

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 6,</p> <ul style="list-style-type: none"> Students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas. <p>Productive modes (speaking, writing and creating)</p> <ul style="list-style-type: none"> Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices. 	<p>By the end of Year 6,</p> <ul style="list-style-type: none"> Students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages.
SCIENCE	HISTORY
<p>By the end of Year 6,</p> <ul style="list-style-type: none"> Students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another to generate electricity. They explain how natural events cause rapid change to the Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures. Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using graphic representations and construct multi-modal texts to communicate ideas, methods and findings. 	<p>By the end of Year 6,</p> <ul style="list-style-type: none"> Students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group. Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.
	GEOGRAPHY
	<p>By the end of Year 6, students:</p> <ul style="list-style-type: none"> Explain the characteristics of diverse places in different locations at different scales from local to global Describe the interconnections between people and places Identify factors that influence these interconnections and describe how they change places and affect people

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| | <ul style="list-style-type: none">• Describe the location of selected countries in absolute and relative terms• Identify and compare spatial distributions and patterns among phenomena• Identify and describe alternative views on how to respond to a geographical challenge and propose a response• Develop geographical questions to frame an inquiry• Locate relevant information from a range of sources to answer inquiry questions• Represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point• Interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions• Present findings and ideas using geographical terminology and graphic representations in a range of communication forms• Propose action in response to a geographical challenge• Describe the expected effects of their proposal |
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