

Year 10 standard elaborations — Australian Curriculum v9.0: History

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for History describes what students are expected to know and be able to do at the end of each year. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.



Year 10 Australian Curriculum: History achievement standard

By the end of Year 10, students explain the historical significance of the period between 1918 and the early 21st century. They explain the causes and effects of events, developments, turning points or movements in 20th century Australia and internationally, leading up to and through the Second World War, and the post-war world. They describe social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on Australian and global history.

Students develop and modify a range of questions about the past to inform historical inquiry. They locate, select and compare a range of primary and secondary sources and synthesise the information in sources to use as evidence in historical inquiry. They analyse the origin, content, context and purpose of primary and secondary sources. Students evaluate the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to analyse cause and effect, and patterns of continuity and change, connected to a period, event or movement. They evaluate perspectives of significant events and developments, and explain the important factors that influence these perspectives. They compare and evaluate different and contested historical interpretations. Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 History for Foundation–10*
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/history-7-10/year-10>

Year 10 History standard elaborations

	A	B	C	D	E
The folio of student work contains evidence of the following:					
Knowledge and understanding	thorough explanation of the historical significance of the period between 1918 and the early 21st century	informed explanation of the historical significance of the period between 1918 and the early 21st century	explanation of the historical significance of the period between 1918 and the early 21st century	simple explanation of the historical significance of the period between 1918 and the early 21st century	statement/s about the historical significance of the period between 1918 and the early 21st century
	thorough explanation of the causes and effects of events, developments, turning points or movements in 20th century Australia and internationally, leading up to and through the Second World War, and the post-war world	informed explanation of the causes and effects of events, developments, turning points or movements in 20th century Australia and internationally, leading up to and through the Second World War, and the post-war world	explanation of the causes and effects of events, developments, turning points or movements in 20th century Australia and internationally, leading up to and through the Second World War, and the post-war world	simple explanation of the causes and effects of events, developments, turning points or movements in 20th century Australia and internationally, leading up to and through the Second World War, and the post-war world	statement/s about the causes and effects of events, developments, turning points or movements in 20th century Australia and/or internationally, leading up to and through the Second World War, and the post-war world
	thorough description of the social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period	informed description of the social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period	description of the social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period	simple description of the social, cultural, economic and/or political aspects including, international developments, related to the changes and continuities in Australian society over this historical period	statement/s about changes and continuities in Australian society over this historical period
	thorough explanation of the role of significant ideas, individuals, groups and institutions connected to the developments of this	informed explanation of the role of significant ideas, individuals, groups and institutions connected to the developments of this	explanation of the role of significant ideas, individuals, groups and institutions connected to the developments of this	simple explanation of the role of significant ideas, individuals, groups and institutions connected to the developments of this	statement/s about significant ideas, individuals, groups and institutions connected to

		A	B	C	D	E
		period and their influences on Australian and global history	period and their influences on Australian and global history	period and their influences on Australian and global history	period <u>and/or</u> their influences on Australian <u>and/or</u> global history	the developments of this period
Skills	Questioning and researching	<p>development and modification of a range of questions about the past to inform historical inquiry and <u>purposeful</u></p> <ul style="list-style-type: none"> location, selection and comparison of a range of primary and secondary sources synthesis of the information in sources as evidence in historical inquiry 	<p>development and modification of a range of questions about the past to inform historical inquiry and <u>effective</u></p> <ul style="list-style-type: none"> location, selection and comparison of a range of primary and secondary sources synthesis of the information in sources as evidence in historical inquiry 	<p>development and modification of a range of questions about the past to inform historical inquiry and</p> <ul style="list-style-type: none"> location, selection and comparison of a range of primary and secondary sources synthesis of the information in sources as evidence in historical inquiry 	<p><u>guided</u> development and modification of a range of questions about the past to inform historical inquiry and <u>partial</u></p> <ul style="list-style-type: none"> location, selection and comparison of a range of primary and secondary sources synthesis of the information in sources as evidence in historical inquiry 	<p><u>directed</u> development of questions about the past related to a historical inquiry and <u>basic</u> location <u>and/or</u> selection of sources <u>and/or</u> information from sources</p>
	Using historical sources	<ul style="list-style-type: none"> <u>proficient</u> analysis of the origin, content, context and purpose of primary and secondary sources <u>purposeful</u> evaluation of the accuracy, usefulness and reliability of sources as evidence 	<ul style="list-style-type: none"> <u>effective</u> analysis of the origin, content, context and purpose of primary and secondary sources <u>effective</u> evaluation of the accuracy, usefulness and reliability of sources as evidence 	<ul style="list-style-type: none"> analysis of the origin, content, context and purpose of primary and secondary sources evaluation of the accuracy, usefulness and reliability of sources as evidence 	<ul style="list-style-type: none"> <u>simple</u> analysis of the origin, content, context <u>and/or</u> purpose of primary <u>and/or</u> secondary sources <u>simple</u> evaluation of the accuracy, usefulness <u>and/or</u> reliability of sources as evidence 	<p><u>statement/s about</u> the origin, content, context, purpose, accuracy, usefulness and/or reliability of sources</p>

		A	B	C	D	E
	Historical perspectives and interpretations	<ul style="list-style-type: none"> • proficient sequencing of events and developments to analyse cause and effect, and patterns of continuity and change, connected to a period, event or movement • considered evaluation of perspectives of significant events and developments and explanation of the important factors that influence these perspectives • considered comparison and evaluation of different and contested historical interpretations 	<ul style="list-style-type: none"> • effective sequencing of events and developments to analyse cause and effect, and patterns of continuity and change, connected to a period, event or movement • plausible evaluation of perspectives of significant events and developments and explanation of the important factors that influence these perspectives • effective comparison and evaluation of different and contested historical interpretations 	<ul style="list-style-type: none"> • sequencing of events and developments to analyse cause and effect, and patterns of continuity and change, connected to a period, event or movement • evaluation of perspectives of significant events and developments and explanation of the important factors that influence these perspectives • comparison and evaluation of different and contested historical interpretations 	<ul style="list-style-type: none"> • partial sequencing of events and developments to analyse cause and effect, and/or patterns of continuity and change, connected to a period, event or movement • simple evaluation of perspectives of significant events and developments and/or explanation of the important factors that influence these perspectives • simple comparison and evaluation of historical interpretations 	<ul style="list-style-type: none"> • basic sequencing of events and developments connected to a period, event or movement • statement/s about perspectives of significant events and developments and/or historical interpretations
	Communicating	use of historical knowledge, concepts, and terms to develop purposeful descriptions, explanations and historical arguments that synthesise evidence from sources.	use of historical knowledge, concepts, and terms to develop effective descriptions, explanations and historical arguments that synthesise evidence from sources.	use of historical knowledge, concepts, and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources.	use of historical knowledge, concepts, and terms to develop simple descriptions, explanations and/or historical arguments that refer to evidence from sources.	use of historical knowledge, concepts, and terms to develop fragmented descriptions, explanations and/or historical arguments.

Key shading emphasises the **qualities that discriminate between the A–E descriptors**



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