BOSTES BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW

Stage 6 Application for a **Big History School Developed Board Endorsed Course**

1 Course Name

Please select the Learning Area relevant to your course

HSIE

Please enter the name of your course

Big History

2 Endorsement Sought – *please check the appropriate box(es)*

☑☒ 1 unit / 1 year **60 hours** – 60 hours Preliminary

2 unit / 1 year **120 hours** – 120 hours Preliminary

1 unit / 1 year **60 hours** – 60 hours HSC

2 unit / 1 year **120 hours** – 120 hours HSC

3 School Details

School Name	Macquarie University
School Number	99817
Postal Address	Level 4, Building W6A, Room 436, North Ryde, 2019
Phone	9850 7015

4 Contact Person

Name	Tracy Sullivan
Email	tracy.sullivan@mq.edu.au

5 Faculty Head's Declaration

I am satisfied that the university has appropriate staff and teaching resources to implement this course and that appropriate levels of safety/supervision will be met for any practical and work placement components which are part of the course.

Name	
Email	
Date	
Signature*	

RATIONALE AND AIM

Why do students at your school need this course?
Provide details of the specific needs to be addressed by this course and justify why a Board Developed Course cannot meet these needs. Also demonstrate evidence of demand and explain the possible impact on the overall curriculum of your school.

TIPS for completing the RATIONALE:

- Explain the specific needs to be addressed by the course
- Justify why a current Board Developed Course cannot meet these needs
- Show evidence of student demand for this course
- Explain the possible impact on the overall Stage 5 curriculum of your school.

What is the AIM of the course?
Describe the general and lasting benefits for the students who satisfactorily complete this course.

TIPS for completing the AIM:

- Describe the general and lasting benefits for the students who satisfactorily complete this course.

The aim of this course is to develop critical and analytical skills through investigations, projects in an inter-disciplinary framework. The broad range of concepts and investigations will teach students research and questioning techniques that will be invaluable to them in tertiary studies.

It will also provide and overarching context for understanding the development of today's modern world in a way that is not covered by any other studies they will undertake at school.

COURSE STRUCTURE OVERVIEW

TIPS for completing the Course Structure Overview:

- modules must be **between 15 and 30** hours in duration
- you MUST include CORE modules and may include ELECTIVE modules
- You should avoid a large number of small modules
- ELECTIVE modules are optional, but if included you should clearly indicate how many are chosen and in what year(s) they will be taught – use the Module Explanation box
- module hours must total at least the number of hours of endorsement being sought.

Module Explanation – complete if necessary to clarify combination of elective modules

Three core modules are proposed of 20 hours each. This will cover the three terms of the Preliminary course.

CORE Modules

	Module Title	Hours
1	Early Formations and Earth	20
2	Life, Early Humans and the Origins of Civilisations	20
3	Expansion, Interconnection, acceleration and the Future	20
4		
5		
6		
7		
8		
	Total CORE hours	**60**

ELECTIVE Modules

	Module Title	Hours
1		
2		
3		
4		
5		
6		
7		
8		
	Total ELECTIVE hours	

OBJECTIVES AND OUTCOMES

The objectives and outcomes that you list in this section relate to the course as a whole. The emphasis given to particular objectives and outcomes will depend upon the modules selected.

TIPS for completing the Objectives and Outcomes:

- Objectives provide specific statements of the intent of the course
- Objectives provide direction for the teaching and learning process
- Objectives should link to the rationale and aim
- Outcomes describe what the students should know, understand and be able to do as a result of effective teaching and learning of this course
- You should include two or three Outcomes for each Objective and these should inlcude both knowledge and skills
- Teaching techniques, methods or strategies are not outcomes and should not be inlcuded here
- Outcomes would normally start with words such as identifies, decsribes, explains, uses, outlines, designs, applies, develops etc
- For examples of Objectives and related Outcomes look at current Stage 6 Board Developed Course Syllabus documents available on the Board's website.

KNOWLEDGE and SKILLS objectives and related outcomes

Note: Add additional Objectives and outcomes if required. Outcomes do not need to be limited to three outcomes per objective.

KS Objectives	**Outcomes**
Students will develop:	A student:
1 An understanding of multiple perspectives	**1.1** Identifies, comprehends and applies the concept of shifting scales in multiple Contexts across disciplines.
	1.2 Identifies, comprehends and applies the concept of claim testers in multiple contexts across disciples
	1.3
2 Knowledge and understanding of the process of historical and scientific enquiry	**2.1** Identifies key historical and scientific concepts and facts
	2.2 Evaluates the way historical contexts, collective learning and scientific advancements have altered understandings of the universe, our earth and humankind
	2.3
3 Knowledge and understanding of an inter-disciplinary framework for learning	**3.1** Identifies key historical and scientific concepts from a variety of scholarly disciplines
	3.2 Analyses, evaluates and justifies claims about the past an present using various disciplines

		3.3	Compares the inter-disciplinary approach of Big History to more traditional approaches of History
4	Communicating knowledge and understanding of Big History ideas and concepts	**4.1**	Communicates Big History ideas through appropriate and well structured written and oral forms
		4.2	Uses Big History terms and concepts appropriately
		4.3	
5	Locates and selects information from a variety of sources across a range of disciplines	**5.1**	Locates and organizes information from a variety of sources across disciplines and formats to conduct an investigation
		5.2	Reads, analyses and evaluates primary and secondary historical, scientific and technical sources
		5.3	
6	An understanding of the key concepts of Big History: thresholds of increasing complexity, scale, claim testing and collective learning	**6.1**	Describes key features of the Big History narrative
		6.2	Uses key terms of Big History
		6.3	Explains Big History concepts within the context of the Big History narrative

VALUES and ATTITUDES (VA) objective and related outcomes – note that these outcomes are not intended to be assessed as part of the formal assessment process.

TIPS for completing the VALUES and ATTITUDES OBJECTIVE and related OUTCOMES:

- A course should include at least one Values and Attitudes Objective
- There should be one or more Outcomes related to this Objective
- Objectives should link to the rationale and aim
- These outcomes are not intended to be assessed as part of the formal assessment process.

VA Objectives		**Outcomes**
Students will develop:		A student:
1	An understanding of the influence of the whole of the past on the present and the future	**1.1** Demonstrates an awareness of the ways the past can influence and inform the future
		2.2 Demonstrates an understanding of the themes and patterns that better help us understand people, civilizations and the world

	we live in
	7.3

COURSE CONTENT – CORE MODULE #1

TITLE: Early Formations and Earth **HOURS: 20**

DESCRIPTION: Briefly describe the focus of the learning that students will experience in this module.

TIPS for completing the MODULE DESCRIPTION:

- Ensure that you provide sufficient detail in the description for the number of hours listed for this module.

- Students will learn what Big History is and how it differs from other approaches to general history and science. They will examine how our views of the universe have developed and changed, how stars are created, how they have changed the universe and why they play such an important role in Big History. They will also learn what the young Earth was like and through the process of increasing complexity, how it has changed over 4.5 billion years to become the planet it is today. Students will learn this through the process of claim testing.

OUTCOMES: Identify the outcomes that will be addressed in THIS MODULE. These should be taken from the course outcomes that you listed on pages 4–5.

Number	Outcome
KS1.1	identifies, comprehends and applies the concept of shifting scales in multiple contexts across disciplines
KS1.2	identifies, comprehends and applies the concept of claim testers in multiple contexts across disciples
KS2.1	identifies key historical and scientific concepts and facts
KS2.2	evaluates the way historical contexts, collective learning and scientific advancements have altered understandings of the universe, our earth and humankind
KS3.3	compares the inter-disciplinary approach of Big history to more traditional approaches to knowledge
KS4.1	communicates Big History ideas through appropriate and well structured written texts

MODULE CONTENT:

TIPS for completing the MODULE CONTENT

Students Learn About:

- include brief outlines of the major learning points that students will undertake
- student learning should be clearly linked to the outcomes
- Example - "Students learn about: lifestyle components - work (paid, unpaid, study), recreation (active, passive), exercise, relaxation, sleep".

Students Learn To:

- include brief outlines of the skills students will develop during the module
- Example - "Students learn to: explain how a balanced lifestyle contributes to optimal health"
- Multiple Learn To statements can be included for each Learn About statement.

The number of Learn About and Learn To statements should reflect the number of hours of the module.

Students learn about:	**Students learn to:**
How Big History is different to other approaches to history and science	Define the key concepts of Big History, these include: • increasing complexity • goldilocks conditions • scale • collective learning • claim testing • origin stories
How and why our understanding of the universe changed over time	Explain the basics of the Big Bang and the evidence that supports this theory from across a range of disciplines and perspectives
Why the formation of stars and the formation of elements are so important in our world	Explain what happens in the life of a star and what happens when a star dies, including why the emergence of elements are so important in our world.

Space for additional content. Use this space if needed to include any additional content for this module.

COURSE CONTENT – CORE MODULE #2

TITLE: Life, Early Humans and the origins of civilisation **HOURS: 20**

DESCRIPTION: Briefly describe the focus of the learning that students will experience in this module.

Students will learn what the "goldilocks" conditions were on Earth that allowed for the appearance of life and how life introduces a new dynamism and diversity to the universe. They will also learn how our ancestors evolved over 65 million years and what evidence has been used to recreate that story. Students will learn how agriculture transformed human history accelerating the pace of change, leading to the eventual rise of cities, states, empires and agrarian civilizations.

OUTCOMES: Identify the outcomes that will be addressed in THIS MODULE. These should be taken from the course outcomes that you listed on pages 4–5.

Number	Outcome
KS1.2	identifies, comprehends and applies the concept of claim testers in multiple contexts across disciplines
KS3.2	analyses, evaluates and justifies claims about the past and present using various disciplines
KS4.1	communicates Big History ideas through appropriate and well structured written and oral forms
KS4.2	uses Big History terms and concepts
KS5.2	reads, analyses and evaluates primary and secondary historical, scientific and technical sources
KS6.3	explains Big History concepts within the context of the Big History narrative

MODULE CONTENT: Include brief outlines of the major learning points that students will undertake (Students Learn about) and the skills students will develop during the module (Students learn to). The number of Learn Abouts and Learn Tos should reflect the number of hours of the module.

Students learn about:	Students learn to:
The conditions that made it possible for life to emerge on Earth	Describe the conditions that made it possible for life to emerge on Earth, comparing life to non-life
The use of evidence to explain the processes of adaptation and evolution	Analyse and evaluate evidence to explain adaptation and evolution including Darwin's theory of natural selection and DNA
How human ancestors evolved and how early humans lived	Gather evidence to describe what makes humans different, including collective learning and how early humans lived
The features of agrarian civilisations and the role collective learning played in their growth and development	Analyse a variety of primary and secondary sources to compare and contrast the lifestyles of hunter-gatherers to the lifestyles of humans living in agrarian civilisations

Space for additional content. Use this space if needed to include any additional content for this module.

COURSE CONTENT – CORE MODULE #3

TITLE: Expansion, interconnection, acceleration and the future **HOURS: 20**

DESCRIPTION: Briefly describe the focus of the learning that students will experience in this module.

Students will learn how communities have become more inter-connected over the last 5,000 years, especially in those regions with the largest, densest and most complex societies. Students examine how changes of recent centuries have led humans across a new threshold of complexity and generated entirely new types of societies and challenges. They will examine non-familiar patterns and evaluate the challenges facing human societies today and look for ways in which the lessons we learned as a species can help us find solutions for the future.

OUTCOMES: Identify the outcomes that will be addressed in THIS MODULE. These should be taken from the course outcomes that you listed on page 4–5.

Number	Outcome
KS1.2	identifies, comprehends and applies the concept of claim testers in multiple contexts across disciplines
KS3.1	identifies key historical and scientific concepts from a variety of scholarly disciplines
KS4.1	communicates Big History ideas through appropriate and well structured written and oral forms
KS5.1	Locates and organizes information from a variety of sources across disciplines and formats to conduct and investigation
KS6.1	Describe key features of the big History narrative
KS6.2	Uses key terms of Big History

MODULE CONTENT: Include brief outlines of the major learning points that students will undertake (Students Learn about) and the skills students will develop during the module (Students learn to). The number of Learn Abouts and Learn Tos should reflect the number of hours of the module.

Students learn about:	Students learn to:
The expansion and interconnection of agrarian civilizations and how this led to new networks of exchange, improved collective learning and innovation	Investigate the implications of interconnected societies and regions e.g. the spread of diseases and new technologies
The rapid acceleration of change over 250 years since the Industrial Revolution and its impact on the biosphere and accelerating global change	Evaluate the data, claim, and conclusions in a range of texts that argue for accelerating global change and its impact on the biosphere

Important human and environmental issues that affect the future of our species, the biosphere, and our entire planet in the context of 13.8 billion year Big History narrative and course themes	Analyse the key course concepts and then propose the next major threshold of increasing complexity

Space for additional content. Use this space if needed to include any additional content for this module.

ASSESSMENT PLAN

Requirements for Higher School Certificate
For details on HSC Assessment in a Standards-Refernced Framework - A guide to Best Practice and the current ACE Manual. Both can be found on the Board's website.

- Assessment must reflect the extent to which each student has achieved the objectives and outcomes of the course
- Assessment of Values and Attitudes must not be used for HSC reporting

Preliminary Course requirements
If course delivery occurs in the Preliminary year you will need to provide the Board with an A-E grade at the end of Year 11. Schools should use the Year 11 Common Grade Scale for awarding grades for students.

HSC Course requirements
If course delivery occurs in the HSC year you will need to provide the Board with a mark out of 50 for a 1 Unit course and a mark out of 100 for a 2 Unit course. Schools are responsible for ensuring that marks submitted to the Board are aligned to the Stage 6 Board Endorsed Course Performance Descriptions.

TIPS for completing the ASSESSMENT PLAN:

- Do not over-assess. We advise 3 to 5 tasks for a 2 Unit course and 2 to 3 tasks for a 1 Unit course, with weightings between 10% and 40%
- You MUST include an examination style task in the HSC year
- Ensure that your tasks are addressing the outcomes
- Ensure that you use a variety of tasks
- You don't need to include details of the tasks, but the nature of each task and its weighting should be clear.

PRELIMINARY COURSE - Assessment Task Outline
The tasks listed here will be used to generate an A-E grade for reporting on the Record of School Achievement. These will be submitted to the Board at the end of Year 11.

Task Description	% Weighting
End of course examination	**20**
Reading log with reflection journal	**40**
Research task with oral component	**40**

Additional assessment information (optional). Use this space if needed to add any additional information regarding assessment of the course.

HSC COURSE - Assessment Task Outline

The tasks listed here will be used to generate mark for reporting on the HSC Record of Achievement. These will be submitted to the Board at the end of Year 12.

Task Description	% Weighting

Additional assessment information (optional). Use this space if needed to add any additional information regarding assessment of the course.

COURSE EVALUATION

TIPS for completing the COURSE EVALUATION PROPOSAL:

- What strategies will you use? - survey, consultation, anecdotal records, etc
- Who will be involved? - students, teachers, community, etc
- When will the evaluation take place? - continuously, end of each module / course, etc

Provide a brief description on how you propose to evaluate the course.

Students will complete a survey at the commencement of the course for their perceptions of what the course will teach them and what they are hoping to gain from completing the course. They will also be asked to complete an evaluation of each module. A survey will also be conducted at the end of the course. They reflective journals will also provide information that can be gathered for evaluation of the course. Teachers will also evaluate the course, its content and the time spent on each section.