

# Year 7 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 7 Australian Curriculum: HASS achievement standard

By the end of Year 7, students explain the role of groups and the significance of particular individuals in past societies. They suggest reasons for continuity and change over time. They describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time. They identify past events and developments that have been interpreted in different ways. Students describe geographical processes that influence the characteristics of places. They explain interconnections between people and places and people and environments, describing how these interconnections change places and environments. Students identify the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems. They explain the diverse nature of Australian society, and identify the importance of shared values in contemporary Australian society. Students describe the interdependence of consumers and producers in the market and identify factors and strategies that contribute to the financial success of businesses and individuals. They identify why individuals choose to work and the various sources of income that exist. Students recognise that people have different perceptions of places, events and issues and explain how this and other factors influence views on how to respond to an issue or challenge.

Students formulate significant questions and propositions to guide investigations. They locate and collect useful data, information and evidence from a range of primary and secondary sources. They examine sources to determine their origin, purpose and reliability and to identify past and present values and perspectives. They interpret and analyse data to propose simple explanations for distributions, patterns, trends and relationships, and evaluate and synthesise evidence to draw conclusions. Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. They organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions. They make informed decisions by collaborating with others to generate alternatives, comparing the potential costs and benefits of each and developing and using criteria to make a reasoned judgement. Students reflect on their learning to propose individual and collective action in response to an issue or challenge, taking account of different factors and multiple perspectives, and predict the probable effects of their proposal. They present ideas, findings, viewpoints, explanations and conclusions in a range of communication forms that incorporate source materials, citations, discipline-specific terms, conventions and concepts.

#### 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 7 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>	<b>thorough</b> explanation of the role of groups and the significance of particular individuals in past societies	<b>informed</b> explanation of the role of groups and the significance of particular individuals in past societies	explanation of the role of groups and the significance of particular individuals in past societies	<b>identification of aspects of</b> the role of groups and the significance of particular individuals in past societies	<b>statements about</b> the role of groups and the significance of particular individuals in past societies
	<b>considered</b> suggestion of reasons for continuity and change over time	<b>informed</b> suggestion of reasons for continuity and change over time	suggestion of reasons for continuity and change over time	<b>guided</b> suggestion of reasons for continuity and change over time	<b>directed</b> suggestion of reasons for continuity and change over time
	<b>thorough</b> description of: <ul style="list-style-type: none"> <li>the effects of change on societies, individuals and groups</li> <li>events and developments from the perspective of people who lived at the time</li> </ul>	<b>detailed</b> description of: <ul style="list-style-type: none"> <li>the effects of change on societies, individuals and groups</li> <li>events and developments from the perspective of people who lived at the time</li> </ul>	description of: <ul style="list-style-type: none"> <li>the effects of change on societies, individuals and groups</li> <li>events and developments from the perspective of people who lived at the time</li> </ul>	<b>partial</b> description of: <ul style="list-style-type: none"> <li>the effects of change in societies, individuals and groups</li> <li>events and developments from the perspective of people who lived at the time</li> </ul>	<b>statements about:</b> <ul style="list-style-type: none"> <li>the effects of change in societies, individuals and groups</li> <li>events and developments from the perspective of people who lived at the time</li> </ul>
	<b>clear and considered</b> identification of past events and developments that have been interpreted in different ways	<b>effective</b> identification of past events and developments that have been interpreted in different ways	identification of past events and developments that have been interpreted in different ways	<b>partial</b> identification of past events and developments that have been interpreted in different ways	<b>statements about</b> past events and developments that have been interpreted in different ways
	<b>thorough</b> description of geographical processes that influence the characteristics of places	<b>detailed</b> description of geographical processes that influence the characteristics of places	description of geographical processes that influence the characteristics of places	<b>partial</b> description of geographical processes that influence the characteristics of places	<b>fragmented description of</b> geographical processes that influence the characteristics of places

	A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>					
<b>Knowledge and understanding</b>	<u>considered</u> explanation of interconnections between people and places and people and environments and <u>thorough</u> description of how these interconnections change places and environments	<u>informed</u> explanation of interconnections between people and places and people and environments and <u>detailed</u> description of how these interconnections change places and environments	explanation of interconnections between people and places and people and environments and description of how these interconnections change places and environments	explanation of <u>aspects of</u> interconnections between people and places and people and environments and <u>partial</u> description of how these interconnections change places and environment	<u>statements about</u> interconnections between people and places and people and the environments and <u>statements about</u> how these interconnections change places and environment
	<u>clear and considered</u> identification of the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems	<u>effective</u> identification of the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems	identification of the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems	<u>partial</u> identification of the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems	<u>statements about</u> the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems
	<ul style="list-style-type: none"> <li>• <u>thorough</u> explanation of the diverse nature of Australian society</li> <li>• <u>clear and considered</u> identification of the importance of shared values in contemporary Australian society</li> </ul>	<ul style="list-style-type: none"> <li>• <u>informed</u> explanation of the diverse nature of Australian society</li> <li>• <u>clear</u> identification of the importance of shared values in contemporary Australian society</li> </ul>	<ul style="list-style-type: none"> <li>• explanation of the diverse nature of Australian society</li> <li>• identification of the importance of shared values in contemporary Australian society</li> </ul>	<ul style="list-style-type: none"> <li>• <u>partial</u> explanation of the diverse nature of Australian society</li> <li>• identification of <u>aspects of</u> shared values in contemporary Australian society</li> </ul>	<ul style="list-style-type: none"> <li>• <u>fragmented</u> explanation of the diverse nature of Australian society</li> <li>• <u>statements about</u> shared values in contemporary Australian society</li> </ul>
<ul style="list-style-type: none"> <li>• <u>thorough</u> description of the interdependence of consumers and producers in the market</li> <li>• <u>clear and considered</u> identification of factors and strategies that contribute to the financial success of businesses and individuals</li> </ul>	<ul style="list-style-type: none"> <li>• <u>detailed</u> description of the interdependence of consumers and producers in the market</li> <li>• <u>clear</u> identification of factors and strategies that contribute to the financial success of businesses and individuals</li> </ul>	<ul style="list-style-type: none"> <li>• description of the interdependence of consumers and producers in the market</li> <li>• identification of factors and strategies that contribute to the financial success of businesses and individuals</li> </ul>	<ul style="list-style-type: none"> <li>• <u>partial</u> description of <u>aspects of</u> the interdependence of consumers and producers in the market</li> <li>• identification of <u>aspects of</u> factors and strategies that contribute to the financial success of businesses and individuals</li> </ul>	<p><u>statements about:</u></p> <ul style="list-style-type: none"> <li>• consumers and producers in the market</li> <li>• the financial success of businesses and individuals</li> </ul>	

	A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>					
<b>Knowledge and understanding</b>	<u>reasoned</u> identification of: <ul style="list-style-type: none"> <li>• why individuals choose to work</li> <li>• the various sources of income that exist</li> </ul>	<u>informed</u> identification of: <ul style="list-style-type: none"> <li>• why individuals choose to work</li> <li>• the various sources of income that exist</li> </ul>	identification of: <ul style="list-style-type: none"> <li>• why individuals choose to work</li> <li>• the various sources of income that exist</li> </ul>	<u>partial</u> identification of: <ul style="list-style-type: none"> <li>• why individuals choose to work</li> <li>• the various sources of income that exist</li> </ul>	<u>statements about:</u> <ul style="list-style-type: none"> <li>• why individuals choose to work</li> <li>• sources of income that exist</li> </ul>
	<ul style="list-style-type: none"> <li>• <u>considered</u> recognition that people have different perceptions of places, events and issues</li> <li>• <u>thorough</u> explanation of how this and other factors influence views on how to respond to an issue or challenge</li> </ul>	<ul style="list-style-type: none"> <li>• <u>informed</u> recognition that people have different perceptions of places, events and issues</li> <li>• <u>informed</u> explanation of how this and other factors influence views on how to respond to an issue or challenge</li> </ul>	<ul style="list-style-type: none"> <li>• recognition that people have different perceptions of places, events and issues</li> <li>• explanation of how this and other factors influence views on how to respond to an issue or challenge</li> </ul>	<ul style="list-style-type: none"> <li>• <u>guided</u> recognition that people have different perceptions of places, events and issues</li> <li>• <u>partial</u> explanation of how this and other factors influence views on how to respond to an issue or challenge</li> </ul>	<ul style="list-style-type: none"> <li>• <u>directed recognition</u> that people have different perceptions of places, events and issues</li> <li>• <u>fragmented</u> explanation of how this and other factors influence views on how to respond to an issue or challenge</li> </ul>
<b>Inquiry and skills</b>	<u>clear and informed</u> formulation of significant questions and propositions to guide investigations	<u>informed</u> formulation of significant questions and propositions to guide investigations	formulation of significant questions and propositions to guide investigations	<u>guided</u> formulation of questions and propositions to guide investigations	<u>use of directed</u> questions and propositions to guide investigations
	location and <u>considered</u> collection of useful data, information and evidence from a range of primary and secondary sources	location and <u>informed</u> collection of useful data, information and evidence from a range of primary and secondary sources	location and collection of useful data, information and evidence from a range of primary and secondary sources	location and <u>partial</u> collection of useful data, information and evidence from a range of primary and secondary sources	location and <u>fragmented</u> collection of useful data, information and evidence from a range of primary and secondary sources
	<u>thorough</u> examination of sources to: <ul style="list-style-type: none"> <li>• determine their origin, purpose and reliability</li> <li>• identify past and present values and perspectives</li> </ul>	<u>informed</u> examination of sources to: <ul style="list-style-type: none"> <li>• determine their origin, purpose and reliability</li> <li>• identify past and present values and perspectives</li> </ul>	examination of sources to: <ul style="list-style-type: none"> <li>• determine their origin, purpose and reliability</li> <li>• identify past and present values and perspectives</li> </ul>	<u>partial</u> examination of sources to: <ul style="list-style-type: none"> <li>• determine their origin, purpose and reliability</li> <li>• identify past and present values and perspectives</li> </ul>	<u>fragmented</u> examination of sources to: <ul style="list-style-type: none"> <li>• determine their origin, purpose and reliability</li> <li>• identify past and present values and perspectives</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>	<ul style="list-style-type: none"> <li>interpretation and analysis of data to propose <b>thorough</b> explanations for distributions, patterns, trends and relationships</li> <li>evaluation and synthesis of evidence to draw <b>reasoned</b> conclusions</li> </ul>	<ul style="list-style-type: none"> <li>interpretation and analysis of data to propose <b>informed</b> explanations for distributions, patterns, trends and relationships</li> <li>evaluation and synthesis of evidence to draw <b>informed</b> conclusions</li> </ul>	<ul style="list-style-type: none"> <li>interpretation and analysis of data to propose simple explanations for distributions, patterns, trends and relationships</li> <li>evaluation and synthesis of evidence to draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>interpretation and analysis of data to propose <b>partial</b> explanations for distributions, patterns, trends and relationships</li> <li>evaluation and synthesis of evidence to draw <b>partial</b> conclusions</li> </ul>	<ul style="list-style-type: none"> <li><b>make statements about</b> distributions, patterns, trends and relationships</li> <li>evaluation and synthesis of evidence to draw <b>fragmented</b> conclusions</li> </ul>
	<b>purposeful</b> sequencing of events and developments within a chronological framework, using <b>purposeful</b> dating conventions to represent and measure time	<b>effective</b> sequencing of events and developments within a chronological framework, using <b>effective</b> dating conventions to represent and measure time	sequencing of events and developments within a chronological framework, using dating conventions to represent and measure time	<b>partial</b> sequencing of events and developments within a chronological framework, using <b>guided</b> dating conventions to represent and measure time	<b>fragmented</b> sequencing of events and developments within a chronological framework, using <b>directed</b> dating conventions to represent and measure time
	<b>clear and detailed</b> organisation, categorisation and representation of data in a range of appropriate formats using discipline-specific conventions	<b>detailed</b> organisation, categorisation and representation of data in a range of appropriate formats using discipline-specific conventions	organisation, categorisation and representation of data in a range of appropriate formats using discipline-specific conventions	<b>partial</b> organisation, categorisation and representation of data in a range of appropriate formats using discipline-specific conventions	<b>fragmented</b> organisation, categorisation and representation of data in a range of appropriate formats using discipline-specific conventions
	informed decision-making by: <ul style="list-style-type: none"> <li>collaboration with others to generate <b>plausible</b> alternatives</li> <li><b>clear and detailed</b> comparison of potential costs and benefits of each</li> <li>development and use of criteria to make a <b>considered</b> judgment</li> </ul>	informed decision-making by: <ul style="list-style-type: none"> <li>collaboration with others to generate <b>plausible</b> alternatives</li> <li><b>detailed</b> comparison of potential costs and benefits of each</li> <li>development and use of criteria to make an <b>informed</b> judgment</li> </ul>	informed decision-making by: <ul style="list-style-type: none"> <li>collaboration with others to generate alternatives</li> <li>comparison of potential costs and benefits of each</li> <li>development and use of criteria to make a reasoned judgment</li> </ul>	decision-making by: <ul style="list-style-type: none"> <li>collaboration with others to generate alternatives</li> <li><b>partial</b> comparison of potential costs and benefits of each</li> <li><b>partial</b> development and use of criteria to make a judgment</li> </ul>	decision-making by: <ul style="list-style-type: none"> <li>collaboration with others to <b>make statements about</b> alternatives</li> <li><b>fragmented</b> comparison of potential costs and benefits of each</li> <li><b>fragmented</b> development and use of criteria to make a judgment</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>	<ul style="list-style-type: none"> <li>reflection on learning to propose <b>reasoned</b> individual and collective action in response to an issue or challenge, taking account of different factors and multiple perspectives</li> <li><b>clear and considered</b> prediction of the probable effects of their proposal</li> </ul>	<ul style="list-style-type: none"> <li>reflection on learning to propose <b>plausible</b> individual and collective action in response to an issue or challenge, taking account of different factors and multiple perspectives</li> <li><b>informed</b> prediction of the probable effects of their proposal</li> </ul>	<ul style="list-style-type: none"> <li>reflection on learning to propose individual and collective action in response to an issue or challenge, taking account of different factors and multiple perspectives</li> <li>prediction of the probable effects of their proposal</li> </ul>	<ul style="list-style-type: none"> <li><b>guided</b> reflection on learning to propose individual and collective action in response to an issue or challenge, taking into account <b>aspects of</b> different factors and multiple perspectives</li> <li><b>partial</b> prediction of the probable effects of their proposal</li> </ul>	<ul style="list-style-type: none"> <li><b>directed</b> reflection on learning to propose individual and collective action in response to an issue or challenge</li> <li><b>statements about</b> the probable effects of their proposal</li> </ul>
	<p><b>purposeful</b> presentation of ideas, findings, viewpoints, explanations and conclusions in a range of communication forms with <b>considered</b> incorporation of <b>relevant</b>:</p> <ul style="list-style-type: none"> <li>source materials</li> <li>citations</li> <li>discipline-specific terms</li> <li>conventions and concepts</li> </ul>	<p><b>informed</b> presentation of ideas, findings, viewpoints, explanations 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>citations</li> <li>discipline-specific terms</li> <li>conventions and concepts</li> </ul>	<p>presentation of ideas, findings, viewpoints, explanations and conclusions in a range of communication forms that incorporate:</p> <ul style="list-style-type: none"> <li>source materials</li> <li>citations</li> <li>discipline-specific terms</li> <li>conventions and concepts</li> </ul>	<p><b>partial</b> presentation of ideas, findings, viewpoints, explanations 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>citations</li> <li>discipline-specific terms</li> <li>conventions and concepts</li> </ul>	<p><b>fragmented</b> presentation of ideas, findings, viewpoints, explanations and conclusions in a range of communication forms <b>with fragmented use of</b>:</p> <ul style="list-style-type: none"> <li>source materials</li> <li>citations</li> <li>discipline-specific terms</li> <li>conventions and concepts</li> </ul>
<b>Key</b>	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
<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 7 HASS SEs

These terms clarify the descriptors in the Year 7 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>analysis; 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>categorisation; categorise</b>	to classify by labelling or giving a name to
<b>characteristics of places</b>	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
<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>continuity and change</b>	are both evident in any given period of time and apply to the material and immaterial world, continuities being aspects of the past that remain(ed) the same over certain periods of time

Term	Description
<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
<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>geographical processes</b>	physical and human forces that work in combination to form and transform the world, for example, erosion, hydrological (water) cycle, migration or urbanisation; geographical processes can operate within and between places
<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>interdependence</b>	a joint dependence between participants in an economy; that is, the reliance of consumers, workers, businesses and governments on each other; in modern economies, people tend to specialise in the production of a good or service, and trade that item for another that they could not provide or produce for themselves



Term	Description
<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>market</b>	an exchange of goods, services or resources between buyers and sellers
<b>measure</b>	to ascertain the extent of or quality
<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>perspective</b>	in a HASS context, <i>perspective</i> is a world view or a set of ideas or beliefs that guide actions; perspectives draw on a person's or group's age, gender experiences, cultural or religious background, ideologies and/or intellectual contexts, which influence their world view and inform their opinions, values, and actions; two types of perspective can be considered: <ul style="list-style-type: none"> <li>• perspectives <i>of</i> people</li> <li>• perspectives <i>on</i> events and phenomena of the past and present</li> </ul>
<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>respond</b>	to react to a person or text

Term	Description
<b>secondary sources</b>	<p>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;</p> <p>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</p>
<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>thorough</b>	demonstrating depth and breadth, inclusive of relevant detail
<b>use of</b>	to operate or put into effect