

# 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](http://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)
<b>The folio of a student's work has the following characteristics:</b>					
<b>Knowledge and understanding</b>	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

<b>AP</b>	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
<b>MC</b>	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
<b>WW</b>	works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
<b>EX</b>	exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
<b>BA</b>	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
<b>understanding</b>	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
<b>skills</b>	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](http://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/glossary)) and from other sources to ensure consistent understanding.

Term	Description
<b>accurate</b>	consistent with a standard, rule, convention or known facts
<b>analysing; analyse</b>	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"><li>• 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</li><li>• identify the purpose and intent of sources and determine their accuracy and reliability</li></ul>
<b>aspects</b>	particular parts or features
<b>clear</b>	easy to perceive, understand or interpret; without ambiguity
<b>considered</b>	thought about deliberately with a purpose
<b>data</b>	information that is directly recorded, which can be quantitative or qualitative
<b>description; describe</b>	give an account of characteristics or features
<b>detailed</b>	meticulous; including many of the parts
<b>directed; direction</b>	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
<b>discipline-specific terms</b>	using accurate and subject-appropriate terms when speaking, writing and illustrating
<b>effective</b>	capably meets the described requirements
<b>evaluating and reflecting</b>	in a HASS context, when students <i>evaluate</i> and <i>reflect</i> , they: <ul style="list-style-type: none"><li>• propose explanations for events, developments, issues and/or phenomena</li><li>• draw evidence-based conclusions and use criteria and democratic processes to make informed decisions and judgments</li><li>• 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</li></ul>

Term	Description
<b>explanation; explain</b>	provide additional information that demonstrates understanding of reasoning and/or application
<b>familiar</b>	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
<b>features of places</b>	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
<b>guided</b>	visual and/or verbal prompts to facilitate or support independent action
<b>identification; identify</b>	establish or indicate who or what someone or something is
<b>informed</b>	having relevant knowledge; being conversant with the topic; in a HASS context, <i>informed</i> means referring to background knowledge and inquiry and skills
<b>interpretation; interpret</b>	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
<b>location; locate</b>	to identify where something is found
<b>partial</b>	attempted; incomplete evidence provided
<b>purposeful</b>	intentional; done by design; focused and clearly linked to the goals of the task
<b>questioning; questions</b>	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
<b>recognition; recognise</b>	be aware of or acknowledge
<b>reflection; reflect</b>	serious thought or consideration
<b>relevant</b>	having some logical connection with; applicable and pertinent
<b>representation; represent</b>	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
<b>researching; research</b>	in a HASS context, when students <i>research</i> , they: <ul style="list-style-type: none"> <li>• identify and collect information, evidence and/or data from primary and secondary sources, including observations</li> <li>• organise, sequence, sort and categorise them in a range of discipline-appropriate formats</li> </ul>
<b>scale</b>	in a HASS (Geography) context, there are two uses of the term ‘ <i>scale</i> ’: <ul style="list-style-type: none"> <li>• a way that geographical phenomena and problems can be examined at different spatial levels, such as local scale and global scale (spatial scale)</li> <li>• 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)</li> </ul>
<b>sequencing; sequence</b>	to arrange in order

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