

Year 6 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 6 Australian Curriculum: HASS achievement standard

By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles and responsibilities of Australia's levels of government, and democratic values and beliefs. They explain influences on consumers and strategies for informed consumer and financial choices.

Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of 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-6>

Year 6 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 roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship	<u>informed</u> explanation of the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship	explanation of the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship	<u>simple</u> explanation of the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship	<u>statement/s about</u> significant people, events <u>and/or</u> ideas about Australian Federation, democracy <u>and/or</u> citizenship
	<u>thorough</u> explanation of the causes and effects of migration to Australia since Federation	<u>informed</u> explanation of the causes and effects of migration to Australia since Federation	explanation of the causes and effects of migration to Australia since Federation	<u>simple</u> explanation of the causes <u>and/or</u> effects of migration to Australia since Federation	<u>statement/s about</u> migration to Australia since Federation
	<u>thorough</u> explanation of the: <ul style="list-style-type: none"> geographical diversity of places effects of interconnections with other countries 	<u>informed</u> explanation of the: <ul style="list-style-type: none"> geographical diversity of places effects of interconnections with other countries 	explanation of the: <ul style="list-style-type: none"> geographical diversity of places effects of interconnections with other countries 	<u>simple</u> explanation of the: <ul style="list-style-type: none"> geographical diversity of places interconnections with other countries 	<u>statement/s about:</u> <ul style="list-style-type: none"> geographical diversity of places <u>and/or</u> interconnections with other countries
	<u>thorough</u> explanation of: <ul style="list-style-type: none"> the key institutions, roles and responsibilities of Australia's levels of government democratic values and beliefs 	<u>informed</u> explanation of: <ul style="list-style-type: none"> the key institutions, roles and responsibilities of Australia's levels of government democratic values and beliefs 	explanation of: <ul style="list-style-type: none"> the key institutions, roles and responsibilities of Australia's levels of government democratic values and beliefs 	<u>simple</u> explanation of: <ul style="list-style-type: none"> the key institutions, roles <u>and/or</u> responsibilities of Australia's levels of government democratic values and beliefs 	<u>statement/s about:</u> <ul style="list-style-type: none"> the key institutions, roles and/or responsibilities of Australia's levels of government democratic values <u>and/or</u> beliefs
	<u>thorough</u> explanation of: <ul style="list-style-type: none"> influences on consumers strategies for informed consumer and financial choices 	<u>informed</u> explanation of: <ul style="list-style-type: none"> influences on consumers strategies for informed consumer and financial choices 	explanation of: <ul style="list-style-type: none"> influences on consumers strategies for informed consumer and financial choices 	<u>simple</u> explanation of: <ul style="list-style-type: none"> influences on consumers strategies for consumer and financial choices 	<u>statement/s about:</u> <ul style="list-style-type: none"> influences on consumers consumer and financial choices

	A	B	C	D	E
Skills	development of questions and purposeful location and collection, and organisation of information and data from a range of primary and secondary sources	development of questions and effective location, collection and organisation of information and data from a range of primary and secondary sources	development of questions and location, collection and organisation of information and data from a range of 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, purpose and perspectives	informed evaluation of sources to determine origin, purpose and perspectives	evaluation of sources to determine origin, purpose and perspectives	simple evaluation of sources to determine origin, purpose and/or perspectives	statement/s about sources that identify origin, purpose and/or perspectives
	thorough evaluation of a range of information and data formats for the identification and description of patterns, trends or inferred relationships	informed evaluation of a range of information and data formats for the identification and description of patterns, trends or inferred relationships	evaluation of a range of information and data formats for the identification and description of patterns, trends or inferred relationships	simple evaluation of information and data formats for identification and partial description of patterns, trends or inferred relationships	statement/s about patterns, trends or relationships
	evaluation of evidence to draw reasoned conclusions	evaluation of evidence to draw informed conclusions	evaluation of evidence to draw conclusions	partial evaluation of evidence to draw simple conclusions	drawing basic conclusions
	proposal of considered actions or responses and use of criteria to assess possible effects	proposal of informed actions or responses and use of criteria to assess possible effects	proposal of actions or responses and use of criteria to assess possible effects	proposal of simple actions or responses and partial use of criteria to assess possible effects	proposal of actions or responses and/or assessment of possible effects
	selection and organisation of ideas and findings from sources and use of a range of relevant terms and conventions, to present purposeful descriptions and explanations.	selection and organisation of ideas and findings from sources and use of a range of relevant terms and conventions, to present effective descriptions and explanations.	selection and organisation of ideas and findings from sources and use of a range of relevant terms and conventions, to present descriptions and explanations.	guided selection and organisation of ideas and/or findings from sources and use of terms and conventions, to present descriptions and/or explanations.	directed selection and organisation of ideas and/or findings 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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