



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>Receptive modes (listening, reading and viewing) By the end of Year 5,</p> <ul style="list-style-type: none"> Students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content. <p>Productive modes (speaking, writing and creating)</p> <ul style="list-style-type: none"> Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning. 	<p>By the end of Year 5,</p> <ul style="list-style-type: none"> Students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students compare and interpret different data sets. Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They find unknown quantities in number sentences. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24 hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.
SCIENCE	HISTORY
<p>By the end of Year 5,</p> <ul style="list-style-type: none"> Students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation, predict what might happen when variables are changed, and plan investigation methods. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns. They use patterns in their data to suggest explanations and refer to data when they report findings. They describe ways to improve the fairness of their methods and communicate their ideas, methods and findings using a range of text types. 	<p>By the end of Year 5,</p> <ul style="list-style-type: none"> Students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change. Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts <p>GEOGRAPHY</p> <p>By the end of Year 5, students:</p> <ul style="list-style-type: none"> Explain the characteristics of places in different locations at the national scale Describe the interconnections between people, places and environments Identify the effect of these interconnections on the characteristics of places and environments Describe the location of selected countries in relative terms Identify spatial distributions and simple patterns in the features of places and environments Identify alternative views on how to respond to a geographical challenge and propose a response Develop geographical questions to investigate and collect and record information from a range of sources to answer these questions

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| | <ul style="list-style-type: none">• Represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, scale, legend, title and north point• Interpret geographical data to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions• Present findings using geographical terminology in a range of communication forms• Propose action in response to a geographical challenge• Identify the expected effects of their proposed action |
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