

Comparison of AC v8.4 to v9.0

Year 3: Science

Key	same/refined	removed	new	moved
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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 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions.</p> <p>Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.</p>			<p>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.</p> <p>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.</p>		
Strands	Sub-strands	Content descriptions	Content descriptions	Sub-strands	Strands
Science understanding	Biological sciences	living things can be grouped on the basis of observable features and can be distinguished from non-living things ACSSU044 Moved to Prep	compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals AC9S3U01 Moved from Years 2 and 4	Biological sciences	Science understanding
	Earth and space sciences	Earth's rotation on its axis causes regular changes, including night and day ACSSU048 Moved to Year 6	compare the observable properties of soils, rocks and minerals and investigate why they are important Earth resources AC9S3U02 Moved from Year 2	Earth and space sciences	
	Physical sciences	heat can be produced in many ways and can move from one object to another ACSSU049	identify sources of heat energy and examine how temperature changes when heat energy is transferred from one object to another AC9S3U03	Physical sciences	
	Chemical sciences	a change of state between solid and liquid can be caused by adding or removing heat ACSSU046	investigate the observable properties of solids and liquids and how adding or removing heat energy leads to a change of state AC9S3U04	Chemical sciences	
Science as a human endeavour	science involves making predictions and describing patterns and relationships ACSHE050 Moved to Years 1–2		examine how people use data to develop scientific explanations AC9S3H01 Moved from Years 5–6	Science as a human endeavour	
	science knowledge helps people to understand the effect of their actions ACSHE051 Moved to Years 5–6		consider how people use scientific explanations to meet a need or solve a problem AC9S3H02 Moved from Years 5–6		
Science inquiry skills	with guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge ACSIS053		pose questions to explore observed patterns and relationships and make predictions based on observations AC9S3I01	Science inquiry	
	with guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment ACSIS054 consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately ACSIS055 Moved to Years 1–2		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 follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate AC9S3I03		
			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 Moved from Years 5–6		
	use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends ACSIS057 compare results with predictions, suggesting possible reasons for findings ACSIS215 Moved to Years 1–2				
	reflect on investigations, including whether a test was fair or not ACSIS058		compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions AC9S3I05 Moved from Year 2		
	represent and communicate observations, ideas and findings using formal and informal representations ACSIS060		write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate AC9S3I06		

Considerations for planning Year 3, in the first year of implementation

Key	assumed prior knowledge	duplicated content
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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 2 content in v8.4	Year 3 content in v9.0	Considerations
Science understanding	Year 2 living things grow, change and have offspring similar to themselves ACSSU030	Year 3 compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals AC9S3U01	Consider focussing on comparing <ul style="list-style-type: none"> • characteristics of living things with non-living things • life cycles of plants with life cycles of animals.
Science as a human endeavour	Years 1–2 science involves observing, asking questions about, and describing changes in, objects and events ACSHE034	Years 3–4 examine how people use data to develop scientific explanations AC9S3H01	<ul style="list-style-type: none"> • During the first year of implementation, students in Year 3 will miss the following content that appears in Year 2 v9.0 <ul style="list-style-type: none"> – describe how people use science in their daily lives, including using patterns to make scientific predictions AC9S2H01. Therefore, opportunities to use patterns to make predictions need to be provided.
Science inquiry	participate in guided investigations to explore and answer questions ACSIS038	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	<ul style="list-style-type: none"> • During the first year of implementation, students in Year 3 will miss the following content that appears in Year 2 v9.0 <ul style="list-style-type: none"> – suggest and follow safe procedures to investigate questions and test predictions AC9S2I02. Therefore, opportunities to test predictions need to be provided with a focus on suggesting and following safe procedures.
	use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions ACSIS040	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	<ul style="list-style-type: none"> • During the first year of implementation, students in Year 3 will miss the following content that appears in Year 2 v9.0 <ul style="list-style-type: none"> – sort and order data and information and represent patterns, including with provided tables and visual or physical models AC9S2I04. Therefore, opportunities to represent patterns in a variety of ways in preparation for constructing and using representations, need to be provided.
	compare observations with those of others ACSIS041	compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions AC9S3I05	<ul style="list-style-type: none"> • During the first year of implementation, students in Year 3 will miss the following content that appears in Year 2 v9.0 <ul style="list-style-type: none"> – compare observations with predictions and others' observations, consider if investigations are fair and identify further questions with guidance AC9S2I05. Therefore, opportunities to consider the fairness of investigations and to identify further questions need to be provided.
	represent and communicate observations and ideas in a variety of ways ACSIS042	write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate AC9S3I06	<ul style="list-style-type: none"> • During the first year of implementation, students in Year 3 will miss the following content that appears in Year 2 v9.0 <ul style="list-style-type: none"> – write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary AC9S2I06. Therefore, opportunities to identify and use both everyday and scientific language need to be provided.

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