

# Year 3 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 C 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 3 Australian Curriculum: HASS achievement standard**

By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia's identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people's contributions to communities.

Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. Students propose actions or responses. Students use ideas from sources, and subject-specific terms to present descriptions and explanations.

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-3>

## Year 3 HASS standard elaborations

	A	B	C	D	E
<b>The folio of student work contains evidence of the following:</b>					
<b>Knowledge and understanding</b>	<u>thorough</u> description of the causes, effects and contributions of people to change	<u>informed</u> description of the causes, effects and contributions of people to change	description of the causes, effects and contributions of people to change	<u>simple</u> description of the causes, effects <u>and/or</u> contributions of people to change	<u>statement/s about</u> the causes, effects <u>and/or</u> contributions of people to change
	<u>thorough</u> identification of the significance of events, symbols and emblems to Australia's identity and diversity	<u>informed</u> identification of the significance of events, symbols and emblems to Australia's identity and diversity	identification of the significance of events, symbols and emblems to Australia's identity and diversity	<u>simple</u> identification of the significance of events, symbols and emblems to Australia's identity and diversity	<u>statement/s about</u> the significance of events, symbols <u>and/or</u> emblems to Australia's identity and diversity
	<u>thorough</u> description of the representation of places within and near Australia	<u>informed</u> description of the representation of places within and near Australia	description of the representation of places within and near Australia	<u>simple</u> description of the representation of places within and near Australia	<u>statement/s about</u> places within <u>and/or</u> near Australia
	<u>thorough</u> identification of the similarities, differences and connections of people to places within and near Australia	<u>informed</u> identification of the similarities, differences and connections of people to places within and near Australia	identification of the similarities, differences and connections of people to places within and near Australia	<u>simple</u> identification of the similarities, differences <u>and/or</u> connections of people to places within and near Australia	<u>statement/s about</u> the similarities, differences <u>and/or</u> connections of people to places within <u>and/or</u> near Australia
	<u>thorough</u> description of: <ul style="list-style-type: none"> <li>the importance of rules</li> <li>people's contributions to communities</li> </ul>	<u>informed</u> description of: <ul style="list-style-type: none"> <li>the importance of rules</li> <li>people's contributions to communities</li> </ul>	description of: <ul style="list-style-type: none"> <li>the importance of rules</li> <li>people's contributions to communities</li> </ul>	<u>simple</u> description of: <ul style="list-style-type: none"> <li>the importance of rules</li> <li>people's contributions to communities</li> </ul>	<u>statement/s about</u> rules <u>and/or</u> people's contributions to communities

	A	B	C	D	E
Skills	development of questions and <b>purposeful</b> location, collection and recording of information and data from different sources	development of questions and <b>effective</b> location, collection and recording of information and data from different sources	development of questions and location, collection and recording of information and data from different sources	<b>guided</b> development of questions and <b>partial</b> location, collection and recording of information <b>and/or</b> data from sources	<b>use</b> of questions and location, collection <b>and/or</b> recording of information and/or data
	<b>thorough</b> interpretation of information and data in different formats	<b>informed</b> interpretation of information and data in different formats	interpretation of information and data in different formats	<b>guided</b> interpretation of information <b>and/or</b> data in different formats	<b>directed</b> interpretation of information and/or data
	<b>thorough</b> analysis of information and data to: <ul style="list-style-type: none"> <li>identify perspectives</li> <li>draw conclusions</li> </ul>	<b>informed</b> analysis of information and data to: <ul style="list-style-type: none"> <li>identify perspectives</li> <li>draw conclusions</li> </ul>	analysis of information and data to: <ul style="list-style-type: none"> <li>identify perspectives</li> <li>draw conclusions</li> </ul>	<b>guided</b> analysis of information <b>and/or</b> data to: <ul style="list-style-type: none"> <li>identify perspectives</li> <li>draw conclusions</li> </ul>	<b>directed</b> analysis of information and/or data to identify perspectives <b>and/or</b> draw conclusions
	<b>considered</b> proposal of actions or responses	<b>informed</b> proposal of actions or responses	proposal of actions or responses	<b>guided</b> proposal of actions or responses	<b>directed</b> proposal of actions or responses
	use of ideas from sources, and subject-specific terms to present <b>purposeful</b> descriptions and explanations.	use of ideas from sources, and subject-specific terms to present <b>effective</b> descriptions and explanations.	use of ideas from sources, and subject-specific terms to present descriptions and explanations.	<b>guided</b> use of ideas from sources and subject-specific terms to present descriptions <b>and/or</b> explanations.	<b>directed</b> use of ideas <b>and/or</b> subject-specific terms to present <b>statements</b> .

**Key** shading emphasises the **qualities that discriminate between the A–E descriptors**



© State of Queensland (QCAA) 2023

**Licence:** <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. | **Attribution:** (include the link): © State of Queensland (QCAA) 2023

Unless otherwise indicated material from Australian Curriculum is © ACARA 2010–present, licensed under CC BY 4.0. For the latest information and additional terms of use, please check the [Australian Curriculum website](http://www.australiancurriculum.edu.au) and its [copyright notice](http://www.australiancurriculum.edu.au/copyright-notice).