

Comparison of AC v8.4 to v9.0

Year 5: 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 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia’s democracy and describe the roles of different people in Australia’s legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.</p> <p>Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.</p>			<p>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.</p> <p>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.</p>		
Strands	Sub-strands	Content descriptions	Content descriptions	Sub-strands	Strands
Knowledge and Understanding	History	reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 ACHASSK106	the economic, political and social causes of the establishment of British colonies in Australia after 1800 AC9HS5K01	History	Knowledge and understanding
		the nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed ACHASSK107	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 AC9HS5K02		
		the impact of a significant development or event on an Australian colony ACHASSK108	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 AC9HS5K03		
		the reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony ACHASSK109			
		the role that a significant individual or group played in shaping a colony ACHASSK110			
	Geography	the influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia ACHASSK111	the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place AC9HS5K04	Geography	
		the influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places ACHASSK112	the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences AC9HS5K05		
		the environmental and human influences on the location and characteristics of a place and the management of spaces within them ACHASSK113			
		the impact of bushfires or floods on environments and communities, and how people can respond ACHASSK114			
	Civics and Citizenship	the key values that underpin Australia’s democracy ACHASSK115	the key values and features of Australia’s democracy, including elections, and the roles and responsibilities of elected representatives AC9HS5K06	Civics and Citizenship	
		the key features of the electoral process in Australia ACHASSK116			
		how people with shared beliefs and values work together to achieve a civic goal ACHASSK118	how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal AC9HS5K07		
why regulations and laws are enforced and the personnel involved ACHASSK117					

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Economics and Business	types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations ACHASSK120	types of resources, including natural, human and capital, and how they satisfy needs and wants AC9HS5K08	Economics and Business		
	the difference between needs and wants and why choices need to be made about how limited resources are used ACHASSK119				
	influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices ACHASSK121				
Inquiry and Skills	develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges ACHASSI094	develop questions to investigate people, events, developments, places and systems AC9HS5S01	Skills		
	locate and collect relevant information and data from primary sources and secondary sources ACHASSI095	locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS5S02			
	organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions ACHASSI096	evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships AC9HS5S03			
	interpret data and information displayed in a range of formats to identify, describe and compare distributions , patterns and trends, and to infer relationships ACHASSI100				
	examine primary sources and secondary sources to determine their origin and purpose ACHASSI098	evaluate primary and secondary sources to determine origin, purpose and perspectives AC9HS5S04			
	examine different viewpoints on actions, events, issues and phenomena in the past and present ACHASSI099				
	evaluate evidence to draw conclusions ACHASSI101	develop evidence-based conclusions AC9HS5S05			
	reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects ACHASSI104	propose actions or responses to issues or challenges and use criteria to assess the possible effects AC9HS5S06			
	use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others ACHASSI103				
	present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions ACHASSI105	present descriptions and explanations , drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions AC9HS5S07			
	sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines ACHASSI097				
work in groups to generate responses to issues and challenges ACHASSI102					

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