

# Year 8 standard elaborations — Australian Curriculum v9.0: History

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## 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 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  |
|--|--|--|--|--|--|
| <b>The folio of student work contains evidence of the following:</b> |  |  |  |  |  |
| <b>Knowledge and understanding</b>                                   | <b>thorough</b> description of the historical significance of the periods between the ancient and modern past  | <b>informed</b> 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  | <b>simple</b> description of the historical significance of the periods between the ancient and modern past  | <b>statement/s about</b> the periods between the ancient and modern past   |
|  | <b>thorough</b> explanation of the causes and effects of events, developments, turning points or challenges in: <ul style="list-style-type: none"> <li>• Medieval, Renaissance or pre-modern Europe or</li> <li>• the societies connected to empires or expansions or</li> <li>• the societies of the Asia-Pacific world during these periods</li> </ul> | <b>informed</b> explanation of the causes and effects of events, developments, turning points or challenges in: <ul style="list-style-type: none"> <li>• Medieval, Renaissance or pre-modern Europe or</li> <li>• the societies connected to empires or expansions or</li> <li>• the societies of the Asia-Pacific world during these periods</li> </ul> | explanation of the causes and effects of events, developments, turning points or challenges in: <ul style="list-style-type: none"> <li>• Medieval, Renaissance or pre-modern Europe or</li> <li>• the societies connected to empires or expansions or</li> <li>• the societies of the Asia-Pacific world during these periods</li> </ul> | <b>simple</b> explanation of the causes and effects of events, developments, turning points or challenges in: <ul style="list-style-type: none"> <li>• Medieval, Renaissance or pre-modern Europe or</li> <li>• the societies connected to empires or expansions or</li> <li>• the societies of the Asia-Pacific world during these periods</li> </ul> | <b>statement/s about</b> the causes and effects of events, developments, turning points or challenges in: <ul style="list-style-type: none"> <li>• Medieval, Renaissance or pre-modern Europe or</li> <li>• the societies connected to empires or expansions or</li> <li>• the societies of the Asia-Pacific world during these periods</li> </ul> |
|  | <b>thorough</b> 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   | <b>informed</b> 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   | <b>simple</b> 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   | <b>statement/s about</b> the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or a historical period   |
|  | <b>thorough</b> description of the role of significant individuals, groups, and institutions connected to the societies of these   | <b>informed</b> description of the role of significant individuals, groups, and institutions connected to the societies of these   | description of the role of significant individuals, groups, and institutions connected to the societies of these periods and their   | <b>simple</b> description of the role of significant individuals, groups, and institutions connected to the societies of these   | <b>statement/s about</b> significant individuals, groups and institutions  |

|        |                             | A   | B   | C   | D  | E  |
|--------|-----------------------------|---|---|---|--|--|
|        |                             | periods and their influences on historical events   | periods and their influences on historical events   | influences on historical events   | periods <u>and/or</u> their influences on historical events  | connected to the societies of these periods  |
| Skills | Questioning and researching | development of questions about the past to inform historical inquiry and <u>purposeful</u> 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 <u>effective</u> 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  | <u>guided</u> development of questions about the past to inform historical inquiry 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 related to a historical inquiry and <u>basic</u> location and identification of sources  |
|        | Using historical sources    | <ul style="list-style-type: none"> <li>• <u>proficient</u> description of the origin, content and context of sources and explanation of the purpose of primary and secondary sources</li> <li>• <u>purposeful</u> comparison of sources to explain the accuracy, usefulness and reliability of sources as evidence</li> </ul> | <ul style="list-style-type: none"> <li>• <u>plausible</u> description of the origin, content and context of sources and explanation of the purpose of primary and secondary sources</li> <li>• <u>effective</u> comparison of sources to explain the accuracy, usefulness and reliability of sources as evidence</li> </ul> | <ul style="list-style-type: none"> <li>• description of the origin, content and context of sources and explanation of the purpose of primary and secondary sources</li> <li>• comparison of sources to explain the accuracy, usefulness and reliability of sources as evidence</li> </ul> | <ul style="list-style-type: none"> <li>• <u>simple</u> description of the origin, content <u>and/or</u> context of sources and explanation of the purpose of primary <u>and/or</u> secondary sources</li> <li>• <u>partial</u> comparison of sources to explain the accuracy, usefulness <u>and/or</u> reliability of sources as evidence</li> </ul> | <ul style="list-style-type: none"> <li>• <u>statement/s about</u> the origin, content, context and/or purpose of sources</li> <li>• <u>statement/s about</u> accuracy, usefulness and/or reliability of sources</li> </ul> |

|  |  | A   | B  | C   | D  | E   |
|--|--|---|--|---|--|---|
|  | <b>Historical perspectives and interpretations</b> | <ul style="list-style-type: none"> <li>• <b>proficient</b> sequencing of events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods</li> <li>• <b>considered</b> description of perspectives, attitudes and values of the past, suggesting reasons for different points of view</li> <li>• <b>considered</b> explanation of historical interpretations about significant events and people</li> </ul> | <ul style="list-style-type: none"> <li>• <b>effective</b> sequencing of events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods</li> <li>• <b>plausible</b> description of perspectives, attitudes and values of the past, suggesting reasons for different points of view</li> <li>• <b>plausible</b> explanation of historical interpretations about significant events and people</li> </ul> | <ul style="list-style-type: none"> <li>• sequencing of events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods</li> <li>• description of perspectives, attitudes and values of the past, suggesting reasons for different points of view</li> <li>• explanation of historical interpretations about significant events and people</li> </ul> | <ul style="list-style-type: none"> <li>• <b>partial</b> sequencing of events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods</li> <li>• <b>simple</b> description of perspectives, attitudes <b>and/or</b> values of the past, suggesting reasons for different points of view</li> <li>• <b>simple</b> explanation of historical interpretations about significant events <b>and/or</b> people</li> </ul> | <ul style="list-style-type: none"> <li>• <b>basic</b> sequencing of events and developments across time periods</li> <li>• <b>statement/s about</b> perspectives, attitudes and/or values of the past <b>and/or</b> historical interpretations</li> </ul> |
|  | <b>Communicating</b>                               | use of historical knowledge, concepts, terms and references to evidence from sources to create <b>purposeful</b> descriptions, explanations and historical arguments.   | use of historical knowledge, concepts, terms and references to evidence from sources to create <b>effective</b> 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 <b>and/or</b> references to evidence from sources to create <b>simple</b> descriptions, explanations <b>and/or</b> historical arguments.  | use of historical knowledge, concepts, terms and/or references to evidence from sources to create <b>fragmented</b> descriptions, explanations and/or historical arguments.   |

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

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