

Year 10 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 10 Australian Curriculum: History achievement standard

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame a historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, 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 10 History standard elaborations

| | A | B | C | D | E |
|---|---|--|--|---|---|
| The folio of a student's work has the following characteristics: | | | | | |
| Historical knowledge and understanding | <p><u>comprehensive</u> explanation of patterns of change and continuity over time, referring to:</p> <ul style="list-style-type: none"> • key events • the actions of individuals and groups • beliefs and values | <p><u>detailed</u> explanation of patterns of change and continuity over time, referring to:</p> <ul style="list-style-type: none"> • key events • the actions of individuals and groups • beliefs and values | <p>explanation of patterns of change and continuity over time, referring to:</p> <ul style="list-style-type: none"> • key events • the actions of individuals and groups • beliefs and values | <p><u>description</u> of patterns of change and continuity over time, referring to:</p> <ul style="list-style-type: none"> • key events • the actions of individuals and groups • beliefs and values | <p><u>statements about</u> patterns of change and continuity over time</p> |
| | <ul style="list-style-type: none"> • analysis of the causes and effects of events and developments • <u>comprehensive</u> explanation of their relative importance | <ul style="list-style-type: none"> • analysis of the causes and effects of events and developments • <u>detailed</u> explanation of their relative importance | <ul style="list-style-type: none"> • analysis of the causes and effects of events and developments • explanation of their relative importance | <ul style="list-style-type: none"> • <u>explanation</u> of the causes and effects of events and developments • <u>description of why they are important</u> | <p><u>statements about</u> causes and effects of events and developments</p> |
| | <p><u>comprehensive</u> explanation of the context for people's actions in the past</p> | <p><u>detailed</u> explanation of the context for people's actions in the past</p> | <p>explanation of the context for people's actions in the past</p> | <p><u>description</u> of the context for people's actions in the past</p> | <p><u>statements about</u> the context for people's actions in the past</p> |
| | <p><u>comprehensive</u> explanation of the significance of events and developments from a range of perspectives</p> | <p><u>detailed</u> explanation of the significance of events and developments from a range of perspectives</p> | <p>explanation of the significance of events and developments from a range of perspectives</p> | <p><u>description</u> of the significance of events and developments from a range of perspectives</p> | <p><u>statements about</u> the significance of events and developments</p> |
| | <ul style="list-style-type: none"> • <u>comprehensive</u> explanation of different interpretations of the past • <u>explanation</u> of the evidence used to support these interpretations | <ul style="list-style-type: none"> • <u>detailed</u> explanation of different interpretations of the past • <u>description</u> of the evidence used to support these interpretations | <ul style="list-style-type: none"> • explanation of different interpretations of the past • recognition of the evidence used to support these interpretations | <ul style="list-style-type: none"> • <u>description</u> of different interpretations of the past • recognition of <u>aspects of</u> the evidence used to support these interpretations | <ul style="list-style-type: none"> • <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 | development, discerning evaluation and modification of questions to frame a historical inquiry when researching | development, informed evaluation and modification of questions to frame a historical inquiry when researching | development, evaluation and modification of questions to frame a historical inquiry when researching | development and modification of questions related to a historical inquiry when researching | use of questions related to a historical inquiry when researching |
| | <ul style="list-style-type: none"> • accurate sequencing of events and developments within a chronological framework • explanation of relationships between events across different places and periods of time | <ul style="list-style-type: none"> • sequencing of events and developments within a chronological framework • description of relationships between events across different places and periods of time | <ul style="list-style-type: none"> • sequencing of events and developments within a chronological framework • identification of relationships between events across different places and periods of time | <ul style="list-style-type: none"> • partial sequencing of events and developments within a chronological framework • identification of aspects of relationships between events across different places and periods of time | <ul style="list-style-type: none"> • fragmented sequencing of events and developments and statements about events across different places and periods of time |
| | <ul style="list-style-type: none"> • processing, analysis and synthesis of information from an effective range of primary and secondary sources • discerning use of the information as evidence to effectively answer inquiry questions | <ul style="list-style-type: none"> • processing, analysis and synthesis of information from an effective range of primary and secondary sources • informed use of the information as evidence to effectively answer inquiry questions | <ul style="list-style-type: none"> • processing, analysis and synthesis 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 synthesis of information from primary and secondary sources • use of aspects of the information as evidence to answer aspects of inquiry questions | <ul style="list-style-type: none"> • use of information from primary and secondary sources • use of aspects of the information to answer aspects of inquiry questions |
| | discerning analysis of sources to identify motivations, values and attitudes | informed analysis of sources to identify motivations, values and attitudes | analysis of sources to identify motivations, values and attitudes | use of sources to identify motivations, values and attitudes | use of sources |
| | discerning evaluation of sources by analysing and drawing justified conclusions about their usefulness, taking into account their origin, purpose and context | informed evaluation of sources by analysing and drawing detailed conclusions about their usefulness, taking into account their origin, purpose and context | evaluation of sources by analysing and drawing conclusions about their usefulness, taking into account their origin, purpose and context | evaluation of sources by drawing conclusions about their usefulness, taking into account aspects of their origin, purpose and context | statements about the usefulness of sources |

| | A | B | C | D | E |
|---|--|---|---|--|--|
| The folio of a student's work has the following characteristics: | | | | | |
| Historical skills | development and comprehensive justification of own interpretations about the past | development and detailed justification of own interpretations about the past | development and justification of own interpretations about the past | development and partial justification of own interpretations about the past | statements about own interpretations about the past |
| | development of texts, (particularly explanations and discussions) incorporating historical argument that includes: <ul style="list-style-type: none"> • effective organisation and presentation of justified arguments • discerning use of: <ul style="list-style-type: none"> – relevant historical terms and concepts – evidence identified in sources • accurate referencing of these sources using appropriate conventions | development of texts, (particularly explanations and discussions) incorporating historical argument that includes: <ul style="list-style-type: none"> • effective organisation and presentation of informed arguments • informed use of: <ul style="list-style-type: none"> – relevant historical terms and concepts – evidence identified in sources • referencing of these sources using appropriate conventions | development of texts, (particularly explanations and discussions) incorporating historical argument that includes: <ul style="list-style-type: none"> • organisation and presentation of their arguments • use of: <ul style="list-style-type: none"> – historical terms and concepts – evidence identified in sources • referencing of these sources | development of texts, (particularly explanations and discussions) incorporating historical argument that includes: <ul style="list-style-type: none"> • partial organisation and presentation of aspects of arguments • partial use of: <ul style="list-style-type: none"> – historical terms and concepts – aspects of evidence identified in sources • partial referencing of these sources | development of texts, (particularly explanations and discussions) incorporating historical argument that includes: <ul style="list-style-type: none"> • fragmented presentation of partial arguments • 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 10 History standard elaborations

These terms clarify the descriptors in the Year 10 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 |
| modification; modify | change, alter or adapt in order to improve quality or add clarity |
| organisation; organise | to form as or into a whole consisting of a sequence or interdependent parts |
| partial | 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 |

| Term | Description |
|----------------------------------|---|
| presentation | an address or report on a particular topic, especially one supported by images, digital data, exhibits, etc. |
| 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 |
| recognition | to be aware of or acknowledge |
| 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 |