

## 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 4. 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. AC9HS4K01 indicates Knowledge and understanding strand.

Key to content description codes: HASS	
e.g. <b>AC9HS4K01</b> Australian Curriculum (AC) Version 9 (9) HASS (HS) Year 4 (4) Strand (K, S) Content description number (##)	Strands: <ul style="list-style-type: none"> <li>• K — Knowledge and understanding</li> <li>• S — Skills</li> </ul>

### Year 4 Australian Curriculum: HASS achievement standard

By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.

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

Achievement standard aspect	Relevant content description/s	AC v9.0 code
<b>By the end of Year 4</b>	<b>Students learn:</b>	
Students describe the diversity of experiences of people in Australia prior to and following 1788.	• the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place ( <b>History</b> )	AC9HS4K01
	• the experiences of individuals and groups, including military and civilian officials, and convicts involved in the establishment of the first British colony ( <b>History</b> )	AC9HS4K03
They describe the events and causes of the establishment of the first British colony in Australia.	• the causes of the establishment of the first British colony in Australia in 1788 ( <b>History</b> )	AC9HS4K02
They describe the effects of colonisation on people and environments.	• the effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion ( <b>History</b> )	AC9HS4K04
Students describe the importance of environments, and sustainable allocation and management of resources.	• the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent ( <b>Geography</b> )	AC9HS4K05
	• sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place ( <b>Geography</b> )	AC9HS4K06
They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.	• the differences between “rules” and “laws”, why laws are important and how they affect the lives of people ( <b>Civics and Citizenship</b> )	AC9HS4K07
	• the roles of local government and how members of the community use and contribute to local services ( <b>Civics and Citizenship</b> )	AC9HS4K08
	• diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity ( <b>Civics and Citizenship</b> )	AC9HS4K09
Students develop questions and locate, collect and record information and data from a range of sources and formats.	• to develop questions to guide investigations about people, events, places and issues	AC9HS4S01
	• to locate, collect and record information and data from a range of sources, including annotated timelines and maps	AC9HS4S02
They interpret and analyse information and data to identify perspectives, and draw conclusions.	• to interpret information and data displayed in different formats	AC9HS4S03
	• to analyse information and data, and identify perspectives	AC9HS4S04
	• to draw conclusions based on analysis of information	AC9HS4S05
Students propose considered actions or responses.	• to propose actions or responses to an issue or challenge that consider possible effects of actions	AC9HS4S06
Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations.	• to present descriptions and explanations, using ideas from sources and relevant subject-specific terms.	AC9HS4S07

## 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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