



## 2026 Year 8 HASS | *History and Civics & Citizenship*



**Teachers:** Bock, Clifford, Coman, Wright, Merton

**Faculty:** HASS

**Unit Duration:** Semester 1, 2026

### **Unit Description - History**

Students examine history from the end of the ancient period to the beginning of the modern period (c.650–1750 CE). Major societies came into contact with each other, challenging and changing social, economic, religious and political beliefs. The modern world began to take shape. Religion is very important in this era, especially Christianity and Islam. The key features of the medieval world are studied, such as feudalism, trade routes, voyages of discovery, contacts and conflicts between cultures and groups, as well as the emergence of significant ideas that shaped the early modern world.

### **Australian Curriculum Achievement Standard - History**

By the end of Year 8, students describe the historical significance of these periods. They explain causes and effects of events, developments, turning points or challenges in Medieval, Renaissance or pre-modern Europe, or in the societies connected to empires or expansions, or the societies of the Asia-Pacific world. They describe the social, religious, cultural, economic, environmental and/or political aspects of change, and the role of significant individuals, groups and institutions. Students develop questions to inform inquiry, then locate a range of primary and secondary sources to use as evidence. They assess the origin, content, context and purpose of sources, and compare sources to verify their accuracy, usefulness and reliability. They sequence events and developments, explaining causes, effects and patterns of continuity and change. They describe perspectives, attitudes and values of the past, and suggest reasons for different points of view. They explain historical interpretations. Students use concepts, terms and evidence from sources to create descriptions, explanations and historical arguments.

### **Unit Description – Civics & Citizenship**

Students understand how citizens actively participate in the political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence governments. They consider how laws are made and the different types of laws. Students identify influences that shape national identity, and how this contributes to citizenship.

### **Australian Curriculum Achievement Standard - Civics & Citizenship**

By the end of Year 8, students explain how Australians are informed about and participate in democracy. They describe the roles of political parties and elected representatives. They explain how laws are made and the different types of law. Students explain expressions of and perspectives on national identity. Students investigate political and legal systems, and contemporary civic issues, including perspectives and related challenges. They explain how citizens can take action.

### **Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:**

1. **V9.HH.8.02** Explain the causes and effects of events, developments, turning points or challenges in Medieval, Renaissance or pre-modern Europe, or in the societies connected to empires or expansions, or the societies of the Asia-Pacific world during these periods
2. **V9.HH.8.04** Describe the role of significant individuals, groups and institutions connected to the societies of the period studied and their influences on historical events
3. **V9.HH.8.08** Compare sources to explain the accuracy, usefulness and reliability of sources as evidence
4. **V9.HH.8.10** Describe perspectives, attitudes and values of the past, and suggests reasons for different views
5. **V9.HH.8.12** Use historical knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and historical arguments
6. **V9.HCAC.8.05** Develop questions and locate, select and organise relevant information from different sources to investigate political and legal systems, and contemporary civic issues.
7. **V9.HCAC.8.06** Analyse information to describe perspectives and challenges related to political, legal or civic issues.

**Materials and Equipment Required:** Students are expected to bring a notebook, pen and a charged Chromebook to every lesson. Students will also need: ruler, lead pencil, coloured pencils or textas, highlighters.

**Absences from Class:** Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work. **Use of IT in Class:** Students will log into the Google Classroom regularly to access course material, and use their Chromebook for other tasks as directed by the teacher.

**Homework:** A maximum of only one hour of homework each week will be directly related to instruction and course requirements. Where students use their time diligently in every class, any homework will be unlikely. All homework will be assessable and will impact grades.

**Late Work:** Extensions may be negotiated with individual teachers before the due date. Students who do not complete tasks will be sent to catch up and if still not submitted, they will complete it on their own time at school. Work that is more than one week late without advance negotiation will receive a zero grade.

**Plagiarism:** Plagiarism is claiming another’s work as your own, including copying, cutting, and pasting text or using ideas directly from a text, the internet, or any source without appropriate referencing. The use of Generative AI to produce your work or edit it so that it no longer reflects your work, is a form of plagiarism. If this happens, work may not be graded, and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. If a teacher suspects a student may have plagiarised their work, they may contact a parent, and assess the student in an alternative way, such as verbally or under test conditions.

**Assessment for this subject will include:**

1. Source Analysis Task (SAT)	<b>Due: Week 7</b>	<b>Essential Learnings: 1,3,4,5</b>
2. Research Task – Report	<b>Due: Week 13</b>	<b>Essential Learnings: 2,3,4,5</b>
3. Oral Presentation	<b>Due: Week 17</b>	<b>Essential Learnings: 5,6,7</b>
4. Classwork	<b>Ongoing</b>	<b>Essential Learnings: 1,2,3,4,5,6,7</b>

**A-E Reporting Grade Descriptors** These are the grades and grade descriptors for reporting at the end of each Semester.

**A** Demonstrating **excellent** achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of

**B** Demonstrating a **high** achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)

**C** Demonstrating **satisfactory** achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)

**D** Demonstrating **partial** achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)

**E** Demonstrating **limited** achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)

**S Status** is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

#### Grade Descriptors and the “C” grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a ‘C’ grade. The ‘C’ grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

#### Appeals

*A student must initiate an appeal for any grade with their class teacher. If a student is dissatisfied with that initial process, they may pursue further appeal through the HASS Faculty Executive.*

#### Executive Teacher

Stuart Gilding, February 2026