

Year 8 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 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.

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 8 History standard elaborations

	A	B	C	D	E
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

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Historical skills	<ul style="list-style-type: none"> comprehensive analysis, selection and organisation of information from primary and secondary sources discerning use of the information as evidence to effectively answer inquiry questions 	<ul style="list-style-type: none"> detailed analysis, selection and organisation of information from primary and secondary sources informed use of the information as evidence to effectively answer inquiry questions 	<ul style="list-style-type: none"> analysis, selection and organisation of information from primary and secondary sources use of the information as evidence to answer inquiry questions 	<ul style="list-style-type: none"> 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 	<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
	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: <ul style="list-style-type: none"> identify and explain their origin and purpose distinguish between fact and opinion 	informed interpretation of sources to: <ul style="list-style-type: none"> identify and describe their origin and purpose distinguish between fact and opinion 	interpretation of sources to: <ul style="list-style-type: none"> identify their origin and purpose distinguish between fact and opinion 	explanation of sources to: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> effective organisation and presentation of justified findings discerning use of: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> effective organisation and presentation of informed findings informed use of: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> organisation and presentation of their findings use of: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> partial organisation and presentation of aspects of findings partial use of: <ul style="list-style-type: none"> historical terms and concepts aspects of evidence identified in sources partial acknowledgement of their sources 	development of texts, (particularly descriptions and explanations) that includes: <ul style="list-style-type: none"> fragmented presentation of aspects of findings 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 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) 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
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
detailed	including many of the parts

Term	Description
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 , primary sources , secondary sources
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
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	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, <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
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, <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
selection; select	choose in preference to another or others
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
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; <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