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| Year 8 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.

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| Year 8 Australian Curriculum: History achievement standard |
| By the end of Year 8, students describe the historical significance of the periods between the ancient and modern past. They explain the causes and effects of events, developments, turning points or challenges in Medieval, Renaissance or pre-modern Europe, or in the societies connected to empires or expansions, or the societies of the Asia-Pacific world during these periods. They describe the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or a historical period. Students describe the role of significant individuals, groups and institutions connected to the societies of these periods and their influences on historical events.  Students develop questions about the past to inform historical inquiry. They locate and identify a range of primary and secondary sources as evidence in historical inquiry. They describe the origin, content and context of sources, and explain the purpose of primary and secondary sources. Students compare sources to explain the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods. They describe perspectives, attitudes and values of the past, and suggest reasons for different points of view. They explain historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and references to 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-8> |

## Year 8 History standard elaborations

|  |  | A | B | C | D | E |
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|  |  | The folio of student work contains evidence of the following: | | | | |
| Knowledge and understanding | | thorough description of the historical significance of the periods between the ancient and modern past | informed description of the historical significance of the periods between the ancient and modern past | description of the historical significance of the periods between the ancient and modern past | simple description of the historical significance of the periods between the ancient and modern past | statement/s about the periods between the ancient and modern past |
| thorough explanation of the causes and effects of events, developments, turning points or challenges in:   * Medieval, Renaissance or pre-modern Europe or * the societies connected to empires or expansions or * the societies of the Asia-Pacific world during these periods | informed explanation of the causes and effects of events, developments, turning points or challenges in:   * Medieval, Renaissance or pre-modern Europe or * the societies connected to empires or expansions or * the societies of the Asia-Pacific world during these periods | explanation of the causes and effects of events, developments, turning points or challenges in:   * Medieval, Renaissance or pre-modern Europe or * the societies connected to empires or expansions or * the societies of the Asia-Pacific world during these periods | simple explanation of the causes and effects of events, developments, turning points or challenges in:   * Medieval, Renaissance or pre-modern Europe or * the societies connected to empires or expansions or * the societies of the Asia-Pacific world during these periods | statement/s about the causes and effects of events, developments, turning points or challenges in:   * Medieval, Renaissance or pre-modern Europe or * the societies connected to empires or expansions or * the societies of the Asia-Pacific world during these periods |
| thorough description of the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or a historical period | informed description of the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or a historical period | description of the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or a historical period | simple description of the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or a historical period | statement/s about the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or a historical period |
| thorough description of the role of significant individuals, groups, and institutions connected to the societies of these periods and their influences on historical events | informed description of the role of significant individuals, groups, and institutions connected to the societies of these periods and their influences on historical events | description of the role of significant individuals, groups, and institutions connected to the societies of these periods and their influences on historical events | simple description of the role of significant individuals, groups, and institutions connected to the societies of these periods and/or their influences on historical events | statement/s about significant individuals, groups and institutions connected to the societies of these periods |
| Skills | Questioning and researching | development of questions about the past to inform historical inquiry and purposeful location and identification of a range of primary and secondary sources as evidence in historical inquiry | development of questions about the past to inform historical inquiry and effective location and identification of a range of primary and secondary sources as evidence in historical inquiry | development of questions about the past to inform historical inquiry and location and identification of a range of primary and secondary sources as evidence in historical inquiry | guided development of questions about the past to inform historical inquiry and partial location and identification of primary and/or secondary sources as evidence in historical inquiry | directed development of questions about the past related to a historical inquiry and basic location and identification of sources |
| Using historical sources | * proficient description of the origin, content and context of sources and explanation of the purpose of primary and secondary sources * purposeful comparison of sources to explain the accuracy, usefulness and reliability of sources as evidence | * plausible description of the origin, content and context of sources and explanation of the purpose of primary and secondary sources * effective comparison of sources to explain the accuracy, usefulness and reliability of sources as evidence | * description of the origin, content and context of sources and explanation of the purpose of primary and secondary sources * comparison of sources to explain the accuracy, usefulness and reliability of sources as evidence | * simple description of the origin, content and/or context of sources and explanation of the purpose of primary and/or secondary sources * partial comparison of sources to explain the accuracy, usefulness and/or reliability of sources as evidence | * statement/s about the origin, content, context and/or purpose of sources * statement/s about accuracy, usefulness and/or reliability of sources |
| Historical perspectives and interpretations | * proficient sequencing of events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods * considered description of perspectives, attitudes and values of the past, suggesting reasons for different points of view * considered explanation of historical interpretations about significant events and people | * effective sequencing of events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods * plausible description of perspectives, attitudes and values of the past, suggesting reasons for different points of view * plausible explanation of historical interpretations about significant events and people | * sequencing of events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods * description of perspectives, attitudes and values of the past, suggesting reasons for different points of view * explanation of historical interpretations about significant events and people | * partial sequencing of events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods * simple description of perspectives, attitudes and/or values of the past, suggesting reasons for different points of view * simple explanation of historical interpretations about significant events and/or people | * basic sequencing of events and developments across time periods * statement/s about perspectives, attitudes and/or values of the past and/or historical interpretations |
| 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. |

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

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