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|  | Prep Year standard elaborations — Australian Curriculum:  Humanities and Social Sciences (HASS) |

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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 HASS 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.  In Queensland the achievement standard represents the **working with (WW) 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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| Prep[[1]](#footnote-1) Year Australian Curriculum: HASS achievement standard | |
| By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.  Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places. | |
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| **Source** | Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum Version 8 Humanities and Social Sciences (HASS), [www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass) |

## Prep Year HASS standard elaborations

|  | Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
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|  | The folio of a student’s work has the following characteristics: | | | | |
| Knowledge and understanding | [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and detailed description of important events in their own lives | [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and description of important events in their own lives | identification of important events in their own lives | guided identification of important events in their own lives | directed identification of important events in their own lives |
| recognition and detailed description of why some places are special to people | recognition and description of why some places are special to people | recognition of why some places are special to people | guided recognition of why some places are special to people | directed recognition of why some places are special to people |
| clear and detailed description of the features of familiar places | detailed description of the features of familiar places | description of the features of familiar places | partial description of the features of familiar places | partial description of the features of familiar places |
| recognition that and detailed description of how places can be represented on maps and models | recognition that and description of how places can be represented on maps and models | recognition that places can be represented on maps and models | guided recognition that places can be represented on maps and models | directed recognition that places can be represented on maps and models |
| identification and detailed description of how they, their families and friends:   * know about their past * commemorate events that are important to them | identification and description of how they, their families and friends:   * know about their past * commemorate events that are important to them | identification of how they, their families and friends:   * know about their past * commemorate events that are important to them | identification of aspects of how they, their families and friends:   * know about their past * commemorate events that are important to them | directed identification of how they, their families and friends:   * know about their past * commemorate events that are important to them |
| Inquiry and skills | clear and informed responses to questions about their own past and places they belong to | informed responses to questions about their own past and places they belong to | responses to questions about their own past and places they belong to | guided responses to questions about their own past and places they belong to | directed responses to questions about their own past and places they belong to |
| purposeful sequencing of familiar events in order | effective sequencing of familiar events in order | sequencing of familiar events in order | guided sequencing of familiar events in order | directed sequencing of familiar events in order |
| accurate and detailed observations of familiar features of places and effective representation of these features and their location on pictorial maps and models | detailed observations of familiar features of places and effective representation of these features and their location on pictorial maps and models | observations of familiar features of places and representation of these features and their location on pictorial maps and models | guided observations of familiar features of places and partial representation of these features and their location on pictorial maps and models | directed observations of familiar features of places and representation of aspects of these features and their location on pictorial maps and models |
| reflection on their learning to make considered suggestions of ways they can care for a familiar place | reflection on their learning to make informed suggestions of ways they can care for a familiar place | reflection on their learning to make suggestions of ways they can care for a familiar place | guided reflection on their learning to make suggestions of ways they can care for a familiar place | directed reflection on their learning to make suggestions of ways they can care for a familiar place |
| thorough relating of stories about their past | detailed relating of stories about their past | relating of stories about their past | guided relating of stories about their past | directed relating of stories about their past |
| clear and effective sharing and comparing of observations about familiar places | effective sharing and comparing of observations about familiar places | sharing and comparing of observations about familiar places | guided sharing and comparing of observations about familiar places | directed sharing and comparing of observations about familiar places |

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| Key | shading emphasises the qualities that discriminate between the AP–BA descriptors |
| **AP**  **MC**  **WW**  **EX**  **BA** | applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations  makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations  works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them  exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them  becoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them |

## Notes

### Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — 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 Prep Year HASS SEs

These terms clarify the descriptors in the Prep Year HASS SEs. Definitions are drawn from the ACARA Australian Curriculum 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 | consistent with a standard, rule, convention or known facts |
| analysing; analyse | consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences;  in a HASS context, when students analyse, they:   * explore information, evidence and data to identify and interpret features, distributions, patterns, trends and relationships, key points, fact and opinion, points of view, perceptions and interpretations * identify the purpose and intent of sources and determine their accuracy and reliability |
| aspects | particular parts or features |
| clear | easy to perceive, understand or interpret; without ambiguity |
| compare | estimate, measure or note how things are similar or dissimilar |
| considered | thought about deliberately with a purpose |
| description; describe | give an account of characteristics or features |
| detailed | meticulous; including many of the parts |
| directed; direction | following the instructions of the facilitator;  in a HASS context, directed means a student follows visual or verbal directions to support the individual actions related to the assessment |
| discipline-specific terms | using accurate and subject-appropriate terms when speaking, writing and illustrating |
| effective | capably meets the described requirements |
| evaluating and reflecting | in a HASS context, when students evaluate and reflect, they:   * propose explanations for events, developments, issues and/or phenomena * draw evidence-based conclusions and use criteria and democratic processes to make informed decisions and judgments * work with others with respect and reflect on learning to suggest courses of action in response to an issue or problem and predict possible and preferred effects of actions |
| familiar | situations or materials that have been encountered in prior learning activities;  in HASS Prep Year, familiar places are likely to be located on a personal scale (e.g. the place where they live, the local neighbourhood, or the school grounds) |
| features of places | in a HASS (Geography) context, features of places are visible elements of a place or landscape, classified as natural, managed and constructed; this term is used in early primary education, but is later replaced by the term characteristics, which includes both visible and invisible elements of a place |
| guided | visual and/or verbal prompts to facilitate or support independent action |
| identification; identify | establish or indicate who or what someone or something is |
| informed | having relevant knowledge; being conversant with the topic;  in a HASS context, informed means referring to background knowledge and inquiry and skills |
| location; locate | to identify where something is found |
| partial | attempted; incomplete evidence provided |
| place | in a HASS context, place means parts of the earth’s surface that are identified and given meaning by people, which may be perceived, experienced, understood and valued differently |
| purposeful | intentional; done by design; focused and clearly linked to the goals of the task |
| questioning; questions | in a HASS context, students develop questions about events, people, places, ideas, developments, issues and/or phenomena — before, during and after stages of inquiry — to guide their investigations, satisfy curiosity and revisit findings |
| recognition; recognise | be aware of or acknowledge |
| reflection; reflect | serious thought or consideration |
| relate | to tell or report about happenings, events or circumstances |
| representation; represent | in a HASS (Geography) context, represent means to demonstrate geographical information in a visual form, for example, a graph, map, image, field sketch or a multilayered map |
| researching;  research | in a HASS context, when students research, they:   * identify and collect information, evidence and/or data from primary and secondary sources, including observations * organise, sequence, sort and categorise them in a range of discipline‑appropriate formats |
| respond | to react to a person or text |
| sequencing; sequence | to arrange in order |
| statement | a sentence or assertion |
| suggestion; suggest | put forward for consideration |
| thorough | demonstrating depth and breadth, inclusive of relevant detail |

1. Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June. [↑](#footnote-ref-1)