

Year 7 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 7 Australian Curriculum: History achievement standard

By the end of Year 7, students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past. Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies. They identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies. Students explain the importance of heritage sites connected to Australia and other societies from the ancient past.

Students develop questions about the past. They locate and identify primary and secondary sources as evidence in historical inquiry. They describe the origin, content, context and purpose of primary and secondary sources. Students identify the accuracy and usefulness of sources as evidence. They sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time. They describe the perspectives, attitudes and values of the past in sources. They identify and describe historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments.

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-7>

Year 7 History standard elaborations

	A	B	C	D	E
The folio of student work contains evidence of the following:					
Knowledge and understanding	thorough description of the historical significance of the ancient past and the histories of early First Nations Peoples of Australia	informed description of the historical significance of the ancient past and the histories of early First Nations Peoples of Australia	description of the historical significance of the ancient past and the histories of early First Nations Peoples of Australia	simple description of the historical significance of the ancient past and the histories of early First Nations Peoples of Australia	statement/s about the ancient past and/or the histories of early First Nations Peoples of Australia
	thorough identification of the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past	informed identification of the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past	identification of the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past	simple identification of the causes and effects of events, developments and/or achievements connected to groups and individuals in Australia and other societies from the ancient past	statement/s about events, developments and/or achievements connected to groups and/or individuals in societies from the ancient past
	thorough description of the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies	informed description of the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies	description of the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies	simple description of the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies	statement/s about the changes and continuities in societies from the ancient past
	thorough identification of the roles and achievements of significant individuals and groups and the influences on the development of ancient societies	informed identification of the roles and achievements of significant individuals and groups and the influences on the development of ancient societies	identification of the roles and achievements of significant individuals and groups and the influences on the development of ancient societies	simple identification of the roles and achievements of significant individuals and groups and/or the influences on the development of ancient societies	statement/s about significant individuals and groups connected to ancient societies

		A	B	C	D	E
		<u>thorough</u> explanation of the importance of heritage sites connected to Australia and other societies from the ancient past	<u>informed</u> explanation of the importance of heritage sites connected to Australia and other societies from the ancient past	explanation of the importance of heritage sites connected to Australia and other societies from the ancient past	<u>simple</u> explanation of the importance of heritage sites connected to Australia <u>and/or</u> other societies from the ancient past	<u>statement/s about</u> heritage sites connected to Australia and/or other societies from the ancient past
Skills	Questioning and researching	development of questions about the past and <u>purposeful</u> location and identification of primary and secondary sources as evidence in historical inquiry	development of questions about the past and <u>effective</u> location and identification of primary and secondary sources as evidence in historical inquiry	development of questions about the past and location and identification of primary and secondary sources as evidence in historical inquiry	<u>guided</u> development of questions about the past and <u>partial</u> location and identification of primary <u>and/or</u> secondary sources as evidence in historical inquiry	<u>directed</u> development of questions about the past and <u>basic</u> location and identification of sources
	Using historical sources	<ul style="list-style-type: none"> • <u>proficient</u> description of the origin, content, context and purpose of primary and secondary sources • <u>purposeful</u> identification of the accuracy and usefulness of sources as evidence 	<ul style="list-style-type: none"> • <u>plausible</u> description of the origin, content, context and purpose of primary and secondary sources • <u>effective</u> identification of the accuracy and usefulness of sources as evidence 	<ul style="list-style-type: none"> • description of the origin, content, context and purpose of primary and secondary sources • identification of the accuracy and usefulness of sources as evidence 	<ul style="list-style-type: none"> • <u>simple</u> description of the origin, content, context <u>and/or</u> purpose of primary <u>and/or</u> secondary sources • <u>partial</u> identification of the accuracy <u>and/or</u> usefulness of sources as evidence 	<u>statement/s about</u> the origin, content, context, purpose, accuracy and/or usefulness of sources

		A	B	C	D	E
Historical perspectives and interpretations	Historical perspectives and interpretations	<ul style="list-style-type: none"> • proficient sequencing of events and developments to describe causes and effects, and continuities and changes, across societies and time periods • considered description of perspectives, attitudes and values of the past in sources • identification and considered description of historical interpretations about significant events and people 	<ul style="list-style-type: none"> • effective sequencing of events and developments to describe causes and effects, and continuities and changes, across societies and time periods • plausible description of perspectives, attitudes and values of the past in sources • identification and plausible description of historical interpretations about significant events and people 	<ul style="list-style-type: none"> • sequencing of events and developments to describe causes and effects, and continuities and changes, across societies and time periods • description of perspectives, attitudes and values of the past in sources • identification and description of historical interpretations about significant events and people 	<ul style="list-style-type: none"> • partial sequencing of events and developments to describe causes and effects and/or continuities and changes, across societies and time periods • simple description of perspectives, attitudes and/or values of the past in sources • identification and simple description of historical interpretations about significant events and/or people 	<ul style="list-style-type: none"> • basic sequencing of events and developments across time periods • statement/s about perspectives, attitudes and/or values of the past and/or historical interpretations about significant events and/or people
	Communicating	use of historical knowledge, concepts, terms and references to evidence from sources to create purposeful descriptions, explanations and historical arguments.	use of historical knowledge, concepts, terms and references to evidence from sources to create effective descriptions, explanations and historical arguments.	use of historical knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and historical arguments.	use of historical knowledge, concepts, terms and/or references to evidence from sources to create simple descriptions, explanations and/or historical arguments.	use of historical knowledge, concepts, terms and/or references to evidence from sources to create fragmented descriptions, explanations and/or historical arguments.

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

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