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|  | Year 8 standard elaborations — Australian Curriculum: History |

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| **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. |
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| **Year 8 Australian Curriculum: History achievement standard** | |
| By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.  Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame a historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information. | |
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| **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](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/history) |

## Year 8 History standard elaborations

|  | A | B | C | D | E |
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|  | The folio of a student’s work has the following characteristics: | | | | |
| Historical knowledge and understanding | recognition and comprehensive explanation of patterns of change and continuity over time | recognition and detailed explanation of patterns of change and continuity over time | recognition and explanation of patterns of change and continuity over time | identification and description of patterns of change and continuity over time | statements about changes and continuity over time |
| comprehensive explanation of the causes and effects of events and developments | detailed explanation of the causes and effects of events and developments | explanation of the causes and effects of events and developments | description of the causes and effects of events and developments | statements about the causes and effects of events and developments |
| identification and explanation of the motives and actions of people at the time | identification and description of the motives and actions of people at the time | identification of the motives and actions of people at the time | identification of aspects of motives and actions of people at the time | statements about the motives and actions of people at the time |
| comprehensive explanation of the significance of individuals and groups and how they were influenced by the beliefs and values of their society | detailed explanation of the significance of individuals and groups and how they were influenced by the beliefs and values of their society | explanation of the significance of individuals and groups and how they were influenced by the beliefs and values of their society | description of the significance of individuals and groups and how they were influenced by the beliefs and values of their society | statements about individuals and groups and how they were influenced by beliefs and values |
| comprehensive description of different interpretations of the past | detailed description of different interpretations of the past | description of different interpretations of the past | identification of different interpretations of the past | statements about interpretations of the past |
| Historical skills | accurate and detailed sequencing of events and developments within a chronological framework, with explanation of periods of time | detailed sequencing of events and developments within a chronological framework, with description of periods of time | sequencing of events and developments within a chronological framework, with reference to periods of time | partial sequencing of events and developments within a chronological framework, with identification of periods of time | fragmented sequencing of events and developments and statements about periods of time |
| 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 |
| Historical skills | * comprehensive analysis, selection and organisation of information from primary and secondary sources * discerning use of the information as evidence to effectively answer inquiry questions | * detailed analysis, selection and organisation of information from primary and secondary sources * informed use of the information as evidence to effectively answer inquiry questions | * analysis, selection and organisation of information from primary and secondary sources * use of the information as evidence to answer inquiry questions | * explanation, selection and organisation of information from primary and secondary sources * use of aspects of the information as evidence to answer aspects of inquiry questions | * use of information from primary and secondary sources * use of aspects of the information to answer aspects of inquiry questions |
| identification and comprehensive explanation of different points of view in sources | identification and detailed explanation of different points of view in sources | identification and explanation of different points of view in sources | identification and description of different points of view in sources | identification of points of view in sources |
| discerning interpretation of sources to:   * identify and explain their origin and purpose * distinguish between fact and opinion | informed interpretation of sources to:   * identify and describe their origin and purpose * distinguish between fact and opinion | interpretation of sources to:   * identify their origin and purpose * distinguish between fact and opinion | explanation of sources to:   * identify aspects of their origin and purpose * distinguish between fact and opinion | statements about sources to identify aspects of their origin and purpose |
| development of texts, (particularly descriptions and explanations) incorporating historical argument that includes:   * effective organisation and presentation of justified findings * discerning use of:   + relevant historical terms and concepts   + evidence identified in sources * accurate acknowledgement of their sources using appropriate conventions | development of texts, (particularly descriptions and explanations) incorporating historical argument that includes:   * effective organisation and presentation of informed findings * informed use of:   + relevant historical terms and concepts   + evidence identified in sources * acknowledgement of their sources using appropriate conventions | development of texts, (particularly descriptions and explanations) incorporating analysis that includes:   * organisation and presentation of their findings * use of:   + historical terms and concepts   + evidence identified in sources * acknowledgment of their sources of information | development of texts, (particularly descriptions and explanations) incorporating historical argument that includes:   * partial organisation and presentation of aspects of findings * partial use of:   + historical terms and concepts   + aspects of evidence identified in sources * partial acknowledgement of their sources | development of texts, (particularly descriptions and explanations) that includes:   * fragmented presentation of aspects of findings * fragmented use of:   + historical terms   + sources * lists of sources |

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| 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.

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| 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 8 History standard elaborations

These terms clarify the descriptors in the Year 8 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](https://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 *developments* over time, short-term and long-term |
| change and continuity | change and continuity are both evident in any given period of time and apply to the material and immaterial world, continuities being aspects of the past that remain(ed) the same over certain periods of time; see [change](#changes) |
| change; changes | events or developments from the past that represent modifications, alterations and transformations; see [continuity](#continuity) |
| chronology | a study of time; in a History context, *chronology* involves an arrangement of events in order, as in a timeline |
| 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 historical inquiry (e.g. evidence, continuity and change, perspectives, significance) and concepts that are culturally significant to Aboriginal and Torres Strait Islander Peoples, such as *Country/Place* |
| conventions | accepted style for acknowledging sources |
| description; describe | give an account of characteristics or features |
| detailed | 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 |
| distinguish | recognise points of difference |
| 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](#source), [primary sources](#primarysource), [secondary sources](#secondarysource) |
| 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. colonisation, revolution, imperialism, democracy) and more specific features (e.g. pyramid, gladiator, temple, rock shelter) |
| identification; identify | establish or indicate who or what someone or something is; includes [recognition](#recognition) |
| 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 *sources*, asked different questions and held different points of view about topics |
| justification; justify; justified | provide sound reasons or evidence to support a statement; show how an argument or conclusion is right or reasonable |
| 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, perspective 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:   * perspectives of people * perspectives on 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 | 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](#source), [secondary sources](#secondarysource) |
| purpose; purposeful | intentional; done by design; focused and clearly linked to the goals of the task |
| range | covers 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 | in a History context, secondary sources 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](#source), [primary sources](#primarysource) |
| selection; select | choose in preference to another or others |
| sequence; sequencing | to arrange in a definite order;  in a History context, *sequencing* includes chronological order |
| significance; significant | pertaining to events, periods, *developments*, *perspectives* 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](#evidence) if it is of value to a particular inquiry;  see [primary sources](#primarysource), [secondary sources](#secondarysource) |
| statement; state | a sentence or assertion |
| suggestion; suggest | put forward for consideration |
| 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;  texts can be written, spoken or multimodal and in print or digital/online forms;  multimodal texts 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 |