

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Year 8. A similar resource is available for other year levels.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand it is organised by, e.g. AC9HH8K01 indicates Knowledge and understanding strand.

Key to content description codes: History	
e.g. AC9HH8K01	Strands:
Australian Curriculum (AC)	• K — Knowledge and understanding
Version 9 (9)	• S — Skills
History (HH)	
Year 8 (8)	
Strand (K, S)	
Content description number (##)	

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.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 8	Students learn:	
Students describe the historical significance of the periods between the ancient and modern past.	<ul style="list-style-type: none"> the transformation of the ancient world to the early modern world, from the decline of the Roman Empire in western Europe through Medieval, Renaissance or pre-modern Europe (Medieval Europe and the early modern world) 	AC9HH8K01
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.	<ul style="list-style-type: none"> a significant event, development, turning point or challenge that contributed to continuity and change in Medieval, Renaissance or pre-modern Europe (Medieval Europe and the early modern world) 	AC9HH8K03
	<ul style="list-style-type: none"> a significant event, development, turning point or challenge that contributed to continuity and change related to the empire and/or expansion (Empires and expansions) 	AC9HH8K08
	<ul style="list-style-type: none"> a significant development, event, turning point or challenge that contributed to continuity and change in the Asian-Pacific society (Asia-Pacific world) 	AC9HH8K13
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.	<ul style="list-style-type: none"> the roles and relationships of different groups in Medieval, Renaissance or pre-modern Europe (Medieval Europe and the early modern world) 	AC9HH8K02
	<ul style="list-style-type: none"> the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion (Empires and expansions) 	AC9HH8K07
	<ul style="list-style-type: none"> the significant social, religious, cultural, economic, environmental and/or political features of different groups in the Asian-Pacific society (Asia-Pacific world) 	AC9HH8K12
Students describe the role of significant individuals, groups and institutions connected to the societies of these periods and their influences on historical events.	<ul style="list-style-type: none"> the experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in Medieval, Renaissance or pre-modern Europe (Medieval Europe and the early modern world) 	AC9HH8K04
	<ul style="list-style-type: none"> the role and achievements of a significant individual and/or group in Medieval, Renaissance or pre-modern Europe (Medieval Europe and the early modern world) 	AC9HH8K05
	<ul style="list-style-type: none"> the experiences and perspectives of rulers and of subject peoples, and how the interaction between power and/or authority relates to the empire and/or expansion (Empires and expansions) 	AC9HH8K09
	<ul style="list-style-type: none"> the role and achievements of a significant individual and/or group connected to the empire and/or expansion (Empires and expansions) 	AC9HH8K10
	<ul style="list-style-type: none"> the experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in the Asian-Pacific society (Asia-Pacific world) 	AC9HH8K14
	<ul style="list-style-type: none"> the role and achievements of a significant individual and/or group in the Asian-Pacific society (Asia-Pacific world) 	AC9HH8K15
Students develop questions about the past to inform historical inquiry.	<ul style="list-style-type: none"> to develop historical questions about the past to inform historical inquiry 	AC9HH8S01
They locate and identify a range of primary and secondary sources as evidence in historical inquiry.	<ul style="list-style-type: none"> to locate and identify primary and secondary sources to use in historical inquiry 	AC9HH8S02
They describe the origin, content and context of sources, and explain the purpose of primary and secondary sources.	<ul style="list-style-type: none"> to identify the origin, content, context and purpose of primary and secondary sources 	AC9HH8S03

Achievement standard aspect	Relevant content description/s	AC v9.0 code
Students compare sources to explain the accuracy, usefulness and reliability of sources as evidence.	<ul style="list-style-type: none"> to identify and describe the accuracy and usefulness of primary and secondary sources as evidence 	AC9HH8S04
They sequence events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods.	<ul style="list-style-type: none"> to describe causes and effects, and explain continuities and changes 	AC9HH8S05
They describe perspectives, attitudes and values of the past, and suggest reasons for different points of view.	<ul style="list-style-type: none"> to identify perspectives, attitudes and values of the past in sources 	AC9HH8S06
They explain historical interpretations about significant events and people.	<ul style="list-style-type: none"> interpretations about an event, individual, group, institution or movement in Medieval, Renaissance or pre-modern Europe (Medieval Europe and the early modern world) 	AC9HH8K06
	<ul style="list-style-type: none"> interpretations about the society and events, and/or individuals and/or groups connected to the empire and/or expansion (Empires and expansions) 	AC9HH8K11
	<ul style="list-style-type: none"> interpretations about the Asian-Pacific society and events, and/or individuals and/or groups connected to the society (Asia-Pacific world) 	AC9HH8K16
	<ul style="list-style-type: none"> to explain historical interpretations about significant events, individuals and groups 	AC9HH8S07
Students use historical knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and historical arguments.	<ul style="list-style-type: none"> to create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources. 	AC9HH8S08

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.

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