Assessment rubric for Goodbye Graffiti: *Middle Childhood* Curriculum Materials

This rubric describes a continuum of achievement that students may achieve by undertaking the activities in the Goodbye Graffiti: *Middle Childhood* Curriculum Materials. Rubrics are created from the Pre-Primary to Year 10 Western Australian Curriculum and Achievement Standards.

Learning outcome	Year 3	Year 4	Year 5	Year 6
Text structure and organisation: purpose. audience and structure	Understand how different types of texts vary in use of language choices, depending on their purpose and context.	Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience.	Understand how texts vary in purpose, structure and topic as well as the degree of formality.	Understand how authors often innovate in text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects.
Punctuation	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters.	Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech.	Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns.	Understand the uses of commas to separate clauses.
Concepts of print and screen	Identify the features of online texts that enhance navigation.	Identify features of online texts that enhance readability including text, navigation, links, graphics and layout.	Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation.	
Sentence and clause level grammar	Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement.	Understand that the meaning of sentences can be enriched through the use of noun groups/phrases, groups/phrases and prepositional phrases.	Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause.	Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas.
Word level gramma	Understand that verbs represent different processes (doing, thinking, saying and relating) and that these processes are anchored in time through tense.	Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity.	Understand how noun groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea.	Understand how ideas can be expanded and sharpened though careful choice of verbs, elaborated tenses and a range of adverb groups/phrases.
Vocabulary	Learn extended and technical vocabulary and ways of expressing opinion including model verbs and adverbs.	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research.	Understand the use of vocabulary to express greater precision of meaning and know that words can have different meanings in different contexts.	Investigate how vocabulary choices, including evaluative language, can express shades of meaning. Feeling and opinion.

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Spelling	Understand how to use sound-letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion'. Recognise high frequency sight words.	Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters. Recognise homophones and know how to use context to identify correct spelling.	Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words. Recognise uncommon plurals, for example 'foci'	Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages.
Literature and content	Discuss texts in which characters, events and settings are portrayed in different ways and speculate on the authors' reasons.	Make connections between the ways different authors may represent similar storylines, ideas and relationships.	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts.	Make connections between students own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts.
Personal responses	Draw connections between personal experiences and the worlds of texts, and share responses with others.	Discuss literary experiences with others, sharing responses and expressing a point of view.	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoint of others.	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots.
Expressing preferences	Develop criteria for establishing personal preferences for literature.	Use metalanguage to describe the effects of ideas, text structures and language features of literary texts.	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences.	Identify and explain how choices in language, for example, modality, emphasis, repetition and metaphor, influence personal responses to different texts.
Text in context	Identify the point of view in a text and suggest alternative points of view.	Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts.	Show how ideas and points of view are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context.	Compare texts including media texts that represent ideas and events in different ways, explaining the effective of the different approaches.
Listening and speaking interactions	Listen to and contribute to conversations to share information and ideas and negotiate in collaborative situations. Use interactions skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary an appropriate tone, pace, pitch and volume.	Interpret ideas and information in spoken texts and listen for key points in order to carry our tasks and use information to share and extend ideas and information. Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using	Clarify understanding of content as it infolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view. Use interactions skills, for example paraphrasing, questioning and interpreting non-verbal cues and	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions. Use interactions skills, varying conventions of spoken interactions such as voice, volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience.

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		familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently.	choose vocabulary and vocal effects appropriate for different audiences and purposes.	
Oral presentations	Plan and deliver short presentations, providing some key details in logical sequence.	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences.	Plan, rehearse and deliver presentations for defined audiences and purposes, incorporating accurate and sequences content and multimodal elements.	Plan rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis.
Recognising and analysing differences between different types of texts	Identify the audience and purpose of imaginative, informative and persuasive texts.	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text.	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text.	Analyse how text structures and language features work together to meet the purpose of a text.
Reading processes	Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self correcting.	Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, cross checking and reviewing.	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning.	Select, navigate and read texts for a range of purposes applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings.
Comprehension strategies	Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on growing knowledge of context, text structures and language features.	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts.	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.
Creating texts	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose.	Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features.	Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience.	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.

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Editing	Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation.	Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure.	Re-read and edit student's own and others' work using agreed criteria for text structures and language features.	Re-read and edit students' own and others' work using agreed criteria and explaining editing choices.
Handwriting	Write using joined letters that are accurately formed and consistent in size.	Write using clearly formed joined letters with increased fluency and automacity.	Develop a handwriting style that is becoming legible, fluent and automatic.	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose.
Responding to literature	Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.	Students express preferences for particular texts, and respond to others' viewpoints.	Students describe how events, characters and settings in texts are depicted and explain their own responses to them.	Students select and use evidence from a text to explain their response to it.
Use of software	Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements.	Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements.	Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements.	Use a range of software, including word processing programs, learning new functions as required to create texts.
Being healthy, safe and active	Factors that strengthen personal identities, such as the influence of: • family • friends • school. Physical, social and emotional changes that occur as individuals grow older, such as changes to: • the body • friendships • feelings. Assertive behaviours and communication skills to respond to unsafe situations, such as: • keeping calm • using appropriate non-verbal communication skills • seeking help	Use of persistence and resilience as tools to respond positively to challenges and failure, such as: • using self-talk • seeking help • thinking optimistically. Strategies that help individuals to manage the impact of physical, social and emotional changes, such as: • positive self-talk • assertiveness • seeking help • sharing responsibilities. Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: • being alert and aware of unsafe situations using assertive behaviour and language • knowing who or where to go for help in the community	Ways that individuals and groups adapt to different contexts and situations. Changes associated with puberty which vary with individuals: • physical • mental • emotional Reliable sources of information that inform health, safety and wellbeing, such as: internet-.based • information • community health • organisations • publications and • other media.	Ways that personal identities change over time. Strategies and resources to understand and manage the changes and transitions associated with puberty, such as: • minimising and managing conflict • recognising and building self-esteem • selecting and managing relationships. Criteria that can be applied to sources of information to assess their credibility. Strategies that promote a healthy lifestyle, such as: • refusing medicines, tobacco, alcohol or other drugs • increasing physical activity • being safe in an online environment

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		• strategies to ensure safety and wellbeing at home and at school, such as following school Rules.		
Communicating and interacting for health and well being	Demonstrate behaviours that show empathy and respect for others Identify. circumstances that can influence the level of emotional response to situations. Identify choices and behaviours conveyed in health information and messages.	Understand the positive influence of respect, empathy and the valuing of differences in relationships. Demonstrate strategies to identify and manage emotions before reacting. Demonstrate strategies to cope with adverse situations and the demands of others. Identify ways in which health information and messages can influence health decisions and behaviours.	Demonstrate skills and strategies to establish and manage relationships over time, such as: exploring why • relationships change • assessing the impact of changing relationships on health and wellbeing • building new friendships • dealing with bullying and harassment. Ways in which inappropriate emotional responses impact on relationships, such as: • loss of trust • fear • loss of respect.	Demonstrate skills to establish and manage positive relationships, such as: • showing respect and empathy • being cooperative • actively listening • being trustworthy • accepting differences. Identify situations in which emotions can influence decision-making: • in peer group • with friends • with family • during sporting or physical activities.
Contributing to active and healthy communities	Identify ways to be active in natural environments.	Identify ways in which regular physical activity in natural and built environments promotes health.	Identify preventative health measure that promote and maintain an individual's health, safety and well being such as bicycle safety and sun safety.	Identify preventative health measures that can promote and maintain community health, safety and well being.
Exploring visual arts ideas	Explore artworks from other cultures Investigate the visual elements, in conjunction with the properties and qualities of different materials.	Explore artworks from varying times and cultures that represent different styles. Select materials based on their properties and qualities to create specific artworks.	Explore artworks from different artists considering different ways that they communicate ideas, beliefs and opinions. Explore the influences of artists on their artworks. Select elements, materials and techniques to enhance their artworks.	Explore artworks inspired by observation or imagination from various artists and cultures that use materials and techniques to enhance the artist's belief or viewpoint. Apply arts elements by selecting techniques and materials to communicate an idea, belief, opinion or viewpoint.

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Developing skills and processes	Use artistic processes and techniques to explore visual conventions when making artworks: shape, colour, line, space, texture. Experiment with a variety of techniques, such as photo montage, weaving, clay work, printing, drawing and painting.	Develop artistic processes and techniques to explore visual conventions when making artworks: shape, colour, line, space, texture, value. Use a variety of techniques and forms such as sculpture, media, printing, drawing and painting.	Develop and apply artistic techniques and processes when making artworks: shape, colour, line, space, texture, value. Use a variety of techniques and forms such as digital imaging, sculpture, mixed media, printing, drawing and painting.	Develop and apply techniques and processes when making artworks: shape, colour, line, space, texture, value. Use two or more techniques and forms, such as digital imaging, wrapping, sculpture, and mixed media.
Sharing the arts	Reflect on the elements, materials and mediums used to enhance artworks and present an idea to an audience. Present and consider where and how artworks are displayed.	Reflect on the elements, materials and techniques used in artworks to communicate specific messages to different audiences. Present and display artworks to enhance meaning.	Reflect on how ideas, feelings and opinions have been communicated to an audience, including giving and receiving feedback. Consider how to display artworks to enhance meaning and audience engagement.	Reflect on how ideas, feelings, beliefs and viewpoints have been expressed to an audience, including considering feedback. Consider effective display of artworks to enhance meaning and audience interpretation.
Responding to and interpreting the arts	Provide appropriate responses and respect for a variety of artworks. Identify the meaning of artworks from varying cultures. Respond to own and others' artworks reflecting on the use of artistic elements, using visual arts terminology.	Provide considered responses to, and respect for, a range of artworks from different social, cultural and historical contexts. Respond to own and others' artworks reflecting on purpose and meaning, using visual arts terminology.	Explain the role of art of different times and cultures, considering how the artist's perspective is reflected in the artworks. Identify and describe how visual arts elements and techniques are used to communicate meaning in artworks, using visual arts terminology.	Consider how artworks can be interpreted differently by audiences. Identify factors that influence artworks from different social, cultural and historical times. Explain the effective use of the artistic elements and techniques, considering how the artist uses symbolic meaning to communicate ideas and messages, using visual arts terminology.
Statistics and probability	Identify data sources and plan methods of data collection and recording. Carry out simple data investigations, collecting data, organising into categories and creating data displays. Interpret and compare data displays.	Identify dependent and independent events. Select and trial methods for data collection, including survey questions and recording sheets. Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Evaluate the effectiveness of different displays in illustrating data features.	Pose questions to gather data by observation or survey. Construct data displays appropriate for the data. Describe and interpret different data sets in context.	Interpret and compare a range of data displays. Interpret secondary data presented in digital media and elsewhere.

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Units of measurement	Measure, order and compare objects using familiar metric units of length, mass or capacity.	Use scaled instruments to measure and compare lengths, masses and capacities. Compare objects using familiar metric units of size and volume.	Choose appropriate units of measurement for length, area, volume, capacity and mass. Calculate the perimeter and area of rectangles using familiar metric units.	Solve problems involving the comparison of lengths and areas using appropriate units. Connections capacity and volume and their units of measurement.
Measurement and geometry	Create and interpret simple grid maps to show position and pathways.	Use simple scales, legends and directions to interpret information contained in basic maps.	Use a gird reference system to describe locations. Describe routes using landmarks and directional language.	Locate an ordered pair in any one of the four quadrants on the Cartesian plane.
Money	Represent money values in various ways.	Solve simple purchasing problems involving the calculation of change to the nearest five cents.	Create simple financial plans.	Investigate and calculate percentage discounts on sale items.
Science inquiry	Describe how to use science investigations to respond to questions. Use experiences to pose questions and predict the outcomes of investigations. Make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions. Suggest possible reasons for findings. Describe how safety and fairness were considered in investigations. Use diagrams and other representations to communicate ideas.	Follow instructions to investigate questions about familiar contexts and predict likely outcomes from investigations. Discuss ways to conduct investigations and safely use equipment to make and record observations. Use provided tables and simple columns graphs to organise data and identify patterns in data. Suggest explanations for observations and compare findings with predictions, Suggest reasons why methods were fair or not. Complete simple reports to communicate methods and findings.	Follow instructions to pose questions for investigations, predict what might happen when variables are changed, and plan investigation methods. Use equipment in ways that are safe and improve the accuracy of observations. Construct tables and graphs to organise data and identify patterns. Use patterns in data to suggest explanations and refer to data when reporting findings. Describe ways to improve the fairness of methods and communicate ideas, methods and findings using a range of text types.	Follow procedures to develop investigable questions and design investigations into cause and effect relationships. Identify variables to be changed and measured and describe potential safety risks when planning methods. Collect, organise and interpret data, identifying where improvements to methods or research could improve the data. Describe and analyse relationships in data using graphic representations and construct multi-modal texts to communicate ideas, methods and findings.
Science as human endeavour	Understand that science involves making predictions and describing patterns and relationships. Explain how science knowledge helps people to understand the effect of their actions.		Understand that science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena. Understand that important contributions to the advancement of science have been made by people from a range of cultures. Explain that scientific understandings, discoveries and inventions are used to solve problems that directly affect people's lives. Explain that scientific knowledge is used to inform personal and community decisions.	

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Science inquiry skills	With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge. Suggest ways to plan and conduct investigations to find answers to questions. Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate. Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends. Compare results with predictions, suggesting possible reasons for findings Reflect on the investigation, including whether a test was fair or not. Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports.		With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be. With guidance, plan appropriate investigation methods to answer questions or solve problems. Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data, using digital technologies as appropriate. Use equipment and materials safely, identifying potential risks. Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate. Compare data with predictions and use as evidence in developing explanations. Suggest improvements to the methods used to investigate a question or solve a problem. Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts.	
Design and technologies: materials and technologies specialisations	Explain suitable and safe practice when using materials, tools and equipment for a range of purposes.	Explain suitable and safe practices when using materials, systems and components for a range of purposes.	Explain characteristics and properties of a range of materials and component and the suitability and safe practice of their use.	Explain the characteristics, properties and safe practice of a range of materials, systems, tools and equipment, and evaluate suitability of their use.
Design and technologies: creating solutions	Create a sequence of steps to solve a given task. Develop and communicate ideas using labelled drawings and appropriate technical terms. Select, and safely use, appropriate components with given equipment to make a solution. Use criteria to evaluate design processes and solutions developed. Work collaboratively to safely plan and publish steps in a process.	Define a sequence of steps to design a solution for a given task. Identify and choose the appropriate resources from a given set. Develop and communicate design ideas and decisions using annotated drawings and appropriate technical terms. Select, and safely use, appropriate components and equipment to make solutions. Use criteria to evaluate and justify simple design processes and solutions. Work collaboratively to safely plan and publish a sequence of steps.	Define a problem, and set of sequenced steps, with users making a decision to create a solution for a given task. Identify available resources. Develop and communicate alternative solutions, and follow design ideas, using annotated diagrams, storyboards and appropriate technical terms. Select, and apply, safe procedures when using components and equipment to make solutions. Develop negotiated criteria to evaluate and justify design processes and solutions. Work collaboratively to safely develop and publish basic plans, including sequencing of steps.	Define a problem, and a set of sequenced steps, with users making decisions to create a solution for a given task. Identify available resources. Design, modify, follow and represent both diagrammatically, and in written text, alternative solutions using a range of techniques, appropriate technical terms and technology. Select, and apply, safe procedures when using a variety of components and equipment to make solutions. Develop collaborative criteria to evaluate and justify design processes and solutions. Work collaboratively, considering resources and safety, to plan, publish and manage projects, including sequenced steps.

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Digital technologies: collecting, managing and analysing data	Collect and present different types of data using simple software to create useful information.	Collect and present different types of data for a specific purpose using software.	Collect, store and present different types of data for a specific purpose using software.	Collect, sort, interpret and visually present different types of data using software to manipulate data for a range of purposes.
Digital technologies: digital implementation	Work with others to create and communicate ideas and information safely.	Work with others to create and communicate ideas and information safely, using agreed protocols (netiquette).	Create and communicate information, including online collaborative projects, using agreed social, ethical and technical protocols (codes of conduct).	Manage the creation and communication of information, including online collaborative projects, using agreed social, ethical and technical protocols.
Digital technologies: processes and production skills	Create a sequence of steps to solve a given task. Develop and communicate ideas using labelled drawings and appropriate technical terms. Select, and safely use appropriate components with given equipment to make a solution. Use criteria to evaluate design processes and solutions developed. Work collaboratively to safely plan and publish steps in a process.	Define a sequence of steps to design a solution for a given task. Identify and choose the appropriate resources from a given set. Develop and communicate design ideas and decisions using annotated drawings and appropriate technical terms. Select, and safely use, appropriate components and equipment to make solutions. Use criteria to evaluate and justify simple design processes and solutions. Work collaboratively to safely plan and publish a sequence of steps.	Define a problem, and set of sequenced steps, with users making a decision to create a solution for a given task. Identify available resources. Develop and communicate alternative solutions and follow design ideas, using annotated diagrams, storyboards and appropriate technical terms. Select, and apply safe, procedures when using components and equipment to make solutions. Develop negotiated criteria to evaluate and justify design processes and solutions. Work collaboratively to safely develop and publish basic plans, including sequencing of steps.	Define a problem, and a set of sequenced steps, with users making decisions to create a solution for a given task. Identify available resources. Design, modify, follow and represent both diagrammatically, and in written text, alternative solutions using a range of techniques, appropriate technical terms and technology. Select ,and apply safe, procedures when using a variety of components and equipment to make solutions. Develop collaborative criteria to evaluate and justify design processes and solutions. Work collaboratively considering resources and safety, to plan, publish and manage projects, including sequenced steps.
Geography	Describe the characteristics of different places in terms of their type of settlement, the diversity of people, the lives of the people who live there and perceptions about places.	Recognise the importance of environments to animals and people, and different views on how they can be protected. Explain how natural resources can be used sustainably.	Explain how people alter the environmental characteristics of Australian places.	Describe Australia's connections with countries and how these connections change people and places.

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Civics and citizenship	Communities: Explain how decisions can be made democratically. Recognise who makes rules, why rules are important and the consequences of rules not being followed. Describe why people participate in community groups and how students can actively participate and contribute to their local community.	Government and society: Explain the purpose of government and some familiar services provided by local government. Distinguish between rules and laws. Describe the importance and purpose of laws. Understand that people belong to diverse groups and this can shape identity.	Roles, responsibilities and participation: Identify the key values that underpin Australia's democracy. Describe the roles and responsibilities of electors and representatives in Australia's democracy. Identify the key features of the electoral process. Describe how regulations and laws affect the lives of citizens. Identify the roles and responsibilities of key personnel in law enforcement. Understand why people work in groups to achieve their aims and functions, and exercise influence.	Australia's system of government and citizenship: Identify the key institutions of Australia's democratic system of government. Explain the roles and responsibilities of the three levels of government. Describe the role of parliaments in creating law. Explain who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship.
HASS skills: questioning and researching	Identify current understanding of a topic. Develop a range of focus questions to investigate. Locate and collect information from a variety of sources. Record selected information and/or data. Recognise the ethical protocols that exist when gathering information and/or data.		Identify current understandings, consider possible misconceptions and identify personal views on a topic. Develop and refine a range of questions required to plan an inquiry. Locate and collect information and/or data using a variety of methods. Use ethical protocols when gathering information and/or data.	
HASS skills: Analysing	Develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness). Interpret information and/or data collected. Identify different points of view/perspectives in information and/or data. Translate collected information and/or data in to different formats.		Use criteria to determine the relevancy of information. Interpret information and/or data collected. Identify different points of view/perspectives in information and/or data. Translate collected information and/or data in to a variety of formats.	
HASS skills: evaluating	Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps. Use decision-making processes.		Draw and justify conclusions and give explanations, based on the information and/or data in texts, tables, graphs and maps. Use decision-making processes.	
HASS skills: communicating and reflecting	Present findings and conclusions in a range of communication forms. Develop texts, including narratives and biographies that use researched facts, events and experiences. Reflect on learning, identify new understandings and act on findings in different ways.		Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms. Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials. Reflect on learning, identify new understandings and act on findings in different ways.	