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| Year 5 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 5 Australian Curriculum: HASS achievement standard** |
| By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia’s democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, 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-5> |

## Year 5 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 explanation of the causes of the establishment of British colonies in Australia after 1800 | informed explanation of the causes of the establishment of British colonies in Australia after 1800 | explanation of the causes of the establishment of British colonies in Australia after 1800 | simple explanation of the causes of the establishment of British colonies in Australia after 1800 | statement/s about the establishment of British colonies in Australia after 1800 |
| thorough explanation of the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments | informed explanation of the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments | explanation of the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments | simple explanation of the roles of significant individuals and groups in the development of an Australian colony and/or the impact of those developments | statement/s about significant individuals and/or groups in the development of an Australian colony |
| thorough explanation of the influence of people:* on the characteristics of places
* in the management of spaces
 | informed explanation of the influence of people:* on the characteristics of places
* in the management of spaces
 | explanation of the influence of people:* on the characteristics of places
* in the management of spaces
 | simple explanation of the influence of people:* on the characteristics of places
* in the management of spaces
 | statement/s about:* the influence of people on places and/or
* the management of spaces
 |
| thorough explanation of:* the key values and features of Australia’s democracy
* how people achieve civic goals
 | informed explanation of:* the key values and features of Australia’s democracy
* how people achieve civic goals
 | explanation of:* the key values and features of Australia’s democracy
* how people achieve civic goals
 | simple explanation of:* the key values and features of Australia’s democracy
* how people achieve civic goals
 | statement/s about:* the key values and/or features of Australia’s democracy
* civic goals
 |
| thorough explanation of:* the nature of resources
* how resources meet needs and wants
 | informed explanation of:* the nature of resources
* how resources meet needs and wants
 | explanation of:* the nature of resources
* how resources meet needs and wants
 | simple explanation of:* the nature of resources
* how resources meet needs and wants
 | statement/s about:* resources
* needs and wants
 |
| Skills | development of questions and purposeful location, collection and organisation of information and data from primary and secondary sources | development of questions and effective location, collection and organisation of information and data from primary and secondary sources | development of questions and location, collection and organisation of information and data from primary and secondary sources | guided development of questions and partial location, collection and organisation of information and data from primary and/or secondary sources | use of questions and basic location, collection and/or organisation of information and/or data from sources |
| thorough evaluation of sources to determine origin and perspectives | informed evaluation of sources to determine origin and perspectives | evaluation of sources to determine origin and perspectives | simple evaluation of sources to determine origin and/or perspectives | statement/s about sources’ origin and/or perspective |
| thorough evaluation of information and data for the identification and description of patterns or trends | informed evaluation of information and data for the identification and description of patterns or trends | evaluation of information and data for the identification and description of patterns or trends | partial evaluation of information and data for the identification and description of patterns or trends | statement/s about patterns or trends |
| suggestion of considered conclusions based on evidence | suggestion of informed conclusions based on evidence | suggestion of conclusions based on evidence | suggestion of simple conclusions partially based on evidence | suggestion of basic conclusions |
| consideration of criteria in proposing reasoned actions or responses | consideration of criteria in proposing informed actions or responses | consideration of criteria in proposing actions or responses | partial consideration of criteria in proposing simple actions or responses | proposing actions or responses |
| selection of ideas and findings from sources and use of relevant terms and conventions, to present purposeful descriptions and explanations. | selection of ideas and findings from sources and use of relevant terms and conventions, to present effective descriptions and explanations. | selection of ideas and findings from sources and use of relevant terms and conventions, to present descriptions and explanations. | guided selection of ideas and/or findings from sources and use of terms and conventions, to present descriptions and/or explanations. | directed selection of ideas and/or findings from sources and use of terms and/or conventions to present statements. |

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

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