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|  | Year 5 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.
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| 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. |
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| Year 5 Australian Curriculum: HASS achievement standard |
| By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia’s democracy and describe the roles of different people in Australia’s legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. |
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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 5 HASS standard elaborations

|  | A | B | C | D | E |
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|  | The folio of a student’s work has the following characteristics: |
| Knowledge and understanding | thorough description of the significance of people and events/developments in bringing about change | detailed description of the significance of people and events/developments in bringing about change | description of the significance of people and events/developments in bringing about change | description of aspects of the significance of people and events/developments in bringing about change | statements about aspects of the significance of people and events/developments in bringing about change |
| * identification and thorough description of the causes and effects of change on particular communities
* thorough description of aspects of the past that have remained the same
 | * identification and detailed description of the causes and effects of change on particular communities
* detailed description of aspects of the past that have remained the same
 | * identification of the causes and effects of change on particular communities
* description of aspects of the past that have remained the same
 | * identification of aspects of the causes and effects of change on particular communities
* partial description of aspects of the past that have remained the same
 | statements about:* the causes and effects of change on particular communities
* the past that have remained the same
 |
| thorough description of the experiences of different people in the past | detailed description of the experiences of different people in the past | description of the experiences of different people in the past | description of aspects of the experiences of different people in the past | statements about aspects of the experiences of different people in the past |
| thorough explanation of the characteristics of places in different locations at local to national scales | informed explanation of the characteristics of places in different locations at local to national scales | explanation of the characteristics of places in different locations at local to national scales | explanation of aspects of the characteristics of places in different locations at local to national scales | statements about aspects of places in different locations at local to national scales |
| Knowledge and understanding | * identification and thorough description of the interconnections between:
	+ people and the human and environmental characteristics of places
	+ components of environments
* identification and thorough description of the effects of these interconnections on the characteristics of places and environments
 | * identification and detailed description of the interconnections between:
	+ people and the human and environmental characteristics of places
	+ components of environments
* identification and detailed description of the effects of these interconnections on the characteristics of places and environments
 | * identification and description of the interconnections between:
	+ people and the human and environmental characteristics of places
	+ components of environments
* identification of the effects of these interconnections on the characteristics of places and environments
 | * identification and description of aspects of the interconnections between:
	+ people and the human and environmental characteristics of places
	+ components of environments
* identification of aspects of the effects of these interconnections on the characteristics of places and environments
 | * statements about aspects of the interconnections between:
	+ people and the human and environmental characteristics of places
	+ components of environments
* statements about aspects of the effects of these interconnections on the characteristics of places and environments
 |
| * identification and thorough description of the importance of values and processes to Australia’s democracy
* thorough description of the roles of different people in Australia’s legal system
 | * identification and detailed description of the importance of values and processes to Australia’s democracy
* detailed description of the roles of different people in Australia’s legal system
 | * identification of the importance of values and processes to Australia’s democracy
* description of the roles of different people in Australia’s legal system
 | * identification of aspects of the importance of values and processes to Australia’s democracy
* partial description of the roles of different people in Australia’s legal system
 | * statements about aspects of the importance of values and processes to Australia’s democracy
* statements about aspects of the roles of different people in Australia’s legal system
 |
| recognition and thorough description of choices that need to be made when allocating resources  | recognition and detailed description of choices that need to be made when allocating resources | recognition that choices need to be made when allocating resources | partial recognition that choices need to be made when allocating resources | statements about choices that need to be made when allocating resources |
| Knowledge and understanding | * thorough description of factors that influence their choices as consumers
* identification of reasoned strategies that can be used to inform these choices
 | * detailed description of factors that influence their choices as consumers
* identification of credible strategies that can be used to inform these choices
 | * description of factors that influence their choices as consumers
* identification of strategies that can be used to inform these choices
 | identification of factors and strategies that influence their choices as consumers | statements about factors and strategies that influence their choices as consumers |
| thorough description of different views on how to respond to an issue or challenge | detailed description of different views on how to respond to an issue or challenge | 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 | statements about different views on how to respond to an issue or challenge |
| Inquiry and skills | development of clear and informed questions for an investigation | development of informed questions for an investigation | development of questions for an investigation | guided development of questions for an investigation | use of directed questions for an investigation |
| location and considered collection of data and information from a range of relevant sources to comprehensively answer inquiry questions | location and informed collection of data and information from a range of sources to credibly answer inquiry questions | location and collection of data and information from a range of sources to answer inquiry questions | location and guided collection of data and information from a range of sources to partially answer inquiry questions | use of directed data and information from a range of sources to make statements in response to inquiry questions |
| considered examination of sources to:* determine their purpose
* identify different viewpoints
 | informed examination of sources to:* determine their purpose
* identify different viewpoints
 | examination of sources to:* determine their purpose
* identify different viewpoints
 | partial examination of sources to:* determine their purpose
* identify different viewpoints
 | fragmented examination of sources to:* determine their purpose
* identify different viewpoints
 |
| * interpretation of data to:
	+ identify and thoroughly describe distributions, simple patterns and trends
	+ infer reasoned relationships
* suggest reasoned conclusions based on evidence
 | * interpretation of data to:
	+ identify and describe with detail distributions, simple patterns and trends
	+ infer plausible relationships
* suggest informed conclusions based on evidence
 | * interpretation of data to:
	+ identify and describe distributions, simple patterns and trends
	+ infer relationships
* suggest conclusions based on evidence
 | * interpretation of data to:
	+ identify aspects of, and partially describe distributions, simple patterns and trends
	+ infer relationships
* suggest conclusions
 | use of data to make statements about:* distributions, simple patterns and trends
* relationships
* conclusions
 |
| Inquiry and skills | purposeful sequencing of information about events, the lives of individuals and selected phenomena in chronological order using timelines | effective sequencing of information about events, the lives of individuals and selected phenomena in chronological order using timelines | sequencing of information about events, the lives of individuals and selected phenomena in chronological order using timelines | partial sequencing of information about events, the lives of individuals and selected phenomena in chronological order using timelines | fragmented sequencing of information about events, the lives of individuals and selected phenomena in chronological order using timelines |
| clear and detailed sorting, recording and representation of data in different formats (including large-scale and small-scale maps), using basic conventions | detailed sorting, recording and representation of data in different formats (including large-scale and small-scale maps), using basic conventions | sorting, recording and representation of data in different formats (including large-scale and small-scale maps), using basic conventions | partial sorting, recording and representation of data in different formats (including large-scale and small-scale maps), using aspects of basic conventions | fragmented sorting, recording and representation of data in different formats (including large-scale and small-scale maps), using aspects of basic conventions |
| working with others to generate alternative reasoned responses to an issue or challenge | working with others to generate alternative plausible responses to an issue or challenge | working with others to generate alternative responses to an issue or challenge | working with others to generate a response to an issue or challenge | working with others to make statements about an issue or challenge |
| * reflection on learning to independently propose reasoned action
* thorough description of the possible effects of proposed action
 | * reflection on learning to independently propose credible action
* informed description of the possible effects of proposed action
 | * reflection on learning to independently propose action
* description of the possible effects of proposed action
 | * guided reflection on learning to propose action
* partial description of the possible effects of proposed action
 | * directed reflection on learning to propose action
* make statements about the possible effects of proposed action
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| purposeful presentation of ideas, findings and conclusions in a range of communication forms with considered use of relevant discipline‑specific terms and appropriate conventions | informed presentation of ideas, findings and conclusions in a range of communication forms using relevant discipline‑specific terms and appropriate conventions | presentation of ideas, findings and conclusions in a range of communication forms using discipline‑specific terms and appropriate conventions | partial presentation of ideas, findings and conclusions in a range of communication forms using aspects of discipline‑specific terms and appropriate conventions | fragmented presentation of ideas, findings and conclusions in a range of communication forms using everyday language |

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| 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.

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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 5 HASS SEs

These terms clarify the descriptors in the Year 5 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 |
| --- | --- |
| 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
 |
| 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 (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 |
| credible | possible and believable  |
| data | information that is directly recorded, which can be quantitative or qualitative |
| democracy | a system of government where power is vested in the people, who may exercise it directly or through elected representatives, and who may remove and replace their political leaders and government in free and fair regular elections |
| 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 | 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 |
| draw | to compose or create |
| effectively;effective | capably meets the described requirements |
| evaluate | examine and judge the merit or significance of something |
| 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
 |
| evidence | what can be learnt from a historical source to help construct a historical narrative |
| 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 |
| infer | a conclusion reached on the basis of evidence or reasoning |
| informed | having relevant knowledge; being conversant with the topic;in a HASS context, informed means referring to background knowledge and inquiry and skills |
| interpretationinterpret | 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 |
| investigation;investigate | plan, collect and interpret data/information and draw conclusions about;in a HASS context, to investigate means to make inquiry or examination |
| location;locate | to identify where something is found |
| measure | to ascertain the extent of or quality |
| 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 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 |
| range  | the scope of relevant situations or elements  |
| reasoned | logical and sound; presented with justification |
| recognition;recognise | to be aware of or acknowledge |
| 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;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
 |
| resources | a means to produce goods and services that satisfy needs and wants; the four economic resources (factors of production) are land, labour, capital and enterprise; production usually requires a combination of resources |
| respond | to react to a person or text |
| 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 |
| suggestions;suggest | put forward for consideration |
| synthesise | combine elements (information/ideas/components) into a coherent whole |
| system | a group of interacting objects, materials or processes that form an integrated whole;in a HASS (Geography) context, biophysical systems include humans and their activities and impacts |
| thorough | demonstrating depth and breadth, inclusive of relevant detail |
| use of | to operate or put into effect |