

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

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 <u>and detailed description</u> of individuals, events and aspects of the past that have significance in the present	identification <u>and description</u> 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	<u>partial</u> identification of the individuals, events and aspects of the past that have significance in the present	<u>statements about</u> the individuals, events and aspects of the past that have significance in the present
	identification and <u>thorough</u> description of aspects of their community that have changed and remained the same over time	identification and <u>detailed</u> 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 <u>aspects of</u> their community that have changed and remained the same over time	<u>statements about aspects of</u> their community that have changed and remained the same over time
	<ul style="list-style-type: none"> <u>thorough</u> description of the diverse characteristics of different places at the local scale identification and <u>thorough</u> description of the similarities and differences between the characteristics of these places 	<ul style="list-style-type: none"> <u>detailed</u> description of the diverse characteristics of different places at the local scale identification and <u>detailed</u> description of the similarities and differences between the characteristics of these places 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> description of <u>aspects of</u> the diverse characteristics of different places at the local scale identification of the similarities and differences between the characteristics of these places 	<ul style="list-style-type: none"> <u>statements about aspects of</u> characteristics of different places at the local scale <u>statements about</u> the similarities and differences between the characteristics of these places
	<u>identification and thorough description of:</u> <ul style="list-style-type: none"> the connections between people the characteristics of places 	<u>identification and description of:</u> <ul style="list-style-type: none"> the connections between people the characteristics of places 	<u>identification of:</u> <ul style="list-style-type: none"> the connections between people the characteristics of places 	<u>identification of aspects of:</u> <ul style="list-style-type: none"> the connections between people the characteristics of places 	<u>statements about:</u> <ul style="list-style-type: none"> people the characteristics of places
	<u>considered</u> explanation of: <ul style="list-style-type: none"> the role of rules in the community the importance of making decisions democratically 	<u>informed</u> explanation of: <ul style="list-style-type: none"> the role of rules in the community the importance of making decisions democratically 	<u>explanation of:</u> <ul style="list-style-type: none"> the role of rules in the community the importance of making decisions democratically 	<u>description of:</u> <ul style="list-style-type: none"> the role of rules in the community the importance of making decisions democratically 	<u>statements about:</u> <ul style="list-style-type: none"> the role of rules in the community the importance of making decisions democratically

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
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	<ul style="list-style-type: none"> posing of clear and informed questions locating and collecting of information from sources (including observations) to thoroughly answer these questions 	<ul style="list-style-type: none"> posing of informed questions locating and collecting of information from sources (including observations) to effectively answer these questions 	<ul style="list-style-type: none"> posing of questions locating and collecting information from sources (including observations) to answer these questions 	<ul style="list-style-type: none"> guided posing of questions locating and collecting information from sources (including observations) to partially answer these questions 	<ul style="list-style-type: none"> 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

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
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) 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
characteristics of places	in a HASS (Geography) context, <i>characteristics of places</i> 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 <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
considered	thought about deliberately with a purpose
conventions	in a HASS (Civics and Citizenship) context, <i>conventions</i> 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

Term	Description
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, <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
drawing; draw	to compose or create
effectively; 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
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, <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; 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, <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
purposeful	intentional; done by design; focused and clearly linked to the goals of the task

Term	Description
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
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, <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	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
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