**Developmental Rubric: Sources Analysis Skills. Domain HASS. Strands: History and Geography. Years F-12**

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|  |  |  | 1.3.2 Integrates sources as evidence to justify arguments *or* interpretations *or* a proposed course of action. | At this level, students critically analyse and evaluate a range of relevant sources in order to use them as evidence in an historical argument/geographical investigation |
|  |  | 1.2.3 Analyses sources in order to establish similarities and differences. | 1.3.1 Evaluates the usefulness and limitations of primary and secondary sources in order to establish reliability | At this level, students can examine, analyse and evaluate a range of primary and secondary sources |
|  |  | 1.2.2 Analyses sources using acronyms such as NOP, SOAPS, PACT, OPVL |  | At this level, students can examine and analyse a range of primary and secondary sources |
|  |  | 1.2.1 Draws conclusions that are supported by evidence from one or more primary or secondary sources |  | At this level, students can draw valid conclusions that are supported by evidence from primary or secondary sources. |
|  | 1.1.3 Makes inferential statements about sources, ie, goes beyond what is directly stated or portrayed |  |  | At this level, students can make inferences from a primary or secondary source. |
|  | 1.1.2 Distinguishes between primary and secondary sources |  |  |  |
|  | 1.1.1 Identifies information in a provided source *or* elements in a visual source |  |  |  |
|  | Insufficient evidence | Insufficient evidence | Insufficient evidence |  |
| **Indicators** | 1.1 Examines provided sources | 1.2 Analyses provided sources | 1.3 Evaluates and integrates provided sources | Level Statements |
| **Capability** |  | **Analysing and evaluating historical sources** (Year 10 History: ACHHS 187; ACHHS 188; ACHHS 189) | | |

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