

Year 1 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.



Year 1 Australian Curriculum: Science achievement standard

By the end of Year 1 students identify how living things meet their needs in the places they live. They identify daily and seasonal changes and describe ways these changes affect their everyday life. They describe how different pushes and pulls change the motion and shape of objects. They describe situations where they use science in their daily lives and identify examples of people making scientific predictions.

Students pose questions to explore observations and make predictions based on experiences. They follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and information and, with guidance, represent patterns. With guidance, they compare observations with predictions and identify further questions. They use everyday vocabulary to communicate observations, findings and ideas.

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/year-1>

Year 1 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 identifying how living things meet their needs in the places they live	making connections when identifying how living things meet their needs in the places they live	identifying how living things meet their needs in the places they live	exploring how living things meet their needs in the places they live	becoming aware of how living things meet their needs in the places they live
	Earth and space sciences	<ul style="list-style-type: none"> applying knowledge when identifying daily and seasonal changes applying knowledge when describing ways these changes affect their everyday life 	<ul style="list-style-type: none"> making connections when identifying daily and seasonal changes making connections when describing ways these changes affect their everyday life 	<ul style="list-style-type: none"> identifying daily and seasonal changes describing ways these changes affect their everyday life 	<ul style="list-style-type: none"> exploring daily and seasonal changes exploring ways these changes affect their everyday life 	<ul style="list-style-type: none"> becoming aware of daily and/or seasonal changes becoming aware of ways these changes affect their everyday life

		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
	Physical sciences	applying knowledge when describing how different pushes and pulls change the motion and shape of objects	making connections when describing how different pushes and pulls change the motion and shape of objects	describing how different pushes and pulls change the motion and shape of objects	exploring how different pushes and pulls change the motion and shape of objects	becoming aware of how different pushes and pulls change the motion and shape of objects
Science as a human endeavour	Use and influence of science	<ul style="list-style-type: none"> applying knowledge when describing situations where they use science in their daily lives applying knowledge when identifying examples of people making scientific predictions 	<ul style="list-style-type: none"> making connections when describing situations where they use science in their daily lives making connections when identifying examples of people making scientific predictions 	<ul style="list-style-type: none"> describing situations where they use science in their daily lives identifying examples of people making scientific predictions 	<ul style="list-style-type: none"> exploring situations where they use science in their daily lives exploring examples of people making scientific predictions 	<ul style="list-style-type: none"> becoming aware of situations where they use science in their daily lives becoming aware of examples of people making scientific predictions
Science inquiry	Questioning and predicting	<ul style="list-style-type: none"> applying knowledge when posing questions to explore observations applying knowledge when making predictions based on experiences 	<ul style="list-style-type: none"> making connections when posing questions to explore observations making connections when making predictions based on experiences 	<ul style="list-style-type: none"> posing questions to explore observations making predictions based on experiences 	<ul style="list-style-type: none"> exploring posing of questions to explore observations exploring predictions based on experiences 	<ul style="list-style-type: none"> becoming aware of posing questions to explore observations becoming aware of predictions based on experiences
	Planning and conducting	applying knowledge when following safe procedures to make and record observations	making connections when following safe procedures to make and record observations	following safe procedures to make and record observations	following safe procedures to make and record observations, with guidance	following safe procedures to make and record observations, with direction

		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Processing modelling, and analysing	Processing modelling, and analysing	<ul style="list-style-type: none"> applying knowledge when sorting and ordering data and information using provided tables and organisers applying knowledge when representing patterns, with guidance 	<ul style="list-style-type: none"> making connections when sorting and ordering data and information using provided tables and organisers making connections when representing patterns, with guidance 	<ul style="list-style-type: none"> using provided tables and organisers to sort and order data and information representing patterns, with guidance 	<ul style="list-style-type: none"> exploring sorting and ordering data and information using provided tables and organisers exploring patterns, with guidance 	<ul style="list-style-type: none"> becoming aware of sorting and ordering data and information using provided tables and organisers becoming aware of patterns, with guidance
	Evaluating	<ul style="list-style-type: none"> applying knowledge when comparing observations with predictions, with guidance applying knowledge when identifying further questions, with guidance 	<ul style="list-style-type: none"> making connections when comparing observations with predictions, with guidance making connections when identifying further questions, with guidance 	<ul style="list-style-type: none"> comparing observations with predictions, with guidance identifying further questions, with guidance 	<ul style="list-style-type: none"> exploring comparing observations with predictions, with guidance exploring identifying further questions, with guidance 	<ul style="list-style-type: none"> becoming aware of comparing observations with predictions, with guidance becoming aware of identifying further questions, with guidance
	Communicating	applying knowledge when using everyday vocabulary to communicate observations, findings and ideas.	making connections when using everyday vocabulary to communicate observations, findings and ideas.	using everyday vocabulary to communicate observations, findings and ideas.	exploring everyday vocabulary to communicate observations, findings and ideas.	becoming aware of everyday vocabulary to communicate observations, findings and ideas.

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

Key	Shading identifies the qualities or discernible differences in the AP–BA descriptors:
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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