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| Year 7 standard elaborations —  Australian Curriculum v9.0: History |

## Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

* make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
* develop task-specific standards (or marking guides) for individual assessment tasks
* quality assure planning documents to ensure coverage of the achievement standard across a year/band.

## Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for History describes what students are expected to know and be able to do at the end of each year. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

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 where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.

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| Year 7 Australian Curriculum: History achievement standard |
| By the end of Year 7, students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past. Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies. They identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies. Students explain the importance of heritage sites connected to Australia and other societies from the ancient past.  Students develop questions about the past. They locate and identify primary and secondary sources as evidence in historical inquiry. They describe the origin, content, context and purpose of primary and secondary sources. Students identify the accuracy and usefulness of sources as evidence. They sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time. They describe the perspectives, attitudes and values of the past in sources. They identify and describe historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments. |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 History for Foundation–10* <https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/history-7-10/year-7> |

## Year 7 History standard elaborations

|  |  | A | B | C | D | E |
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|  |  | The folio of student work contains evidence of the following: | | | | |
| Knowledge and understanding | | thorough description of the historical significance of the ancient past and the histories of early First Nations Peoples of Australia | informed description of the historical significance of the ancient past and the histories of early First Nations Peoples of Australia | description of the historical significance of the ancient past and the histories of early First Nations Peoples of Australia | simple description of the historical significance of the ancient past and the histories of early First Nations Peoples of Australia | statement/s about the ancient past and/or the histories of early First Nations Peoples of Australia |
| thorough identification of the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past | informed identification of the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past | identification of the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past | simple identification of the causes and effects of events, developments and/or achievements connected to groups and individuals in Australia and other societies from the ancient past | statement/s about  events, developments and/or achievements connected to groups and/or individuals in societies from the ancient past |
| thorough description of the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies | informed description of the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies | description of the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies | simple description of the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies | statement/s about the changes and continuities in societies from the ancient past |
| thorough identification of the roles and achievements of significant individuals and groups and the influences on the development of ancient societies | informed identification of the roles and achievements of significant individuals and groups and the influences on the development of ancient societies | identification of the roles and achievements of significant individuals and groups and the influences on the development of ancient societies | simple identification of the roles and achievements of significant individuals and groups and/or the influences on the development of ancient societies | statement/s about significant individuals and groups connected to ancient societies |
| thorough explanation of the importance of heritage sites connected to Australia and other societies from the ancient past | informed explanation of the importance of heritage sites connected to Australia and other societies from the ancient past | explanation of the importance of heritage sites connected to Australia and other societies from the ancient past | simple explanation of the importance of heritage sites connected to Australia and/or other societies from the ancient past | statement/s about heritage sites connected to Australia and/or other societies from the ancient past |
| Skills | Questioning and researching | development of questions about the past and purposeful location and identification of primary and secondary sources as evidence in historical inquiry | development of questions about the past and effective location and identification of primary and secondary sources as evidence in historical inquiry | development of questions about the past and location and identification of primary and secondary sources as evidence in historical inquiry | guided development of questions about the past and partial location and identification of primary and/or secondary sources as evidence in historical inquiry | directed development of questions about the past and basic location and identification of sources |
| Using historical sources | * proficient description of the origin, content, context and purpose of primary and secondary sources * purposeful identification of the accuracy and usefulness of sources as evidence | * plausible description of the origin, content, context and purpose of primary and secondary sources * effective identification of the accuracy and usefulness of sources as evidence | * description of the origin, content, context and purpose of primary and secondary sources * identification of the accuracy and usefulness of sources as evidence | * simple description of the origin, content, context and/or purpose of primary and/or secondary sources * partial identification of the accuracy and/or usefulness of sources as evidence | statement/s about the origin, content, context, purpose, accuracy and/or usefulness of sources |
| Historical perspectives and interpretations | * proficient sequencing of events and developments to describe causes and effects, and continuities and changes, across societies and time periods * considered description of perspectives, attitudes and values of the past in sources * identification and considered description of historical interpretations about significant events and people | * effective sequencing of events and developments to describe causes and effects, and continuities and changes, across societies and time periods * plausible description of perspectives, attitudes and values of the past in sources * identification and plausible description of historical interpretations about significant events and people | * sequencing of events and developments to describe causes and effects, and continuities and changes, across societies and time periods * description of perspectives, attitudes and values of the past in sources * identification and description of historical interpretations about significant events and people | * partial sequencing of events and developments to describe causes and effects and/or continuities and changes, across societies and time periods * simple description of perspectives, attitudes and/or values of the past in sources * identification and simple description of historical interpretations about significant events and/or people | * basic sequencing of events and developments across time periods * statement/s about perspectives, attitudes and/or values of the past and/or historical interpretations about significant events and/or people |
| Communicating | use of historical knowledge, concepts, terms and references to evidence from sources to create purposeful descriptions, explanations and historical arguments. | use of historical knowledge, concepts, terms and references to evidence from sources to create effective descriptions, explanations and historical arguments. | use of historical knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and historical arguments. | use of historical knowledge, concepts, terms and/or references to evidence from sources to create simple descriptions, explanations and/or historical arguments. | use of historical knowledge, concepts, terms and/or references to evidence from sources to create fragmented descriptions, explanations and/or historical arguments. |

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| Key | shading emphasises the qualities that discriminate between the A–E descriptors |

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