

## Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Year 2. A similar resource is available for other year levels.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand it is organised by, e.g. AC9HS2K01 indicates Knowledge and understanding strand.

Key to content description codes: HASS	
e.g. <b>AC9HS2K01</b>	Strands:
Australian Curriculum (AC)	• K — Knowledge and understanding
Version 9 (9)	• S — Skills
HASS (HS)	
Year 2 (2)	
Strand (K, S)	
Content description number (##)	

### Year 2 Australian Curriculum: HASS achievement standard

By the end of Year 2, students identify the significance of a local person, group, place and/or building. They identify the effects of changes in technologies on people's lives. Students identify that places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales.

Students develop questions, and collect, sort and record related information and data from observations and provided sources. They interpret information and data, and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
<b>By the end of Year 2</b>	<b>Students learn:</b>	
Students identify the significance of a local person, group, place and/or building.	<ul style="list-style-type: none"> <li>a local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance (<b>History</b>)</li> </ul>	<a href="#">AC9HS2K01</a>
They identify the effects of changes in technologies on people's lives.	<ul style="list-style-type: none"> <li>how technological developments changed people's lives at home, and in the ways they worked, travelled and communicated (<b>History</b>)</li> </ul>	<a href="#">AC9HS2K02</a>
Students identify that places can be spatially represented in different geographical divisions.	<ul style="list-style-type: none"> <li>how places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales (<b>Geography</b>)</li> </ul>	<a href="#">AC9HS2K03</a>
They identify how people and places are interconnected both at local and broader scales.	<ul style="list-style-type: none"> <li>the interconnections of Australian First Nations Peoples to a local Country/Place (<b>Geography</b>)</li> </ul>	<a href="#">AC9HS2K04</a>
Students develop questions, and collect, sort and record related information and data from observations and provided sources.	<ul style="list-style-type: none"> <li>to develop questions about objects, people, places and events in the past and present</li> </ul>	<a href="#">AC9HS2S01</a>
	<ul style="list-style-type: none"> <li>to collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models</li> </ul>	<a href="#">AC9HS2S02</a>
They interpret information and data, and identify and discuss perspectives.	<ul style="list-style-type: none"> <li>to interpret information and data from observations and provided sources, including the comparison of objects from the past and present</li> </ul>	<a href="#">AC9HS2S03</a>
	<ul style="list-style-type: none"> <li>to discuss perspectives related to objects, people, places and events</li> </ul>	<a href="#">AC9HS2S04</a>
Students use interpretations to draw conclusions and make proposals.	<ul style="list-style-type: none"> <li>to draw conclusions and make proposals</li> </ul>	<a href="#">AC9HS2S05</a>
Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales.	<ul style="list-style-type: none"> <li>to develop narratives and share observations, using sources, and subject-specific terms.</li> </ul>	<a href="#">AC9HS2S06</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). Alternatively, email the K–10 Curriculum and Assessment branch at [australiancurriculum@qcaa.qld.edu.au](mailto:australiancurriculum@qcaa.qld.edu.au).

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