

Year 2 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 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.

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 2 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	<u>clear and detailed</u> description of a person, site and/or event of significance in the local community	<u>detailed</u> 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	<u>partial</u> description of a person, site and/or event of significance in the local community	<u>fragmented</u> description of a person, site and/or event of significance in the local community
	<u>clear and detailed</u> explanation of why places are important to people	<u>detailed</u> explanation of why places are important to people	explanation of why places are important to people	explanation of <u>aspects of</u> why places are important to people	<u>statements about</u> why places are important to people
	identification and <u>detailed description</u> of how and why the lives of people have changed over time while others have remained the same	identification and <u>description</u> 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	<u>guided</u> identification of how and why the lives of people have changed over time while others have remained the same	<u>directed</u> identification of how and why the lives of people have changed over time while others have remained the same
	<ul style="list-style-type: none"> • <u>recognition and detailed description</u> of the geographic divisions of the world • <u>considered</u> recognition that places can be described at different scales 	<ul style="list-style-type: none"> • <u>recognition and description</u> of the geographic divisions of the world • <u>effective</u> recognition that places can be described at different scales 	recognition: <ul style="list-style-type: none"> • of the geographic divisions of the world • that places can be described at different scales 	<u>guided</u> recognition: <ul style="list-style-type: none"> • of the geographic divisions of the world • that places can be described at different scales 	<u>directed</u> recognition: <ul style="list-style-type: none"> • of the geographic divisions of the world • that places can be described at different scales

	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	<u>clear and detailed</u> description of how people in different places are connected to each other and <u>clear and detailed</u> identification of factors that influence these connections	<u>detailed</u> description of how people in different places are connected to each other and <u>detailed</u> 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	<u>partial</u> description of how people in different places are connected to each other and <u>guided</u> identification of factors that influence these connections	<u>directed</u> description of how people in different places are connected to each other and <u>directed</u> identification of factors that influence these connections
	recognition and <u>detailed description</u> : <ul style="list-style-type: none"> that places have different meaning for different people of why the significant features of places should be preserved 	recognition and <u>description</u> : <ul style="list-style-type: none"> that places have different meaning for different people of why the significant features of places should be preserved 	recognition: <ul style="list-style-type: none"> that places have different meaning for different people of why the significant features of places should be preserved 	<u>guided</u> recognition: <ul style="list-style-type: none"> that places have different meaning for different people of why the significant features of places should be preserved 	<u>directed</u> recognition: <ul style="list-style-type: none"> that places have different meaning for different people of why the significant features of places should be preserved
Inquiry and skills	posing of <u>clear and informed</u> questions about the past and familiar and unfamiliar objects and places	posing of <u>informed</u> questions about the past and familiar and unfamiliar objects and places	posing of questions about the past and familiar and unfamiliar objects and places	<u>guided</u> posing of questions about the past and familiar and unfamiliar objects and places	<u>directed</u> posing of questions about the past and familiar and unfamiliar objects and places
	location of <u>detailed and relevant</u> information from observations and from sources provided	location of <u>relevant</u> information from observations and from sources provided	location of information from observations and from sources provided	location of <u>aspects of</u> information from observations and from sources provided	<u>fragmented</u> information from observations and from sources provided
	comparison <u>and detailed description</u> of objects from the past and present	comparison <u>and description</u> of objects from the past and present	comparison of objects from the past and present	<u>guided</u> comparison of objects from the past and present	<u>directed</u> comparison of objects from the past and present
	<u>considered</u> interpretation of information and data to identify <u>and describe in detail</u> a point of view and draw simple conclusions	<u>informed</u> interpretation of information and data to identify <u>and describe</u> a point of view and draw simple conclusions	interpretation of information and data to identify a point of view and draw simple conclusions	<u>guided</u> interpretation of information and data to identify a point of view and draw simple conclusions	<u>directed</u> interpretation of information and data to identify a point of view and draw simple conclusions
	<u>purposeful</u> sequencing of familiar objects and events in order	<u>effective</u> sequencing of familiar objects and events in order	sequencing of familiar objects and events in order	<u>partial</u> sequencing of familiar objects and events in order	<u>directed</u> sequencing of familiar objects and events in order

	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	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
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> fragmented development of narratives about the past directed communication of findings using language to describe direction, location and the passing of time

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 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) 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
communication; communicate	in a HASS context, when students <i>communicate</i> , they: <ul style="list-style-type: none"> • 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 <i>wellbeing</i> of people
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
draw	to compose or create

Term	Description
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
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, <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
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, <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
point of view	looking at someone or something from a location or position; in a HASS (Humanities and Social Sciences) context, <i>point of view</i> 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 <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
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

Term	Description
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
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