

## 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 5. 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. AC9HS5K01 indicates Knowledge and understanding strand.

Key to content description codes: HASS	
e.g. <b>AC9HS5K01</b> Australian Curriculum (AC) Version 9 (9) HASS (HS) Year 5 (5) 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 5 Australian Curriculum: HASS achievement standard

By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia's democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.

Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
<b>By the end of Year 5</b>	<b>Students learn:</b>	
Students explain the causes of the establishment of British colonies in Australia after 1800.	<ul style="list-style-type: none"> <li>the economic, political and social causes of the establishment of British colonies in Australia after 1800 (<b>History</b>)</li> </ul>	<a href="#">AC9HS5K01</a>
They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments.	<ul style="list-style-type: none"> <li>the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment (<b>History</b>)</li> </ul>	<a href="#">AC9HS5K02</a>
	<ul style="list-style-type: none"> <li>the role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony (<b>History</b>)</li> </ul>	<a href="#">AC9HS5K03</a>
They explain the influence of people on the characteristics of places and in the management of spaces.	<ul style="list-style-type: none"> <li>the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place (<b>Geography</b>)</li> </ul>	<a href="#">AC9HS5K04</a>
	<ul style="list-style-type: none"> <li>the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences (<b>Geography</b>)</li> </ul>	<a href="#">AC9HS5K05</a>
Students explain the key values and features of Australia's democracy and how people achieve civic goals.	<ul style="list-style-type: none"> <li>the key values and features of Australia's democracy, including elections, and the roles and responsibilities of elected representatives (<b>Civics and Citizenship</b>)</li> </ul>	<a href="#">AC9HS5K06</a>
	<ul style="list-style-type: none"> <li>how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal (<b>Civics and Citizenship</b>)</li> </ul>	<a href="#">AC9HS5K07</a>
They explain the nature of resources, and how they meet needs and wants.	<ul style="list-style-type: none"> <li>types of resources, including natural, human and capital, and how they satisfy needs and wants (<b>Economics and Business</b>)</li> </ul>	<a href="#">AC9HS5K08</a>
Students develop questions and locate, collect and organise information and data from primary and secondary sources.	<ul style="list-style-type: none"> <li>to develop questions to investigate people, events, developments, places and systems</li> </ul>	<a href="#">AC9HS5S01</a>
	<ul style="list-style-type: none"> <li>to locate, collect and organise information and data from primary and secondary sources in a range of formats</li> </ul>	<a href="#">AC9HS5S02</a>
They evaluate sources to determine origin and perspectives.	<ul style="list-style-type: none"> <li>to evaluate primary and secondary sources to determine origin, purpose and perspectives</li> </ul>	<a href="#">AC9HS5S04</a>
Students evaluate information and data to identify and describe patterns or trends.	<ul style="list-style-type: none"> <li>to evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships</li> </ul>	<a href="#">AC9HS5S03</a>
They suggest conclusions based on evidence.	<ul style="list-style-type: none"> <li>to develop evidence-based conclusions</li> </ul>	<a href="#">AC9HS5S05</a>
Students consider criteria in proposing actions or responses.	<ul style="list-style-type: none"> <li>to propose actions or responses to issues or challenges and use criteria to assess the possible effects</li> </ul>	<a href="#">AC9HS5S06</a>
Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.	<ul style="list-style-type: none"> <li>to present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions.</li> </ul>	<a href="#">AC9HS5S07</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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