

Year 1 standard elaborations — Australian Curriculum v9.0: HASS

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.



Year 1 Australian Curriculum: HASS achievement standard

By the end of Year 1, students identify continuity and change in family structures, roles and significant aspects of daily life. They identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people.

Students develop questions and collect, sort and record information and data from observations and provided sources. They interpret information and discuss perspectives. They draw conclusions and make proposals. Students share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms.

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/year-1>

Year 1 HASS standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The folio of student work contains evidence of the following:					
Knowledge and understanding	<u>applying knowledge when identifying continuity and change in:</u> <ul style="list-style-type: none"> family structures roles significant aspects of daily life 	<u>making connections when identifying continuity and change in:</u> <ul style="list-style-type: none"> family structures roles significant aspects of daily life 	identifying continuity and change in: <ul style="list-style-type: none"> family structures roles significant aspects of daily life 	<u>exploring</u> continuity and change in: <ul style="list-style-type: none"> family structures roles significant aspects of daily life 	<u>becoming aware of</u> continuity and change in: <ul style="list-style-type: none"> family structures roles significant aspects of daily life
	<u>applying knowledge when identifying:</u> <ul style="list-style-type: none"> the location and nature of the natural, managed and constructed features of local places the ways places change how they can be cared for by people 	<u>making connections when identifying:</u> <ul style="list-style-type: none"> the location and nature of the natural, managed and constructed features of local places the ways places change how they can be cared for by people 	identifying: <ul style="list-style-type: none"> the location and nature of the natural, managed and constructed features of local places the ways places change how they can be cared for by people 	<u>exploring:</u> <ul style="list-style-type: none"> the location and nature of the natural, managed and constructed features of local places the ways places change how they can be cared for by people 	<u>becoming aware of:</u> <ul style="list-style-type: none"> the location and nature of the natural, managed and constructed features of local places the ways places change how they can be cared for by people
Skills	<u>developing questions and applying knowledge when collecting, sorting and recording information and data from observations and provided sources</u>	<u>developing questions and making connections when collecting, sorting and recording information and data from observations and provided sources</u>	developing questions and collecting, sorting and recording information and data from observations and provided sources	<u>exploring</u> developing questions and collecting, sorting and recording information <u>and/or</u> data from observations and provided sources	<u>becoming aware</u> of how to develop questions and how to collect, sort <u>and/or</u> record related information and/or data from observations <u>and/or</u> provided sources
	<u>applying knowledge when interpreting information and discussing perspectives</u>	<u>making connections when interpreting information and discussing perspectives</u>	interpreting information and discussing perspectives	<u>exploring</u> interpreting information and discussing perspectives	<u>becoming aware</u> of interpreting information and discussing perspectives

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
	applying knowledge when drawing conclusions and making proposals	making connections when drawing conclusions and making proposals	drawing conclusions and making proposals	exploring drawing conclusions and making proposals	with direction, drawing a conclusion and/or making a proposal
	applying knowledge when sharing narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms.	making connections when sharing narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms.	sharing narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms.	exploring the sharing of narratives and observations about people, places and/or the past, incorporating subject-specific terms.	with direction, sharing narratives and/or observations about people, places and/or the past.

Key	Shading identifies the qualities or discernible differences in the AP–BA descriptors:
AP	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
MC	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
WW	Works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
EX	Explores the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
BA	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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