

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

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.

Prep* 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.

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

* 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.



Prep Year HASS standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The folio of a student’s work has the following characteristics:					
Knowledge and understanding	identification <u>and detailed description</u> of important events in their own lives	identification <u>and description</u> of important events in their own lives	identification of important events in their own lives	<u>guided</u> identification of important events in their own lives	<u>directed</u> identification of important events in their own lives
	recognition <u>and detailed description</u> of why some places are special to people	recognition <u>and description</u> of why some places are special to people	recognition of why some places are special to people	<u>guided</u> recognition of why some places are special to people	<u>directed</u> recognition of why some places are special to people
	<u>clear and detailed</u> description of the features of familiar places	<u>detailed</u> description of the features of familiar places	description of the features of familiar places	<u>partial</u> description of the features of familiar places	<u>partial</u> description of the features of familiar places
	recognition that <u>and detailed description of how</u> places can be represented on maps and models	recognition that <u>and description of how</u> places can be represented on maps and models	recognition that places can be represented on maps and models	<u>guided</u> recognition that places can be represented on maps and models	<u>directed</u> recognition that places can be represented on maps and models
	identification <u>and detailed description</u> of how they, their families and friends: <ul style="list-style-type: none"> • know about their past • commemorate events that are important to them 	identification <u>and description</u> of how they, their families and friends: <ul style="list-style-type: none"> • know about their past • commemorate events that are important to them 	identification of how they, their families and friends: <ul style="list-style-type: none"> • know about their past • commemorate events that are important to them 	identification of <u>aspects of</u> how they, their families and friends: <ul style="list-style-type: none"> • know about their past • commemorate events that are important to them 	<u>directed</u> identification of how they, their families and friends: <ul style="list-style-type: none"> • know about their past • commemorate events that are important to them

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The folio of a student's work has the following characteristics:					
Inquiry and skills	<u>clear and informed</u> responses to questions about their own past and places they belong to	<u>informed</u> responses to questions about their own past and places they belong to	responses to questions about their own past and places they belong to	<u>guided</u> responses to questions about their own past and places they belong to	<u>directed</u> responses to questions about their own past and places they belong to
	<u>purposeful</u> sequencing of familiar events in order	<u>effective</u> sequencing of familiar events in order	sequencing of familiar events in order	<u>guided</u> sequencing of familiar events in order	<u>directed</u> sequencing of familiar events in order
	<u>accurate and detailed</u> observations of familiar features of places and <u>effective</u> representation of these features and their location on pictorial maps and models	<u>detailed</u> observations of familiar features of places and <u>effective</u> 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	<u>guided</u> observations of familiar features of places and <u>partial</u> representation of these features and their location on pictorial maps and models	<u>directed</u> observations of familiar features of places and representation of <u>aspects of</u> these features and their location on pictorial maps and models
	reflection on their learning to make <u>considered</u> suggestions of ways they can care for a familiar place	reflection on their learning to make <u>informed</u> 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	<u>guided</u> reflection on their learning to make suggestions of ways they can care for a familiar place	<u>directed</u> reflection on their learning to make suggestions of ways they can care for a familiar place
	<u>thorough</u> relating of stories about their past	<u>detailed</u> relating of stories about their past	relating of stories about their past	<u>guided</u> relating of stories about their past	<u>directed</u> relating of stories about their past
	<u>clear and effective</u> sharing and comparing of observations about familiar places	<u>effective</u> sharing and comparing of observations about familiar places	sharing and comparing of observations about familiar places	<u>guided</u> sharing and comparing of observations about familiar places	<u>directed</u> sharing and comparing of observations about familiar places
Key	<u>shading</u> emphasises the <u>qualities that discriminate between the AP–BA descriptors</u>				
AP	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				
MC	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				
WW	works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them				
EX	exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them				
BA	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.

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) 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 <i>analyse</i> , they: <ul style="list-style-type: none">• 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, <i>directed</i> 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 <i>evaluate</i> and <i>reflect</i> , they: <ul style="list-style-type: none">• 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

Term	Description
familiar	situations or materials that have been encountered in prior learning activities; in HASS Prep Year, <i>familiar places</i> 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, <i>features of places</i> 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 <i>characteristics</i> , 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, <i>informed</i> 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, <i>place</i> 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 <i>questions</i> 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, <i>represent</i> 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 <i>research</i> , they: <ul style="list-style-type: none"> • 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