

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.



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
The folio of student work contains evidence of the following:					
Knowledge and understanding	<u>thorough</u> explanation of the causes of the establishment of British colonies in Australia after 1800	<u>informed</u> 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	<u>simple</u> explanation of the causes of the establishment of British colonies in Australia after 1800	<u>statement/s about</u> the establishment of British colonies in Australia after 1800
	<u>thorough</u> explanation of the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments	<u>informed</u> 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	<u>simple</u> explanation of the roles of significant individuals and groups in the development of an Australian colony <u>and/or</u> the impact of those developments	<u>statement/s about</u> significant individuals <u>and/or</u> groups in the development of an Australian colony
	<u>thorough</u> explanation of the influence of people: <ul style="list-style-type: none"> on the characteristics of places in the management of spaces 	<u>informed</u> explanation of the influence of people: <ul style="list-style-type: none"> on the characteristics of places in the management of spaces 	explanation of the influence of people: <ul style="list-style-type: none"> on the characteristics of places in the management of spaces 	<u>simple</u> explanation of the influence of people: <ul style="list-style-type: none"> on the characteristics of places in the management of spaces 	<u>statement/s about:</u> <ul style="list-style-type: none"> the influence of people on places <u>and/or</u> the management of spaces
	<u>thorough</u> explanation of: <ul style="list-style-type: none"> the key values and features of Australia's democracy how people achieve civic goals 	<u>informed</u> explanation of: <ul style="list-style-type: none"> the key values and features of Australia's democracy how people achieve civic goals 	explanation of: <ul style="list-style-type: none"> the key values and features of Australia's democracy how people achieve civic goals 	<u>simple</u> explanation of: <ul style="list-style-type: none"> the key values and features of Australia's democracy how people achieve civic goals 	<u>statement/s about:</u> <ul style="list-style-type: none"> the key values <u>and/or</u> features of Australia's democracy civic goals
	<u>thorough</u> explanation of: <ul style="list-style-type: none"> the nature of resources how resources meet needs and wants 	<u>informed</u> explanation of: <ul style="list-style-type: none"> the nature of resources how resources meet needs and wants 	explanation of: <ul style="list-style-type: none"> the nature of resources how resources meet needs and wants 	<u>simple</u> explanation of: <ul style="list-style-type: none"> the nature of resources how resources meet needs and wants 	<u>statement/s about:</u> <ul style="list-style-type: none"> resources needs and wants

	A	B	C	D	E
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 .

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



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