

Year 1 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.

Year 1 Australian Curriculum: HASS achievement standard

By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.

Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.

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

Year 1 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 clear and detailed</u> description of important dates and changes in their own lives	identification <u>and detailed</u> description of important dates and changes in their own lives	identification and description of important dates and changes in their own lives	<u>guided</u> identification and description of important dates and changes in their own lives	<u>directed</u> identification and description of important dates and changes in their own lives
	<u>clear and detailed</u> explanation of how some aspects of daily life have changed over recent time while others have remained the same	<u>detailed</u> explanation of how some aspects of daily life have changed over recent time while others have remained the same	explanation of how some aspects of daily life have changed over recent time while others have remained the same	<u>partial</u> explanation of how some aspects of daily life have changed over recent time while others have remained the same	<u>statements about</u> how some aspects of daily life have changed over recent time while others have remained the same
	identification and <u>clear and detailed</u> description of the features of places and their location at the local scale	identification and <u>detailed</u> description of the features of places and their location at the local scale	identification and description of the features of places and their location at the local scale	<u>partial</u> identification and description of the features of places and their location at the local scale	<u>directed</u> identification and description of the features of places and their location at the local scale
	identification <u>and detailed description</u> of changes to the features of places	identification <u>and description</u> of changes to the features of places	identification of changes to the features of places	<u>guided</u> identification of changes to the features of places	<u>directed</u> identification of changes to the features of places
	recognition that <u>and detailed description of how</u> people describe the features of places differently	recognition that <u>and description of how</u> people describe the features of places differently	recognition that people describe the features of places differently	<u>guided</u> recognition that people describe the features of places differently	<u>directed</u> recognition that people describe the features of places differently
	<u>clear and detailed</u> description of how places can be cared for	<u>detailed</u> description of how places can be cared for	description of how places can be cared for	<u>partial</u> description of how places can be cared for	<u>statements about</u> how places can be cared for

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:

Inquiry and skills	<p><u>clear and informed</u> responses to questions about the recent past and familiar and unfamiliar places by <u>thorough and effective</u> collection and interpretation of <u>accurate and relevant</u> information and data from observations and sources provided</p>	<p><u>informed</u> responses to questions about the recent past and familiar and unfamiliar places by <u>effective</u> collection and interpretation of <u>relevant</u> information and data from observations and sources provided</p>	<p>responses to questions about the recent past and familiar and unfamiliar places by collection and interpretation of information and data from observations and sources provided</p>	<p><u>guided</u> responses to questions about the recent past and familiar and unfamiliar places by collection and <u>guided</u> interpretation of information and data from observations and sources provided</p>	<p><u>directed</u> responses to questions about the recent past and familiar and unfamiliar places by collection of <u>partial</u> information and data from observations and sources provided</p>
	<p><u>purposeful</u> sequencing of personal and family events in order</p>	<p><u>effective</u> sequencing of personal and family events in order</p>	<p>sequencing of personal and family events in order</p>	<p><u>partial</u> sequencing of personal and family events in order</p>	<p><u>directed</u> sequencing of personal and family events in order</p>
	<p><u>accurate and effective</u> representation of the location of different places and their features on labelled maps</p>	<p><u>effective</u> representation of the location of different places and their features on labelled maps</p>	<p>representation of the location of different places and their features on labelled maps</p>	<p><u>partial</u> representation of the location of different places and their features on labelled maps</p>	<p><u>directed</u> representation of the location of different places and their features on labelled maps</p>
	<p>reflection on their learning to make <u>considered</u> suggestions of ways they can care for places</p>	<p>reflection on their learning to make <u>informed</u> suggestions of ways to care for places</p>	<p>reflection on their learning to make suggestions of ways they can care for places</p>	<p><u>guided</u> reflection on their learning to make suggestions of ways they can care for places</p>	<p><u>directed</u> reflection on their learning to make suggestions of ways they can care for places</p>
	<p><u>purposeful</u> sharing of stories about the past</p>	<p><u>effective</u> sharing of stories about the past</p>	<p>sharing of stories about the past</p>	<p><u>guided</u> sharing of stories about the past</p>	<p><u>statements about</u> the past</p>
	<p><u>considered</u> presentation of observations and findings using everyday <u>and</u> <u>discipline-specific</u> terms to denote the passing of time and to describe direction and location</p>	<p><u>informed</u> presentation of observations and findings using everyday <u>and</u> <u>discipline-specific</u> terms to denote the passing of time and to describe direction and location</p>	<p>presentation of observations and findings using everyday terms to denote the passing of time and to describe direction and location</p>	<p>presentation of <u>aspects of</u> observations and findings using everyday terms to denote the passing of time and to describe direction and location</p>	<p><u>fragmented</u> observations and findings using everyday terms to denote the passing of time and to describe direction and location</p>

Key shading emphasises the qualities that discriminate between the AP–BA descriptors

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 Year 1 HASS SEs

These terms clarify the descriptors in the Year 1 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
considered	thought about deliberately with a purpose
data	information that is directly recorded, which can be quantitative or qualitative
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
explanation; explain	provide additional information that demonstrates understanding of reasoning and/or application
familiar	situations or materials that have been the focus of prior learning experiences; in HASS Year 1, <i>familiar places</i> are likely to be located on a local scale
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
interpretation; interpret	in a HASS (History) context, <i>interpretation</i> means an explanation of the past, for example, about a specific person, event or development; there may be more than one interpretation of a particular aspect of the past because historians may have used different sources, asked different questions and held different points of view about the topic
location; locate	to identify where something is found
partial	attempted; incomplete evidence provided
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
relevant	having some logical connection with; applicable and pertinent
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
scale	in a HASS (Geography) context, there are two uses of the term ‘ <i>scale</i> ’: <ul style="list-style-type: none"> • a way that geographical phenomena and problems can be examined at different spatial levels, such as local scale and global scale (spatial scale) • a relationship between a distance on a ground and a corresponding distance on a map, with the scale coded on the map as a ratio, for example, ‘1 cm:100 km’ (map scale)
sequencing; sequence	to arrange in order

Term	Description
statement	a sentence or assertion
suggestion; suggest	put forward for consideration
thorough	demonstrating depth and breadth, inclusive of relevant detail