

# Prep–Year 6 HASS and Years 7–10 Civics and Citizenship

## Australian Curriculum Version 9.0: Sequence of achievement standards aspects and related content descriptions

This resource provides a sequence of achievement standards aspects, with related content descriptions, for Prep–Year 6 HASS and Years 7–10 Civics and Citizenship, organised by strands. Within the knowledge and understanding strand, there are sub-strands specific to each year level.

By breaking each achievement standard into discrete aspects and including aligned content descriptions, the increasing complexity of the concepts and skills of each subject can be seen across Prep–Year 10. This supports teachers to identify the knowledge, understanding and skills that come before and after the enrolled year level/band.

When planning teaching, learning and assessment, teachers can use this resource to:

- plan for the range of student abilities within a single year level
- determine appropriate curriculum access points for all students
- better understand aspects of achievement standards through consideration of where they are introduced, their progression and where they conclude.

**Note:** Not all aspects of Prep–Year 6 HASS directly align to Years 7–10 Civics and Citizenship. When aligning achievement standards aspects across year levels, careful consideration should be given to opportunities that allow students to learn the knowledge, understanding and skills within the Prep–Year 6 HASS and Years 7–10 Civics and Citizenship curriculums authentically.

The following key has been used to assist teachers to identify the sub-strand for each content description code.

**Key:**

Subjects	HASS (Prep–Year 6)	Civics and Citizenship (Years 7–10)
Sub-strands	Questioning and researching	Questioning and researching
	Interpreting, analysing and evaluating	Analysis, evaluation and interpretation
	Concluding and decision-making	Civic participation and decision-making
	Communicating	Communicating

Prep–Year 6 HASS							Years 7–10 Civics and Citizenship			
Prep Students:	Year 1 Students:	Year 2 Students:	Year 3 Students:	Year 4 Students:	Year 5 Students:	Year 6 Students:	Year 7 Students:	Year 8 Students:	Year 9 Students:	Year 10 Students:
Knowledge and understanding	This aspect of the Civics and Citizenship achievement standard begins in Year 3.		describe the importance of rules and people's contributions to communities <a href="#">AC9HS3K06</a> <a href="#">AC9HS3K07</a>	describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity <a href="#">AC9HS4K07</a> <a href="#">AC9HS4K08</a> <a href="#">AC9HS4K09</a>	explain the key values and features of Australia's democracy and how people achieve civic goals <a href="#">AC9HS5K06</a> <a href="#">AC9HS5K07</a>	explain the key institutions, roles and responsibilities of Australia's levels of government, and democratic values and beliefs <a href="#">AC9HS6K06</a> <a href="#">AC9HS6K07</a>	describe the key features of Australia's system of government, and the principles and features of the Australian legal system <a href="#">AC9HC7K01</a> <a href="#">AC9HC7K03</a> explain the characteristics of Australian democracy <a href="#">AC9HC7K02</a>	explain how Australians are informed about and participate in their democracy <a href="#">AC9HC8K01</a> describe the roles of political parties and elected representatives in Australian government <a href="#">AC9HC8K02</a> explain the characteristics of laws, how laws are made and the types of law in Australia <a href="#">AC9HC8K03</a> <a href="#">AC9HC8K04</a>	analyse the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change <a href="#">AC9HC9K01</a> explain policy development and legislative processes in Australia's democracy <a href="#">AC9HC9K02</a>	compare the key features and values of Australia's system of government to those of another system of government <a href="#">AC9HC10K01</a> describe the Australian Government's role and responsibilities at a regional and global level <a href="#">AC9HC10K02</a> explain the role of the High Court of Australia <a href="#">AC9HC10K03</a>

	Prep–Year 6 HASS							Years 7–10 Civics and Citizenship			
	Prep Students:	Year 1 Students:	Year 2 Students:	Year 3 Students:	Year 4 Students:	Year 5 Students:	Year 6 Students:	Year 7 Students:	Year 8 Students:	Year 9 Students:	Year 10 Students:
								describe the nature of Australian society, its cultural and religious diversity, and identify the values that support cohesion in Australian society <a href="#">AC9HC7K04</a> <a href="#">AC9HC7K05</a>	identify ways in which Australians express different aspects of their identity and explain perspectives on Australia’s national identity <a href="#">AC9HC8K05</a> <a href="#">AC9HC8K06</a>	identify the key features and jurisdictions of Australia’s court system and explain the role and processes of courts and tribunals <a href="#">AC9HC9K03</a> <a href="#">AC9HC9K04</a>  identify the reasons individuals and groups participate in and contribute to civic life nationally and globally <a href="#">AC9HC9K05</a>  explain the influence of the media on reflections of identity and diversity <a href="#">AC9HC9K06</a>	explain how Australia’s international legal obligations influence the law and government policy <a href="#">AC9HC10K04</a>  identify and explain challenges to a resilient democracy and a cohesive society in Australia <a href="#">AC9HC10K05</a>
Skills	Questioning and researching (Prep–Year 10)										
	pose questions, and sort and record information from observations and provided sources <a href="#">AC9HSFS01</a> <a href="#">AC9HSFS02</a>	develop questions and collect, sort and record information and data from observations and provided sources <a href="#">AC9HS1S01</a> <a href="#">AC9HS1S02</a>	develop questions, and collect, sort and record related information and data from observations and provided sources <a href="#">AC9HS2S01</a> <a href="#">AC9HS2S02</a>	develop questions and locate, collect and record information and data from different sources <a href="#">AC9HS3S01</a> <a href="#">AC9HS3S02</a>	develop questions and locate, collect and record information and data from a range of sources and formats <a href="#">AC9HS4S01</a> <a href="#">AC9HS4S02</a>	develop questions and locate, collect and organise information and data from primary and secondary sources <a href="#">AC9HS5S01</a> <a href="#">AC9HS5S02</a>	develop questions, and locate, collect and organise information and data from a range of primary and secondary sources <a href="#">AC9HS6S01</a> <a href="#">AC9HS6S02</a>	develop questions and locate, select and organise information from sources to investigate political and legal systems, and contemporary civic issues <a href="#">AC9HC7S01</a> <a href="#">AC9HC7S02</a>	develop questions and locate, select and organise relevant information from different sources to investigate political and legal systems, and contemporary civic issues <a href="#">AC9HC8S01</a> <a href="#">AC9HC8S02</a>	develop a range of questions and locate, select and compare information from sources to investigate political and legal systems, and contemporary civic issues <a href="#">AC9HC9S01</a> <a href="#">AC9HC9S02</a>	develop and refine a range of questions and locate, select and compare relevant and reliable information from a range of sources to investigate political and legal systems, and contemporary civic issues <a href="#">AC9HC10S01</a> <a href="#">AC9HC10S02</a>

Prep–Year 6 HASS							Years 7–10 Civics and Citizenship			
Prep Students:	Year 1 Students:	Year 2 Students:	Year 3 Students:	Year 4 Students:	Year 5 Students:	Year 6 Students:	Year 7 Students:	Year 8 Students:	Year 9 Students:	Year 10 Students:
<b>Interpreting, analysing and evaluating</b>							<b>Analysis, evaluation and interpretation</b>			
share a perspective and draw conclusions <a href="#">AC9HSFS03</a> <a href="#">AC9HSFS04</a>	interpret information and discuss perspectives <a href="#">AC9HS1S03</a> <a href="#">AC9HS1S04</a>	interpret information and data, and identify and discuss perspectives <a href="#">AC9HS2S03</a> <a href="#">AC9HS2S04</a>	interpret information and data in different formats <a href="#">AC9HS3S03</a> analyse information and data to identify perspectives and they draw conclusions <a href="#">AC9HS3S04</a> <a href="#">AC9HS3S05</a>	interpret and analyse information and data to identify perspectives, and draw conclusions <a href="#">AC9HS4S03</a> <a href="#">AC9HS4S04</a> <a href="#">AC9HS4S05</a>	evaluate information and data to identify and describe patterns or trends <a href="#">AC9HS5S03</a> evaluate sources to determine origin and perspectives <a href="#">AC9HS5S04</a>	evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships <a href="#">AC9HS6S03</a> evaluate sources to determine origin, purpose and perspectives <a href="#">AC9HS6S04</a>	analyse information and identify perspectives and challenges related to political, legal or civic issues <a href="#">AC9HC7S03</a>	analyse information and identify and describe perspectives and challenges related to political, legal or civic issues <a href="#">AC9HC8S03</a>	analyse information to explain perspectives and challenges related to political, legal or civic issues <a href="#">AC9HC9S03</a>	analyse information to evaluate perspectives and challenges related to political, legal or civic issues <a href="#">AC9HC10S03</a>
<b>Concluding and decision-making</b>							<b>Civic participation and decision-making</b>			
	draw conclusions and make proposals <a href="#">AC9HS1S05</a>	use interpretations to draw conclusions and make proposals <a href="#">AC9HS2S05</a>	propose actions or responses <a href="#">AC9HS3S06</a>	propose considered actions or responses <a href="#">AC9HS4S06</a>	suggest conclusions based on evidence <a href="#">AC9HS5S05</a> consider criteria in proposing actions or responses <a href="#">AC9HS5S06</a>	evaluate evidence to draw conclusions <a href="#">AC9HS6S05</a> propose actions or responses and use criteria to assess the possible effects <a href="#">AC9HS6S06</a>	identify and describe the methods or strategies related to civic participation or action <a href="#">AC9HC7S04</a>	explain the methods or strategies related to civic participation or action <a href="#">AC9HC8S04</a>	identify and evaluate the methods or strategies related to civic participation or action <a href="#">AC9HC9S04</a>	evaluate and compare the methods or strategies related to civic participation or action <a href="#">AC9HC10S04</a>
<b>Communicating (Prep–Year 10)</b>										
use sources and terms to share observations about places and the past <a href="#">AC9HSFS05</a>	share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms <a href="#">AC9HS1S06</a>	use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales <a href="#">AC9HS2S06</a>	use ideas from sources, and subject-specific terms to present descriptions and explanations <a href="#">AC9HS3S07</a>	use ideas from sources and relevant subject-specific terms to present descriptions and explanations <a href="#">AC9HS4S07</a>	select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations <a href="#">AC9HS5S07</a>	select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations <a href="#">AC9HS6S07</a>	use civics and citizenship concepts, terms and sources to create descriptions, explanations and arguments <a href="#">AC9HC7S05</a>	use civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments <a href="#">AC9HC8S05</a>	use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and evidence-based arguments <a href="#">AC9HC9S05</a>	use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and arguments that synthesise evidence from sources <a href="#">AC9HC10S05</a>

## More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au) or email the K–10 Curriculum and Assessment Branch at [australiancurriculum@qcaa.qld.edu.au](mailto:australiancurriculum@qcaa.qld.edu.au).

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