[](http://www.google.com.au/url?url=http://heiawa.com/schools-involved.html&rct=j&frm=1&q=&esrc=s&sa=U&ei=fdgYVcDTFMSm8AWghYBg&ved=0CC4Q9QEwDA&usg=AFQjCNE_y2KnYIv0E6LjinvTqb9xyDVv5g) **Year 8 Humanities and Social Sciences**

**Key focus: Australian Curriculum History (The Middle Ages)**

**Assessment Outline Semester Two 2016**

The year 8 curriculum provides a study of the history of Medieval Europe, the Black Death and Feudal Japan (c.650 AD ([CE](http://www.australiancurriculum.edu.au/Glossary?a=H&t=CE)) – 1750). It was a time when religious belief dominated events and trade, as well as the structures and influence of governments and states. The power of religion, improved technologies and the way of life (social structure, medicine, health, crime and punishment) of millions, helped shape the modern world we know today.

The content provides opportunities to develop historical understanding through **key concepts** including *evidence, continuity and change, cause and effect, perspectives, empathy, significance, and contestability.* These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The Australian Curriculum: History aims to ensure that students develop:

* Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens.
* Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society.
* Understanding and the use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
* Capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication

The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills.

Students will be expected to demonstrate an awareness of the particular skills associated with history. These include:

* Note-taking in your own words
* Analysing a variety of data
* Research and historical inquiry skills
* Writing for a particular purpose
* Document studies and source analysis (analysis and use of sources)
* Understanding chronology, terms and concepts
* Using referencing conventions in your work
* Improving oral communication skills

By the end of the year, 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 action 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 an 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.

**Year 8 Economics Assessments**

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| ASSESSMENT | Wk | WEIGHTING |
| Task 1Homework | Term 2 wk 10 | 10% |
| Task 2 End of unit test | Term 3 wk 3 | 20% |

**Year 8 History Assessments**

|  |  |  |
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| ASSESSMENT | wk | (Total) & WEIGHTING |
| Task 3 Cognitive Test1 –Intro to History, timelines, feudalism | Term 3 Wk 7 | (Total /37)  15% |
| Task 4 Research Assessment – feudal character.  Research  Validation | Due wk 8 | (Total / )  10%  10% |
| Task 5 Cognitive Test 2 –Black Death | Term 4  Wk 2 | (Total / )  15% |
| Task 6 Compare and contrast Medieval life in Europe and Japan  Task 7 H/work, classwork, submission of tasks | Wk 5 | (Total / )  15%  5% |