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.

ACiQ | v9.0

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
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

	A	B	C	D	E
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.

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