

# Year 6 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 6 Australian Curriculum: HASS achievement standard

By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge.

Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and 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](http://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass)



## Year 6 HASS standard elaborations

	A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>					
<b>Knowledge and understanding</b>	<u>thorough</u> explanation of the significance an event/development, an individual and/or group	<u>informed</u> explanation of the significance an event/development, an individual and/or group	explanation of the significance an event/development, an individual and/or group	<u>identification of aspects</u> of the significance an event/development, an individual and/or group	<u>statements about aspects</u> of the significance an event/development, an individual and/or group
	identification <u>and thorough</u> description of continuities and changes for different groups in the past and present	identification <u>and detailed</u> description of continuities and changes for different groups in the past and present	identification and description of continuities and changes for different groups in the past and present	identification <u>of aspects</u> and <u>partial</u> description of continuities and changes for different groups in the past and present	<u>statements about aspects</u> of continuities and changes for different groups in the past and present
	<u>thorough</u> description of the causes and effects of change on society	<u>detailed</u> description of the causes and effects of change on society	description of the causes and effects of change on society	<u>partial</u> description of the causes and effects of change on society	<u>statements about aspects</u> of the causes and effects of change on society
	<u>reasoned</u> comparison of the experiences of different people in the past	<u>informed</u> comparison of the experiences of different people in the past	comparison of the experiences of different people in the past	<u>identification</u> of the experiences of different people in the past	<u>statements about</u> experiences of different people in the past
	<u>reasoned</u> description, comparison and explanation of the diverse characteristics of different places in different locations from local to global scales	<u>informed</u> description, comparison and explanation of the diverse characteristics of different places in different locations from local to global scales	description, comparison and explanation of the diverse characteristics of different places in different locations from local to global scales	<u>partial</u> description, comparison and explanation of the diverse characteristics of different places in different locations from local to global scales	<u>statements about aspects</u> of the diverse characteristics of different places in different locations from local to global scales

	A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>					
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• <b>reasoned</b> description of how people, places, communities and environments are diverse and globally interconnected</li> <li>• identification <b>and thorough</b> description of the effects of these interconnections over time</li> </ul>	<ul style="list-style-type: none"> <li>• <b>informed</b> description of how people, places, communities and environments are diverse and globally interconnected</li> <li>• identification <b>and detailed</b> description of the effects of these interconnections over time</li> </ul>	<ul style="list-style-type: none"> <li>• description of how people, places, communities and environments are diverse and globally interconnected</li> <li>• identification of the effects of these interconnections over time</li> </ul>	<ul style="list-style-type: none"> <li>• <b>partial</b> description of how people, places, communities and environments are diverse and globally interconnected</li> <li>• identification of <b>aspects of</b> the effects of these interconnections over time</li> </ul>	<ul style="list-style-type: none"> <li>• <b>statements about aspects</b> of how people, places, communities and environments are diverse and globally interconnected</li> <li>• <b>statements about aspects of</b> the effects of these interconnections over time</li> </ul>
	<b>thorough</b> explanation of the importance of people, institutions and processes to Australia's democracy and legal system	<b>informed</b> explanation of the importance of people, institutions and processes to Australia's democracy and legal system	explanation of the importance of people, institutions and processes to Australia's democracy and legal system	explanation of <b>aspects</b> of the importance of people, institutions and processes to Australia's democracy and legal system	<b>statements about aspects</b> of the importance of people, institutions and processes to Australia's democracy and legal system
	<b>reasoned</b> description of the rights and responsibilities of Australian citizens and the obligations they may have as global citizens	<b>informed</b> description of the rights and responsibilities of Australian citizens and the obligations they may have as global citizens	description of the rights and responsibilities of Australian citizens and the obligations they may have as global citizens	<b>partial</b> description of the rights and responsibilities of Australian citizens and the obligations they may have as global citizens	<b>statements about aspects of</b> the rights and responsibilities of Australian citizens and the obligations they may have as global citizens
	recognition <b>and detailed description</b> of why choices about the allocation of resources involve trade-offs	recognition <b>and description</b> of why choices about the allocation of resources involve trade-offs	recognition of why choices about the allocation of resources involve trade-offs	<b>partial</b> recognition of why choices about the allocation of resources involve trade-offs	<b>fragmented</b> recognition of why choices about the allocation of resources involve trade-offs
	<b>thorough</b> explanation of why it is important to be informed when making consumer and financial decisions	<b>informed</b> explanation of why it is important to be informed when making consumer and financial decisions	explanation of why it is important to be informed when making consumer and financial decisions	explanation <b>of aspects</b> of why it is important to be informed when making consumer and financial decisions	<b>statements about aspects of</b> why it is important to be informed when making consumer and financial decisions

	A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>					
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• identification <b>and detailed description</b> of the purpose of business</li> <li>• recognition <b>and detailed description</b> of the different ways that businesses choose to provide goods and services</li> </ul>	<ul style="list-style-type: none"> <li>• identification <b>and description</b> of the purpose of business</li> <li>• recognition <b>and description</b> of the different ways that businesses choose to provide goods and services</li> </ul>	<ul style="list-style-type: none"> <li>• identification of the purpose of business</li> <li>• recognition of the different ways that businesses choose to provide goods and services</li> </ul>	<ul style="list-style-type: none"> <li>• identification <b>of aspects</b> of the purpose of business</li> <li>• <b>partial</b> recognition of the different ways that businesses choose to provide goods and services</li> </ul>	<ul style="list-style-type: none"> <li>• <b>statements about aspects</b> of the purpose of business</li> <li>• <b>statements about aspects</b> of the different ways that businesses choose to provide goods and services</li> </ul>
	<p><b>thorough</b> explanation of different views on how to respond to an issue or challenge</p>	<p><b>informed</b> explanation of different views on how to respond to an issue or challenge</p>	<p>explanation of different views on how to respond to an issue or challenge</p>	<p>explanation <b>of aspects</b> of different views on how to respond to an issue or challenge</p>	<p><b>statements about aspects</b> of different views on how to respond to an issue or challenge</p>
<b>Inquiry and skills</b>	development of <b>clear and informed</b> questions to frame an investigation	development of <b>informed</b> questions to frame an investigation	development of appropriate questions to frame an investigation	<b>guided</b> development of questions to frame an investigation	<b>directed use of</b> questions to frame an investigation
	location and <b>considered</b> collection of useful data and information from primary and secondary sources	location and <b>informed</b> collection of useful data and information from primary and secondary sources	location and collection of useful data and information from primary and secondary sources	location and <b>partial</b> collection of useful data and information from primary and secondary sources	location and <b>fragmented</b> collection of useful data and information from primary and secondary sources
	<p><b>thorough</b> examination of sources to:</p> <ul style="list-style-type: none"> <li>• determine their origin and purpose</li> <li>• identify different perspectives in the past and present</li> </ul>	<p><b>informed</b> examination of sources to:</p> <ul style="list-style-type: none"> <li>• determine their origin and purpose</li> <li>• identify different perspectives in the past and present</li> </ul>	<p>examination of sources to:</p> <ul style="list-style-type: none"> <li>• determine their origin and purpose</li> <li>• identify different perspectives in the past and present</li> </ul>	<p><b>partial</b> examination of sources to:</p> <ul style="list-style-type: none"> <li>• determine their origin and purpose</li> <li>• identify different perspectives in the past and present</li> </ul>	<p><b>fragmented</b> examination of sources to:</p> <ul style="list-style-type: none"> <li>• determine their origin and purpose</li> <li>• identify different perspectives in the past and present</li> </ul>

	A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>					
<b>Inquiry and skills</b>	<p>interpretation of data to:</p> <ul style="list-style-type: none"> <li>• identify <b>and thoroughly</b> describe and compare distributions, patterns and trends</li> <li>• infer <b>reasoned</b> relationships</li> <li>• evaluate evidence to draw <b>reasoned</b> conclusions</li> </ul>	<p>interpretation of data to:</p> <ul style="list-style-type: none"> <li>• identify, describe and compare, <b>with detail</b>, distributions, patterns and trends</li> <li>• infer <b>plausible</b> relationships</li> <li>• evaluate evidence to draw <b>informed</b> conclusions</li> </ul>	<p>interpretation of data to:</p> <ul style="list-style-type: none"> <li>• identify, describe and compare distributions, patterns and trends</li> <li>• infer relationships</li> <li>• evaluate evidence to draw conclusions</li> </ul>	<p>interpretation of data to:</p> <ul style="list-style-type: none"> <li>• identify <b>aspects of, and partially</b> describe and compare distributions, patterns and trends</li> <li>• infer <b>aspects of</b> relationships</li> <li>• evaluate evidence to draw <b>partial</b> conclusions</li> </ul>	<p>interpretation of data to:</p> <ul style="list-style-type: none"> <li>• <b>make statements about</b> distributions, patterns and trends</li> <li>• <b>make statements about</b> relationships</li> <li>• evaluate evidence to draw <b>fragmented</b> conclusions</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>purposeful</b> sequencing of information about events, the lives of individuals and selected phenomena in chronological order</li> <li>• representing time by creating <b>clear and detailed</b> timelines</li> </ul>	<ul style="list-style-type: none"> <li>• <b>effective</b> sequencing of information about events, the lives of individuals and selected phenomena in chronological order</li> <li>• representing time by creating <b>detailed</b> timelines</li> </ul>	<ul style="list-style-type: none"> <li>• sequencing of information about events, the lives of individuals and selected phenomena in chronological order</li> <li>• representing time by creating timelines</li> </ul>	<ul style="list-style-type: none"> <li>• <b>partial</b> sequencing of information about events, the lives of individuals and selected phenomena in chronological order</li> <li>• representing time by creating <b>partial</b> timelines</li> </ul>	<ul style="list-style-type: none"> <li>• <b>fragmented</b> sequencing of information about events, the lives of individuals and selected phenomena in chronological order</li> <li>• representing time by creating <b>fragmented</b> timelines</li> </ul>
	<p><b>clear and detailed</b> organisation and representation of data in a range of formats, including large- and small-scale maps, using appropriate conventions</p>	<p><b>detailed</b> organisation and representation of data in a range of formats, including large- and small-scale maps, using appropriate conventions</p>	<p>organisation and representation of data in a range of formats, including large- and small-scale maps, using appropriate conventions</p>	<p><b>partial</b> organisation and representation of data in a range of formats, including large- and small-scale maps, using appropriate conventions</p>	<p><b>fragmented</b> organisation and representation of data in a range of formats, including large- and small-scale maps, using appropriate conventions</p>

	A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>					
	<ul style="list-style-type: none"> <li>collaborative generation of <b>reasoned</b> alternative responses to an issue</li> <li>use of criteria to make <b>reasoned</b> decisions</li> <li>identification and <b>detailed description</b> of the advantages and disadvantages of preferring one decision over others</li> </ul>	<ul style="list-style-type: none"> <li>collaborative generation of <b>plausible</b> alternative responses to an issue</li> <li>use of criteria to make <b>informed</b> decisions</li> <li>identification and <b>description</b> of the advantages and disadvantages of preferring one decision over others</li> </ul>	<ul style="list-style-type: none"> <li>collaborative generation of alternative responses to an issue</li> <li>use of criteria to make decisions</li> <li>identification of the advantages and disadvantages of preferring one decision over others</li> </ul>	<ul style="list-style-type: none"> <li>collaborative generation of responses to an issue</li> <li><b>partial</b> use of criteria to make decisions</li> <li>identification of <b>aspects</b> of the advantages and disadvantages of preferring one decision over others</li> </ul>	<ul style="list-style-type: none"> <li>collaborative generation of <b>statements</b> about an issue</li> <li><b>fragmented</b> use of criteria to make decisions</li> <li><b>fragmented</b> identification of <b>aspects</b> of the advantages and disadvantages of preferring one decision over others</li> </ul>
<b>Inquiry and skills</b>	<ul style="list-style-type: none"> <li>reflection on learning to propose <b>reasoned</b> action in response to an issue or challenge</li> <li><b>thorough</b> description of the probable effects of the proposal</li> </ul>	<ul style="list-style-type: none"> <li>reflection on learning to propose <b>plausible</b> action in response to an issue or challenge</li> <li><b>detailed</b> description of the probable effects of the proposal</li> </ul>	<ul style="list-style-type: none"> <li>reflection on learning to propose action in response to an issue or challenge</li> <li>description of the probable effects of the proposal</li> </ul>	<ul style="list-style-type: none"> <li><b>guided</b> reflection of learning to propose action in response to an issue or challenge</li> <li><b>partial</b> description of the probable effects of the proposal</li> </ul>	<ul style="list-style-type: none"> <li><b>directed</b> reflection of learning to propose action</li> <li><b>statements about the possible</b> effects of the proposal</li> </ul>
	<p><b>purposeful</b> presentation of ideas, findings, viewpoints and conclusions in a range of communication forms <b>with considered</b> incorporation of <b>relevant</b>:</p> <ul style="list-style-type: none"> <li>source materials</li> <li>mapping</li> <li>graphing</li> <li>communication conventions</li> <li>discipline-specific terms</li> </ul>	<p><b>informed</b> presentation of ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate <b>relevant</b>:</p> <ul style="list-style-type: none"> <li>source materials</li> <li>mapping</li> <li>graphing</li> <li>communication conventions</li> <li>discipline-specific terms</li> </ul>	<p>presentation of ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate:</p> <ul style="list-style-type: none"> <li>source materials</li> <li>mapping</li> <li>graphing</li> <li>communication conventions</li> <li>discipline-specific terms</li> </ul>	<p><b>partial</b> presentation of ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate <b>aspects of</b>:</p> <ul style="list-style-type: none"> <li>source materials</li> <li>mapping</li> <li>graphing</li> <li>communication conventions</li> <li>discipline-specific terms</li> </ul>	<p><b>fragmented</b> presentation of ideas, findings, viewpoints and conclusions in a range of communication forms that with <b>fragmented use of</b>:</p> <ul style="list-style-type: none"> <li>source materials</li> <li>mapping</li> <li>graphing</li> <li>communication conventions</li> <li>discipline-specific terms</li> </ul>
<b>Key</b>	shading emphasises the <b>qualities that discriminate between the A–E descriptors</b>				

# 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
<b>understanding</b>	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
<b>skills</b>	the specific techniques, strategies and processes in a learning area

## Terms used in Year 6 HASS SEs

These terms clarify the descriptors in the Year 6 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](http://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/glossary)) and from other sources to ensure consistent understanding.

Term	Description
<b>analysing; analyse</b>	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"><li>• 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</li><li>• identify the purpose and intent of sources and determine their accuracy and reliability</li></ul>
<b>aspects</b>	particular parts or features
<b>business</b>	an organisation, enterprise or business engaged in the production and trade of goods or services, usually for profit
<b>clear</b>	easy to perceive, understand or interpret; without ambiguity
<b>communicating; communication; communicate</b>	in a HASS context, when students <i>communicate</i> , they: <ul style="list-style-type: none"><li>• present ideas and findings in appropriate digital and non-digital forms for different audiences and purposes, using discipline-specific terminology</li><li>• sequence familiar events in order and represent familiar features of place and their location on pictorial maps and models</li></ul>
<b>comparison; compare</b>	estimate, measure or note how things are similar or dissimilar
<b>considered</b>	thought about deliberately with a purpose
<b>consumer</b>	a person or a group that is the final user of goods and services produced within an economy
<b>conventions</b>	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
<b>data</b>	information that is directly recorded, which can be quantitative or qualitative

Term	Description
<b>democracy</b>	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
<b>description; describe</b>	give an account of characteristics or features
<b>detail; detailed</b>	meticulous; including many of the parts
<b>development; develop</b>	economic, social and political changes that improve the wellbeing of people
<b>directed</b>	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
<b>draw</b>	to compose or create
<b>effectively; effective</b>	capably meets the described requirements
<b>evaluate</b>	examine and judge the merit or significance of something
<b>evaluating and reflecting</b>	in a HASS context, when students <i>evaluate</i> and <i>reflect</i> , they: <ul style="list-style-type: none"> <li>propose explanations for events, developments, issues and/or phenomena</li> <li>draw evidence-based conclusions and use criteria and democratic processes to make informed decisions and judgments</li> <li>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</li> </ul>
<b>evidence</b>	what can be learnt from a historical source to help construct a historical narrative
<b>examination; examine</b>	determine the nature of conditions of
<b>explanation; explain</b>	provide additional information that demonstrates understanding of reasoning and/or application
<b>fragmented</b>	disjointed, incomplete or isolated
<b>goods</b>	tangible items that satisfy needs and wants, and that can be seen and touched
<b>guided</b>	visual and/or verbal prompts to facilitate or support independent action
<b>identification; identify</b>	establish or indicate who or what someone or something is
<b>informed</b>	having relevant knowledge; being conversant with the topic; in a HASS context, <i>informed</i> means referring to background knowledge and inquiry and skills
<b>interpretation; interpret</b>	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
<b>investigations; investigate</b>	plan, collect and interpret data/information and draw conclusions about; in a HASS context, to <i>investigate</i> means to make inquiry or examination
<b>location; locate</b>	to identify where something is found
<b>measure</b>	to ascertain the extent of or quality



Term	Description
<b>organisation; organise</b>	to form as or into a whole consisting of a sequence or interdependent parts
<b>partial</b>	attempted; incomplete evidence provided
<b>plausible</b>	credible and possible
<b>prediction; predict</b>	suggest what might happen in the future or as a consequence of something
<b>purposeful</b>	intentional; done by design; focused and clearly linked to the goals of the task
<b>questioning; questions</b>	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
<b>range</b>	the scope of relevant situations or elements
<b>reasoned</b>	logical and sound; presented with justification
<b>recognition; recognise</b>	to be aware of or acknowledge
<b>relevant</b>	having some logical connection with; applicable and pertinent
<b>representation; represent</b>	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
<b>researching; research</b>	in a HASS context, when students <i>research</i> , they: <ul style="list-style-type: none"> <li>• identify and collect information, evidence and/or data from primary and secondary sources, including observations</li> <li>• organise, sequence, sort and categorise them in a range of discipline-appropriate formats</li> </ul>
<b>resources</b>	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
<b>respond</b>	to react to a person or text
<b>rights and responsibilities</b>	entitlements and obligations that are associated with living in Australia; <i>rights and responsibilities</i> are a cornerstone of modern democracies; while all people in Australia enjoy certain rights (for example, freedom of speech), there are also responsibilities (for example, paying taxes, jury service; citizens also have the right to vote and the responsibility of voting at elections)
<b>scale</b>	in a HASS (Geography) context, there are two uses of the term ' <i>scale</i> ': <ul style="list-style-type: none"> <li>• a way that geographical phenomena and problems can be examined at different spatial levels, such as local scale and global scale (spatial scale)</li> <li>• 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)</li> </ul>
<b>secondary sources</b>	in a HASS (History) context, <i>secondary sources</i> are accounts about the past that were created after the time being investigated, and which often use or refer to primary sources and present a particular interpretation; examples of secondary sources include writings of historians, encyclopaedia, documentaries, history textbooks and websites; in a HASS (Geography) context, <i>secondary sources</i> are sources of information that have been collected, processed, interpreted and published by others, for example, census data, newspaper articles, and images or information in a published report

<b>Term</b>	<b>Description</b>
<b>sequencing; sequence</b>	to arrange in order
<b>significance</b>	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
<b>source</b>	any written or non-written material that can be used to investigate the past, for example, coins, photographs, letters, gravestones, buildings, transcript; source becomes evidence if it is of value to a particular inquiry
<b>statement</b>	a sentence or assertion
<b>suggestions; suggest</b>	put forward for consideration
<b>synthesise</b>	combine elements (information/ideas/components) into a coherent whole
<b>system</b>	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
<b>thorough</b>	demonstrating depth and breadth, inclusive of relevant detail
<b>use of</b>	to operate or put into effect