



# Australian Curriculum Achievement Standards

Across Foundation to Year 10, achievement standards indicate the quality of learning students should typically demonstrate by the end of the year. An achievement standard describes the quality of learning (the extent of knowledge, the depth of understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

ENGLISH	MATHEMATICS
<p><b>Receptive modes (listening, reading and viewing)</b> By the end of Year 2,</p> <ul style="list-style-type: none"> <li>Students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.</li> <li>They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information.</li> <li>They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge.</li> <li>They identify literal and implied meaning, main ideas and supporting detail.</li> <li>Students make connections between texts by comparing content.</li> <li>They listen for particular purposes.</li> <li>They listen for and manipulate sound combinations and rhythmic sound patterns.</li> </ul> <p><b>Productive modes (speaking, writing and creating)</b></p> <ul style="list-style-type: none"> <li>Students use everyday language features and topic-specific vocabulary.</li> <li>They explain their preferences for aspects of texts using other texts as comparisons.</li> <li>They create texts that show how images support the meaning of the text.</li> <li>Students create texts, drawing on their own experiences, their imagination and information they have learned.</li> <li>They use a variety of strategies to engage in group and class discussions and make presentations.</li> <li>They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately.</li> <li>They legibly write unjoined upper- and lower-case letters.</li> </ul>	<p>By the end of Year 2,</p> <ul style="list-style-type: none"> <li>Students recognise increasing and decreasing number sequences involving 2s, 3s and 5s.</li> <li>They represent multiplication and division by grouping into sets.</li> <li>They associate collections of Australian coins with their value.</li> <li>Students identify the missing element in a number sequence.</li> <li>Students recognise the features of three-dimensional objects.</li> <li>They interpret simple maps of familiar locations.</li> <li>They explain the effects of one-step transformations.</li> <li>Students make sense of collected information. Students count to and from 1000.</li> <li>They perform simple addition and subtraction calculations using a range of strategies.</li> <li>They divide collections and shapes into halves, quarters and eighths.</li> <li>Students order shapes and objects using informal units.</li> <li>They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons.</li> <li>They draw two-dimensional shapes.</li> <li>They describe outcomes for everyday events.</li> <li>Students collect data from relevant questions to create lists, tables and picture graphs.</li> </ul> <p style="text-align: center;"><b>GEOGRAPHY</b></p> <p>By the end of Year 2, students:</p> <ul style="list-style-type: none"> <li>Identify the features that define places</li> <li>Recognize that places can be described at different scales</li> <li>Describe how people in different places are connected to each other</li> <li>Identify factors that influence these connections</li> <li>Recognize that the world can be divided into major geographical divisions</li> <li>Explain why places are important to people</li> <li>Pose questions about familiar and unfamiliar places and collect information to answer these questions</li> <li>Represent data and the location of places and their features in tables, plans and on labeled maps</li> <li>Interpret geographical information to draw conclusions</li> <li>Present findings in a range of texts</li> <li>Use simple geographical terms to describe the direction and location of places</li> <li>Suggest action in response to the findings of their inquiry</li> </ul>
SCIENCE	HISTORY
<p>By the end of Year 4,</p> <ul style="list-style-type: none"> <li>Students describe changes to objects, materials and living things.</li> <li>They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.</li> <li>Students pose questions about their experiences and predict outcomes of investigations.</li> <li>They use informal measurements to make and compare observations.</li> <li>They follow instructions to record and represent their observations and communicate their ideas to others</li> </ul>	<p>By the end of Year 4,</p> <ul style="list-style-type: none"> <li>Students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same.</li> <li>They describe a person, site or event of significance in the local community.</li> <li>Students sequence events in order, using a range of terms related to time.</li> <li>They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions.</li> <li>They compare objects from the past and present.</li> <li>Students develop a narrative about the past using a range of texts</li> </ul>