

# Year 2 standard elaborations — Australian Curriculum v9.0: Science

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## 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 2 Australian Curriculum: Science achievement standard**

By the end of Year 2 students identify celestial objects and describe patterns they observe in the sky. They demonstrate how different sounds can be produced and describe the effect of sound energy on objects. They identify ways to change materials without changing their material composition. They describe how people use science in their daily lives and how people use patterns to make scientific predictions.

Students pose questions to explore observed patterns or relationships and make predictions based on experience. They suggest steps to be followed in an investigation and follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and represent patterns in data. With guidance, they compare their observations with those of others, identify whether their investigation was fair and identify further questions. They use everyday and scientific 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-2>

## Year 2 Science standard elaborations

		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
<b>The folio of student work contains evidence of the following:</b>						
<b>Science understanding</b>	<b>Earth and space sciences</b>	<ul style="list-style-type: none"> <li>applying knowledge when identifying celestial objects</li> <li>applying knowledge when describing patterns they observe in the sky</li> </ul>	<ul style="list-style-type: none"> <li>making connections when identifying celestial objects</li> <li>making connections when describing patterns they observe in the sky</li> </ul>	<ul style="list-style-type: none"> <li>identifying celestial objects</li> <li>describing patterns they observe in the sky</li> </ul>	<ul style="list-style-type: none"> <li>identifying celestial objects, with guidance</li> <li>identifying patterns they observe in the sky</li> </ul>	<ul style="list-style-type: none"> <li>becoming aware of celestial objects</li> <li>becoming aware of patterns they observe in the sky</li> </ul>

		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
	Physical sciences	<ul style="list-style-type: none"> <li>applying knowledge when demonstrating how different sounds can be produced</li> <li>applying knowledge when describing the effect of sound energy on objects</li> </ul>	<ul style="list-style-type: none"> <li>making connections when demonstrating how different sounds can be produced</li> <li>making connections when describing the effect of sound energy on objects</li> </ul>	<ul style="list-style-type: none"> <li>demonstrating how different sounds can be produced</li> <li>describing the effect of sound energy on objects</li> </ul>	<ul style="list-style-type: none"> <li>exploring how different sounds can be produced</li> <li>exploring the effect of sound energy on objects</li> </ul>	<ul style="list-style-type: none"> <li>becoming aware of how different sounds can be produced</li> <li>becoming aware of the effect of sound energy on objects</li> </ul>
	Chemical sciences	applying knowledge when identifying ways to change materials without changing their material composition	making connections when identifying ways to change materials without changing their material composition	identifying ways to change materials without changing their material composition	exploring ways to change materials without changing their material composition	becoming aware of ways to change materials without changing their material composition
Science as a human endeavour	Use and influence of science	<ul style="list-style-type: none"> <li>applying knowledge when describing how people use science in their daily lives</li> <li>applying knowledge when describing how people use patterns to make scientific predictions</li> </ul>	<ul style="list-style-type: none"> <li>making connections when describing how people use science in their daily lives</li> <li>making connections when describing how people use patterns to make scientific predictions</li> </ul>	<ul style="list-style-type: none"> <li>describing how people use science in their daily lives</li> <li>describing how people use patterns to make scientific predictions</li> </ul>	<ul style="list-style-type: none"> <li>exploring how people use science in their daily lives</li> <li>exploring how people use patterns to make scientific predictions</li> </ul>	<ul style="list-style-type: none"> <li>becoming aware of how people use science in their daily lives</li> <li>becoming aware of how people use patterns to make scientific predictions</li> </ul>
Science inquiry	Questioning and predicting	<ul style="list-style-type: none"> <li>applying knowledge when posing questions to explore observed patterns or relationships</li> <li>applying knowledge when making predictions based on experience</li> </ul>	<ul style="list-style-type: none"> <li>making connections when posing questions to explore observed patterns or relationships</li> <li>making connections when making predictions based on experience</li> </ul>	<ul style="list-style-type: none"> <li>posing questions to explore observed patterns or relationships</li> <li>making predictions based on experience</li> </ul>	<ul style="list-style-type: none"> <li>exploring posing of questions to explore observed patterns or relationships</li> <li>exploring predictions based on experience</li> </ul>	<ul style="list-style-type: none"> <li>becoming aware of posing questions to explore observed patterns or relationships</li> <li>becoming aware of predictions based on experience</li> </ul>

		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
	Planning and conducting	<ul style="list-style-type: none"> <li>• <u>applying knowledge when</u> suggesting steps to be followed in an investigation</li> <li>• <u>applying knowledge when</u> following safe procedures to make and record observations</li> </ul>	<ul style="list-style-type: none"> <li>• <u>making connections when</u> suggesting steps to be followed in an investigation</li> <li>• <u>making connections when</u> following safe procedures to make and record observations</li> </ul>	<ul style="list-style-type: none"> <li>• suggesting steps to be followed in an investigation</li> <li>• following safe procedures to make and record observations</li> </ul>	<ul style="list-style-type: none"> <li>• <u>exploring</u> steps to be followed in an investigation</li> <li>• following safe procedures to make and record observations, <u>with guidance</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>becoming aware of</u> steps to be followed in an investigation</li> <li>• following safe procedures to make and record observations, <u>with direction</u></li> </ul>
	Processing, modelling and analysing	<ul style="list-style-type: none"> <li>• <u>applying knowledge when</u> sorting and ordering data using provided tables and organisers</li> <li>• <u>applying knowledge when</u> representing patterns in data</li> </ul>	<ul style="list-style-type: none"> <li>• <u>making connections when</u> sorting and ordering data using provided tables and organisers</li> <li>• <u>making connections when</u> representing patterns in data</li> </ul>	<ul style="list-style-type: none"> <li>• using provided tables and organisers to sort and order data</li> <li>• representing patterns in data</li> </ul>	<ul style="list-style-type: none"> <li>• <u>exploring</u> sorting and ordering data using provided tables and organisers</li> <li>• <u>exploring</u> patterns in data</li> </ul>	<ul style="list-style-type: none"> <li>• <u>becoming aware of</u> sorting and ordering data using provided tables and organisers</li> <li>• <u>becoming aware of</u> patterns in data</li> </ul>
	Evaluating	<ul style="list-style-type: none"> <li>• <u>applying knowledge when</u> comparing their observations with those of others, with guidance</li> <li>• <u>applying knowledge when</u> identifying, with guidance, whether their investigation was fair</li> <li>• <u>applying knowledge when</u> identifying, with guidance, further questions</li> </ul>	<ul style="list-style-type: none"> <li>• <u>making connections when</u> comparing their observations with those of others, with guidance</li> <li>• <u>making connections when</u> identifying, with guidance, whether their investigation was fair</li> <li>• <u>making connections when</u> identifying, with guidance, further questions</li> </ul>	<ul style="list-style-type: none"> <li>• comparing their observations with those of others, with guidance</li> <li>• identifying, with guidance, whether their investigation was fair</li> <li>• identifying, with guidance, further questions</li> </ul>	<ul style="list-style-type: none"> <li>• <u>exploring</u> comparing their observations and those of others, with guidance</li> <li>• <u>exploring</u>, with guidance, whether their investigation was fair</li> <li>• <u>exploring</u> identifying further questions, with guidance</li> </ul>	<ul style="list-style-type: none"> <li>• <u>becoming aware of</u> their observations and those of others, with guidance</li> <li>• <u>becoming aware</u>, with guidance, of the fairness of their investigation</li> <li>• <u>becoming aware of</u> further questions, with guidance</li> </ul>

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Communicating	applying knowledge when using everyday and scientific vocabulary to communicate observations, findings and ideas.	making connections when using everyday and scientific vocabulary to communicate observations, findings and ideas.	using everyday and scientific vocabulary to communicate observations, findings and ideas.	exploring everyday and scientific vocabulary to communicate observations, findings and ideas.	becoming aware of everyday and scientific vocabulary.

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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