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|  | Year 2 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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| Year 2 Australian Curriculum: HASS achievement standard | |
| By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved.  Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time. | |
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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) |

## Year 2 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 | clear and detailed description of a person, site and/or event of significance in the local community | detailed description of a person, site and/or event of significance in the local community | description of a person, site and/or event of significance in the local community | partial description of a person, site and/or event of significance in the local community | fragmented description of a person, site and/or event of significance in the local community |
| clear and detailed explanation of why places are important to people | detailed explanation of why places are important to people | explanation of why places are important to people | explanation of aspects of why places are important to people | statements about why places are important to people |
| identification and detailed description of how and why the lives of people have changed over time while others have remained the same | identification and description of how and why the lives of people have changed over time while others have remained the same | identification of how and why the lives of people have changed over time while others have remained the same | guided identification of how and why the lives of people have changed over time while others have remained the same | directed identification of how and why the lives of people have changed over time while others have remained the same |
| * recognition and detailed description of the geographic divisions of the world * considered recognition that places can be described at different scales | * recognition and description of the geographic divisions of the world * effective recognition that places can be described at different scales | recognition:   * of the geographic divisions of the world * that places can be described at different scales | guided recognition:   * of the geographic divisions of the world * that places can be described at different scales | directed recognition:   * of the geographic divisions of the world * that places can be described at different scales |
| Knowledge and understanding | clear and detailed description of how people in different places are connected to each other and clear and detailed identification of factors that influence these connections | detailed description of how people in different places are connected to each other and detailed identification of factors that influence these connections | description of how people in different places are connected to each other and identification of factors that influence these connections | partial description of how people in different places are connected to each other and guided identification of factors that influence these connections | directed description of how people in different places are connected to each other and directed identification of factors that influence these connections |
| recognition and detailed description:   * that places have different meaning for different people * of why the significant features of places should be preserved | recognition and description:   * that places have different meaning for different people * of why the significant features of places should be preserved | recognition:   * that places have different meaning for different people * of why the significant features of places should be preserved | guided recognition:   * that places have different meaning for different people * of why the significant features of places should be preserved | directed recognition:   * that places have different meaning for different people * of why the significant features of places should be preserved |
| Inquiry and skills | posing of clear and informed questions about the past and familiar and unfamiliar objects and places | posing of informed questions about the past and familiar and unfamiliar objects and places | posing of questions about the past and familiar and unfamiliar objects and places | guided posing of questions about the past and familiar and unfamiliar objects and places | directed posing of questions about the past and familiar and unfamiliar objects and places |
| location of detailed and relevant information from observations and from sources provided | location of relevant information from observations and from sources provided | location of information from observations and from sources provided | location of aspects of information from observations and from sources provided | fragmented information from observations and from sources provided |
| comparison and detailed description of objects from the past and present | comparison and description of objects from the past and present | comparison of objects from the past and present | guided comparison of objects from the past and present | directed comparison of objects from the past and present |
| considered [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret)ation of information and data to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and describe in detail a point of view and [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) simple conclusions | informed [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret)ation of information and data to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and describe a point of view and [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) simple conclusions | [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret)ation of information and data to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) a point of view and [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) simple conclusions | guided [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret)ation of information and data to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) a point of view and [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) simple conclusions | directed [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret)ation of information and data to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) a point of view and [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) simple conclusions |
| purposeful sequencing of familiar objects and events in order | effective sequencing of familiar objects and events in order | sequencing of familiar objects and events in order | partial sequencing of familiar objects and events in order | directed sequencing of familiar objects and events in order |
| Inquiry and skills | accurate and effective sorting and recording of data in tables, plans and on labelled maps | effective sorting and recording of data in tables, plans and on labelled maps | sorting and recording of data in tables, plans and on labelled maps | partial sorting and recording of data in tables, plans and on labelled maps | directed sorting and recording of data in tables, plans and on labelled maps |
| reflection on their learning to make considered suggestions of ways to care for places and sites of significance | reflection on their learning to make informed suggestions of ways to care for places and sites of significance | reflection on their learning to make suggestions of ways to care for places and sites of significance | guided reflection on their learning to make suggestions of ways to care for places and sites of significance | directed reflection on their learning to make suggestions of ways to care for places and sites of significance |
| * clear and effective development of narratives about the past * clear and effective communication of findings in a range of texts using language to describe direction, location and the passing of time | * effective development of narratives about the past * effective communication of findings in a range of texts using language to describe direction, location and the passing of time | * development of narratives about the past * communication of findings in a range of texts using language to describe direction, location and the passing of time | * partial development of narratives about the past * guided communication of findings in a range of texts using language to describe direction, location and the passing of time | * fragmented development of narratives about the past * directed communication of findings using language to describe direction, location and the passing of time |

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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 Year 2 HASS SEs

These terms clarify the descriptors in the Year 2 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 |
| communication; communicate | in a HASS context, when students communicate, they:   * present ideas and findings in appropriate digital and non-digital forms for different audiences and purposes, using discipline-specific terminology * sequence familiar events in order and represent familiar features of place and their location on pictorial maps and models |
| comparison; compare | recognise similarities and differences |
| 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 |
| detail; detailed | meticulous; including many of the parts |
| development; develop | economic, social and political changes that improve the wellbeing of people |
| 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 |
| draw | to compose or create |
| 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 |
| 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 2, familiar places are likely to be located on a local scale |
| 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 |
| fragmented | disjointed, incomplete or isolated |
| 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 |
| interpretation; interpret | in a HASS (History) context, interpretation 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 |
| point of view | looking at someone or something from a location or position;  in a HASS (Humanities and Social Sciences) context, point of view means an individual’s view about a particular person, event or phenomena, which may be irrational and/or immediately sensed, or deeply considered and reflective |
| posing; pose | put forward for consideration |
| 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 |
| recording; record | to mark in a form that can be understood by others and revisited |
| reflection; reflect | serious thought or consideration |
| relevant | having some logical connection with; applicable and pertinent |
| 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 |
| sequencing; sequence | to arrange in order |
| significance | pertaining to events, periods, developments, perspectives and ideas of the past, which are regarded as having important consequences, duration and relevance to the present, from the point of view of society or ordinary people when contextualised to larger events |
| simple | involving few elements, components or steps; obvious data or outcomes |
| statement | a sentence or assertion |