Year 6 Achievement Standards

Religion	At Standard, students refer to individual and collective experiences of Church to question the purpose of life and examine people's relationship with God. They identify the Christian belief that God is a mystery and that as people come to know God there is always more to discover about God. Students show an understanding of how Catholics are guided by the Bible and Church teachings to learn about and reflect God's Kingdom.
	Students use the Gospels to show how Jesus acted in loving, forgiving and compassionate ways to reflect God's Kingdom to all people. They use examples to demonstrate an understanding of how Jesus used the Beatitudes and parables to teach about the Kingdom of God. Students describe the presence of Jesus in the Eucharist and how the celebration of Mass nourishes Catholics.
	Students explore how people within the Church actively participate in the Mass and other parish activities such as prayer, the Sacraments and liturgies. They identify various ways that people within the Church community proclaim the Gospel message through acts of service. They describe how Christian vocations have been, and still are, a response by people within the Church to follow Jesus and share in the work of God
English	**Reading and Viewing** Students listen to, read, view and comprehend different texts created to inform, entertain or persuade audiences. They use comprehension strategies to build literal and inferred meaning, and to connect and compare information and ideas from a range of texts with more complex text structures, language features, and challenging vocabulary. They identify similarities and differences in how ideas are presented and developed, including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features, literary devices, and visual features influence audiences. **Writing and Creating** Students create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features, sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell more complex words, including some technical words using phonic, morphemic and vocabulary knowledge. **Speaking and Listening** Students interact with others, and listen to and create spoken and/or multimodal texts, including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They make presentations and contribute actively to class and group discussions. They use and vary text structures to organise, develop and link ideas. They use and vary language features, topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

Mathematics	**Number and Algebra** At Standard, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. Students solve problems involving all four operations with whole numbers. They locate fractions and integers on a number line. Students solve problems involving the addition and subtraction of related fractions. They calculate a simple fraction of a quantity. Students connect fractions, decimals and percentages as different representations of the same number. They make connections between the powers of 10 and the multiplication and division of decimals. Students add, subtract and multiply decimals and divide decimals where the result is rational. They calculate common percentage discounts on sale items. Students describe rules used in sequences involving whole numbers, fractions and decimals. They write correct number sentences using brackets and order of operations. **Measurement and Geometry** 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. Students solve problems involving length and area. They interpret timetables. Students construct simple prisms and pyramids. They describe combinations of transformations. Students solve problems using the properties of angles. They locate an ordered pair in any one of the four quadrants on the Cartesian plane. **Statistics and Probability** Students compare observed and expected frequencies. They describe probabilities using simple fractions, decimals and percentages. Students interpret and compare a variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media.
Science	**Science Understanding** At Standard, students compare and classify reversible and irreversible observable changes to materials. They describe how energy can be transformed from one form to another in electrical circuits and can be generated from a range of sources. Students explain how natural events cause sudden change to Earth's surface. They describe and predict the effect of environmental changes on living things. **Science as a Human Endeavour** Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical contributions. **Science Inquiry Skills** Students follow procedures to develop investigable questions and design investigations into simple relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. Students 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 appropriate representations to communicate ideas, methods and findings.

Humanities and Social Sciences	At Standard, students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or secondary sources, using appropriate methods to organise and record information. Students apply ethical protocols when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe cause and effect. They use a variety of appropriate formats to translate collected information and draw conclusions from evidence in information and/or data. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms. Students develop a variety of texts that incorporate source materials, using some subject-specific terminology and concepts. They reflect on findings to refine their learning.
	Students recognise that Australia's democracy is based on the Westminster system, and describe the roles and responsibilities of each level of government and how laws are made. They identify the democratic values associated with Australian citizenship and describe the rights and responsibilities of being an Australian citizen.
	Students identify the imbalance between needs and wants, and describe how the allocation of resources involves trade-offs. They identify the advantages and disadvantages of specialisation in terms of the different ways businesses organise the provision of goods and services. Students identify the factors that influence consumer decisions when making choices, and the consequences of those choices for businesses and the consumer.
	Students identify the location of Asia and its major countries, in relation to Australia. They recognise the geographical and cultural diversity of places, by describing the physical and human characteristics of specific places, at the local to global scale. Students identify that people, places and environments are interconnected and describe how these interconnections lead to change.
	Students explain the significance of an individual, group or event on the Federation of Australia, and identify ideas and/or influences of other systems on the development of Australia as a nation. They describe continuity and change in relation to Australia's democracy and citizenship. Students compare experiences of migration and describe the cause and effect of change on society.
The Arts-Music	At Standard, students improvise, select and organise rhythm patterns in simple and compound time, with some errors. They identify metre and some metre changes in simple and compound time, and identify tempo and some tempo changes. Students improvise, identify, sing and play melodic patterns based on pentatonic and major scales, with some inconsistencies. They generally identify pentatonic, major and minor tonalities, and use standard rhythmic and pitch notation. They improvise, select and organise some elements of music to represent a music idea. Students experiment with an element of music in an attempt to provide contrast and incorporate some known expressive and stylistic features. They identify and describe some instruments and methods of sound production, and identify some different parts within a composition. Students identify some forms and musical structures. They sing and play with some inconsistencies in tuning, timing and technique, incorporating some appropriate expression and stylistic features, and generally maintain their own part when performing with others. Students use some peer feedback to adapt and refine their ideas when rehearsing and performing.
	Students listen and respond to music, and identify and describe links between the use of some elements of music to the composer's purpose, or a particular time, culture, event or context. Students identify and describe some stylistic and musical characteristics, using some appropriate music terminology.

The Arts-Visual Arts	At Standard, students apply their ideas, skills and techniques to making artwork. Their ideas suggest some inspiration from other artists or cultures. Students apply some visual art elements through the selection of relevant materials and some appropriate techniques to convey their ideas. They produce and enhance their finished artwork by manipulating a range of complex shapes, using and manipulating a variety of line types, exploring descriptive, expressive and symbolic use of colour, selecting different types of actual and implied texture, organising space using a range of visual devices, and creating values through mixing and manipulating various media. Students select and use some specific techniques relevant to various art forms. Students identify that audiences interpret artwork differently. They list some factors that influence artwork from different social, cultural and/or historical times. Students provide examples of how artists use visual art elements and techniques to convey ideas and messages, using some visual art terminology.
Design and Technologies	At Standard, students identify how people address and overcome competing considerations, including sustainability, when designing products, services and environments for current and future use. In Engineering principles and systems, students connect ways electrical energy and forces can control movement, sound or light in a product or system. In Food and fibre production, students investigate and determine what past, current and future needs are to be considered when designing sustainable food and natural fibre systems for products. In Food specialisations, students identify and consider principles of food preparation and benefits of healthy eating. In Materials and technologies specialisations, students consider suitability of use when defining characteristics, properties and safe handling practices of a range of materials, systems, tools and equipment. With all Design and Technology contexts, students identify available resources to design a solution for a given task, outlining problem-solving decisions, using sequenced steps. Students develop alternative solutions by designing, modifying and following both diagrammatically and in written text, using a range of appropriate technical terms, technologies and techniques. They select and apply safe procedures when using a variety of components and equipment to make solutions. Students develop criteria collaboratively to evaluate and justify design processes and solutions. They work independently, or collaboratively, considering resources and safety to plan, develop and communicate ideas and information for solutions.
Digital Technologies	At Standard, students outline interactions between components and basic functions within digital systems and how they transmit different types of data to form networks. They make a connection between whole numbers being used to represent data within a digital system. They use software to collect, sort, interpret, visually present and manipulate data for a range of purposes. Students use simple visual programming environments to design, modify, follow and represent both diagrammatically, and in written text, algorithms (sequence of steps), involving branching (decisions), iteration (repetition) and consider user input. Students manage, create and communicate information for online collaborative projects, using agreed social, ethical and technical protocols. In Digital Technologies, students identify available resources to design a solution for a given digital task, outlining problem-solving decisions, using algorithms (sequenced steps). Students develop alternative solutions by designing, modifying and following both diagrammatically and in written text, using a range of appropriate technical terms, technologies and techniques. They select and apply safe procedures when using a variety of components and equipment to make solutions. Students develop criteria collaboratively to evaluate and justify design processes and solutions. They work independently, or collaboratively, considering resources and safety to plan, develop and communicate ideas and information for solutions.

Health Education	Students describe strategies that promote a healthy lifestyle and use them in a range of contexts. They identify and apply criteria to assess the credibility of different sources of health information. Students describe skills to establish and manage positive relationships. They identify their own emotions and how they impact on decision-making in various contexts, and provide appropriate strategies to manage these emotions.
Physical Education	Students perform a variety of fundamental movement skills with some proficiency and adapt them to move effectively in physical activity or game contexts. They implement simple tactics in response to challenges involving people, objects and space to achieve an intended outcome. Students explain the benefits of regular physical activity and fitness to health and wellbeing. They encourage others and are able to negotiate and deal with conflicts to achieve a positive outcome.
Auslan (Languages)	By the end of Year 6, students discuss aspects of their daily lives, social activities and school experience and respond to each other's comments. They describe relationships and characteristics of people and objects and express feelings and preferences, for example, POSS1 FRIEND CHANGE OTHER SCHOOL PRO1 SAD. They negotiate with each other to plan, organise and complete learning tasks and activities, using statements such as PRO1 DON'T-WANT DRAW, PRO1 WANT TAKE-PHOTO, THANKYOU PRO2 EXPLAIN CLEAR, or THAT FIRST IMPORTANT THAT SECOND. They follow more complex instructions and directions involving several steps. They compare experiences, routines, interests and activities, using signs associated with time, sequence and location. They follow protocols when interacting with each other or with interpreters or visitors to the classroom, for example by interrupting conversations appropriately or providing context for a new participant joining a conversation. They paraphrase the content of selected signed texts, such as community announcements, and relay the information to others. They plan, rehearse and deliver short presentations, taking into account context, purpose and audience. They respond to creative and imaginative texts, for example by discussing ideas and characters, shadowing signed elements of theatrical or cinematographic texts that use handshapes, and by making connections with their own experiences. They create or reinterpret simple imaginative texts using elements of constructed action (CA), such as body shift, eye gaze and head orientation change. They modify non-manual features and lexical signs to indicate manner. They translate familiar texts from Auslan to English and vice versa, identifying which words or phrases require interpretation or explanation. Students discriminate between body-anchored and non-body-anchored signs, and recognise how non-body-anchored signs can modify their locations meaningfully. They know that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or others, and that spatial relationships between objects are typically expressed with depicting signs in Auslan. They understand different ways that English words are borrowed into Auslan and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL. They recognise the diversity of Auslan users in the community, including people who are deaf, hard of hearing, and hearing people such as CODAs or interpreters. Students recognise how Auslan has been transmitted across generations and describe different ways it has been documented and recorded, for example, by glossing and the use of technology such as ELAN. Students reflect on the ways culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions.