel best represents or captures the essence of popular culture.
  + Choose a symbol that you feel best represents or captures the essence of popular culture.
  + Choose an image that you feel best represents or captures the essence of popular culture.
* Create a personal timeline of your own popular culture interests. Annotate their timeline with whatever they can remember as being your favourite aspect of particular popular culture (for example: favourite book, favourite move, favourite TV show, favourite toy, favourite game).
* Interview relatives or friends of a different generation and complete a similar timeline. Generate 5-10 questions to ask a parent, grandparent or older person about the culture that was popular when they were a teenager. Your questions should investigate music, sport, TV, film and fashion and the important local and global historical events of the time and how they impacted on society where your interviewee lived.
* Compile the interview results and compare the similarities and differences between the older generation and your own. Complete a Venn diagram to show the overlaps and differences.
* Watch select sections of the [Australia in the 1950s - Film 16912](https://www.youtube.com/watch?v=AEXTk8TYHZA) (duration 19:30) showing footage of Australia in the 1950’s and [Manly beach, bathing beauties and surfing, 1950s Australia](https://www.youtube.com/watch?v=gqm_K6BHnNQ&list=PLwU8tzi-pShoErujGRaL56Cn2AXGy565a) (duration 1:30). Discuss what kinds of popular culture the videos show – fashion, architecture, trends, activities and any others that come to mind.
* Teacher to break students up into 4 groups. Each group is to become an ‘expert’ on a particular aspect of [Australian pop culture in the decade immediately after WW2](https://education.abc.net.au/home#!/digibook/618362/popular-culture-in-post-war-australia) (music, film, sport or fashion). Research, investigate and report back to the class on the key changes in your area in the post-war decade and what impact WW2 had on their area. Use the table below to structure your notes on each aspect:

|  |  |
| --- | --- |
| Aspect of popular culture | Notes |
| Music |  |
| Film |  |
| Sport |  |
| Fashion |  |

## Learning sequence 2

### Content

Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll (ACDSEH121)

Students:

* assess the way American and British music influenced post-war Australian entertainment, such as rock 'n' roll
* explain ways in which Australia in the 1950s was influenced by American culture
* use a range of sources to explain the nature and impact of television on Australian popular culture

### Influence of British music on Australian entertainment

**Teacher note –** a **useful inquiry question to guide the first part of this learning sequence is ‘How did The Beatles influence post-war Australia?’**

The [‘Teach Rock’](https://teachrock.org/lesson/the-beatles-teen-culture-and-the-birth-of-the-rock-band/) website has excellent additional resources for this topic; however, be aware that it is American centred.

* Blue circle with cloud icon. **Critical and creative thinking activity** - on a [Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593?clearCache=623d50e2-931b-bb75-585-c8c474b4fb01), brainstorm what you know about the Beatles. On a second [Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593?clearCache=623d50e2-931b-bb75-585-c8c474b4fb01), brainstorm what you know about post-war Australia. Using the information from the two Jamboards, complete a [KWLH chart](https://schoolsnsw.sharepoint.com/:w:/s/DLS/EW8kxT4s8ddLnMapKFjPLwgBFR_RJ1rAS14ncOpN05FzwQ?rtime=3NtXdN9v2Eg) answering the inquiry question, How did The Beatles influence post-war Australia?
* Create an interactive poster or website about Beatlemania in Australia – Microsoft Sway or Google Sites would be a good tool. Use videos and resources from [The Museum of Applied Arts and Sciences](https://maas.museum/event/the-beatles-in-australia/) and [The National Film and Sound Archive of Australia](https://www.nfsa.gov.au/latest/acute-case-beatlemania) as a starting point for your website. The website should include:
  + a definition for Beatlemania
  + an outline of The Beatles and their presence in Australia
  + examples of newspaper articles and quotes that highlight the trend
  + primary sources that demonstrate Beatlemania (including music, videos and interactive elements)
  + reflection about why The Beatles were so popular in Australia
  + examples of Australian artists that were influenced by The Beatles.
* Watch the ‘[Best-Selling Music Artists 1969-2019](https://www.youtube.com/watch?v=a3w8I8boc_I)’ (duration 9:54). As you watch, track the Beatles’ rise (you will miss the start), fall/s and resurgence. Discuss the implications of these trends as a class.
* Watch [‘The Beatles in Australia’ interviews](https://maas.museum/the-beatles-in-australia-interviews/) on the Museum of Applied Arts and Sciences website. Watch the trailer [‘How The Beatles changed the world’](https://www.youtube.com/watch?v=LodsjL5KXWQ). Read the article [‘The Beatles in Sydney’](https://dictionaryofsydney.org/entry/the_beatles_in_sydney#:~:text=At%206.30am%20on%20the,%E2%80%93%20NSW%20Anti%2DTrash%20Society.). Read the article and watch the accompanying clip [‘How The Beatles came on tour to Australia nearly 50 years ago’](https://www.news.com.au/entertainment/music/how-the-beatles-came-on-tour-to-australia-nearly-50-years-ago/news-story/571427b9d29ede616eefa514be1f4337). Examine the [‘Timeline of The Beatles’ Australasian Tour’](https://maas.museum/timeline-of-the-beatles-australasian-tour/). Select 2 interviews and use them as supporting evidence to write a brief podcast (3-5 minutes) about how Beatlemania influenced post-war Australian entertainment. Consider fashion, music genre, music production, print media, music styles and new bands in Australia, politics, social culture.
* As a class, brainstorm the ways that The Beatles influenced post-war Australia. Write a paragraph summarising the results of the brainstorm. Select 1-2 of the most significant ways they influenced Australia and explain why you think they were the most significant.

### Influence of American music and culture on Australia in the 1950s

* Refer back to the table that you created outlining the main aspects of popular culture in Australia in the 1950s. From the learning you have just completed, add any extra notes about post 1950s popular culture in Australia.
* Using the internet, complete a similar table about popular culture in America in the 1950s. For each aspect of popular culture, write at least two dot points and find at least three examples:

|  |  |
| --- | --- |
| Aspect of popular culture | Notes |
| Music |  |
| Film |  |
| Sport |  |
| Fashion |  |

* Complete a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X6335yZnTWA.link) comparing and contrasting popular culture in the 1950s in Australia and America.
* Write a paragraph assessing the influence of American music and culture in the 1950s.

### Nature and impact of television on Australian popular culture

* Complete a poll of the class using [Mentimeter](https://www.mentimeter.com/): “when was television introduced to Australian?” (Answer is 1956). Discuss the varying results and identify some key events that happened around the same time for chronological awareness.
* Calculate the years between now and then. Discuss the evolution of TV and the history of television in Australia (teacher may choose to create an informative resource). Great resources to refer to are the [OnlyMelbourne](https://www.onlymelbourne.com.au/history-of-aus-television) website and the [television.au](https://televisionau.com/timeline/1950-1959) timeline website.
* As a class view [Australia’s first TV broadcast](https://education.abc.net.au/home#!/media/153386/abc-national-tv-service-opening-night-1956) and read the Sydney Morning Herald Article [‘Looking Back on 60 Years of Australian Television’](https://www.smh.com.au/entertainment/m17cover-20160901-gr6tag.html). Discuss the changes that occurred over the decades.
* After reading and discussing the article above, assign groups of students a particular TV decade (50s, 60s, 70s, 80s, 90s, 00s, 10s). Students are then to research particular aspects of TV in Australia, including:
  + What the typical TV looked like (an image)
  + How many households had television (average for the decade)
  + What were the most popular television programs/television genre of the decade/most watched shows of the decade (provide at least 10 with statistics). Students should then investigate the origins of these shows or genres to see where Australians were accessing their entertainment from
  + What percentage of the most watched TV shows are made overseas? Where did they or do they originate?
  + Important facts about television in their decade
* Complete the lesson by watching the ‘[Most Popular TV Series 1986-2019’](https://www.youtube.com/watch?v=7DemM7UGmIg) YouTube clip by Data is Beautiful. See if students recognise any of the TV programs. Pause to discuss popularity of genres (i.e. sitcoms in the 90s, drama in the 00s)

## Learning sequence 3

### Content

The changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan)

Students:

* describe how advances in communication technology changed at least ONE of the following during the post-war period in Australia: music, film or television
* discuss how overseas influences have affected ONE aspect of Australian popular culture

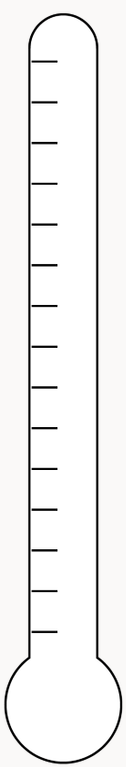
### Communication technology changes in Australian music

**Teacher note –** locate a series of images showing the changes in music communication technology since the post-war period in Australia, e.g., record/record player, radio, cassette tapes, CDs, etc. Copy them onto A3 cards. Have one set of images per group. For more information on how to run a silent card shuffle, this video [Cooperative Learning Tool – Silent Card Shuffle](https://www.youtube.com/watch?v=YGimtrwVF1g) might be useful (duration: 3:55)

* Blue circle with cloud icon.**Critical and creative thinking activity** – silent card shuffle:
  + You will be working in groups of 3-4. Your teacher will give you a series of images showing the changes in music communication technology.
  + Spread the cards on a flat surface without talking.
  + Re-arrange the cards to sequence the changes in music communication technology.
  + When your group has completed the task, you may talk to each other and ask your peers to justify why they have placed the cards in that order.
  + At this stage, you may make changes.
  + At your teacher’s direction, move to other table groups and make observations of what you see. (Make sure not to touch other groups’ cards).
  + Now, return to your own group table and discuss and decide as a group if you’d like to make changes to your own choices.
  + Finally, your teacher will reveal the correct chronological order of the music technology.
* Blue circle with cloud icon.**Critical and creative thinking activity** - +1 thinking:
  + Now, turn you will be working with a partner to describe how advances in communication technology changed music in the post-war period in Australia. Person A in your pair writes the introductory sentence. Person B reads the first sentence and writes the next sentence. Continue passing the sentences between the two of you until you have a one paragraph answer in response to the question.

### Overseas influences on Australian popular culture

* Select one aspect of Australian popular culture – music, film or television. Brainstorm as many overseas examples of your chosen aspect of popular culture as you can. Share your results with a partner and add ideas to their brainstorm.
* As a class, discuss how the overseas examples may have influenced popular culture in Australia? Are overseas influences inherently positive or negative? Explain your response.
* Find someone in the class that worked on the same aspect of popular culture as you. Working together, create a poster that shows the overseas influences on your chosen aspect.
* Blue circle with cloud icon.**Critical and creative thinking activity -** place each of the following influences on an extent barometer to indicate its influence on Australian popular culture:
  + Hollywood
  + Bollywood
  + anime



* Use a modality word to show the extent of each. Write 2 paragraphs assessing the influence of each factor on Australian popular culture.

## Learning sequence 4

### Content

Australia's contribution to international popular culture (music, film, television, sport)

Students:

* assess the contribution of Australian men and women to international sport, for example Olympic Games and Test Cricket
* using a range of sources, investigate and assess the contribution of Australian men and women to international music, film and television

### Contribution of Australians to international sport

* Choose one Australian sporting individual who has made a significant contribution to an international sport. A list of suggested individuals has been provided for you; however, you should not consider this an exhaustive list.
  + Ben Simmons (basketball)
  + Ian Thorpe (swimming)
  + Ricky Ponting (cricket)
  + Harry Kewell (soccer)
  + Samantha Kerr (soccer)
  + Lauren Jackson (basketball)
  + Ashleigh Barty (tennis)
  + Dawn Fraser (swimming)
  + Cathy Freeman (athletics)
* Once you have chosen your individual you are to create a profile that details their achievements, skills and their contribution to their international sport. In addition, you will also write 5 interview questions that an interviewer would ask your individual regarding their achievements and impacts on international sport. Your profile will provide a background for a segment of This is Your Life.

Your profile must include the following information:

* + Name
  + Summary paragraph (this is a brief explanation of who they are)
  + Skills/strengths
  + Achievements (this doesn’t have to be limited to their sporting achievements)
  + Community involvement
  + Contribution on their chosen international sport (this should be no less than 200 words)
  + References or referees (this should be the name of two people who know this person well and would be able to say good things about them. You should include a brief summary of how the referee knows your chosen individual)
* In addition, you are to include 5 interview questions that an employer/interviewer would be able to ask your individual that gives them some indication of their achievements and their contribution to international sport.
* Locate at least three special guests who know your chosen personality well and will appear on the show. They should be able to make an assessment of the personality’s contribution to international sport.
* Script and either record your show or present it live to your class.

### Contribution of Australians to international music, film and television

* In pairs or groups, students select one Australian individual/group involved in the entertainment industry (music, film and television) who have experienced global success in the realm of popular culture and create a presentation. Students should focus, and be able to present, on the following information:
  + What category of popular culture they fall under
  + When they were popular in Australia and why
  + When and where they were popular overseas – provide some statistics
  + What contribution they have made to international pop culture (movies, TV shows, music records etc.)

Below is a list of possible suggestions for students to choose from; however, this is not an exhaustive list:

* + INXS
  + Steve Irwin
  + AC/DC
  + Crocodile Dundee
  + Happy Feet
  + Sia
  + Chris Hemsworth
  + Home and Away
  + Neighbours
  + The Wiggles
  + Nicole Kidman
  + Simon Baker
  + Miranda Kerr
  + Hugh Jackman
  + Keith Urban
  + Russell Crowe
  + Kylie Minogue
  + Jessica Mauboy
  + Luke Nguyen
  + Olivia Newton-John
  + Dami Im
  + Chris Pang

## Learning sequence 5

### Content

Continuity and change in beliefs and values that have influenced the Australian way of life

Students:

* outline and assess the impact of Americanisation and global events on Australian society over time
* discuss the nature of Australian popular culture today and the legacy of past influences

### Impact of Americanisation and global events on Australian society

**Teacher note** – please be advised that the Imperial Pie recipe contains wheat and potentially traces of nuts.

The task on global events has been expanded to create a summative assessment task at the end of this resource. This can be adapted or contextualised to suit your specific needs.

* Conduct a ‘surprise’ spelling test with the class (without giving the indication that it is a lesson regarding the Americanisation of Australian society). Ask students to spell the following words:
  + Colour (color)
  + Recognise (recognize)
  + Apologise (apologize)
  + Favourite (favorite)
  + Centre (center)
  + Litre (liter)
  + Enrol (enroll)
* Discuss results of the spelling test. How many students used the American spelling instead of the Australian spelling – what does this tell us about the increasing Americanisation of language in Australia?
* Conduct a ‘favourite things’ survey of class members, another class or family. The survey should include questions about:
  + favourite movie
  + favourite TV show
  + favourite clothing brand
  + favourite social media platform
  + favourite celebrity
  + favourite music artist.
* Compile results of the survey and create a column graph to showcase the findings. How many of the things listed are American? Create a class tally and write a paragraph discussing the results in terms of American influences on Australian popular culture.
* Try this recipe for [Imperial Pie](https://blog.doublehelix.csiro.au/imperial-pie/) at home, which gives measurements in the imperial system. You will need to use the [conversion chart](https://blog.doublehelix.csiro.au/wp-content/uploads/2013/03/conversion.pdf) to change the measurements from the imperial system to the metric system before you can make the pie.
* As a class, discuss the statement: “Australia has become America’s twin”. Consider things like fashion, food, entertainment and music in your discussion.
* Teacher to distribute the following articles regarding the Americanisation of Australia to small groups. Each group is to read their article, write a brief summary and report back to the class about what the article says. Do these surveys confirm or deny that Australians are saturated with American content?
  + Article One: [Americanisation of a Nation](https://www.theaustralian.com.au/weekend-australian-magazine/americanisation-of-a-nation/news-story/33b409e437e9ca12aa63a274dce56d22)
  + Article Two: [We’ve Become America’s Identical Twin](https://www.smh.com.au/opinion/weve-become-americas-identical-twin-but-weve-got-too-much-to-lose-20161101-gsfp0w.html)
  + Article Three: [The Americanisation of Australian Culture](https://www.ironbarkresources.com/articles/guild2004americanisation.htm)
  + Article Four: [Australians show generational shift towards American culture](https://www.uq.edu.au/news/article/1997/11/australians-show-generational-shift-towards-american-culture)
* Create a survey similar to the one conducted at the beginning of last lesson to see if the Americanisation of Australian culture is evident in their homes, schools, workplaces etcetera. Students should survey a number of people in their life (for example other students, teachers, parents, grandparents.)

Questions could include (for example):

* + What is your favourite TV show now?
  + What was your favourite movie of 2020?
  + Do you own any American sports apparel? (such as a NY Yankees hat)
  + If you could travel anywhere in the world where would it be?
  + What is your favourite food?
  + Who is your most admired sports star?
* Form groups of four to complete a research task into one of the following major global events:
  + fall of the Berlin Wall
  + first or second wave feminist movement
  + bombing of the Twin Towers on 9/11
  + Vietnam war
  + first moon landing
  + Tiananmen Square
  + SARS outbreak
  + invention of the internet
  + end of apartheid in South Africa

The research should be focused on the key information about the event (who, what, where, when, why was it significant) and the connection to or impact on Australia. Present your research findings in a 2-minute speech to the class.

* Research and present an essay in response to the question: ‘Assess the impact of Americanisation and global events on Australian popular culture.’

### Nature of Australian popular culture today and legacy

* Think about the biggest things in Pop Culture this year (for example think about music, film, television, fashion, celebrities, sport). Discuss with your partner, then write down the top 5 pop culture items for that year. As a class, collate all responses and narrow the ‘top 5’ down for the whole class.
* Use [Google Trends](https://trends.google.com/trends/?geo=US) to see what types of searches Australians were conducting on Google in a specific year. Ensure in the top right corner that you are searching in Australia, then scroll down to ‘Year in Search 20\_\_\_’ and see what was trending in Australia. Compare this with what was trending in the United States or Great Britain to make links between the popular culture we engage in vs the popular culture in these two nations.
* Spend time discovering what was the most searched: news, sporting events, global figures, Australian figures, loss, recipes, how to, why is. Teacher may choose to create a lesson to accompany this.
* Write a paragraph explaining the impact of popular culture trends in the past on the popular culture in Australia today.

## Assessment task

**Teacher note -** when using this task, ensure it is placed on the school template and follows all assessment requirements.

### Outcomes

* **HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia
* **HT5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past
* **HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

### Syllabus content

Continuity and change in beliefs and values that have influenced the Australian way of life

Students:

* outline and assess the impact of Americanisation and global events on Australian society over time

### Task

Write a 5-minute speech answering the following question:

Assess the impact of one major global event on Australian society over time

Your speech should focus on one of the following major global events:

* fall of the Berlin Wall
* first or second wave feminist movement
* bombing of the Twin Towers on 9/11
* Vietnam war
* first moon landing
* Tiananmen Square
* SARS outbreak
* civil rights movements across the world
* invention of the internet
* end of apartheid in South Africa
* a major global event of your choosing, as agreed to by the teacher

Your speech should include the key facts about the global event and an assessment of the impact of the event on Australian society, both at the time that it occurred and up until the present day.

You may choose to use a visual support, such as images on slides, if you think it will add to your argument.

## Marking criteria

|  |  |
| --- | --- |
| Criteria | Grade |
| Demonstrates extensive knowledge of the content by explaining and analysing the causes and effects of events and developments in the modern world and Australia.  Demonstrates extensive knowledge of the content and understanding of course concepts by applying a range of relevant historical terms and concepts when communicating an understanding of the past.  Effectively communicates complex ideas and information by selecting and using appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences. | A |
| Demonstrates thorough knowledge of the content by explaining and analysing the causes and effects of events and developments in the modern world and Australia.  Demonstrates thorough knowledge of the content and understanding of course concepts by applying a range of relevant historical terms and concepts when communicating an understanding of the past.  Clearly communicates complex ideas and information by selecting and using appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences. | B |
| Demonstrates sound knowledge of the content by explaining and analysing the causes and effects of events and developments in the modern world and Australia.  Demonstrates sound knowledge of the content and understanding of course concepts by using relevant historical terms and concepts when communicating an understanding of the past.  Communicates ideas and information in an appropriate way by selecting and using appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences. | C |
| Demonstrates basic knowledge of the content by explaining the causes and effects of events and developments in the modern world and Australia.  Demonstrates basic knowledge of the content and understanding of course concepts by using some historical terms and concepts when communicating an understanding of the past.  Communicates ideas in a descriptive manner by selecting and using appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences. | D |
| Demonstrates elementary knowledge of the content by identifying a number of causes and effects of events in the modern world and Australia.  Demonstrates elementary knowledge of the content and understanding of course concepts by using limited historical terms and concepts when communicating an understanding of the past.  Demonstrates elementary skills in communicating ideas and selecting information. | E |