

Comparison of AC v8.4 to v9.0

Year 6: 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 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge.</p> <p>Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.</p>			<p>By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles and responsibilities of Australia's levels of government, and democratic values and beliefs. They explain influences on consumers and strategies for informed consumer and financial choices.</p> <p>Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations.</p>		
Strands	Sub-strands	Content descriptions	Content descriptions	Sub-strands	Strands
Knowledge and understanding	History	key figures, events and ideas that led to Australia's Federation and Constitution ACHASSK134	significant individuals, events and ideas that led to Australia's Federation, the Constitution and democratic system of government AC9HS6K01	History	Knowledge and understanding
		experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children ACHASSK135	changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted First Nations Australians, migrants, women and children AC9HS6K02		
		stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated ACHASSK136	the motivation of people migrating to Australia since Federation and throughout the 20th century, their stories and effects on Australian society, including migrants from the Asia region AC9HS6K03		
		the contribution of individuals and groups to the development of Australian society since Federation ACHASSK137			
	Geography	the geographical diversity of the Asia region and the location of its major countries in relation to Australia ACHASSK138	the geographical diversity and location of places in the Asia region, and its location in relation to Australia AC9HS6K04	Geography	
		Australia's connections with other countries and how these change people and places ACHASSK141	Australia's interconnections with other countries and how these change people and places AC9HS6K05		
		differences in the economic, demographic and social characteristics of countries across the world ACHASSK139			
		the world's cultural diversity, including that of its indigenous peoples ACHASSK140			
	Civics and Citizenship	the key institutions of Australia's democratic system of government and how it is based on the Westminster system ACHASSK143	the key institutions of Australia's system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies AC9HS6K06	Civics and Citizenship	
		the roles and responsibilities of Australia's three levels of government ACHASSK144	the roles and responsibilities of the 3 levels of government in Australia AC9HS6K07		
		the responsibilities of electors and representatives in Australia's democracy ACHASSK145			
		where ideas for new laws can come from and how they become law ACHASSK146			

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		the shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens ACHASSK147		
		the obligations citizens may consider they have beyond their own national borders as active and informed global citizens ACHASSK148		
Economics and Business		the effect that consumer and financial decisions can have on the individual, the broader community and the environment ACHASSK150	influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices AC9HS6K08	Economics and Business
		how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs ACHASSK149 Moved to Year 7 Economics and Business		
		the reasons businesses exist and the different ways they provide goods and services ACHASSK151 Moved to Year 7 Economics and Business		
Inquiry and skills		develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges ACHASSI122	develop questions to investigate people, events, developments, places and systems AC9HS6S01	Skills
		locate and collect relevant information and data from primary sources and secondary sources ACHASSI123	locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS6S02	
		organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions ACHASSI124	evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships AC9HS6S03	
		interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships ACHASSI128		
		examine primary sources and secondary sources to determine their origin and purpose ACHASSI126	evaluate primary and secondary sources to determine origin, purpose and perspectives AC9HS6S04	
		examine different viewpoints on actions, events, issues and phenomena in the past and present ACHASSI127		
		evaluate evidence to draw conclusions ACHASSI129	develop evidence-based conclusions AC9HS6S05	
		reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects ACHASSI132	propose actions or responses to issues or challenges and use criteria to assess the possible effects AC9HS6S06	
		use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others ACHASSI131		
		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 ACHASSI133	present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions AC9HS6S07	
		sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines ACHASSI125		
		work in groups to generate responses to issues and challenges ACHASSI130		

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