Australian CURRICULUM Review

PRIMARY CURRICULUM VIEW

ALL LEARNING AREAS

Years 5–6

AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

acara

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YEARS 5–6 – ALL LEARNING AREAS

This document provides the Years 5-6 achievement standards and content descriptions for the eight learning areas. The content descriptions are organised by strands and sub-strands (where appropriate).

Key

	Strand
	Sub-strand

English Year 5

Achievement standard
By the end of Year 5, students participate in discussions to build on their own and others' ideas, asking specific questions and elaborating on the comments of others. They comment on key ideas and draw conclusions about language and structural features of spoken texts. They create spoken texts that may be imaginative, informative or persuasive, use vocal effects, and select and structure ideas, evidence, language and multimodal features for purpose and audience. They read a range of texts accurately and fluently, using monitoring and self-correcting strategies. They compare within and between texts they have read or viewed, and explain how authors use features such as organisation of ideas, explanations, accounts of an event, characters and settings. They understand how language features and multimodal features contribute to the meaning of a text. They explain how texts reflect the social, historical or cultural context in which they were created. They analyse and explain literal and inferred meaning. They innovate on texts to create imaginative, informative and persuasive written and/or multimodal texts. They use paragraphs and build sentences using a variety of grammatical forms and appropriate tenses to introduce, link, develop and organise ideas for a purpose and audience. They use technical and/or expressive vocabulary. They spell accurately and edit their texts.
Language
English as a language that varies and changes
understand that the pronunciations, spellings and meanings of words have histories and change over time (AC9E5L01)
Language for interacting with others
understand that patterns of language interaction vary across social contexts and types of texts, and that they help to signal social roles and relationships (AC9E5L02)
understand how to move beyond making bare assertions by taking account of differing perspectives and authoritative sources (AC9E5L03)
Text structure and organisation
understand how texts vary in structure, language features, purpose, degree of formality and mode (AC9E5L04)
understand how authors connect ideas, including using verb tenses to maintain or shift time across a text and using the starting point of a sentence to give prominence to the message in the text, connect ideas and allow for prediction of how the text will unfold (AC9E5L05)
investigate how the organisation of texts into chapters, headings, subheadings, home pages and subpages for online texts, according to chronology or topic, can be used to predict content and assist navigation (AC9E5L06)

Language for expressing and developing ideas
understand that the structure of a complex sentence includes a main clause and at least one subordinate clause, and how writers can use this structure for effect (AC9E5L07)
understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea across a text (AC9E5L08)
explain how the sequence of images in print, digital and film texts has an effect on meaning (AC9E5L09)
understand how vocabulary is used to express greater precision of meaning, and know that words can have different meanings in different contexts (AC9E5L10)
understand how to use commas to indicate phrases, and the grammatical category of possessives through apostrophes in noun groups where there is multiple possession (AC9E5L11)
Phonics and word knowledge
know how to use phonic knowledge and morphology to read and spell words that share common letter patterns but have different pronunciations (AC9E5L12)
understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words (AC9E5L13)
explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (AC9E5L14)
Literature
Appreciating literature and contexts
identify aspects of literary texts that convey details or information about particular historical, social and cultural contexts in texts and created by First Nations Australian and non–First Nations Australian authors, and authors from around the world (AC9E5LE01)
Engaging with and responding to literature
present perspectives on literary texts, using literary terms to describe the effects of ideas, text structures and language features on particular audiences (AC9E5LE02)
Examining literature
recognise that the point of view in a literary text frames events and relationships in the narrative and leads to different interpretations and responses from the reader (AC9E5LE03)
examine, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, poetry and songs (AC9E5LE04)
Creating literature
use, adapt or experiment with characters, settings, plot structures and language features of selected authors, to create literary texts (AC9E5LE05)

Literacy
Texts in context
show how ideas and points of view in texts are conveyed by vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (AC9E5LY01)
Interacting with others
use interaction skills including paraphrasing, questioning and interpreting non-verbal cues to clarify content and meaning, to connect ideas to own experiences, and to present and justify a perspective (AC9E5LY02)
Analysing, interpreting and evaluating texts
explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose and audience of the text (AC9E5LY03)
navigate and read texts for specific purposes, applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (AC9E5LY04)
use comprehension strategies when listening, viewing and reading to integrate and link ideas from a variety of print and digital sources and to analyse and evaluate information (AC9E5LY05)
Creating texts
plan, create, draft and publish a range of print and/or multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (AC9E5LY06)
plan, create, rehearse and deliver presentations for defined purposes, including details, elaborations and/or multimodal elements, to expand ideas and engage the audience using familiar and technical vocabulary and a range of vocal effects for clarity and coherence (AC9E5LY07)
re-read and edit their own and others' work for precision using negotiated criteria for vocabulary, text structures and language features (AC9E5LY08)
develop a handwriting style that is legible, fluent and automatic (AC9E5LY09)

English Year 6

Achievement standard
By the end of Year 6, students pose questions and make comments that extend the ideas or issues being discussed. They interpret information and ideas from spoken texts and make judgements about information and arguments. They create a range of spoken texts, selecting vocal features and multimodal features for purpose and audience, adapting text structures and language features, and using evidence to develop ideas. They read and view a wide range of texts and analyse information and ideas, comparing content from a variety of sources. They describe an author's style and identify language and text features that contribute to the style. They explain how texts from different social, historical and cultural contexts represent ideas. They identify authors' written and/or visual choices to influence audience responses to texts. They use specific details from texts to inform their own responses. They innovate on texts to create a range of written and multimodal texts, selecting relevant content. They control language features including vocabulary, sentence structure and punctuation to develop ideas and information for purpose and audience. They use cohesive devices and structural features such as paragraphs to demonstrate the relationship between ideas. They spell accurately and make editorial choices.
Language
English as a language that varies and changes
understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (AC9E6L01)
Language for interacting with others
understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (AC9E6L02)
understand the uses of objective and subjective language and recognise bias (AC9E6L03)
Text structure and organisation
understand how authors innovate on text structures and play with language features to achieve aesthetic, humorous and persuasive purposes and effects (AC9E6L04)
understand that cohesive links can be made in texts through lexical cohesion such as ellipsis and word associations such as synonyms, antonyms, and patterns (AC9E6L05)
Language for expressing and developing ideas
investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (AC9E6L06)
understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases (AC9E6L07)
identify and explain how images, figures, tables, diagrams, maps and graphs contribute to understanding of information in a range of texts (AC9E6L08)
investigate how vocabulary choices, including evaluative language, can express shades of meaning, feeling and opinion (AC9E6L09)
understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue (AC9E6L10)

Phonics and word knowledge
understand how to use phonic knowledge and accumulated understandings about blending, phoneme–grapheme (sound–letter) relationships, common and uncommon letter patterns, and phonic generalisations to read and write increasingly complex words (AC9E6L11)
understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words (AC9E6L12)
Literature
Appreciating literature and contexts
discuss different responses readers have to characters and events represented in literary texts drawn from a range of historical, social and cultural contexts and created by First Nations Australian and non–First Nations Australian authors, and authors from around the world (AC9E6LE01)
Engaging with and responding to literature
compare similarities and differences in texts on similar topics, plots or themes and identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal responses (AC9E6LE02)
Examining literature
compare similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (AC9E6LE03)
examine the relationship between words, sounds, imagery and language patterns in poetry such as ballads and free verse (AC9E6LE04)
Creating literature
create literary texts, for different audiences and purposes, that innovate on or experiment with written and visual language features, plot structure and ideas from texts students have experienced (AC9E6LE05)
Literacy
Texts in context
compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (AC9E6LY01)
Interacting with others
use interaction skills and awareness of formality and audience when paraphrasing, questioning and interrogating ideas, developing arguments, participating in discussions, and sharing and evaluating information, experiences and opinions (AC9E6LY02)
Analysing, interpreting and evaluating texts
analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences (AC9E6LY03)
navigate, read and view texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings, colour and composition (AC9E6LY04)

use comprehension strategies when listening, viewing and reading to analyse and interpret information and ideas, comparing content from a variety of sources including media and digital texts (AC9E6LY05)
Creating texts
plan, create, draft and publish a range of texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (AC9E6LY06)
plan, create, rehearse and deliver presentations, choosing and experimenting with text structures, language features, sound, image and digital resources appropriate to purpose and audience, using voice, volume, tone, pitch and pace according to group size and formality of interaction (AC9E6LY07)
re-read and edit their own and others' work using negotiated criteria for vocabulary, text structures and language features and explaining editing choices as required (AC9E6LY08)
begin to consolidate a handwriting style that is legible, fluent and automatic (AC9E6LY09)

Mathematics Year 5

Achievement standard
By the end of Year 5, students use natural numbers and arithmetic operations in expressions that model financial and other practical situations. They write natural numbers as products of factors and use to identify multiples and related rules for division. Students use place value to write, rename, compare and order decimals including decimals greater than one. They compare, order and represent fractions with the same or related denominators. Students connect common percentages to their fraction and decimal equivalents and use percentages to represent, describe and compare relative size. They apply knowledge of multiplication facts and efficient strategies to multiply large numbers by one-digit and two-digit numbers and divide by single-digit numbers, interpreting any remainder in the context of the problem. Students add and subtract fractions with the same denominator. They check the reasonableness of their results using estimation and interpret their findings in relation to the situation being modelled. Students identify, extend and create patterns that involve natural numbers, fractions and decimals. They apply properties to manipulate and identify equivalent number sentences and solve numerical equations. Students use a computational thinking approach to identify and explain patterns in the factors and multiples of numbers. They consider the accuracy required when choosing metric units to solve practical problems involving perimeter and area and convert between 12-hour and 24-hour time. Students use appropriate spatial terms when constructing, measuring and comparing angles in degrees. They use grid coordinates to locate and move positions and create two-dimensional nets for objects. Students use their knowledge of the properties of, and the relationships between shapes and objects to develop and use algorithms to categorise them. They identify and describe differences and similarities between a shape and the image produced when transformations are applied and any rotational symmetries. Students plan and conduct statistical investigations that collect ordinal categorical and discrete numerical data and use dot plots and the mode, to discuss the distribution of data. They construct and interpret line graphs and identify and discuss the relationships represented. Students list the outcomes of chance events, estimate likelihoods and make comparisons between those with equally likely outcomes and those without.
Number
use place value understanding to interpret, write, name and rename numbers with more than two decimal places (including numbers greater than one). Compare, order, locate and represent these on a number line (AC9M5N01)
decompose natural numbers into products of factors and recognise multiples using divisibility rules to determine if one number is divisible by another (AC9M5N02)
use estimation strategies appropriate to the context (including financial contexts) when making decisions about approaches to solving problems and to check the reasonableness of solutions (AC9M5N03)
apply knowledge of factors and multiples to compare and order fractions with the same and related denominators (including numbers greater than one) and represent them on number lines explaining any equivalences and the order (AC9M5N04)
use percentages to describe, represent and compare relative size and recognise that 100% represents the complete whole. Connect familiar percentages to their decimal and fraction equivalents (AC9M5N05)
solve problems involving addition and subtraction of fractions with the same denominator, investigating different strategies, including using different representations (AC9M5N06)

choose efficient strategies to represent and solve problems involving multiplication of large numbers by one-digit or two-digit numbers using basic facts, place value, properties of operations and digital tools where appropriate, explaining the reasonableness of the answer (AC9M5N07)
choose efficient strategies to represent and solve division problems, using basic facts, place value, the inverse relationship between multiplication and division and digital tools where appropriate. Interpret any remainder according to the context and express results as a mixed fraction or decimal (AC9M5N08)
model situations (including financial contexts) formulating expressions using addition, subtraction, multiplication and/or division. Choose efficient strategies using the properties of operations and digital tools where appropriate. Justify choices and explain results in terms of the situation (AC9M5N09)
Algebra
continue and create extended number sequences with fractions, decimals and natural numbers resulting from addition and subtraction using technology to assist where appropriate. Recognise and explain emerging patterns (AC9M5A01)
find unknown values in equivalent number sentences involving multiplication and division applying an understanding of the associative, distributive, commutative and inverse properties, using factors and multiples. Identify and use equivalent number sentences involving multiplication and division to form numerical equations (AC9M5A02)
use algorithms and digital tools to explore factors and multiples and apply computational thinking to recognise, interpret and explain emerging patterns (AC9M5A03)
Measurement
recognise the relationship between the prefixes for metric units and choose to use smaller units or a combination of units to obtain a more accurate measure when measuring the length, mass and capacity of objects (AC9M5M01)
model situations and solve practical problems involving the perimeter of common shapes and the area of rectangles using appropriate metric units (AC9M5M02)
compare 12-hour and 24-hour time systems and solve practical problems involving the conversion between them (AC9M5M03)
estimate, construct, measure and compare angles in degrees, using appropriate tools (including a protractor) using conventional language to describe angles (AC9M5M04)
Space
connect and construct objects from their nets and create nets for objects using spatial and geometric reasoning (AC9M5SP01)
construct a grid coordinate system that uses coordinates to locate positions within a space. Use coordinates and directional language to describe position and movement (AC9M5SP02)
describe and perform translations, reflections and rotations of shapes, using dynamic geometric software where appropriate. Recognise and describe what changes and what remains the same under the transformation and identify any rotational symmetries (AC9M5SP03)
use computational thinking to create algorithms involving decisions to sort and classify shapes and objects. Experiment with different shapes and objects, sorting into categories and recognising any emerging patterns (AC9M5SP04)
Statistics

acquire, validate and represent ordinal and discrete numerical data in different ways, using software (including spreadsheets and graphs). Discuss and report on data distributions in terms of highest frequency (mode) and shape, in the context of the data (AC9M5ST01)
construct, interpret and compare data represented as line graphs, using software to construct graphs and create information where appropriate. Discuss the relationships that are represented (AC9M5ST02)
plan and conduct statistical investigations by posing investigative questions or identifying a problem and collecting data relevant to the question or problem using surveys and digital tools. Select and use appropriate displays or visualisations, interpret and communicate findings or solutions within the context (AC9M5ST03)
Probability
list the possible outcomes of chance experiments involving equally likely outcomes and compare to those which are not equally likely (AC9M5P01)
use experiments to observe and record the outcomes of repeated trials of chance events including those with and without equally likely outcomes. Use frequency to compare outcomes and estimate their likelihoods (AC9M5P02)

Mathematics Year 6

Achievement standard
By the end of Year 6, students use integers in practical situations and to represent points on a number line and in the Cartesian plane. They use their knowledge of the properties of prime and composite numbers to solve problems and simplify calculations. Students connect fractions, decimals and percentages as different representations of the same rational number and order common fractions giving reasons. They use different representations of rational numbers when solving problems. Students apply knowledge of place value, multiplication and addition facts to operate with decimals. They use equivalence to solve problems involving the addition and subtraction of fractions with related denominators. Students use estimation and substitution strategies when appropriate to find approximate solutions to problems involving rational numbers and percentages. They model situations, including financial contexts, using number sentences that involve all four operations and the use of brackets with natural numbers and interpret them in context. Student use equivalent number sentences to find unknown values. They identify patterns of the same form in different contexts and distinguish between patterns growing additively and multiplicatively. Students identify and explain rules used to create and continue number sequences and apply computational thinking to identify and explain patterns. They interpret and use timetables in practical applications. Students connect decimal representations to the metric system and convert between common units of length mass and capacity. They use the formula of a rectangle and the properties of angles formed when two lines intersect in the plane to solve practical problems. Students connect prisms to their parallel cross sections and use computational thinking to conjecture about the effects of combinations of transformations, creating tessellating patterns. They compare, analyse and report on the variation between data sets collected and represented as part of their statistical investigations and explain their choice of representation(s) in terms of context and purpose. Students critique arguments presented in the media based on statistics. They describe probabilities using familiar fractions, decimals and percentages. They apply computational thinking to conduct simulations that generate and record the outcomes from many trials of a chance experiment. Students use observed frequencies to determine the expected probabilities of the outcomes of chance events.
Number
recognise everyday situations that use integers (including financial contexts). Locate and represent these numbers on a number line and as coordinates on the Cartesian plane (AC9M6N01)
identify and describe the properties of prime and composite numbers and use to solve problems and simplify calculations (AC9M6N02)
use estimation strategies appropriate to the context (including financial contexts) to approximate numerical solutions to problems involving rational numbers and percentages, including substituting easier values into calculations to obtain an approximate solution (AC9M6N03)
apply knowledge of equivalence to compare, order, locate and represent common unit fractions and their multiples (including halves, thirds and quarters) on the same number line and justify their order (AC9M6N04)
connect and use equivalent forms of rational numbers to solve problems that require finding a familiar fraction or percentage of a quantity (including percentage discounts of 10%, 25% and 50%). Choose efficient strategies using digital tools where appropriate (AC9M6N05)
solve problems involving addition and subtraction of fractions with the related denominators using knowledge of equivalent fractions (AC9M6N06)

apply knowledge of place value to add and subtract decimals, using digital tools where appropriate, and use estimation and rounding to check the reasonableness of answers (AC9M6N07)
apply knowledge of place value and multiplication facts to multiply and divide decimals by natural numbers using efficient strategies and appropriate digital tools. Use estimation and rounding to check the reasonableness of answers (AC9M6N08)
model situations (including financial contexts) by identifying and describing a mathematical problem and formulating expressions using combinations of all four operations and brackets as appropriate. Choose efficient strategies, using digital tools where appropriate. Justify choices and explain results in terms of the situation (AC9M6N09)
Algebra
continue and create extended number sequences involving natural numbers, fractions and decimals, using digital tools to assist where appropriate. Describe the rule used to create the sequence and explain emerging patterns (AC9M6A01)
recognise and distinguish between patterns growing additively and multiplicatively and connect patterns in one context to a pattern of the same form in another context (AC9M6A02)
explore the use of brackets and order of operations to write number sentences. Construct equivalent number sentences involving brackets and combinations of the four operations and use the properties of numbers and operations to determine unknown values (AC9M6A03)
use function machines and rules to generate sets of numbers and apply computational thinking to recognise, interpret and explain emerging patterns (AC9M6A04)
Measurement
convert between common metric units of length, mass and capacity and other standard units of measurement relevant to the context of a problem. Use and convert decimal representations of metric measurements where appropriate (AC9M6M01)
establish the formula for the area of a rectangle and use to solve practical problems (AC9M6M02)
interpret and use timetables and itineraries to plan activities and determine the duration of events and journeys (AC9M6M03)
recognise the relationships between angles on a straight line, angles at a point and vertically opposite angles. Use the results to find unknown angles and solve practical problems communicating reasoning (AC9M6M04)
Space
compare the parallel cross sections of objects and recognise their relationship to prisms (AC9M6SP01)
use the four quadrants of a Cartesian coordinate system to locate points in the plane. Investigate and describe changes to the coordinates when a point is moved to a different position in the plane (AC9M6SP02)
recognise and use combinations of transformations to create tessellations and other geometric patterns using dynamic geometric software where appropriate (AC9M6SP03)
use computational thinking and reasoning to make conjectures about and experiment with transformations of shapes within the plane (AC9M6SP04)

Statistics
interpret and compare a range of displays or visualisations (including side-by-side column graphs) for two categorical variables (AC9M6ST01)
identify statistically informed arguments presented in traditional and digital media, discuss and critique methods, data representations and conclusions (AC9M6ST02)
plan and conduct statistical investigations by posing and refining investigative questions, collecting and recording sample sets of categorical or discrete numerical data using digital tools (including spreadsheets). Interpret and analyse the data and communicate findings within the context (AC9M6ST03)
Probability
recognise that probabilities lie on numerical scales (0 – 1, 0% – 100%) and use observation and experience to assign probabilities that events occur in a given context, using fractions, percentages and decimals to indicate their estimated likelihood (AC9M6P01)
conduct repeated chance experiments and run simulations with a large number of trials using digital tools. Use computational thinking to compare observed frequencies across experiments with expected frequencies and explain emerging patterns (AC9M6P02)

Science Year 5

Achievement standard
By the end of Year 5 students explain how the form and behaviour of living things enables survival. They model the solar system and demonstrate how the relative positions of Earth and the sun result in observed phenomena on Earth. They identify sources of light and model the transfer of light to explain observed phenomena. They relate the particulate structure of solids, liquids and gases to their observable properties. They explain the role of collaboration in science inquiry and describe an example of scientific knowledge that has changed over time. They describe how science knowledge has helped people make decisions. Students plan safe investigations to identify patterns or relationships. They identify risks associated with investigations and identify key intercultural considerations when planning fieldwork. They identify variables to be changed and kept constant. They use equipment to collect data with appropriate precision. They organise data and information and describe patterns, trends and relationships. They compare their methods and findings with those of others, posing questions for further investigation and drawing reasonable conclusions. They use language features to reflect their purpose and audience when communicating their ideas and findings.
Science understanding
Biological sciences
investigate how particular structural features and behaviours of living things enable their survival in specific habitats (AC9S5U01)
Earth and space sciences
investigate the relationship between the sun and planets in the solar system and how Earth's tilt, rotation on its axis and revolution around the sun cause cyclic observable phenomena, including variable day and night length (AC9S5U02)
Physical sciences
investigate sources of light and how light travels in a straight path, interacts with objects to form shadows and can be reflected and refracted (AC9S5U03)
Chemical sciences
investigate how the observable properties of solids, liquids and gases can be described by modelling the motion and arrangement of particles and how adding or removing heat energy affects particle movement (AC9S5U04)
Science as a human endeavour*
Nature and development of science
investigate why advances in science are often the result of collaboration of many different scientists and describe how scientific knowledge has changed over time (AC9S6H01)
Use and influence of science
investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions (AC9S6H02)

Science inquiry**
Questioning and predicting
pose investigable questions and make predictions to identify patterns or test relationships (AC9S6I01)
Planning and conducting
plan and conduct repeatable investigations to answer questions, including, as appropriate, deciding the variables to be changed and measured in fair tests, describing potential risks, planning for the safe use of equipment and materials and identifying required permissions to conduct investigations on Country or Place (AC9S6I02)
use equipment to observe, measure and record data with reasonable precision, using digital technologies as appropriate (AC9S6I03)
Processing, modelling and analysing
construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and identify patterns, trends and relationships (AC9S6I04)
Evaluating
compare methods and findings with those of others, including recognising possible sources of error, posing questions for further investigation and drawing reasonable conclusions (AC9S6I05)
Communicating
create multimodal texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital technologies as appropriate (AC9S6I06)

*The *Science as a human endeavour* strand is the same in Year 5 and Year 6.

***The Science inquiry* strand is the same in Year 5 and Year 6.

Science Year 6

Achievement standard
By the end of Year 6 students explain how the growth and survival of living things are impacted by changes in physical conditions. They represent changes in Earth materials as they move through the rock cycle and relate their properties to their uses. They represent the transfer and transformation of electrical energy in electrical circuits. They classify and compare reversible and irreversible changes to substances. They explain why science is often collaborative and describe how scientific knowledge has changed over time. They describe how individuals and communities use scientific knowledge. Students plan safe, repeatable investigations to identify patterns or test relationships. They describe risks associated with investigations and describe key intercultural considerations when planning fieldwork. They identify variables to be changed and kept constant. They use equipment to collect and record data with appropriate precision. They organise and process data and information to examine patterns, trends and relationships. They compare their own and others' methods and findings, considering possible sources of error, posing questions for further investigation and drawing reasonable conclusions. They select and use language features effectively for their purpose and audience when communicating their ideas and findings.
Science understanding
Biological sciences
investigate the physical conditions of aquatic and terrestrial ecosystems and how the growth and survival of living things is affected by changing physical conditions (AC9S6U01)
Earth and space sciences
investigate the key processes of the rock cycle, the timescales over which they occur, and how the characteristics of sedimentary, igneous and metamorphic rocks reflect their formation and influence their use (AC9S6U02)
Physical sciences
investigate the transfer and transformation of energy in electrical circuits, including the role of electric current, circuit components, insulators and conductors (AC9S6U03)
Chemical sciences
investigate why dissolving, mixing and changes of state are classified as reversible changes and compare with irreversible changes, including burning, cooking and rusting, that produce new substances (AC9S6U04)
Science as a human endeavour*
Nature and development of science
investigate why advances in science are often the result of collaboration of many different scientists and describe how scientific knowledge has changed over time (AC9S6H01)
Use and influence of science
investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions (AC9S6H02)

Science inquiry**
Questioning and predicting
pose investigable questions and make predictions to identify patterns or test relationships (AC9S6I01)
Planning and conducting
plan and conduct repeatable investigations to answer questions, including, as appropriate, deciding the variables to be changed and measured in fair tests, describing potential risks, planning for the safe use of equipment and materials and identifying required permissions to conduct investigations on Country or Place (AC9S6I02)
use equipment to observe, measure and record data with reasonable precision, using digital technologies as appropriate (AC9S6I03)
Processing, modelling and analysing
construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and identify patterns, trends and relationships (AC9S6I04)
Evaluating
compare methods and findings with those of others, including recognising possible sources of error, posing questions for further investigation and drawing reasonable conclusions (AC9S6I05)
Communicating
create multimodal texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital technologies as appropriate (AC9S6I06)

*The *Science as a human endeavour* strand is the same in Year 5 and Year 6.

***The Science inquiry* strand is the same in Year 5 and Year 6.

Humanities and Social Sciences (HASS) Year 5

Achievement standard
By the end of Year 5, students describe continuity and change in the experiences of different groups, and the causes, effects and roles of people in significant events/developments. Students describe the characteristics of places in different locations at a range of scales and explain the interconnections between people, the human and environmental characteristics of places, and the management of spaces. Students identify the importance of values, processes, roles, responsibilities and civic action to Australia's democracy and citizenship. They consider the limited nature of resources in choices to meet needs and wants. Students develop questions to frame an investigation that consider identified disciplinary concepts and locate and collect information and data from primary and secondary sources to answer those questions. They sort, record and represent data in different formats, including sequencing information in chronological order, creating timelines and creating maps at a range of scales. Students examine, interpret, analyse and evaluate information and data to identify the purpose of sources and different viewpoints, to describe distributions, patterns and trends, to infer relationships and develop evidence-based conclusions. They generate alternative responses to an issue or challenge and propose actions that consider possible effects. Students present ideas, findings and conclusions in a range of communication forms using discipline-specific conventions and terms.
Knowledge and understanding
History
the economic, political and social causes for the establishment of a British colony in Australia after 1800 (AC9HS5K01)
the effects of colonial presence on the natural environment and the lives of First Nations Australians (AC9HS5K02)
the effects of important developments or events on an Australian colony, and the role of significant First Nations Australians and British arrivals in the developments or events (AC9HS5K03)
Geography
the location of a range of countries in Europe and North America in relation to Australia and the influence of people on the environmental characteristics of selected places on those continents (AC9HS5K04)
the influence of people, including First Nations People of Australia, on the environmental characteristics of Australian places (AC9HS5K05)
the environmental and human influences on the location and characteristics of a place, and the management of spaces within them (AC9HS5K06)
Civics and Citizenship
the key values and features of Australia's democracy, including the electoral process and the responsibilities of electors and elected representatives (AC9HS5K07)
the roles and responsibilities of the three levels of government in Australia's democracy (AC9HS5K08)
how citizens with shared beliefs and values work together to achieve a civic goal (AC9HS5K09)

Economics and Business
types of resources (natural, human, capital) and how they satisfy needs and wants (AC9HS5K10)
the difference between needs and wants, and how choices to meet them need to consider limited resources (AC9HS5K11)
Skills* **
Questioning and researching
develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges that address relevant disciplinary concepts (AC9HS6S01)
locate and collect relevant information and data from primary and secondary sources (AC9HS6S02)
organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions and geospatial technologies (AC9HS6S03)
sequence information about people's lives, events, developments and phenomena using a variety of methods, including timelines (AC9HS6S04)
Interpreting, analysing and evaluating information and data
examine primary and secondary sources to determine their origin and purpose (AC9HS6S05)
examine different viewpoints on actions, events, issues and phenomena in the past and present (AC9HS6S06)
interpret information and data displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (AC9HS6S07)
analyse and evaluate information and data in relation to the questions posed (AC9HS6S08)
Concluding and decision-making
develop evidence-based conclusions (AC9HS6S09)
work individually and in groups to generate possible responses to issues and challenges and use criteria to assess the probable advantages and disadvantages of preferring one response over others (AC9HS6S10)
propose personal and/or collective actions in response to an issue or challenge that predict and consider the probable effects (AC9HS6S11)
Communicating
present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (AC9HS6S12)

***The *Skills* strand is the same in Year 5 and Year 6.

Humanities and Social Sciences (HASS) Year 6

Achievement standard
By the end of Year 6, students describe continuity and change in the experiences of people. They identify the roles of people in, and causes of, significant events/developments and their effects on society. Students describe, compare and explain the geographically diverse characteristics of different places at different scales, and the nature and effects of the interconnection of people, places, communities and environments. Students explain the importance of people, institutions, processes, rights, responsibilities and obligations to Australian democracy, legal systems and citizenship. Students identify the purpose of businesses, the choices businesses make, and how consumer and financial choices effect people and environments. Students develop appropriate questions to frame an investigation that consider identified disciplinary concepts and locate and collect information and data from a range of primary and secondary sources to answer those questions. They organise and represent information and data in a range of formats, including sequencing information in chronological order and creating timelines and maps at a range of scales. Students examine, interpret, analyse and evaluate information and data to determine the origin, purpose and points of view of sources, to describe and compare distributions, patterns and trends, to infer relationships and develop evidence-based conclusions. They generate and consider alternative responses to an issue or challenge and identify the advantages and disadvantages of preferring one action over others. Students present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping and graphing, using discipline-specific conventions and terms.
Knowledge and understanding
History
significant figures, events and ideas that led to Australia's Federation, Constitution and democratic system of government (AC9HS6K01)
experiences of Australian democracy and citizenship and how they have changed, including the status and rights of First Nations People of Australia, migrants, women and children (AC9HS6K02)
the causes of people migrating to Australia since Federation, their stories, and contributions to and effects on Australian society (including migrants from the Asia region) (AC9HS6K03)
Geography
the impact of bushfires or floods on places and communities and how people can respond (AC9HS6K04)
the geographical diversity and location of places across the world including an Asian country (AC9HS6K05)
Australia's interconnections with other countries and how these change people and places (AC9HS6K06)
Civics and Citizenship
the key institutions of Australia's democratic system of government and how it is based on the Westminster system (AC9HS6K07)
the process for creating laws through Australia's democratic system of government and how regulations and laws are enforced and the personnel involved (AC9HS6K08)
the shared values of Australian citizenship, the formal rights and responsibilities of Australian citizens, and the obligations citizens may consider they have as active and informed global citizens (AC9HS6K09)

Economics and Business
the reasons businesses exist and the choices they make in providing goods and services (AC9HS6K10)
influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices (AC9HS6K11)
the effect that consumer and financial choices can have on the individual and the broader community (AC9HS6K12)
Skills* **
Questioning and researching
develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges that address relevant disciplinary concepts (AC9HS6S01)
locate and collect relevant information and data from primary and secondary sources (AC9HS6S02)
organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions and geospatial technologies (AC9HS6S03)
sequence information about people's lives, events, developments and phenomena using a variety of methods, including timelines (AC9HS6S04)
Interpreting, analysing and evaluating information and data
examine primary and secondary sources to determine their origin and purpose (AC9HS6S05)
examine different viewpoints on actions, events, issues and phenomena in the past and present (AC9HS6S06)
interpret information and data displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (AC9HS6S07)
analyse and evaluate information and data in relation to the questions posed (AC9HS6S08)
Concluding and decision-making
develop evidence-based conclusions (AC9HS6S09)
work individually and in groups to generate possible responses to issues and challenges and use criteria to assess the probable advantages and disadvantages of preferring one response over others (AC9HS6S10)
propose personal and/or collective actions in response to an issue or challenge that predict and consider the probable effects (AC9HS6S11)
Communicating
present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (AC9HS6S12)

***The *Skills* strand is the same in Year 5 and Year 6.

Technologies – Design and Technologies Years 5–6

Achievement standard – Design and technologies
By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. For each of the three prescribed technologies contexts they explain how the features of technologies impact on design decisions and they create designed solutions. Students evaluate ideas and solutions against criteria for success. They use technical terms and graphical representation techniques to communicate ideas to an audience. Students develop project plans including production processes and select appropriate technologies and techniques to safely produce designed solutions.
Achievement standard – Learning area
By the end of Year 6 students describe how people design products, services and environments to meet the needs and opportunities of communities, including sustainability. For each of the three prescribed technologies contexts students explain how the features of technologies impact on design decisions and they create designed solutions. They use computational thinking to design and create digital solutions by developing algorithms to address problems or opportunities and implement them as visual programs. They evaluate ideas and solutions against criteria for success. Students use technical terms and graphical representation techniques to communicate ideas to an audience. They record project plans, including production processes, and select appropriate technologies and techniques to safely produce designed solutions. Students understand and describe how data is transmitted, how behaviours and ethics help protect data and describe what effect supplied data can have on their digital footprint.
Knowledge and understanding
Technologies and society
explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments for current and future use (AC9TDE6K01)
Technologies contexts: By the end of Year 6 students will have had the opportunity to create designed solutions at least once in each of these three technologies contexts.
Technologies contexts – Engineering principles and systems
explain how electrical energy can be transformed into movement, sound or light in a product or system (AC9TDE6K02)
Technologies contexts – Materials and technologies specialisations
explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions (AC9TDE6K03)
Technologies contexts – Food and fibre production
explain how and why food and fibre are produced in managed environments (AC9TDE6K04)
Technologies contexts – Food specialisations
explain how the characteristics of foods influence selection and preparation for healthy eating (AC9TDE6K05)

Processes and production skills
Investigating and defining
analyse needs or opportunities for designing, and investigate the materials, components, tools, equipment and processes needed to create designed solutions (AC9TDE6P01)
Generating and designing
generate, develop and communicate design ideas, decisions and processes using technical terms and graphical representation techniques (AC9TDE6P02)
Producing and implementing
select suitable materials, components, tools, equipment and techniques and use safe procedures to make designed solutions (AC9TDE6P03)
Evaluating
develop criteria for success collaboratively that include sustainability to evaluate design ideas, processes and solutions (AC9TDE6P04)
Collaborating and managing
develop project plans that include consideration of resources to individually and collaboratively make designed solutions (AC9TDE6P05)

Technologies – Digital technologies Years 5–6

Achievement standard – Digital technologies
By the end of Year 6 students use computational thinking to create digital solutions. They understand and describe how data is represented and transmitted. Students understand how behaviours and ethics help protect data and describe what effect supplied data can have on their digital footprint. They design digital solutions based on user stories by developing algorithms to address problems or opportunities and implement them as visual programs that involve decision-making, repetition and user input. Students evaluate ideas and solutions against design criteria, using their knowledge of digital systems to communicate ideas to an audience.
Achievement standard – Learning area
By the end of Year 6 students describe how people design products, services and environments to meet the needs and opportunities of communities, including sustainability. For each of the three prescribed technologies contexts students explain how the features of technologies impact on design decisions and they create designed solutions. They use computational thinking to design and create digital solutions by developing algorithms to address problems or opportunities and implement them as visual programs. They evaluate ideas and solutions against criteria for success. Students use technical terms and graphical representation techniques to communicate ideas to an audience. They record project plans including production processes and select appropriate technologies and techniques to safely produce designed solutions. Students understand and describe how data is transmitted, how behaviours and ethics help protect data and describe what effect supplied data can have on their digital footprint.
Knowledge and understanding
Digital systems
investigate the main internal components of common digital systems and their function (AC9TDI6K01)
examine how digital systems form networks to transmit data (AC9TDI6K02)
Data representation
explain how digital systems represent all data using numbers (AC9TDI6K03)
explore how data can be represented by off and on states (zeros and ones in binary) (AC9TDI6K04)
Processes and production skills
Investigating and defining
define problems using given or co-developed design criteria and by creating user stories (AC9TDI6P01)
Generating and designing
design algorithms involving multiple alternatives (branching) and iteration (AC9TDI6P02)
design a user interface for a digital system (AC9TDI6P03)
generate, modify, communicate and evaluate designs (AC9TDI6P04)

Producing and implementing
implement algorithms as visual programs involving control structures, variables and user input (AC9TDI6P05)
Evaluating
evaluate existing and student solutions against the design criteria and user stories and their broader community impact (AC9TDI6P06)
Collaborating and managing
create, locate and edit content for, and communicate with, a specific audience, selecting appropriate tools fand using their advanced functionality and storage conventions (AC9TDI6P07)
share information, plan and collaborate with others demonstrating ethical and agreed behaviours, supported by trusted adults (AC9TDI6P08)
Privacy and security
access multiple personal accounts using unique passphrases and explain the risks of password re-use (AC9TDI6P09)
explain the creation and permanence of their digital footprint and consider privacy when collecting user data (AC9TDI6P10)

Health and Physical Education Years 5–6

Achievement standard
By the end of Year 6, students explain how different factors influence identities and relationships. They investigate developmental changes and the strategies they can use to manage them. Students adapt and apply personal and social skills to work collaboratively and establish and manage relationships. They recognise the impact valuing diversity has on wellbeing. Students analyse health information and apply decision-making skills to refine strategies that help themselves and others stay safe, healthy and active. They adapt movement skills and concepts to unfamiliar situations and evaluate the impact on movement outcomes. They apply their understandings about physical activity participation to propose strategies to enhance the health and wellbeing of themselves, their family and communities.
Personal, social and community health
Identities and change
explain how identities can be influenced by people and places and how we can create a positive self-identity (AC9HP6P01)
investigate resources and strategies to manage changes and transitions, including changes associated with puberty (AC9HP6P02)
Interacting with others
select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP6P03)
reflect on how valuing diversity influences the wellbeing of individuals and communities (AC9HP6P04)
analyse the influence of emotional responses on behaviour and relationships, and propose strategies to manage own and others' emotions (AC9HP6P05)
Making healthy, safe and active choices.
analyse protective behaviours and help-seeking strategies that can be used in a range of situations (AC9HP6P06)
analyse health information and apply it to communicate their own and others' health needs (AC9HP6P07)
analyse the role of health-enhancing behaviours in promoting and maintaining health, safety and wellbeing for individuals, families and their communities (AC9HP6P08)
Movement and physical activity
Moving our bodies
adapt and modify movement skills across a variety of situations (AC9HP6M01)
demonstrate how movement concepts and strategies can be transferred to different situations (AC9HP6M02)

Understanding movement
manipulate and modify elements of effort, space, time, objects and people in different movement situations (AC9HP6M03)
participate in a range of physical activities that can be accessed in their local area to analyse the steps and resources needed to promote involvement (AC9HP6M04)
Learning through movement
participate in various physical activities designed to enhance health and wellbeing and investigate options to enhance personal participation (AC9HP6M05)
predict the effectiveness of different skills and strategies in unfamiliar movement situations (AC9HP6M06)
devise and test alternative rules and modes of play to support increased participation (AC9HP6M07)
participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (AC9HP6M08)

The Arts – Dance Years 5–6

Achievement standard – Dance
By the end of Year 6, students explain how dancers and choreographers communicate ideas and meanings through dance works and performances. They describe how dance can be used to maintain, continue or revitalise cultures. Students demonstrate safe practice, technical, and expressive skills when practising, creating or performing dance. They use the elements of dance and choreographic devices to create dances that communicate intentions to audiences. They present performances and share ideas about the dances with the audience.
Achievement standard – learning area
By the end of Year 6 students describe the ways that artists communicate ideas and meanings through their arts works. They describe the ways that the arts can contribute to maintaining, continuing and revitalising cultures. Students demonstrate safe, collaborative practice. They use elements, conventions, skills and processes to create arts works that communicate their intentions. They present their arts works and share ideas about their arts works with audiences.
Exploring and connecting
explore and explain the ways that the elements of dance and choreographic devices can be used to communicate ideas (AC9ADA6E01)
investigate and describe ways First Nations Australians are maintaining, continuing and revitalising culture (AC9ADA6E02)
Developing skills, practice and ideas
develop technical and expressive skills through improvisation and practice (AC9ADA6P01)
Creating
choreograph dances that communicate ideas and meaning using the elements of dance and choreographic devices (AC9ADA6C01)
Sharing and communicating
rehearse and perform dances that communicate intentions and engage audiences and share ideas about the dances (AC9ADA6S01)

The Arts – Drama Years 5–6

Achievement standard - Drama
By the end of Year 6 students describe and discuss ways drama created for different purposes can communicate multiple ideas and meanings. They describe how drama can maintain, continue and revitalise cultures. Students work collaboratively as they combine elements of drama and conventions to shape and sustain dramatic action. They devise drama, and interpret scripts. They present performances to audiences and discuss ideas in the drama.
Achievement standard – learning area
By the end of Year 6 students describe the ways that artists communicate ideas and meanings through arts works. They describe the ways that the arts can contribute to maintaining, continuing and revitalising cultures. Students demonstrate safe, collaborative practice. They use elements, conventions, skills and processes to create arts works that communicate their intentions. They present their arts works and share ideas about their arts works with audiences.
Exploring and connecting
explore and explain the ways that drama is created for different purposes and contexts, and communicates, ideas, perspectives and meanings (AC9ADR6E01)
investigate the ways that First Nations Australians are maintaining, continuing and revitalising culture (AC9ADR6E02)
Developing skills, practice and ideas
experiment with, and develop skills and techniques for, combining the elements of drama to create dramatic action and communicate meaning (AC9ADR6P01)
Creating
develop characters and situations, and shape and sustain dramatic action in devised and scripted forms (AC9ADR6C01)
Sharing and communicating
rehearse and perform drama that communicates ideas and engages audiences, and discuss responses to the drama (AC9ADR6S01)

The Arts – Media Arts Years 5–6

Achievement standard – Media Arts
By the end of Year 6, students demonstrate understanding of how media languages can be used to construct representations that reflect peoples' understandings of the world around them. They discuss how media arts works can be used to maintain, continue and revitalise cultures. Students use media languages, production processes and technologies to construct media arts works for specific purposes and audiences. They present their work and interact with audiences using responsible media practice.
Achievement standard – learning area
By the end of Year 6 students describe the ways that artists communicate ideas and meanings through their arts works. They describe the ways that the arts can contribute to maintaining, continuing and revitalising cultures. Students demonstrate safe, collaborative practice. They use elements, conventions, skills and processes to create arts works that communicate their intentions. They present their arts works and share ideas about their arts works with audiences.
Exploring and connecting
investigate the use of media arts story principles in media arts works that are created with different technologies for different purposes (AC9AMA6E01)
investigate and discuss ways First Nations Australians maintain, continue and revitalise culture (AC9AMA6E02)
Developing skills, practice and ideas
experiment with the ways that images, sounds, text and animation can be manipulated using media arts technologies and media conventions to create different meanings (AC9AMA6P01)
Creating
use media conventions and story principles to create media arts works for specific purposes and audiences (AC9AMA6C01)
Sharing and communicating
present media arts works and invite audience interaction using responsible media practices (AC9AMA6S01

The Arts – Music Years 5–6

Achievement standard – Music
By the end of Year 6 students explain how musicians manipulate elements of music to communicate ideas to audiences in music created for a range of purposes. They describe how music can maintain, continue and/or revitalise cultures. Students experiment, rehearse and make decisions about how they will shape technical and expressive elements of music. They compose and document music to communicate ideas, meaning and feelings. They use musicianship the enhance their performance of music they have learnt and composed and share ideas about the music.
Achievement standard – learning area
By the end of Year 6 students describe the ways that artists communicate ideas and meanings through their arts works. They describe the ways that the arts can contribute to maintaining, continuing and revitalising cultures. Students demonstrate safe, collaborative practice. They use elements, conventions, skills and processes to create arts works that communicate their intentions. They present their arts works and share ideas about their arts works with audiences.
Exploring and connecting
explore and explain the ways that musicians use the elements of music to communicate ideas (AC9AMU6E01)
investigate and discuss the ways that First Nations Australians use music to maintain, continue and revitalise culture (AC9AMU6E02)
Developing skills, practice and ideas
develop vocal, instrumental and listening skills and techniques to control and vary sounds (AC9AMU6P01)
Creating
present performances of music in a range of forms for audiences and share ideas about the music being performed (AC9AMU6S01)
Sharing and communicating
investigate and discuss the ways that First Nations Australians use music to maintain, continue and revitalise culture (AC9AMU6E02)

The Arts – Visual Arts Years 5–6

Achievement standard – Visual Arts
By the end of Year 6, students explain the ways that visual artists communicate ideas and concepts in artworks. They demonstrate and describe how the visual arts can be used to maintain, continue and revitalise culture. Students demonstrate developing visual arts practice as they experiment with visual arts processes, visual conventions, materials and techniques. They respond to inspiration to create artworks that communicate their intentions, and curate exhibits of artworks to communicate these intentions to audiences and discuss responses to the work.
Achievement standard – learning area
By the end of Year 6 students describe the ways that artists communicate ideas and meanings through their arts works. They describe the ways that the arts can contribute to maintaining, continuing and revitalising cultures. Students demonstrate safe, collaborative practice. They use elements, conventions, skills and processes to create arts works that communicate their intentions. They present their arts works and share ideas about their arts works with audiences.
Exploring and connecting
investigate and explain the ways that visual artists represent views, beliefs and opinions for different purposes and in different contexts (AC9AVA6E01)
investigate and discuss the ways that First Nations Australians maintain, continue and revitalise culture (AC9AVA6E02)
Developing skills, practice and ideas
experiment, select and apply visual arts processes, visual conventions, materials and techniques to represent an idea (AC9AVA6P01)
Creating
use visual arts processes, visual conventions materials and techniques to create visual arts works that communicate an artistic intention (AC9AVA6C01)
Sharing and communicating
curate exhibits of visual arts works to engage with audiences to reinforce artists intentions (AC9AVA6S01)

Languages – Chinese Years 5–6

Achievement standard
By the end of Year 6, students initiate and use strategies to maintain interactions in Chinese related to their immediate environment. They collaborate in oral and written activities that involve the language of transaction and problem-solving, to share information, ideas and preferences. They use intonation and stress to engage audiences and participants. They use strategies to locate and interpret information and ideas in texts and demonstrate understanding by responding in Chinese or English, adjusting their response appropriately to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context, and show understanding of how some language reflects cultural practices. They recognise the features of the Chinese writing system and apply their knowledge of the formation of characters in their own writing. They sequence information and ideas and use conventions appropriate to text type. They apply rules for pronunciation, spelling, punctuation and modelled grammatical structures when creating and responding in Chinese. Students explain the nature of tone-syllables and use Pinyin to transcribe spoken language. They recognise that variations exist within the Chinese spoken and written language. They use metalanguage to compare frequently used language features in Chinese and English. They understand that the Chinese language is connected with culture and identity and consider how this is reflected in their own language, culture and identity.
Communicating meaning in Chinese
Interacting in Chinese
initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment (AC9LC6C01)
participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas (AC9LC6C02)
Mediating meaning in and between languages
locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose (AC9LC6C03)
apply strategies to interpret and convey meaning in Chinese language in familiar spoken, written and non-verbal cultural contexts (AC9LC6C04)
Creating text in Chinese
create and present a range of spoken and written texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type (AC9LC6C05)
demonstrate understanding of how language reflects culture by beginning to use words and expressions that reflect cultural practices and conventions (AC9LC6C06)
Understanding language and culture
Understanding systems of language
discriminate between similar or related syllables and words by listening with attention to intonation, stress and phrasing to develop fluency and pronunciation (AC9LC6U01)
apply modelled Chinese grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LC6U02)

use familiar metalanguage to compare some Chinese language functions, structures and features with those of English, in known contexts (AC9LC6U03)
Understanding the interrelationship of language and culture
recognise connections between language and cultural practices, behaviours and values and reflect on the impact on communication (AC9LC6U04)

Languages – French Years 5–6

Achievement standard
By the end of Year 6, students initiate and use strategies to maintain interactions in French related to their immediate environment. They collaborate in oral and written activities that involve the language of transaction and problem-solving, to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in French or English, adjusting their response appropriately to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context, and show understanding of how some language reflects cultural practices. They sequence information and ideas and use conventions appropriate to text type. Students apply rules for pronunciation, spelling, punctuation and modelled grammatical structures when creating and responding in French. They use metalanguage to compare frequently used language features in French and English. They understand that the French language is connected with culture and identity, and consider how this is reflected in their own language, culture and identity.
Communicating meaning in French
Interacting in French
initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment (AC9LF6C01)
participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas (AC9LF6C02)
Mediating meaning in and between languages
locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose (AC9LF6C03)
apply strategies to interpret and convey meaning in French language in familiar spoken, written and non-verbal cultural contexts (AC9LF6C04)
Creating text in French
create and present a range of spoken and written texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type (AC9LF6C05)
demonstrate understanding of how language reflects culture by beginning to use words and expressions that reflect cultural practices and conventions (AC9LF6C06)
Understanding language and culture
Understanding systems of language
apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases (AC9LF6U01)
apply modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LF6U02)
use familiar metalanguage to compare some French language functions, structures and features with those of English, in known contexts (AC9LF6U03)

Understanding the interrelationship of language and culture
recognise connections between language and cultural practices, behaviours and values and reflect on the impact on communication (AC9LF6U04)

Languages – Italian Years 5–6

Achievement standard
By the end of Year 6, students initiate and use strategies to maintain interactions in Italian related to their immediate environments. They collaborate in oral and written activities that involve the language of negotiation and planning, to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Italian or English, adjusting their response appropriately to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context, and show understanding of how some language reflects cultural practices. They sequence information and ideas and use conventions appropriate to text type. Students apply rules for pronunciation, spelling, punctuation and modelled grammatical structures when creating and responding in Italian. They use metalanguage to compare frequently used language features in Italian and English. They understand that the Italian language is connected with culture and identity, and consider how this is reflected in their own language, culture and identity.
Communicating meaning in Italian
Interacting in Italian
initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment (AC9LIT6C01)
participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas (AC9LIT6C02)
Mediating meaning in and between languages
locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose (AC9LIT6C03)
apply strategies to interpret and convey meaning in Italian language in familiar spoken, written and non-verbal cultural contexts (AC9LIT6C04)
Creating text in Italian
create and present a range of spoken and written texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type (AC9LIT6C05)
demonstrate understanding of how language reflects culture by beginning to use words and expressions that reflect cultural practices and conventions (AC9LIT6C06)
Understanding language and culture
Understanding systems of language
apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases (AC9LIT6U01)
apply modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LIT6U02)
use familiar metalanguage to compare some Italian language functions, structures and features with those of English, in known contexts (AC9LIT6U03)

Understanding the interrelationship of language and culture
recognise connections between language and cultural practices, behaviours and values and reflect on the impact on communication (AC9LIT6U04)

Languages – Japanese Years 5–6

Achievement standard
By the end of Year 6, students initiate and use strategies to maintain interactions in Japanese related to their immediate environments. They collaborate in oral and written activities that involve the language of negotiating and planning, to share information, ideas, feelings, and preferences. They use strategies to interpret and evaluate information and ideas in texts. They demonstrate understanding by responding in Japanese or English, adjusting response appropriately to context, purpose and audience. They read and write high-frequency kanji, all hiragana, including voiced sounds, long vowel sounds, double consonants and blends using the hiragana chart as support, and recognise katakana. They apply knowledge of stroke order in writing. They create texts, selecting and using a variety of particles, vocabulary and sentence structures to suit context, and show understanding of how some language reflects cultural practices. They sequence information and ideas and use conventions appropriate to text type. They apply rules for pronunciation, script, punctuation and modelled grammatical structures when creating and responding in Japanese. Students use metalanguage to compare frequently-used language structures and features in Japanese and English. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures. They understand that the Japanese language is connected with culture and identity, and consider how this is reflected in their own language, culture and identity.
Communicating meaning in Japanese
Interacting in Japanese
initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment (AC9LJ6C01)
participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas (AC9LJ6C02)
Mediating meaning in and between languages
locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose (AC9LJ6C03)
apply strategies to interpret and convey meaning in Japanese language in familiar spoken, written and non-verbal cultural contexts (AC9LJ6C04)
Creating text in Japanese
create and present a range of spoken and written texts in hiragana and familiar kanji, using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type (AC9LJ6C05)
demonstrate understanding of how language reflects culture by beginning to use words and expressions that reflect Japanese cultural practices and conventions (AC9LJ6C06)
Understanding language and culture
Understanding systems of language
apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm, recognising how words blend and understanding the relationship between sounds, words and meaning (AC9LJ6U01)

apply modelled Japanese grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LJ6U02)
use familiar metalanguage to compare some Japanese language functions, structures and features with those of English, in known contexts (AC9LJ6U03)
Understanding the interrelationship of language and culture
recognise connections between Japanese language and cultural practices, behaviours and values and reflect on the impact on communication (AC9LJ6U04)