

Year 9 standard elaborations — Australian Curriculum: History

Purpose The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. These can be used as a tool for:

- making consistent and comparable judgments about the evidence of learning in a folio of student work
- developing task-specific standards for individual assessment tasks.

Structure The SEs are developed using the **Australian Curriculum achievement standard**. The History achievement standard describes the learning expected of students at each year level. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

The History SEs have been developed using the strands Historical knowledge and understanding and Historical skills. The sub-strands have been included within the Historical skills strand as reflected in the Australian Curriculum achievement standard.

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**. The **discernible differences** or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix.

Year 9 Australian Curriculum: History achievement standard

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Source Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 History 7–10*, www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/history

Year 9 History standard elaborations

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Historical knowledge and understanding	<u>comprehensive</u> explanation of patterns of change and continuity over time, referring to: <ul style="list-style-type: none"> • key events • the actions of individuals and groups 	<u>detailed</u> explanation of patterns of change and continuity over time, referring to: <ul style="list-style-type: none"> • key events • the actions of individuals and groups 	explanation of patterns of change and continuity over time, referring to: <ul style="list-style-type: none"> • key events • the actions of individuals and groups 	<u>description</u> of patterns of change and continuity over time, referring to: <ul style="list-style-type: none"> • key events • the actions of individuals and groups 	<u>statements about</u> patterns of change and continuity over time
	analysis of the causes and effects of events and developments and make <u>discerning</u> judgments about their importance	analysis of the causes and effects of events and developments and make <u>informed</u> judgments about their importance	analysis of the causes and effects of events and developments and make judgments about their importance	<u>explanation</u> of the causes and effects of events and developments and <u>description of why they are important</u>	<u>statements about</u> the causes and effects of events and developments
	<u>comprehensive</u> explanation of the motives and actions of people at the time	<u>detailed</u> explanation of the motives and actions of people at the time	explanation of the motives and actions of people at the time	<u>description</u> of the motives and actions of people at the time	<u>statements about</u> the motive and actions of people at the time
	<u>comprehensive</u> explanation of the significance of events and developments over the short and long term	<u>detailed</u> explanation of the significance of events and developments over the short and long term	explanation of the significance of events and developments over the short and long term	<u>description</u> of the significance of events and developments over the short and long term	<u>statements about</u> the significance of events and developments
	<u>comprehensive</u> explanation of different interpretations of the past	<u>detailed</u> explanation of different interpretations of the past	explanation of different interpretations of the past	<u>description</u> of different interpretations of the past	<u>statements about</u> different interpretations of the past

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Historical skills	<u>accurate</u> sequencing of events and developments within a chronological framework, with <u>explanation of</u> periods of time and their duration	sequencing of events and developments within a chronological framework, with <u>description of</u> periods of time and their duration	sequencing of events and developments within a chronological framework, with reference to periods of time and their duration	<u>partial</u> sequencing of events and developments within a chronological framework, and <u>identification</u> of periods of time and their duration	<u>fragmented</u> sequencing of events and developments, and <u>statements about</u> periods of time and their duration
	development of different kinds of <u>discerning</u> questions to frame a historical inquiry when researching	development of different kinds of <u>informed</u> questions to frame a historical inquiry when researching	development of different kinds of questions to frame a historical inquiry when researching	development of questions <u>related to</u> a historical inquiry when researching	<u>use of</u> questions <u>related to</u> a historical inquiry when researching
	<ul style="list-style-type: none"> • interpretation, processing, analysis and organisation of information from a range of primary and secondary sources • <u>discerning</u> use of the information as evidence to <u>effectively</u> answer inquiry questions 	<ul style="list-style-type: none"> • interpretation, processing, analysis and organisation of information from a range of primary and secondary sources • <u>informed</u> use of the information as evidence to <u>effectively</u> answer inquiry questions 	<ul style="list-style-type: none"> • interpretation, processing, analysis and organisation of information from a range of primary and secondary sources • use of the information as evidence to answer inquiry questions 	<ul style="list-style-type: none"> • processing and organisation of information from primary and secondary sources • use of <u>aspects of</u> the information as evidence to answer <u>aspects of</u> inquiry questions 	<ul style="list-style-type: none"> • <u>use of</u> information from primary and secondary sources • use of <u>aspects of</u> the information to answer <u>aspects of</u> inquiry questions
	<u>discerning</u> examination of sources to compare different points of view	<u>informed</u> examination of sources to compare different points of view	examination of sources to compare different points of view	<u>use of</u> sources to compare different points of view	<u>use of</u> sources
	<u>discerning</u> evaluation of sources by: <ul style="list-style-type: none"> • analysing the origin and purpose • drawing <u>justified</u> conclusions about their usefulness 	<u>informed</u> evaluation of sources by: <ul style="list-style-type: none"> • analysing the origin and purpose • drawing <u>detailed</u> conclusions about their usefulness 	evaluation of sources by: <ul style="list-style-type: none"> • analysing the origin and purpose • drawing conclusions about their usefulness 	evaluation of sources by: <ul style="list-style-type: none"> • <u>explaining</u> the origin and purpose • drawing <u>partial</u> conclusions about their usefulness 	<u>statements about</u> the usefulness of sources
	development of their own <u>discerning</u> interpretations about the past	development of their own <u>informed</u> interpretations about the past	development of their own interpretations about the past	development of <u>aspects of</u> their own interpretations about the past	<u>statements about</u> their own interpretations about the past

	A	B	C	D	E
The folio of a student’s work has the following characteristics:					
Historical skills	<p>development of texts, (particularly explanations and discussions) incorporating historical interpretations that include:</p> <ul style="list-style-type: none"> • purposeful organisation and presentation of justified conclusions • discerning use of: <ul style="list-style-type: none"> – relevant historical terms and concepts – evidence identified in sources • accurate referencing of sources using appropriate conventions 	<p>development of texts, (particularly explanations and discussions) incorporating historical interpretations that include:</p> <ul style="list-style-type: none"> • effective organisation and presentation of informed conclusions • informed use of: <ul style="list-style-type: none"> – relevant historical terms and concepts – evidence identified in sources • referencing of sources using appropriate conventions 	<p>development of texts, (particularly explanations and discussions) incorporating historical interpretations that includes:</p> <ul style="list-style-type: none"> • organisation and presentation of their conclusions • use of: <ul style="list-style-type: none"> – historical terms and concepts – evidence identified in sources • referencing of sources 	<p>development of texts, (particularly explanations and discussions) incorporating historical interpretations that include:</p> <ul style="list-style-type: none"> • partial organisation and presentation of partial conclusions • partial use of: <ul style="list-style-type: none"> – historical terms and concepts – aspects of evidence identified in sources • partial referencing of sources 	<p>development of texts, (particularly explanations and discussions) incorporating historical argument that includes:</p> <ul style="list-style-type: none"> • fragmented presentation of partial conclusions • fragmented use of: <ul style="list-style-type: none"> – historical terms – sources • lists of sources
Key	shading emphasises the qualities that discriminate between the A–E descriptors				

Notes

Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standard — understanding and skills.

Dimension	Description
understanding	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
skills	the specific techniques, strategies and processes in a learning area

Terms used in Year 9 History standard elaborations

These terms clarify the descriptors in the Year 9 History SEs. Definitions are drawn from the ACARA Australian Curriculum Humanities and Social Sciences (HASS) glossary (www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/glossary) and from other sources to ensure consistent understanding.

Term	Description
accurate	precise and exact; consistent with a standard, rule, convention or known facts; correct in all details
acknowledge	recognise or cite sources in a structured or organised process
analyse; analysis	consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
appropriate	fitting, suitable to the context
aspects	particular parts or features
cause and effect	used by historians to identify chains of events and <i>developments</i> over time, short-term and long-term
change and continuity	<i>change and continuity</i> are both evident in any given period of time and apply to the material and immaterial world, <i>continuities</i> being aspects of the past that remain(ed) the same over certain periods of time; see change
change; changes	events or developments from the past that represent modifications, alterations and transformations; see continuity
chronology	a study of time; in a History context, <i>chronology</i> involves an arrangement of events in order, as in a timeline
comparison; compare	estimate, measure or note how things are similar or dissimilar
comprehensive	detailed and thorough, including all that is relevant
concepts; historical concept	any general notion or idea that is used to develop an understanding of the past, such as concepts related to the process of <i>historical inquiry</i> (e.g. evidence, continuity and change, perspectives, significance) and concepts that are culturally significant to Aboriginal and Torres Strait Islander Peoples, such as <i>Country/Place</i>
conventions	accepted style for acknowledging sources
description; describe	give an account of characteristics or features

Term	Description
detailed; detail	including many of the parts
develop	the process of elaborating or expanding in detail
development	economic, social and political changes that improve the wellbeing of people
discerning	showing good judgment to make thoughtful choices
draw	to compose or create
effective; effectively	meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result
evidence	what can be learnt from a historical source to help construct a historical narrative; see source , primary sources , secondary sources
explanation; explain	provide additional information that demonstrates understanding of reasoning and/or application
fragmented	disjointed, incomplete or isolated
frame	a structure that underlies historical inquiry
historical inquiry	a process of investigation undertaken in order to understand the past; steps in the inquiry process include posing questions, locating and analysing sources and using evidence from sources to develop an informed explanation about the past
historical terms	words or phrases used to describe abstract aspects or features of the past (e.g. <i>colonisation, revolution, imperialism, democracy</i>) and more specific features (e.g. <i>pyramid, gladiator, temple, rock shelter</i>)
identification; identify	establish or indicate who or what someone or something is
information	knowledge communicated or received concerning some fact or circumstance
informed	having relevant knowledge; being conversant with the topic
interpretation; interpret	an explanation of the past, for example, about a specific person, event or development; there may be more than one interpretation of a particular aspect of the past because historians may have used different <i>sources</i> , asked different questions and held different points of view about topics
justification; justify; justified	show how an argument or conclusion is reasonable; provide sound reasons or evidence
organisation; organise	to form as or into a whole consisting of a sequence or interdependent parts
partial; partially	attempted; incomplete evidence provided
perspective	in a History context, <i>perspective</i> is a world view or a set of ideas or beliefs that guide actions; perspectives draw on a person's or group's age, gender experiences, cultural or religious background, ideologies and/or intellectual contexts, which influence their world view and inform their opinions, values, and actions; two types of perspective can be considered: <ul style="list-style-type: none"> • perspectives <i>of</i> people • perspectives <i>on</i> events and phenomena of the past and present
presentation	an address or report on a particular topic, especially one supported by images, digital data, exhibits, etc.

Term	Description
primary sources	in a History context, primary sources are objects and documents created or written during the time being investigated, for example, during an event or very soon after; examples of primary sources include official documents, such as laws and treaties; personal documents, such as diaries and letters; photographs; film, documentaries, artefacts, and oral histories; these original firsthand accounts are analysed by a historian to answer questions about the past; see source , secondary sources
process	to prepare or modify in a methodical manner; a series of progressive and interdependent steps by which an end is attained
purpose; purposeful	intentional; done by design; focused and clearly linked to the goals of the task
range	the scope of relevant situations or elements
referencing (of sources)	citing with explicit sources in order to: <ul style="list-style-type: none"> • acknowledge the source of ideas and work that is not the author's own • point the reader to the source documents so that they can determine independently whether the attributed sources support the author's argument as presented
relevant	having some logical connection with; applicable and pertinent
secondary sources	in a History context, <i>secondary sources</i> are accounts about the past that were created after the time being investigated, and which often use or refer to primary sources and present a particular interpretation; examples of secondary sources include writings of historians, encyclopaedia, documentaries, history textbooks and websites; see source , primary sources
sequence; sequencing	to arrange in a definite order; in a History context, <i>sequencing</i> includes chronological order
significance; significant	pertaining to events, periods, <i>developments</i> , <i>perspectives</i> and ideas of the past, which are regarded as having important consequences, duration and relevance to the present, from the point of view of society or ordinary people when contextualised to larger events
source	any written or non-written material that can be used to investigate the past, for example, coins, photographs, letters, gravestones, buildings, transcripts; a source becomes evidence if it is of value to a particular inquiry; see primary sources , secondary sources
text; texts	the means for communication; their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes; <i>texts</i> can be written, spoken or multimodal and in print or digital/online forms; <i>multimodal texts</i> combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media
use of	to operate or put into effect