

Year 5 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 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.

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 5 HASS standard elaborations

	A	B	C	D	E
The folio of a student’s work has the following characteristics:					
Knowledge and understanding	<u>thorough</u> description of the significance of people and events/developments in bringing about change	<u>detailed</u> 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 <u>aspects of</u> the significance of people and events/developments in bringing about change	<u>statements about aspects of</u> the significance of people and events/developments in bringing about change
	<ul style="list-style-type: none"> • identification and <u>thorough</u> description of the causes and effects of change on particular communities • <u>thorough</u> description of aspects of the past that have remained the same 	<ul style="list-style-type: none"> • identification and <u>detailed</u> description of the causes and effects of change on particular communities • <u>detailed</u> description of aspects of the past that have remained the same 	<ul style="list-style-type: none"> • identification of the causes and effects of change on particular communities • description of aspects of the past that have remained the same 	<ul style="list-style-type: none"> • identification of <u>aspects of</u> the causes and effects of change on particular communities • <u>partial</u> description of aspects of the past that have remained the same 	<u>statements about:</u> <ul style="list-style-type: none"> • the causes and effects of change on particular communities • the past that have remained the same
	<u>thorough</u> description of the experiences of different people in the past	<u>detailed</u> description of the experiences of different people in the past	description of the experiences of different people in the past	description of <u>aspects of</u> the experiences of different people in the past	<u>statements about aspects of</u> the experiences of different people in the past
	<u>thorough</u> explanation of the characteristics of places in different locations at local to national scales	<u>informed</u> 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 <u>aspects of</u> the characteristics of places in different locations at local to national scales	<u>statements about aspects of</u> places in different locations at local to national scales

	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 the interconnections between: <ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> • identification and detailed description of the interconnections between: <ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> • identification and description of the interconnections between: <ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> • identification and description of aspects of the interconnections between: <ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> • statements about aspects of the interconnections between: <ul style="list-style-type: none"> – 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
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • identification of the importance of values and processes to Australia's democracy • description of the roles of different people in Australia's legal system 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
	<p>recognition and thorough description of choices that need to be made when allocating resources</p>	<p>recognition and detailed description of choices that need to be made when allocating resources</p>	<p>recognition that choices need to be made when allocating resources</p>	<p>partial recognition that choices need to be made when allocating resources</p>	<p>statements about choices that need to be made when allocating resources</p>

	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"> • thorough description of factors that influence their choices as consumers • identification of reasoned strategies that can be used to inform these choices 	<ul style="list-style-type: none"> • detailed description of factors that influence their choices as consumers • identification of credible strategies that can be used to inform these choices 	<ul style="list-style-type: none"> • 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
	<p>thorough description of different views on how to respond to an issue or challenge</p>	<p>detailed description of different views on how to respond to an issue or challenge</p>	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: <ul style="list-style-type: none"> • determine their purpose • identify different viewpoints 	informed examination of sources to: <ul style="list-style-type: none"> • determine their purpose • identify different viewpoints 	examination of sources to: <ul style="list-style-type: none"> • determine their purpose • identify different viewpoints 	partial examination of sources to: <ul style="list-style-type: none"> • determine their purpose • identify different viewpoints 	fragmented examination of sources to: <ul style="list-style-type: none"> • determine their purpose • identify different viewpoints
	<ul style="list-style-type: none"> • interpretation of data to: <ul style="list-style-type: none"> – identify and thoroughly describe distributions, simple patterns and trends – infer reasoned relationships • suggest reasoned conclusions based on evidence 	<ul style="list-style-type: none"> • interpretation of data to: <ul style="list-style-type: none"> – identify and describe with detail distributions, simple patterns and trends – infer plausible relationships • suggest informed conclusions based on evidence 	<ul style="list-style-type: none"> • interpretation of data to: <ul style="list-style-type: none"> – identify and describe distributions, simple patterns and trends – infer relationships • suggest conclusions based on evidence 	<ul style="list-style-type: none"> • interpretation of data to: <ul style="list-style-type: none"> – identify aspects of, and partially describe distributions, simple patterns and trends – infer relationships • suggest conclusions 	use of data to make statements about: <ul style="list-style-type: none"> • distributions, simple patterns and trends • relationships • conclusions

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
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
	<ul style="list-style-type: none"> • reflection on learning to independently propose reasoned action • thorough description of the possible effects of proposed action 	<ul style="list-style-type: none"> • reflection on learning to independently propose credible action • informed description of the possible effects of proposed action 	<ul style="list-style-type: none"> • reflection on learning to independently propose action • description of the possible effects of proposed action 	<ul style="list-style-type: none"> • guided reflection on learning to propose action • partial description of the possible effects of proposed action 	<ul style="list-style-type: none"> • directed reflection on learning to propose action • make statements about the possible effects of proposed action
	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
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 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) 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
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
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, <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

Term	Description
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, <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
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 <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
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, <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

Term	Description
investigation; investigate	plan, collect and interpret data/information and draw conclusions about; in a HASS context, to <i>investigate</i> 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 <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
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
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 ' <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

Term	Description
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