

Comparison of AC v8.4 to v9.0

Year 3: HASS

Key	same/refined	removed	new	moved
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Note:

- the key applies to the content descriptions only
- v8.4 content descriptions may have been reordered to align with v9.0 content descriptions.

Version 8.4			Version 9.0		
Achievement standard			Achievement standard		
<p>By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.</p> <p>Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.</p>			<p>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.</p> <p>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.</p>		
Strands	Sub-strands	Content descriptions	Content descriptions	Sub-strands	Strands
Knowledge and understanding	History	the importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area ACHASSK062	causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes AC9HS3K01	History	Knowledge and understanding
		how the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community ACHASSK063	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 AC9HS3K02		
		days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems ACHASSK064			
		celebrations and commemorations in places around the world (for example, Chinese New Year in countries of the Asia region, Bastille Day in France, Independence Day in the USA), including those that are observed in Australia (for example, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan) ACHASSK065			
	Geography	the representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human ACHASSK066	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 AC9HS3K03	Geography	
		the location of Australia's neighbouring countries and the diverse characteristics of their places ACHASSK067	the ways First Nations Australians in different parts of Australia are interconnected with Country/Place AC9HS3K04		
		the main climate types of the world and the similarities and differences between the climates of different places ACHASSK068	the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features AC9HS3K05		
		the similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places ACHASSK069			
	Civics and Citizenship	the importance of making decisions democratically ACHASSK070	who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed AC9HS3K06	Civics and Citizenship	
		who makes rules, why rules are important and the consequences of rules not being followed ACHASSK071	why people participate within communities and how students can actively participate and contribute to communities AC9HS3K07		
why people participate within communities and how students can actively participate and contribute ACHASSK072					
Inquiry and skills	pose questions to investigate people, events, places and issues ACHASSI052	develop questions to guide investigations about people, events, places and issues AC9HS3S01	Skills		
	locate and collect information and data from different sources, including observations ACHASSI053	locate, collect and record information and data from a range of sources, including annotated timelines and maps AC9HS3S02			

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Version 8.4		Version 9.0	
	record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions ACHASSI054	interpret information and data displayed in different formats AC9HS3S03	
	sequence information about people's lives and events ACHASSI055	analyse information and data, and identify perspectives AC9HS3S04	
	examine information to identify different points of view and distinguish facts from opinions ACHASSI056	draw conclusions based on analysis of information AC9HS3S05	
	interpret data and information displayed in different formats, to identify and describe distributions and simple patterns ACHASSI057	propose actions or responses to an issue or challenge that consider possible effects of actions AC9HS3S06	
	draw simple conclusions based on analysis of information and data ACHASSI058	present descriptions and explanations, using ideas from sources and relevant subject-specific terms AC9HS3S07	
	interact with others with respect to share points of view ACHASSI059		
	reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions ACHASSI060		
	present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms ACHASSI061		

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