Year 5 Science

ACiQ v9.0

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 5. 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. AC9S5U01 indicates Science understanding strand.

Key to content description codes: Science	
e.g. **AC9SFU01** Australian Curriculum (**AC**) Version 9 (**9**) Science (**S**) Year (**5**) Strand (**U**, **H**, **I**) Content description number (**##**)	Strands: • SU — Science understanding • SHE — Science as a human endeavour • SI — Science inquiry

Year 5 Australian Curriculum: Science achievement standard

By the end of Year 5 students explain how the form and behaviour of living things enables survival. They describe key processes that change Earth's surface. They identify sources of light and model the transfer of light to explain observed phenomena. They relate the particulate arrangement of solids, liquids and gases to their observable properties. They describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time. They identify examples where scientific knowledge informs the actions of individuals and communities.

Students plan safe investigations to identify patterns and relationships and make reasoned predictions. They identify risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed and measured. They use equipment to generate data with appropriate precision. They construct representations to organise data and information and describe patterns, trends and relationships. They compare their methods and findings to those of others, identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions. They use language features that reflect their purpose and audience when communicating their ideas and findings.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 5	**Students learn to:**	
Students explain how the form and behaviour of living things enables survival.	• examine how particular structural features and behaviours of living things enable their survival in specific habitats	AC9S5U01
They describe key processes that change Earth's surface.	• describe how weathering, erosion, transportation and deposition cause slow or rapid change to Earth's surface	AC9S5U02
They identify sources of light and model the transfer of light to explain observed phenomena.	• identify sources of light, recognise that light travels in a straight path and describe how shadows are formed and light can be reflected and refracted	AC9S5U03
They relate the particulate arrangement of solids, liquids and gases to their observable properties.	• explain observable properties of solids, liquids and gases by modelling the motion and arrangement of particles	AC9S5U04
They describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time.	• examine why advances in science are often the result of collaboration or build on the work of others	AC9S5H01
They identify examples where scientific knowledge informs the actions of individuals and communities.	• investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions	AC9S5H02
Students plan safe investigations to identify patterns and relationships and make reasoned predictions.	• pose investigable questions to identify patterns and test relationships and make reasoned predictions	AC9S5I01
	• plan and conduct repeatable investigations to answer questions, including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place	AC9S5I02
They identify risks associated with investigations and key intercultural considerations when planning field work.	• plan and conduct repeatable investigations to answer questions, including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place	AC9S5I02
They identify variables to be changed and measured.	• plan and conduct repeatable investigations to answer questions, including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place	AC9S5I02
They use equipment to generate data with appropriate precision.	• use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate	AC9S5I03
They construct representations to organise data and information and describe patterns, trends and relationships.	• construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships	AC9S5I04
They compare their methods and findings to those of others, identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions.	• compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions	AC9S5I05

Achievement standard aspect	Relevant content description/s	AC v9.0 code
They use language features that reflect their purpose and audience when communicating their ideas and findings.	• write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate.	AC9S5I06

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.