

Prep standard elaborations — Australian Curriculum v9.0: Science

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Science describes what students are expected to know and be able to do at the end of each year. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the working with (WW) standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.



Prep Australian Curriculum: Science achievement standard

By the end of Foundation¹ students group plants and animals based on external features. They identify factors that influence the movement of objects. They describe the observable properties of the materials that make up objects. They identify examples of people using observation and questioning to learn about the natural world.

Students pose questions and make predictions based on their experiences. They engage in investigations and make observations safely. With guidance, they represent observations and identify patterns. With guidance, they compare their observations with their predictions. They share questions, predictions, observations and ideas about their experiences with others.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Science for Foundation–10*
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/foundation-year>

Prep Science standard elaborations

| | | Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
|--|---------------------|--|--|--|--|--|
| The folio of student work contains evidence of the following: | | | | | | |
| Science understanding | Biological sciences | applying knowledge when grouping plants and animals based on external features | making connections when grouping plants and animals based on external features | grouping plants and animals based on external features | exploring grouping plants and animals based on external features | becoming aware of plant and animal groups based on external features |
| | Physical sciences | applying knowledge when identifying factors that influence the movement of objects | making connections when identifying factors that influence the movement of objects | identifying factors that influence the movement of objects | exploring factors that influence the movement of objects | becoming aware of factors that influence the movement of objects |

¹ Prep in Queensland is the Foundation year of the Australian Curriculum and refers to the year before Year 1.

| | | Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
|------------------------------|------------------------------|--|--|--|--|--|
| | Chemical sciences | applying knowledge when describing the observable properties of the materials that make up objects | making connections when describing the observable properties of the materials that make up objects | describing the observable properties of the materials that make up objects | exploring the observable properties of the materials that make up objects | becoming aware of the observable properties of the materials that make up objects |
| Science as a human endeavour | Use and influence of science | applying knowledge when identifying examples of people using observation and questioning to learn about the natural world | making connections when identifying examples of people using observation and questioning to learn about the natural world | identifying examples of people using observation and questioning to learn about the natural world | exploring examples of people using observation and questioning to learn about the natural world | becoming aware of people using observation to learn about the natural world |
| Science inquiry | Questioning and predicting | <ul style="list-style-type: none"> applying knowledge when posing questions based on their experiences applying knowledge when making predictions based on their experiences | <ul style="list-style-type: none"> making connections when posing questions based on their experiences making connections when making predictions based on their experiences | <ul style="list-style-type: none"> posing questions based on their experiences making predictions based on their experiences | <ul style="list-style-type: none"> exploring posing of questions based on their experiences exploring making of predictions based on their experiences | <ul style="list-style-type: none"> becoming aware of posing of questions based on their experiences becoming aware of making of predictions based on their experiences |
| | Planning and conducting | applying knowledge when engaging in investigations and making observations safely | making connections when engaging in investigations and making observations safely | engaging in investigations and making observations safely | engaging in investigations and making observations safely, with guidance | engaging in investigations and making observations safely, with direction |

| | | Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
|-------------------------------------|-------------------------------------|---|---|---|--|---|
| Processing, modelling and analysing | Processing, modelling and analysing | applying knowledge when representing observations and identifying patterns, with guidance | making connections when representing observations and identifying patterns, with guidance | representing observations and identifying patterns, with guidance | exploring representing observations and identifying patterns, with guidance | becoming aware of representing observations and identifying patterns, with guidance |
| | Evaluating | applying knowledge when comparing their observations with their predictions, with guidance | making connections when comparing their observations with their predictions, with guidance | comparing their observations with their predictions, with guidance | exploring comparing observations with predictions, with guidance | becoming aware of comparing observations with predictions, with guidance |
| | Communicating | applying knowledge when sharing questions, predictions, observations and ideas about their experiences with others. | making connections when sharing questions, predictions, observations and ideas about their experiences with others. | sharing questions, predictions, observations and ideas about their experiences with others. | exploring sharing of questions, predictions, observations and ideas about their experiences with others. | becoming aware of sharing of questions, predictions, observations and/or ideas about their experiences with others. |

| Key | Shading identifies the qualities or discernible differences in the AP–BA descriptors: |
|-----|---|
| AP | Applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations |
| MC | Makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and begins to transfer skills to new situations |
| WW | Works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them |
| EX | Explores the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them |
| BA | Becomes aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; begins to use skills in situations familiar to them |

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