

Year 2 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 2 Australian Curriculum: HASS achievement standard

By the end of Year 2, students identify the significance of a local person, group, place and/or building. They identify the effects of changes in technologies on people's lives. Students identify that those places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales.

Students develop questions, and collect, sort and record related information and data from observations and provided sources. They interpret information and data, and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales.

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-2>

Year 2 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</u> identifying the significance of a local person, group, place and/or building	<u>making connections when</u> identifying the significance of a local person, group, place and/or building	identifying the significance of a local person, group, place and/or building	<u>exploring</u> the significance of a local person, group, place and/or building	<u>becoming aware of</u> the significance of a local person, group, place and/or building
	<u>applying knowledge when</u> identifying the effects of changes in technologies on people's lives	<u>making connections when</u> identifying the effects of changes in technologies on people's lives	identifying the effects of changes in technologies on people's lives	<u>exploring</u> effects of changes in technologies on people's lives	<u>becoming aware of</u> effects of changes in technologies on people's lives
	<u>applying knowledge when</u> identifying that [places of significance] can be spatially represented in different geographical divisions	<u>making connections when</u> identifying that [places of significance] can be spatially represented in different geographical divisions	identifying that [places of significance] can be spatially represented in different geographical divisions	<u>exploring</u> that [places of significance] can be spatially represented in different geographical divisions	<u>becoming aware</u> that [places of significance] can be represented differently
	<u>applying knowledge when</u> identifying how people and places are interconnected both at local and broader scales	<u>making connections when</u> identifying how people and places are interconnected both at local and broader scales	identifying how people and places are interconnected both at local and broader scales	<u>exploring</u> how people and places are interconnected at local <u>and/or</u> broader scales	<u>becoming aware</u> how people and places are interconnected
Skills	developing questions and <u>applying knowledge when</u> collecting, sorting and recording related information and data from observations and provided sources	developing questions and <u>making connections when</u> collecting, sorting and recording related information and data from observations and provided sources	developing questions and collecting, sorting and recording related information and data from observations and provided sources	<u>exploring</u> developing questions and collecting, sorting and recording related 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

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Skills	applying knowledge when interpreting information and data and identifying and discussing perspectives	making connections when interpreting information and data and identifying and discussing perspectives	interpreting information and data and identifying and discussing perspectives	exploring interpreting information and/or data and how to identify and discuss perspectives	becoming aware of interpreting information and/or data and how to identify and discuss perspectives
	applying knowledge when using interpretations to draw conclusions and make proposals	making connections when using interpretations to draw conclusions and make proposals	using interpretations to draw conclusions and make proposals	exploring how to use interpretations to draw conclusions and make proposals	becoming aware of how to use interpretations to draw conclusions and/or make proposals
	applying knowledge when using sources and subject-specific terms to present narratives and observations about the past, people and places at different scales.	making connections when using sources and subject-specific terms to present narratives and observations about the past, people and places at different scales.	using sources and subject-specific terms to present narratives and observations about the past, people and places at different scales.	exploring using sources and subject-specific terms to present narratives and/or observations about the past, people and places.	becoming aware of using sources and/or terms to present narratives and/or observations about the past, people and/or places.

Note: Words in the square brackets are not part of the achievement standard. However, they have been included to clarify the aspect of the achievement standard.

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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