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| Year 4 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.

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| Year 4 Australian Curriculum: HASS achievement standard |
| By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.  Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant 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-4> |

## Year 4 HASS standard elaborations

|  | A | B | C | D | E |
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|  | The folio of student work contains evidence of the following: | | | | |
| Knowledge and understanding | thorough description of the diversity of experiences of people in Australia prior to and following 1788 | informed description of the diversity of experiences of people in Australia prior to and following 1788 | description of the diversity of experiences of people in Australia prior to and following 1788 | simple description of the diversity of experiences of people in Australia prior to and following 1788 | statement/s about the diversity of experiences of people in Australia prior to and/or following 1788 |
| thorough description of the events and causes of the establishment of the first British colony in Australia | informed description of the events and causes of the establishment of the first British colony in Australia | description of the events and causes of the establishment of the first British colony in Australia | simple description of the events and/or causes of the establishment of the first British colony in Australia | statement/s about the events and/or causes of the establishment of the first British colony in Australia |
| thorough description of the effects of colonisation on people and environments | informed description of the effects of colonisation on people and environments | description of the effects of colonisation on people and environments | simple description of the effects of colonisation on people and/or environments | statement/s about colonisation referring to people and/or environments |
| thorough description of the:   * importance of environments * sustainable allocation and management of resources | informed description of the:   * importance of environments * sustainable allocation and management of resources | description of the:   * importance of environments * sustainable allocation and management of resources | simple description of the:   * importance of environments * sustainable allocation and management of resources | statement/s about the:   * importance of environments, and/or * sustainable allocation and management of resources |
| thorough description of the:   * importance and role of local government, community members and laws * cultural and social factors that shape identity | informed description of the:   * importance and role of local government, community members and laws * cultural and social factors that shape identity | description of the:   * importance and role of local government, community members and laws * cultural and social factors that shape identity | simple description of the:   * importance and/or role of local government, community members and laws * cultural and/or social factors that shape identity | statement/s about the:   * importance and/or role of local government, community members and/or laws, and/or * cultural and/or social factors that shape identity |
| Skills | development of questions and purposeful location, collection and recording of information and data from a range of sources and formats | development of questions and effective location, collection and recording of information and data from a range of sources and formats | development of questions and location, collection and recording of information and data from a range of sources and formats | guided development of questions and partial location, collection and recording of information and/or data from sources | use of questions and basic location, collection and/or recording of information and/or data |
| thorough interpretation and analysis of information and data to:   * identify perspectives * draw conclusions | informed interpretation and analysis of information and data to:   * identify perspectives * draw conclusions | interpretation and analysis of information and data to:   * identify perspectives * draw conclusions | guided interpretation and analysis of information and/or data to:   * identify perspectives * draw conclusions | directed interpretation and/or analysis of information and/or data to:   * identify perspectives, and/or * draw conclusions |
| reasoned proposal of considered actions or responses | informed proposal of considered actions or responses | proposal of considered actions or responses | guided proposal of considered actions or responses | directed proposal of actions or responses |
| use of ideas from sources and relevant subject-specific terms to present purposeful descriptions and explanations. | use of ideas from sources and relevant subject-specific terms to present effective descriptions and explanations. | use of ideas from sources and relevant subject-specific terms to present descriptions and explanations. | guided use of ideas from sources and relevant subject-specific terms to present descriptions and/or explanations. | directed use of ideas from sources and/or subject-specific terms to present statements. |

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

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