

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Year 3. A similar resource is available for other year levels.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand it is organised by, e.g. AC9S3U01 indicates Science understanding strand.

Key to content description codes: Science	
e.g. AC9SFU01	Strands:
Australian Curriculum (AC)	• SU — Science understanding
Version 9 (9)	• SHE — Science as a human endeavour
Science (S)	• SI — Science inquiry
Year (3)	
Strand (U, H, I)	
Content description number (##)	

Year 3 Australian Curriculum: Science achievement standard

By the end of Year 3 students classify and compare living and non-living things and different life cycles. They describe the observable properties of soils, rocks and minerals and describe their importance as resources. They identify sources of heat energy and examples of heat transfer and explain changes in the temperature of objects. They classify solids and liquids based on observable properties and describe how to cause a change of state. They describe how people use data to develop explanations. They identify solutions that use scientific explanations.

Students pose questions to explore patterns and relationships and make predictions based on observations. They use scaffolds to plan safe investigations and fair tests. They use familiar classroom instruments to make measurements. They organise data and information using provided scaffolds and identify patterns and relationships. They compare their findings with those of others, explain how they kept their investigation fair, identify further questions and draw conclusions. They communicate ideas and findings for an identified purpose, including using scientific vocabulary when appropriate.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 3	Students learn to:	
Students classify and compare living and non-living things and different life cycles.	• compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals	AC9S3U01
They describe the observable properties of soils, rocks and minerals and describe their importance as resources.	• compare the observable properties of soils, rocks and minerals and investigate why they are important Earth resources	AC9S3U02
They identify sources of heat energy and examples of heat transfer and explain changes in the temperature of objects.	• identify sources of heat energy and examine how temperature changes when heat energy is transferred from one object to another	AC9S3U03
They classify solids and liquids based on observable properties and describe how to cause a change of state.	• investigate the observable properties of solids and liquids and how adding or removing heat energy leads to a change of state	AC9S3U04
They describe how people use data to develop explanations.	• examine how people use data to develop scientific explanations	AC9S3H01
They identify solutions that use scientific explanations.	• consider how people use scientific explanations to meet a need or solve a problem	AC9S3H02
Students pose questions to explore patterns and relationships and make predictions based on observations.	• pose questions to explore observed patterns and relationships and make predictions based on observations	AC9S3I01
They use scaffolds to plan safe investigations and fair tests.	• use provided scaffolds to plan and conduct investigations to answer questions or test predictions, including identifying the elements of fair tests, and considering the safe use of materials and equipment	AC9S3I02
They use familiar classroom instruments to make measurements.	• follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate	AC9S3I03
They organise data and information using provided scaffolds and identify patterns and relationships.	• construct and use representations, including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns	AC9S3I04
They compare their findings with those of others, explain how they kept their investigation fair, identify further questions and draw conclusions.	• compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions	AC9S3I05
They communicate ideas and findings for an identified purpose, including using scientific vocabulary when appropriate.	• write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate.	AC9S3I06

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.

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