

Year 7 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 7 Australian Curriculum: History achievement standard

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame a historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

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 7 History standard elaborations

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Historical knowledge and understanding	suggestion and explanation of reasons for change and continuity over time	suggestion and description of reasons for change and continuity over time	suggestion of reasons for change and continuity over time	suggestion of aspects of reasons for change and continuity over time	statements about change and continuity over time
	comprehensive descriptions of: <ul style="list-style-type: none"> the effects of change on societies, individuals and groups events and developments from the perspective of different people who lived at the time 	detailed descriptions of: <ul style="list-style-type: none"> the effects of change on societies, individuals and groups events and developments from the perspective of different people who lived at the time 	descriptions of: <ul style="list-style-type: none"> the effects of change on societies, individuals and groups events and developments from the perspective of different people who lived at the time 	identification of: <ul style="list-style-type: none"> the effects of change on societies, individuals and groups events and developments from the perspective of different people who lived at the time 	statements about: <ul style="list-style-type: none"> change on societies, individuals and groups events and developments from people who lived at the time
	comprehensive explanation of the role of groups and the significance of particular individuals in society	detailed explanation of the role of groups and the significance of particular individuals in society	explanation of the role of groups and the significance of particular individuals in society	description of the role of groups and the significance of particular individuals in society	statements about the role of groups and individuals
	identification and explanation of past events and developments that have been interpreted in different ways	identification and description of past events and developments that have been interpreted in different ways	identification of past events and developments that have been interpreted in different ways	identification of aspects of past events and developments that have been interpreted in different ways	statements about past events and developments
Historical skills	<ul style="list-style-type: none"> accurate and detailed sequencing of events and developments within a chronological framework discerning use of dating conventions to represent and measure time 	<ul style="list-style-type: none"> detailed sequencing of events and developments within a chronological framework informed use of dating conventions to represent and measure time 	<ul style="list-style-type: none"> sequencing of events and developments within a chronological framework use of dating conventions to represent and measure time 	<ul style="list-style-type: none"> partial sequencing of events and developments within a chronological framework use of aspects of dating conventions to represent and measure time 	<ul style="list-style-type: none"> fragmented sequencing of events and developments statements about dating conventions
	development of discerning questions to frame a historical inquiry when researching	development of informed questions to frame a historical inquiry when researching	development of questions to frame a historical inquiry when researching	development of questions related to a historical inquiry when researching	use of questions related to a historical inquiry when researching

	A	B	C	D	E
The folio of a student’s work has the following characteristics:					
Historical skills	identification and selection of a range of sources and the location, comparison and discerning use of information to effectively answer inquiry questions	identification and selection of a range of sources and the location, comparison and informed use of information to effectively answer inquiry questions	identification and selection of a range of sources and location, comparison and use of information to answer inquiry questions	selection of a range of sources and the location, comparison and use of aspects of information to answer aspects of inquiry questions	use of sources and use of aspects of information to answer aspects of inquiry questions
	examination of sources to provide comprehensive explanation of points of view	examination of sources to provide detailed explanation of points of view	examination of sources to explain points of view	examination of sources to describe points of view	identification of sources to identify points of view
	development of texts, including descriptions and explanations, that include: <ul style="list-style-type: none"> • effective organisation and presentation of justified findings • discerning: <ul style="list-style-type: none"> – use of relevant historical terms and concepts – incorporation of relevant sources • accurate acknowledgement of their sources of information using appropriate conventions 	development of texts, including descriptions and explanations, that include: <ul style="list-style-type: none"> • effective organisation and presentation of informed findings • informed: <ul style="list-style-type: none"> – use of relevant historical terms and concepts – incorporation of relevant sources • acknowledgement of sources of information using appropriate conventions 	development of texts, including descriptions and explanations, that include: <ul style="list-style-type: none"> • organisation and presentation of findings • use of historical terms and concepts • incorporation of relevant sources • acknowledgment of sources of information 	development of texts, including descriptions and explanations, that include: <ul style="list-style-type: none"> • partial organisation and presentation of aspects of findings • partial use of historical terms and concepts • incorporation of aspects of sources • partial acknowledgement of sources of information 	development of texts, including descriptions and explanations, that include: <ul style="list-style-type: none"> • fragmented presentation of aspects of findings • fragmented use of historical terms • use of sources • lists of sources of information
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 7 History standard elaborations

These terms clarify the descriptors in the Year 7 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
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
effective; effectively	meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result
examination; examine	determine the nature or condition of
explanation; explain	provide additional information that demonstrates understanding of reasoning and/or application
findings	a summary of information gathered through a series of investigations
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; includes recognition
incorporation; incorporate	merge, join together, embed, usually into a coherent whole
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
location; locate	to identify where something is found; act or process of finding or obtaining, usually in reference to research or working with information sources
measure	to ascertain the extent of or quality
organisation; organise	to form as or into a whole consisting of a sequence or interdependent parts
partial	attempted; incomplete evidence provided

Term	Description
perspective	<p>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:</p> <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.
primary sources	<p>in a History context, <i>primary sources</i> 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;</p> <p>see source, secondary sources</p>
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; recognise	to be aware of or acknowledge
represent; representation	use words, images, symbols or signs to convey meaning
secondary sources	<p>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;</p> <p>see source, primary sources</p>
selection; select	choose in preference to another or others
sequence; sequencing	<p>to arrange in a definite order;</p> <p>in a History context, <i>sequencing</i> includes chronological order</p>
significance; significant	<p>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</p>
source	<p>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;</p> <p>see primary sources, secondary sources</p>
statement; state	a sentence or assertion
suggestion; suggest	put forward for consideration

Term	Description
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