

Year 4 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 4 Australian Curriculum: HASS achievement standard

By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.

Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.

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 4 HASS standard elaborations

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Knowledge and understanding	recognition <u>and thorough description</u> of the significance of events in bringing about change and the importance of the environment	recognition <u>and description</u> of the significance of events in bringing about change and the importance of the environment	recognition of the significance of events in bringing about change and the importance of the environment	<u>partial</u> recognition of the significance of events in bringing about change and the importance of the environment	<u>statements about</u> the significance of events in bringing about change and the importance of the environment
	<ul style="list-style-type: none"> • <u>considered</u> explanation of how and why life changed in the past • <u>identification and thorough description</u> of aspects of the past that have remained the same 	<ul style="list-style-type: none"> • <u>informed</u> explanation of how and why life changed in the past • <u>identification and description</u> of aspects of the past that have remained the same 	<ul style="list-style-type: none"> • explanation of how and why life changed in the past • identification of aspects of the past that have remained the same 	<ul style="list-style-type: none"> • <u>description</u> of how and why life changed in the past • <u>partial</u> identification of aspects of the past that have remained the same 	<ul style="list-style-type: none"> • <u>statements about</u> how and why life changed in the past • <u>statements about</u> aspects of the past that have remained the same
	<u>thorough</u> description of the experiences of an individual or group in the past	<u>detailed</u> description of the experiences of an individual or group in the past	description of the experiences of an individual or group in the past	description of <u>aspects of</u> the experiences of an individual or group in the past	<u>statements about aspects of</u> the experiences of an individual or group in the past
	<u>thorough</u> description and comparison of the diverse characteristics of different places at local to national scales	<u>detailed</u> description and comparison of the diverse characteristics of different places at local to national scales	description and comparison of the diverse characteristics of different places at local to national scales	description and comparison of <u>aspects of</u> the diverse characteristics of different places at local to national scales	<u>statements about aspects of</u> the diverse characteristics of different places at local to national scales
	<u>identification and thorough description</u> of the interconnections between: <ul style="list-style-type: none"> • components of the environment • people and the environment 	<u>identification and description</u> of the interconnections between: <ul style="list-style-type: none"> • components of the environment • people and the environment 	identification of the interconnections between: <ul style="list-style-type: none"> • components of the environment • people and the environment 	<u>partial</u> identification of the interconnections between: <ul style="list-style-type: none"> • components of the environment • people and the environment 	<u>statements about</u> the interconnections between: <ul style="list-style-type: none"> • components of the environment • people and the environment

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Knowledge and understanding	<ul style="list-style-type: none"> identification and thorough description of structures that support their local community recognition and thorough explanation of the importance of laws in society 	<ul style="list-style-type: none"> identification and description of structures that support their local community recognition and explanation of the importance of laws in society 	<ul style="list-style-type: none"> identification of structures that support their local community recognition of the importance of laws in society 	<ul style="list-style-type: none"> identification of aspects of structures that support their local community partial recognition of the importance of laws in society 	<ul style="list-style-type: none"> statements about structures that support their local community statements about the importance of laws in society
	thorough description of factors that shape a person's identity and sense of belonging	detailed description of factors that shape a person's identity and sense of belonging	description of factors that shape a person's identity and sense of belonging	identification of factors that shape a person's identity and sense of belonging	statements about factors that shape a person's identity and sense of belonging
	identification and thorough description of different views on how to respond to an issue or challenge	identification and description of different views on how to respond to an issue or challenge	identification of different views on how to respond to an issue or challenge	partial identification of different views on how to respond to an issue or challenge	statements about different views on how to respond to an issue or challenge
Inquiry and skills	<ul style="list-style-type: none"> development of clear and informed questions for investigation location and collection of information and data from different sources, (including observations) to comprehensively answer these questions 	<ul style="list-style-type: none"> development of informed questions for investigation location and collection of information and data from different sources (including observations) to effectively answer these questions 	<ul style="list-style-type: none"> development of questions for investigation location and collection of information and data from different sources (including observations) to answer these questions 	<ul style="list-style-type: none"> guided development of questions for investigation guided location and collection of information and data from different sources (including observations) to partially answer these questions 	<ul style="list-style-type: none"> using provided questions for investigation using provided information and data from different sources (including observations) to partially answer these questions
	considered examination of information to: <ul style="list-style-type: none"> distinguish between facts and opinions detect points of view 	effective examination of information to: <ul style="list-style-type: none"> distinguish between facts and opinions detect points of view 	examination of information to: <ul style="list-style-type: none"> distinguish between facts and opinions detect points of view 	examination of aspects of information to: <ul style="list-style-type: none"> distinguish between facts and opinions detect points of view 	use of information to make statements about : <ul style="list-style-type: none"> facts and opinions points of view

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Inquiry and skills	<p>interpretation of data and information to:</p> <ul style="list-style-type: none"> • identify and thoroughly describe distributions and simple patterns • draw reasoned conclusions 	<p>interpretation of data and information to:</p> <ul style="list-style-type: none"> • identify and describe, with detail, distributions and simple patterns • draw informed conclusions 	<p>interpretation of data and information to:</p> <ul style="list-style-type: none"> • identify and describe distributions and simple patterns • draw conclusions 	<p>interpretation of aspects of data and information to:</p> <ul style="list-style-type: none"> • identify distributions and simple patterns • partial conclusions 	<p>use of data and information to make statements about:</p> <ul style="list-style-type: none"> • distributions and simple patterns • fragmented conclusions
	<p>sharing of their considered points of view, respecting the views of others</p>	<p>sharing of their informed points of view, respecting the views of others</p>	<p>sharing of their points of view, respecting the views of others</p>	<p>guided sharing of their points of view, respecting the views of others</p>	<p>directed sharing of their points of view, respecting the views of others</p>
	<p>purposeful sequencing of comprehensive information about events and the lives of individuals in chronological order with reference to key dates</p>	<p>effective sequencing of detailed information about events and the lives of individuals in chronological order with reference to key dates</p>	<p>sequencing of information about events and the lives of individuals in chronological order with reference to key dates</p>	<p>partial sequencing of information about events and the lives of individuals in chronological order with reference to key dates</p>	<p>statements about events and the lives of individuals with reference to dates</p>
	<p>clear and detailed sorting, recording and representation of data in different formats (including large-scale maps) using basic cartographic conventions</p>	<p>detailed sorting, recording and representation of data in different formats (including large-scale maps) using basic cartographic conventions</p>	<p>sorting, recording and representation of data in different formats (including large-scale maps) using basic cartographic conventions</p>	<p>partial sorting, recording and representation of data in different formats (including large-scale maps) using aspects of basic cartographic conventions</p>	<p>fragmented sorting, recording and representation of data in different formats (including large-scale maps) using aspects of basic cartographic conventions</p>
	<p>reflection on their learning to:</p> <ul style="list-style-type: none"> • propose reasoned action in response to an issue or challenge • identify and thoroughly describe the possible effects of their proposed action 	<p>reflection on their learning to:</p> <ul style="list-style-type: none"> • propose informed action in response to an issue or challenge • identify and describe the possible effects of their proposed action 	<p>reflection on their learning to:</p> <ul style="list-style-type: none"> • propose action in response to an issue or challenge • identify the possible effects of their proposed action 	<p>guided reflection on their learning to:</p> <ul style="list-style-type: none"> • propose action in response to an issue or challenge • identify aspects of the possible effects of their proposed action 	<p>directed reflection on their learning to:</p> <ul style="list-style-type: none"> • propose statements in response to an issue or challenge • make statements about the possible effects of their proposed action

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Inquiry and skills	purposeful presentation of ideas, findings and conclusions, with considered use of relevant discipline specific terms in a range of communication forms	effective presentation of ideas, findings and conclusions using relevant discipline-specific terms in a range of communication forms	presentation of ideas, findings and conclusions using discipline-specific terms in a range of communication forms	partial presentation of ideas, findings and conclusions using aspects of discipline-specific terms in a range of communication forms	fragmented presentation of ideas, findings and conclusions using everyday language

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 4 HASS SEs

These terms clarify the descriptors in the Year 4 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
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
communicating; 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	estimate, measure or note how things are similar or dissimilar
comprehensive; comprehensively	detailed and thorough, including all that is relevant
considered	thought about deliberately with a purpose
conventions	in a HASS context (civics and citizenship), <i>conventions</i> refers to 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

Term	Description
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
distinguish	recognise points of difference
draw	to compose or create
effectively; effective	capably meets the described requirements
environment	a setting and conditions of an area in which activity occurs, and where features may be natural, managed or constructed
evaluate	examine and judge the merit or significance of something
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; guidance	visual and/or verbal prompts to facilitate or support independent action
identity	a person's conception and expression of their individuality or association with a group; in a HASS context, <i>identity</i> refers to a person's sense of belonging to a group, culture or to a state or nation, a region or the world; it is a feeling one shares with a group of people, regardless of one's citizenship status
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 context (history), <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
investigation; investigate	plan, collect and interpret data/information and draw conclusions about; in a HASS context, <i>investigation</i> means to make inquiry or examination
location; locate	to identify where something is found

Term	Description
partial; partially	attempted; incomplete evidence provided
plausible	credible and possible
prediction; predict	suggest what might happen in the future or as a consequence of something
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
range	the scope of relevant situations or elements
reasoned	logical and sound; presented with justification
recognition; recognise	to be aware of or acknowledge
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; 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
respond	to react to a person or text
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
synthesise	combine elements (information/ideas/components) into a coherent whole
thorough; thoroughly	demonstrating depth and breadth, inclusive of relevant detail
use of	to operate or put into effect