

## Appendix B - Australian National Curriculum Achievement Standards - Examples Year Six

### English

Children can/will:

- Explain how text structures assist in understanding the text and understand how language features, images and vocabulary influence interpretations of characters, settings and events.
- Analyse literal and implied information from a variety of texts and describe how events, characters and settings in texts are depicted and explain their own responses to them.
- Listen and ask questions to clarify content.
- Use language features to show how ideas can be extended.
- Develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.
- Create a variety of sequenced texts for different purposes and audiences, make presentations and contribute actively to class and group discussions, taking into account other perspectives.
- When writing, demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

### English

Children can/will:

- Understand how the use of text structures can achieve particular effects.
- Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.
- Compare and analyse information in different texts, explaining literal and implied meaning.
- Select and use evidence from a text to explain their response to it and listen to discussions, clarifying content and challenging others' ideas.
- Understand how language features and language patterns can be used for emphasis.
- Show how specific details can be used to support a point of view.
- Explain how their choices of language features and images are used.
- Create detailed texts elaborating on key ideas for a range of purposes and audiences.
- Make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.
- Demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation and make and explain editorial choices.

### Mathematics

Children can/will:

- Solve simple problems involving the four operations using a range of strategies.
- Check the reasonableness of answers using estimation and rounding.
- Identify and describe factors and multiples and explain plans for simple budgets.
- Connect three-dimensional objects with their two-dimensional representations.
- Order decimals and unit fractions and locate them on number lines.
- Add and subtract fractions with the same denominator and continue patterns by adding and subtracting fractions and decimals.
- Use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles.
- Convert between 12 and 24 hour time and use a grid reference system to locate landmarks.
- List outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1.
- Pose questions to gather data, and construct data displays appropriate for the data.

KEY: NP = Not yet Presented \ not presented this semester, CA = Need Continual Assistance,  
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## Mathematics

Children can/will:

- Recognise the properties of prime, composite, square and triangular numbers.
- Describe the use of integers in everyday contexts and solve problems involving all four operations with whole numbers.
- Connect fractions, decimals and percentages as different representations of the same number. Solve problems involving the addition and subtraction of related fractions.
- Make connections between the powers of 10 and the multiplication and division of decimals. Describe rules used in sequences involving whole numbers, fractions and decimals.
- Connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation.
- Make connections between capacity, volume and solve problems involving length and area.
- Interpret timetables and solve problems using the properties of angles.
- Interpret a variety of data displays including those displays for two categorical variables.
- Locate fractions and integers on a number line and calculate a simple fraction of a quantity.
- Add, subtract and multiply decimals and divide decimals where the result is rational and calculate common percentage discounts on sale items.
- Write correct number sentences using brackets and order of operations.
- Locate an ordered pair in any one of the four quadrants on the Cartesian plane.
- Construct simple prisms and pyramids and list and communicate probabilities using simple fractions, decimals and percentages.

## Science

Children can/will:

- Classify substances according to their observable properties and behaviours.
- Explain everyday phenomena associated with the transfer of light.
- Describe the key features of our solar system and analyse how the form of living things enables them to function in their environments.
- Discuss how scientific developments have affected people's lives and how science knowledge develops from many people's contributions.
- Follow instructions to pose questions for investigation, predict what might happen when variables are changed, and plan investigation methods.
- Use equipment in ways that are safe and improve the accuracy of their observations.
- Concept tables and graphs to organise data and identify patterns.
- Use patterns in data to suggest explanations and refer to data when they report findings.
- Describe ways to improve the fairness of their methods and communicate their ideas, methods and findings using a range of text types.

## Science

Children can/will:

- 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.
- Describe the location of selected countries in absolute and relative terms and 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 and 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, and 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.

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## History

Children can/will:

- Identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same.
- Describe the different experiences of people in the past and the significance of people and events in bringing about change.
- Sequence events and people (their lifetime) in chronological order, using timelines.
- When researching develop questions to frame an historical inquiry.
- Identify a range of sources and locate and record information related to this inquiry.
- Examine sources to identify points of view.
- Develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.
- Identify the values that underpin Australia's democracy and explain the importance of the electoral process.
- Describe the role of different people in Australia's legal system and identify various ways people can participate effectively in groups to achieve shared goals.
- Develop questions and use information from different sources to investigate the society in which they live.
- Identify possible solutions to an issue as part of a plan for action.
- Develop and present civics and citizenship ideas and viewpoints, using civics and citizenship terms and concepts.

## History

Children can/will:

- Identify change and continuity and describe the causes and effects of change on society.
- Compare the different experiences of people in the past and explain the significance of an individual and group.
- Sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, can develop questions to frame an historical inquiry.
- Identify a range of sources and locate and compare information to answer inquiry questions. Examine sources to identify and describe points of view and 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

Children can/will:

- Explain the characteristics of places in different locations at the national scale.
- Describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments.
- Describe the location of selected countries in relative terms and 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.
- Represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the 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 and identify the expected effects of their proposed action
- Distinguish between needs and wants and recognise that choices need to be made when allocating resources.
- Recognise that consumer choices are influenced by a range of factors.
- Identify individual strategies that can be used to make informed consumer and financial choices.
- Develop questions about an economics or business issue or event, and use data and information from different sources to answer them and identify a response to an issue.
- Economics and business skills to everyday problems.

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- 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.
- Recognise why choices about the allocation of resources involve trade-offs.
- Describe the effects of consumer and financial decisions on themselves, others and the environment.
- Identify the purpose of business and recognise the different ways that businesses choose to provide goods and services.
- When researching, can develop questions and gather and sort data and information from different sources to investigate an economic or business issue.
- Identify the advantages and disadvantages of a proposed response to an issue and apply economics and business knowledge and skills to everyday problems.
- Present their findings using appropriate texts and economics and business terms and identify the possible effects of their decisions.

## Media Arts

Children can/will:

- Explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view.
- Explain the purposes and audiences for media artworks made in different cultures, times and places.
- Work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.

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## Visual Arts

Children can/will:

- Explain how ideas are represented in artworks they make and view.
- Describe the influences of artworks and practices from different cultures, times and places on their art making.
- Use visual conventions and visual arts practices to express a personal view in their artworks. Demonstrate different techniques and processes in planning and making artworks.
- Describe how the display of artworks enhances meaning for an audience.

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## Drama

Children can/will:

- Explain how dramatic action and meaning is communicated in drama they make, perform and view.
- Explain how drama from different cultures, times and places influences their own drama making.
- Work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, play building and performances of devised and scripted drama for audiences.

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Children can/will:

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- Explain how drama from different cultures, times and places influences their own drama making and work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, play building and performances of devised and scripted drama for audiences.

## Dance

Children can/will:

- Explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view.
- Describe characteristics of dances from different social, historical and cultural contexts that influence their dance making.
- Structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.

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## Music

Children can/will:

- Explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform.
- Describe how their music making is influenced by music and performances from different cultures, times and places.
- Use rhythm, pitch and form symbols and terminology to compose and perform music.
- Sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.

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## Digital Technology

Children can/will:

- Explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks.
- Explain how digital systems use whole numbers as a basis for representing a variety of data types. Define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems.
- Incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program.
- Explain how information systems and their solutions meet needs and consider sustainability. Manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.

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- Explain how information systems and their solutions meet needs and consider sustainability.
- Manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.

## Design Technologies

Children can/will:

- Describe some competing considerations in the design of products, services and environments taking into account sustainability.
- Describe how design and technologies contribute to meeting present and future needs.
- Explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.
- Create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities.
- Suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions.
- Combine design ideas and communicate these to audiences using graphical representation techniques and technical terms.
- Select and use appropriate technologies and techniques correctly and safely to produce designed solutions.

## Design Technologies

Children can/will:

- Describe some competing considerations in the design of products, services and environments taking into account sustainability.
- Describe how design and technologies contribute to meeting present and future needs.
- Combine design ideas and communicate these to audiences using graphical representation techniques and technical terms.
- Record project plans including production processes and select and use appropriate technologies and techniques correctly and safely to produce designed solutions.

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## Health Studies & Physical Education

Children can/will:

- Investigate developmental changes and transitions.
- Examine the changing nature of personal and cultural identities.
- Recognise the influence of emotions on behaviours and discuss factors that influence how people interact.
- Describe their own and others' contributions to health, physical activity, safety and wellbeing. Describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing.
- Examine how physical activity supports community wellbeing and cultural understanding.
- Demonstrate skills to work collaboratively and play fairly.
- Access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing.
- Perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.
- Apply the elements of movement when composing and creating movement sequences.

## Healthy Studies and Physical Education

Children can/will:

- Investigate developmental changes and transitions and examine the changing nature of personal and cultural identities.
- Recognise the influence of emotions on behaviours and discuss factors that influence how people interact and describe their own and others' contributions to health, physical activity, safety and wellbeing.
- Describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing.
- Examine how physical activity supports community wellbeing and cultural understanding.
- Demonstrate skills to work collaboratively and play fairly.
- Access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing.
- Perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.
- Apply the elements of movement when composing and creating movement sequences.

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