

# Comparison of AC v8.4 to v9.0

## Year 4: 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 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.</p> <p>Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.</p>			<p>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.</p> <p>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.</p>		
Strands	Sub-strands	Content descriptions	Content descriptions	Sub-strands	Strands
Knowledge and understanding	History	the diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) ACHASSK083	the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place AC9HS4K01	History	Knowledge and understanding
		the journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts ACHASSK084	the causes of the establishment of the first British colony in Australia in 1788 AC9HS4K02		
		stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival ACHASSK085	the experiences of individuals and groups, including military and civilian officials, and convicts involved in the establishment of the first British colony AC9HS4K03		
		the nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments ACHASSK086	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 AC9HS4K04		
	Geography	the main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia ACHASSK087	the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent AC9HS4K05	Geography	
		the importance of environments, including natural vegetation, to animals and people ACHASSK088	sustainable use and management of renewable and non renewable resources, including the custodial responsibility First Nations Australians have for Country/Place AC9HS4K06		
		the custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability ACHASSK089			
		the use and management of natural resources and waste, and the different views on how to do this sustainably ACHASSK090			
	Civics and Citizenship	the role of local government and the decisions it makes on behalf of the community ACHASSK091	the differences between "rules" and "laws", why laws are important and how they affect the lives of people AC9HS4K07	Civics and Citizenship	
		the differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples ACHASSK092	the roles of local government and how members of the community use and contribute to local services AC9HS4K08		
the different cultural, religious and/or social groups to which they and others in the community belong ACHASSK093		diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity AC9HS4K09			
Inquiry and skills	pose questions to investigate people, events, places and issues ACHASSI073	develop questions to guide investigations about people, events, places and issues AC9HS4S01	Skills		
	locate and collect information and data from different sources, including observations ACHASSI074	locate, collect and record information and data from a range of sources, including annotated timelines and maps AC9HS4S02			

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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 ACHASSI075	interpret information and data displayed in different formats AC9HS4S03	
	sequence information about people's lives and events ACHASSI076	analyse information and data, and identify perspectives AC9HS4S04	
	examine information to identify different points of view and distinguish facts from opinions ACHASSI077	draw conclusions based on analysis of information AC9HS4S05	
	interpret data and information displayed in different formats, to identify and describe distributions and simple patterns ACHASSI078	propose actions or responses to an issue or challenge that consider possible effects of actions AC9HS4S06	
	draw simple conclusions based on analysis of information and data ACHASSI079	present descriptions and explanations, using ideas from sources and relevant subject-specific terms AC9HS4S07	
	interact with others with respect to share points of view ACHASSI080		
	reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions ACHASSI081		
	present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms ACHASSI082		

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