

HASS Skills in EandB - Years 9 and 10

In the Humanities and Social Sciences (HASS) syllabus the skills in all years (from pre-Primary to Year 10) are organised into four types:

- Questioning and Researching
- Analysing
- Evaluating
- Communicating and Reflecting

The Western Australian Curriculum has:

- a common set of skills for all HASS subjects (unlike the Australian Curriculum which has slight differences between subjects)
- the HASS Skills in bands across two years (unlike the Australian Curriculum which has minor differences between adjacent academic years)

The HASS subjects each place different emphasis on each of the four skills. This reflects the individual characteristics of the disciplines that underpin the subjects.

The Years 9 and 10 HASS Skills are provided below with those that we consider are emphasised in Economics and Business highlighted. Those not highlighted are emphasised in one or more of the other HASS subjects (i.e. Civics and Citizenship, Geography, History).

Questioning and Researching

- Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others
- Construct, select and **evaluate a range of questions** and hypotheses **involving cause and effect, patterns and trends, and different perspectives**
- Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation
- Use appropriate ethical protocols, including specific formats for acknowledging other people's information and understand that these formats vary between organisations
- **Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed** (e.g. questionnaires, surveys, emails, discussion lists, tables, field sketches, annotated diagrams), **with and without the use of digital and spatial technologies**
- Identify the origin, purpose and context of primary sources and/or secondary sources

Evaluating

- **Draw evidence-based conclusions by evaluating information and/or data**, taking into account ambiguities and multiple perspectives; to negotiate and **resolve contentious issues; to propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena**
- **Critically evaluate information and/or data and ideas from a range of sources to make generalisations and inferences; propose explanations for patterns, trends, relationships and anomalies; predict outcomes**

Communicating and Reflecting

- Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate
- Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments
- Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts
- Compare evidence to substantiate judgements (e.g. use information and/or data from different places or times; use tables, graphs, models, theories)
- Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action
- Reflect on why all findings are tentative (e.g. the changing nature of knowledge, changes in circumstances, changes in values)

Analysing

- Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources
- Analyse information and/or data in different formats (e.g. to explain cause and effect relationships, comparisons, categories and subcategories, change over time)
- Account for different interpretations and points of view/perspectives in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines, newspapers)
- Analyse the 'big picture' (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or gaps in knowledge)
- Apply subject-specific skills and concepts in familiar, new and hypothetical situations

Source: School Curriculum and Assessment Authority > K-10 Outline at <http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences>