

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 3. 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. AC9HS3K01 indicates Knowledge and understanding strand.

Key to content description codes: HASS	
e.g. AC9HS3K01	Strands:
Australian Curriculum (AC)	• K — Knowledge and understanding
Version 9 (9)	• S — Skills
HASS (HS)	
Year 3 (3)	
Strand (K, S)	
Content description number (##)	

Year 3 Australian Curriculum: HASS achievement standard

By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia's identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people's contributions to communities.

Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. Students propose actions or responses. Students use ideas from sources, and subject-specific terms to present descriptions and explanations.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 3	Students learn:	
Students describe the causes, effects and contributions of people to change.	<ul style="list-style-type: none"> causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes (History) 	AC9HS3K01
They identify the significance of events, symbols and emblems to Australia's identity and diversity.	<ul style="list-style-type: none"> significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals (History) 	AC9HS3K01
They describe the representation of places within and near Australia.	<ul style="list-style-type: none"> the representation of contemporary Australia as states and territories, and as the Countries/Places of First Nations Australians prior to colonisation, and the locations of Australia's neighbouring regions and countries (Geography) 	AC9HS3K03
They identify the similarities, differences and connections of people to places across those scales.	<ul style="list-style-type: none"> the ways First Nations Australians in different parts of Australia are interconnected with Country/Place (Geography) 	AC9HS3K04
	<ul style="list-style-type: none"> the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features (Geography) 	AC9HS3K05
Students describe the importance of rules and people's contributions to communities.	<ul style="list-style-type: none"> who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed (Civics and Citizenship) 	AC9HS3K06
	<ul style="list-style-type: none"> why people participate within communities and how students can actively participate and contribute to communities (Civics and Citizenship) 	AC9HS3K07
Students develop questions and locate, collect and record information and data from different sources.	<ul style="list-style-type: none"> develop questions to guide investigations about people, events, places and issues 	AC9HS3S01
	<ul style="list-style-type: none"> locate, collect and record information and data from a range of sources, including annotated timelines and maps 	AC9HS3S02
They interpret information and data in different formats.	<ul style="list-style-type: none"> interpret information and data displayed in different formats 	AC9HS3S03
They analyse information and data to identify perspectives and they draw conclusions.	<ul style="list-style-type: none"> analyse information and data, and identify perspectives 	AC9HS3S04
	<ul style="list-style-type: none"> draw conclusions based on analysis of information 	AC9HS3S05
Students propose actions or responses.	<ul style="list-style-type: none"> propose actions or responses to an issue or challenge that consider possible effects of actions 	AC9HS3S06
Students use ideas from sources, and subject-specific terms to present descriptions and explanations.	<ul style="list-style-type: none"> present descriptions and explanations, using ideas from sources and relevant subject-specific terms. 	AC9HS3S07

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.

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