

# Comparison of AC v8.4 to v9.0

## Year 2: Science

| Key | same/refined | removed | new | moved |
|-----|--------------|---------|-----|-------|
|-----|--------------|---------|-----|-------|

Note that 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 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.</p> <p>Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways.</p> |  |   | <p>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.</p> <p>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.</p> |                          |                              |
| Strands  | Sub-strands  | Content descriptions  | Content descriptions   | Sub-strands              | Strands                      |
| Science understanding  | Biological sciences  | living things grow, change and have offspring similar to themselves ACSSU030 <b>Moved to Year 3</b>   |  | Biological sciences      | Science understanding        |
|  | Earth and space sciences   | earth's resources are used in a variety of ways ACSSU032 <b>Moved to Year 3</b>   | recognise Earth is a planet in the solar system <b>Moved from year 5</b> and identify patterns in the changing position of the sun, moon, planets and stars in the sky AC9S2U01 <b>Moved from Year 1</b>   | Earth and space sciences |                              |
|  | Physical sciences  | a push or a pull affects how an object moves or changes shape ACSSU033 <b>Moved to Year 1</b>   | explore different actions to make sounds and how to make a variety of sounds, <b>and recognise that sound energy causes objects to vibrate</b> AC9S2U02 <b>Moved from Year 1</b>   | Physical sciences        |                              |
|  | Chemical sciences  | different materials can be combined <b>for a particular purpose</b> ACSSU031 <b>Moved to Prep</b>   | recognise that materials can be changed physically without changing their material composition and <b>explore the effect of different actions on materials including bending, twisting, stretching and breaking into smaller pieces</b> AC9S2U03 <b>Moved from Year 1</b>  | Chemical sciences        |                              |
| Science as a human endeavour   |  | science involves observing, asking questions about, and describing changes in objects and events ACSHE034   |  |                          | Science as a human endeavour |
|  |  | people use science in their daily lives, <b>including when caring for their environment and living things</b> ACSHE035                                    | describe how people use science in their daily lives, <b>including using patterns to make scientific predictions</b> AC9S2H01 <b>Moved from Years 3–4</b>  |                          |                              |
| Science inquiry skills   |  | pose and respond to questions, and make predictions about familiar objects and events ACSIS037  | pose questions to <b>explore observed simple patterns and relationships</b> and make predictions based on experiences AC9S2I01   |                          | Science inquiry              |
|  |  | participate in <b>guided</b> investigations to explore and answer questions ACSIS038  | suggest and follow <b>safe</b> procedures to investigate questions and <b>test predictions</b> AC9S2I02  |                          |                              |
|  |  | use informal measurements to collect and record observations, using digital technologies as appropriate ACSIS039  | make and record observations, including informal measurements, using digital tools as appropriate AC9S2I03   |                          |                              |
|  |  | use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions ACSIS040 | sort and order data and information and <b>represent patterns</b> , including with provided tables and <b>visual or physical models</b> AC9S2I04   |                          |                              |
|  |  | compare observations <b>with those of others</b> ACSIS041 <b>Moved to Years 3–4</b>   | compare observations <b>with predictions</b> <b>Moved from Years 5–6</b> and others' observations, <b>consider if investigations are fair and identify further questions</b> with guidance AC9S2I05 <b>Moved from Years 3–4</b>  |                          |                              |
|  | represent and communicate observations and ideas in a variety of ways ACSIS042 | write and create texts to communicate observations, findings and ideas, <b>using everyday and scientific vocabulary</b> AC9S2I06                          |  |                          |                              |

## Considerations for planning for Year 2, in the first year of implementation

| Key | assumed prior knowledge | duplicated content |
|-----|-------------------------|--------------------|
|-----|-------------------------|--------------------|

In the initial year of implementing the Australian Curriculum v9.0: Science, teachers need to consider the implications of content changes as they transition from v8.4.

The table below:

- identifies changes between v8.4 and v9.0 that may influence the sequence of students' learning
- outlines considerations for planning teaching and learning programs for the first year of implementation
- recognises that content in both SHE and SI are taught in two-year bands from Year 1.

|                       | Year 1 content in v8.4   | Year 2 content in v9.0  | Considerations   |
|-----------------------|--|---|--|
| Science understanding | <b>Year 1</b><br>light and sound are produced by a range of sources and can be sensed ACSSU020 | <b>Year 2</b><br>explore different actions to make sounds and how to make a variety of sounds, and recognise that sound energy causes objects to vibrate AC9S2U02   | <ul style="list-style-type: none"> <li>• Consider using relevant texts (e.g. informative) to explore duplicated content.</li> <li>• During the first year of implementation, students in Year 2 will miss the following content that appears in Year 2 v8.4 and Year 1 v9.0 – <u>describe pushes and pulls in terms of strength and direction and predict the effect of these forces on objects' motion and shape</u> AC9S1U03.</li> </ul> Therefore, consider opportunities for students to play with pushes and pulls. |
|                       | everyday materials can be physically changed in a variety of ways ACSSU018                     | recognise that materials can be changed physically without changing their material composition and explore the effect of different actions on materials including bending, twisting, stretching and breaking into smaller pieces AC9S2U03 | <ul style="list-style-type: none"> <li>• Consider a focus on Science inquiry to explore bending, twisting, stretching and breaking materials into smaller pieces.</li> </ul>   |

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