

# Prep standard elaborations — Australian Curriculum v9.0: HASS

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## Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

## Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for HASS describes what students are expected to know and be able to do at the end of each year. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the working with (WW) standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.



**Prep Australian Curriculum: HASS achievement standard**

By the end of Foundation, students identify significant people and events in their own lives, and how significant events are celebrated or commemorated. Students recognise the features of familiar places, why some places are special to people and the ways they can care for them.

Students pose questions, and sort and record information from observations and provided sources. They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 HASS for Foundation–10*  
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/foundation-year>

## Prep HASS standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
<b>The folio of student work contains evidence of the following:</b>					
Knowledge and understanding	<p><u>applying knowledge when identifying:</u></p> <ul style="list-style-type: none"> <li>significant people and events in their own lives</li> <li>how significant events are celebrated or commemorated</li> </ul>	<p><u>making connections when identifying:</u></p> <ul style="list-style-type: none"> <li>significant people and events in their own lives</li> <li>how significant events are celebrated or commemorated</li> </ul>	<p>identifying:</p> <ul style="list-style-type: none"> <li>significant people and events in their own lives</li> <li>how significant events are celebrated or commemorated</li> </ul>	<p><u>exploring:</u></p> <ul style="list-style-type: none"> <li>significant people and events in their own lives</li> <li>how significant events are celebrated or commemorated</li> </ul>	<p><u>becoming aware of:</u></p> <ul style="list-style-type: none"> <li>significant people or events in their own lives</li> <li>how significant events are celebrated or commemorated</li> </ul>
	<p><u>applying knowledge when recognising:</u></p> <ul style="list-style-type: none"> <li>the features of familiar places</li> <li>why some places are special to people</li> <li>ways that they can care for places that are special to people</li> </ul>	<p><u>making connections when recognising:</u></p> <ul style="list-style-type: none"> <li>the features of familiar places</li> <li>why some places are special to people</li> <li>ways that they can care for places that are special to people</li> </ul>	<p>recognising:</p> <ul style="list-style-type: none"> <li>the features of familiar places</li> <li>why some places are special to people</li> <li>ways that they can care for places that are special to people</li> </ul>	<p><u>exploring:</u></p> <ul style="list-style-type: none"> <li>the features of familiar places</li> <li>why some places are special to people</li> <li>ways that they can care for places that are special to people</li> </ul>	<p><u>becoming aware of</u> familiar places, why they are special <u>and/or</u> how they can care for places</p>
Skills	<p>posing questions and <u>applying knowledge when</u> sorting and recording of information from observations and provided sources</p>	<p>posing questions and <u>making connections when</u> sorting and recording of information from observations and provided sources</p>	<p>posing questions and sorting and recording of information from observations and provided sources</p>	<p><u>exploring</u> questions and the sorting and recording of information from observations and provided sources</p>	<p><u>becoming aware of</u> questions and <u>with direction,</u> sorting <u>and/or</u> recording information from observations <u>and/or</u> provided sources</p>
	<p><u>applying knowledge when</u> sharing a perspective and drawing conclusions</p>	<p><u>making connections when</u> sharing a perspective and drawing conclusions</p>	<p>sharing a perspective and drawing conclusions</p>	<p><u>exploring</u> sharing a perspective and drawing conclusions</p>	<p><u>with direction,</u> sharing a perspective <u>and/or</u> drawing a conclusion</p>

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
	applying knowledge when using sources and terms to share observations about places and the past.	making connections when using sources and terms to share observations about places and the past.	using sources and terms to share observations about places and the past.	exploring using sources and terms to share observations about places and the past.	with direction, sharing observations about places and the past.

Key	Shading identifies the qualities or discernible differences in the AP–BA descriptors:
<b>AP</b>	Applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations
<b>MC</b>	Makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and begins to transfer skills to new situations
<b>WW</b>	Works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
<b>EX</b>	Explores the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
<b>BA</b>	Becomes aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; begins to use skills in situations familiar to them



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