|  |  |
| --- | --- |
|  | Year 3 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 **C 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 3 Australian Curriculum: HASS achievement standard |
| By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. |
|  |
| **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 3 HASS standard elaborations

|  | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- |
|  | The folio of a student’s work has the following characteristics: |
| Knowledge and understanding | identification and detailed description of individuals, events and aspects of the past that have significance in the present | identification and description of individuals, events and aspects of the past that have significance in the present | identification of individuals, events and aspects of the past that have significance in the present | partial identification of the individuals, events and aspects of the past that have significance in the present | statements about the individuals, events and aspects of the past that have significance in the present |
| identification and thorough description of aspects of their community that have changed and remained the same over time | identification and detailed description of aspects of their community that have changed and remained the same over time | identification and description of aspects of their community that have changed and remained the same over time | identification of aspects of their community that have changed and remained the same over time | statements about aspects of their community that have changed and remained the same over time |
| * thorough description of the diverse characteristics of different places at the local scale
* identification and thorough description of the similarities and differences between the characteristics of these places
 | * detailed description of the diverse characteristics of different places at the local scale
* identification and detailed description of the similarities and differences between the characteristics of these places
 | * description of the diverse characteristics of different places at the local scale
* identification and description of the similarities and differences between the characteristics of these places
 | * description of aspects of the diverse characteristics of different places at the local scale
* identification of the similarities and differences between the characteristics of these places
 | * statements about aspects of characteristics of different places at the local scale
* statements about the similarities and differences between the characteristics of these places
 |
| identification and thorough description of:* the connections between people
* the characteristics of places
 | identification and description of:* the connections between people
* the characteristics of places
 | identification of:* the connections between people
* the characteristics of places
 | identification of aspects of:* the connections between people
* the characteristics of places
 | statements about:* people
* the characteristics of places
 |
| considered explanation of:* the role of rules in the community
* the importance of making decisions democratically
 | informed explanation of:* the role of rules in the community
* the importance of making decisions democratically
 | explanation of:* the role of rules in the community
* the importance of making decisions democratically
 | description of:* the role of rules in the community
* the importance of making decisions democratically
 | statements about:* the role of rules in the community
* the importance of making decisions democratically
 |
| Knowledge and understanding | identification and detailed description of the importance of different celebrations and commemorations for different groups | identification and description of the importance of different celebrations and commemorations for different groups | identification of the importance of different celebrations and commemorations for different groups | Identification and partial description of different celebrations and commemorations for different groups | statements about celebrations and commemorations for different groups |
| considered explanation of how and why people participate in and contribute to their communities | informed explanation of how and why people participate in and contribute to their communities | explanation of how and why people participate in and contribute to their communities | description of how people participate in and contribute to their communities | statements about how people participate in their communities |
| Inquiry and skills | * posing of clear and informed questions
* locating and collecting of information from sources (including observations) to thoroughly answer these questions
 | * posing of informed questions
* locating and collecting of information from sources (including observations) to effectively answer these questions
 | * posing of questions
* locating and collecting information from sources (including observations) to answer these questions
 | * guided posing of questions
* locating and collecting information from sources (including observations) to partially answer these questions
 | * use of provided questions
* use of information from sources provided (including observations) to partially answer these questions
 |
| considered examination of information to identify a point of view | effective examination of information to identify a point of view | examination of information to identify a point of view  | guided examination of information to identify a point of view  | use of information to make statements about a point of view  |
| interpretation of data to identify and provide informed explanation of simple distributions | interpretation of data to identify and explain simple distributions | interpretation of data to identify and describe simple distributions | interpretation of aspects of data to identify simple distributions | use of aspects of data to make statements about simple distributions |
| drawing of reasoned conclusions and sharing of considered views on an issue | drawing of informed conclusions and sharing of informed views on an issue | drawing of simple conclusions and sharing their views on an issue | drawing of partial simple conclusions and sharing their views on an issue | statements of views on an issue |
| purposeful sequencing of relevant information about events and the lives of individuals in chronological order | effective sequencing of relevant information about events and the lives of individuals in chronological order | sequencing of information about events and the lives of individuals in chronological order | partial sequencing of information about events and the lives of individuals  | statements about events and the lives of individuals  |
| Inquiry and skills | clear and detailed recording and representation of data in different formats, including labelled maps using basic cartographic conventions | detailed recording and representation of data in different formats, including labelled maps using basic cartographic conventions | recording and representation of data in different formats, including labelled maps using basic cartographic conventions | recording and representation of aspects of data in different formats, including labelled maps using aspects of basic cartographic conventions | fragmented recording and representation of data in different formats, including labelled maps using aspects of basic cartographic conventions |
| reflection on their learning to make reasoned suggestions of individual action in response to an issue or challenge | reflection on their learning to make informed suggestions of individual action in response to an issue or challenge | reflection on their learning to make suggestions of individual action in response to an issue or challenge | guided reflection on their learning to make suggestions of individual action in response to an issue or challenge | directed reflection on their learning to make suggestions of individual action |
| considered communication of ideas, findings and conclusions in oral, visual and written forms with considered use of relevant discipline‑specific terms | effective communication of ideas, findings and conclusions in oral, visual and written forms using relevant simple discipline‑specific terms | communication of ideas, findings and conclusions in oral, visual and written forms using simple discipline‑specific terms | partial communication of ideas, findings and conclusions in oral, visual and written forms using simple discipline‑specific terms | fragmented communication of ideas, findings and conclusions in oral, visual and written forms  |

|  |  |
| --- | --- |
| Key | shading emphasises the qualities that discriminate between the A–E descriptors |

## 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 3 HASS SEs

These terms clarify the descriptors in the Year 3 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 |
| characteristics of places | in a HASS (Geography) context, characteristics of places include people, climate, production, landforms, built elements of the environment, soils, vegetation, communities, water resources, cultures, mineral resources and landscape; some characteristics are tangible, for example, rivers and buildings; others are intangible, for example, scenic quality and socioeconomic status |
| clear | easy to perceive, understand or interpret; without ambiguity |
| communicating;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
 |
| considered | thought about deliberately with a purpose |
| conventions | in a HASS (Civics and Citizenship) context, conventions means unwritten rules of political procedure based on traditional, established practices that are widely accepted; Australia’s political system has adopted many of the unwritten conventions of the British Westminster system; conventions may defy the Constitution — for example, the procedure for the appointment of Australia’s Governor-General |
| 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 |
| discipline-specific terms | using accurate and subject-appropriate terms when speaking, writing and illustrating |
| drawing;draw | to compose or create |
| effectively;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
 |
| examination;examine | determine the nature of conditions of |
| explanation;explain | provide additional information that demonstrates understanding of reasoning and/or application |
| 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;partially | 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 |
| 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 |
| reasoned | logical and sound; presented with justification |
| recording;record | to mark in a form that can be understood by others and revisited |
| 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 | 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
 |
| scale | in a HASS (Geography) context, there are two uses of the term ‘*scale*’:* 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 |
| 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 |
| thorough;thoroughly | demonstrating depth and breadth, inclusive of relevant detail |
| use of | to operate or put into effect |