

Year 9 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 9 Australian Curriculum: History achievement standard

By the end of Year 9, students explain the historical significance of the period of the early modern world up to 1918. They explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to the First World War or in an Asian context. They describe the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events.

Students develop and modify questions about the past to inform historical inquiry. They locate, select and compare primary and secondary sources, and use information in sources as evidence in historical inquiry. They explain the origin, content, context and purpose of primary and secondary sources. Students compare sources to determine the accuracy, usefulness and reliability of sources as evidence. They explain causes and effects, and patterns of continuity and change connected to a period, event or movement. Students compare perspectives of significant events and developments, and explain the factors that influence these perspectives. They analyse different and contested historical interpretations. Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that acknowledge 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-9>

Year 9 History standard elaborations

	A	B	C	D	E
The folio of student work contains evidence of the following:					
Knowledge and understanding	<u>thorough</u> explanation of the historical significance of the period of the early modern world up to 1918	<u>informed</u> explanation of the historical significance of the period of the early modern world up to 1918	explanation of the historical significance of the period of the early modern world up to 1918	<u>simple</u> explanation of the historical significance of the period of the early modern world up to 1918	<u>statement/s about</u> the historical significance of the period of the early modern world up to 1918
	<u>thorough</u> explanation of the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to the First World War or in an Asian context	<u>informed</u> explanation of the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to the First World War or in an Asian context	explanation of the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to the First World War or in an Asian context	<u>simple</u> explanation of the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to the First World War or in an Asian context	<u>statement/s about</u> the causes and effects of events, developments, turning points or movements globally <u>and/or</u> in Australia <u>and/or</u> in relation to the First World War or in an Asian context
	<u>thorough</u> description of the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period	<u>informed</u> description of the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period	description of the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period	<u>simple</u> description of the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period	<u>statement/s about</u> the social, cultural, economic and/or political aspects related to a society or a historical period
	<u>thorough</u> explanation of the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events	<u>informed</u> explanation of the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events	explanation of the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events	<u>simple</u> explanation of the role of significant ideas, individuals, groups and institutions connected to the developments of this period <u>and/or</u> their influences on the historical events	<u>statement/s about</u> significant ideas, individuals, groups and institutions connected to the societies of these periods

		A	B	C	D	E
Skills	Questioning and researching	<p>development and modification of questions about the past to inform historical inquiry and purposeful</p> <ul style="list-style-type: none"> location, selection and comparison of primary and secondary sources use of information in sources as evidence in historical inquiry 	<p>development and modification of questions about the past to inform historical inquiry and effective</p> <ul style="list-style-type: none"> location, selection and comparison of primary and secondary sources use of information in sources as evidence in historical inquiry 	<p>development and modification of questions about the past to inform historical inquiry and</p> <ul style="list-style-type: none"> location, selection and comparison of primary and secondary sources use of information in sources as evidence in historical inquiry 	<p>guided development and modification of questions about the past to inform historical inquiry and partial</p> <ul style="list-style-type: none"> location, selection and comparison of primary and/or secondary sources use of information in sources as evidence in historical inquiry 	<p>directed development of questions about the past related to a historical inquiry and basic location and/or selection of sources</p>
	Using historical sources	<ul style="list-style-type: none"> proficient explanation of the origin, content, context and purpose of primary and secondary sources purposeful comparison of sources to determine the accuracy, usefulness and reliability of sources as evidence 	<ul style="list-style-type: none"> plausible explanation of the origin, content, context and purpose of primary and secondary sources effective comparison of sources to determine the accuracy, usefulness and reliability of sources as evidence 	<ul style="list-style-type: none"> explanation of the origin, content, context and purpose of primary and secondary sources comparison of sources to determine the accuracy, usefulness and reliability of sources as evidence 	<ul style="list-style-type: none"> simple explanation of the origin, content, context and/or purpose of primary and/or secondary sources simple comparison of sources to determine the accuracy, usefulness and/or reliability of sources as evidence 	<p>statement/s about 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"> • thorough explanation of causes and effects and patterns of continuity and change connected to a period, event or movement • considered comparison of perspectives of significant events and developments and explanation of factors that influence these perspectives • considered analysis of different and contested historical interpretations 	<ul style="list-style-type: none"> • informed explanation of causes and effects and patterns of continuity and change connected to a period, event or movement • plausible comparison of perspectives of significant events and developments and explanation of factors that influence these perspectives • plausible analysis of different and contested historical interpretations 	<ul style="list-style-type: none"> • explanation of causes and effects and patterns of continuity and change connected to a period, event or movement • comparison of perspectives of significant events and developments and explanation of factors that influence these perspectives • analysis of different and contested historical interpretations 	<ul style="list-style-type: none"> • simple explanation of causes and effects, and/or patterns of continuity and change connected to a period, event or movement • simple comparison of perspectives of significant events and developments and explanation of factors that influence these perspectives • simple analysis of historical interpretations 	<p>statement/s about:</p> <ul style="list-style-type: none"> • causes and effects, and/or patterns of continuity and change connected to a period, event or movement • 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 acknowledge evidence from sources.	use of historical knowledge, concepts and terms to develop effective descriptions, explanations and historical arguments that acknowledge evidence from sources.	use of historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that acknowledge evidence from sources.	use of historical knowledge, concepts and terms to develop simple descriptions, explanations and/or historical arguments that partially acknowledge 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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